



The Geneva School  
Parent Student Handbook

<u>VISION</u>	<u>5</u>
<u>THE GENEVA SCHOOL GOALS</u>	<u>6</u>
<b>CHRIST-CENTERED</b>	<b>6</b>
<b>CLASSICAL</b>	<b>6</b>
<u>EDUCATIONAL PHILOSOPHY OF THE GENEVA SCHOOL</u>	<u>7</u>
<u>STATEMENT OF FAITH</u>	<u>9</u>
<b>THE BIBLE</b>	<b>9</b>
<b>THE FATHER</b>	<b>9</b>
<b>THE PERSON AND WORK OF JESUS CHRIST</b>	<b>9</b>
<b>THE HOLY SPIRIT</b>	<b>9</b>
<b>THE TRINITY</b>	<b>9</b>
<b>MAN AND SIN</b>	<b>10</b>
<b>SALVATION</b>	<b>10</b>
<b>THE CHURCH</b>	<b>10</b>
<b>THE GREAT COMMISSION</b>	<b>10</b>
<b>ETERNITY</b>	<b>10</b>
<u>ORGANIZATION</u>	<u>12</u>
<b>BOARD OF DIRECTORS</b>	<b>12</b>
<b>HEAD OF SCHOOL</b>	<b>12</b>
<u>THE GENEVA SCHOOL CURRICULUM GOALS</u>	<u>12</u>
<b>BIBLE</b>	<b>13</b>
<b>ENGLISH</b>	<b>13</b>
<b>HISTORY/GEOGRAPHY</b>	<b>13</b>
<b>SCIENCE</b>	<b>13</b>
<b>MATHEMATICS</b>	<b>14</b>
<b>READING</b>	<b>14</b>
<b>ART</b>	<b>14</b>
<b>MUSIC</b>	<b>14</b>
<b>PHYSICAL EDUCATION</b>	<b>14</b>
<u>LATIN AT THE GENEVA SCHOOL</u>	<u>15</u>
<b>LATIN REQUIREMENTS FOR NEW STUDENTS</b>	
<u>HOMEWORK PHILOSOPHY AND GUIDELINES</u>	<u>16</u>
<b>PHILOSOPHY</b>	<b>16</b>
<b>GUIDELINES FOR ASSIGNING HOMEWORK</b>	
<u>STUDENT LIFE</u>	<u>18</u>
<b>CHAPEL</b>	

<b>SERVICE TO OTHERS</b>	<b>18</b>
<b>SOCIAL EVENTS</b>	<b>18</b>
<u>ELECTRONICS ON CAMPUS</u>	<u>20</u>
<b>PHONES AND SMART WATCHES</b>	<b>20</b>
<b>OTHER ELECTRONICS</b>	<b>20</b>
<b>THE INTERNET AND SOCIAL MEDIA</b>	<b>20</b>
<u>PROMOTION AND RETENTION POLICIES</u>	<u>21</u>
<b>STUDENT PROMOTION POLICY</b>	<b>21</b>
<b>GUIDELINES FOR STUDENT RETENTION</b>	<b>21</b>
<u>ADMISSION AND RE-ENROLLMENT PROCEDURES/REQUIREMENTS</u>	<u>24</u>
<u>ATTENDANCE REQUIREMENTS</u>	<u>27</u>
<b>SHORT-TERM ABSENCES</b>	<b>27</b>
<b>EXTENDED ABSENCES</b>	<b>27</b>
<b>MAKE-UP WORK</b>	<b>28</b>
<b>LATENESS</b>	<b>28</b>
<b>SIGNING STUDENTS OUT/IN</b>	<b>29</b>
<b>AFTERNOON DISMISSAL</b>	
<b>CLOSINGS/DELAYS/EARLY DISMISSALS</b>	<b>29</b>
<b>COMMUNICATION</b>	<b>30</b>
<u>DRESS CODE</u>	<u>31</u>
<b>PHILOSOPHY</b>	<b>31</b>
<b>REQUIREMENTS</b>	<b>31</b>
<u>HEALTH REQUIREMENTS/POLICIES</u>	<u>39</u>
<b>CONTAGIOUS ILLNESS</b>	<b>39</b>
<b>HEAD LICE</b>	<b>39</b>
<b>MEDICATION DISTRIBUTION</b>	<b>39</b>
<u>PARENT INVOLVEMENT AT THE GENEVA SCHOOL</u>	<u>40</u>
<u>DISCIPLINE GUIDELINES</u>	<u>41</u>
<b>EXPULSION</b>	<b>44</b>
<b>SERIOUS MISCONDUCT</b>	<b>44</b>
<b>RE-ADMITTANCE</b>	<b>45</b>
<u>TUITION</u>	<u>46</u>
<u>FEES</u>	<u>47</u>
<u>SCHOOL CALENDAR</u>	<u>48</u>
<u>THE GENEVA SCHOOL DISTINCTIVES</u>	<u>49</u>



*Revisions to this Parent/Student Handbook are subject to change without warning or prior notice.*

## VISION

We aim to graduate young men and women who think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate precisely; who are capable of evaluating their entire range of experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from biblical, and to be unswayed towards evil by the former. We aim to find them well prepared in all situations, possessing both information and the knowledge of how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire they have a heart for the lost and they distinguish real religion from religion in form only; and that they possess the former knowing and loving the Lord Jesus Christ. We desire them to possess all of these with humility and gratitude to God.

We likewise aim to cultivate these same qualities in our staff and to see them well paid so that they may make a career at The Geneva School. We desire them to be professional and diligent in their work, gifted in teaching, loving their students and their subjects. We desire they clearly understand classical education, how it works in their classroom, and how their work fits into the whole; that they possess a lifelong hunger to learn and grow; and that they have opportunity to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We look to see them mature in Christ, grow in the knowledge of God, training their own children to walk with the Lord.

We aim to cultivate in our parents a sense of responsibility for the school; to see them well informed about the goals of our classical and Christ-centered approach. We desire them to grow with the school, involved in and excited about the journey. We aim to help them follow biblical principles in addressing concerns, to be inclined to hear both sides of a story before rendering a verdict, and to embrace the Scripture's injunctions to encourage and stir up one another to love and good works.

Finally, in our relationship with our community, we aim to be above reproach in our business dealings and supportive of the local business community. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with the churches, and to bring honor to our Lord in all our endeavors.

# THE GENEVA SCHOOL GOALS

## A Classical, Christ-Centered Education

### CHRIST-CENTERED

To understand more fully what is meant by Christ-centered education, please refer to the book *Recovering the Lost Tools of Learning* by Douglas Wilson.

In all its levels, programs, and teaching, The Geneva School seeks to:

1. Teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17);
2. Provide a clear model of the biblical Christian life through our staff and board members (Matthew 22:37-40);
3. Encourage every student to develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15).

### CLASSICAL

The Trivium is a three-stage educational process, which structures learning in accordance with the God-given stages of a child's development. Its use is intended to teach students the proper use of the tools of learning. For a more in-depth definition of classical teaching methods, please refer to Dorothy Sayers' article "The Lost Tools of Learning."

In all its levels, programs, and teaching, The Geneva School seeks to:

1. Emphasize grammar, dialectic (logic), and rhetoric in all subjects (see definitions below);
2. Encourage every student to develop a love for learning and live up to his academic potential;
3. Provide an orderly atmosphere conducive to the attainment of the above goals.

### Definitions:

Grammar: The fundamental facts and rules of each subject.

Dialectic: The ordered relationship of particulars in each subject.

Rhetoric: How the grammar and logic of each subject may be clearly expressed.

## EDUCATIONAL PHILOSOPHY OF THE GENEVA SCHOOL

Although most Christian schools would agree on certain fundamentals, it is imperative that parents scrutinize the foundational beliefs of any school in which they may enroll their child(ren). Therefore, below are the most important elements that we at The Geneva School believe distinguish our unique approach to education.

1. We believe that the Bible clearly instructs parents, not the church or state, to "bring children up in the discipline and instruction of the Lord." (Ephesians 6:4) As a school, we operate "In loco parentis" or in the place of the parents, providing an educational service to families. Therefore, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.
2. We believe that God's character is revealed not only in His Word, but also in every facet of Creation. Therefore, we teach that all knowledge is interrelated and instructs us about God Himself.
3. God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Mat. 22:37). Therefore, we seek to individually challenge children at all levels and teach them how to learn, through the centuries old classical method (see Goals), including instruction in Latin.
4. We want to help parents teach their children that all they do should be done "heartily, as unto the Lord." (Colossians 3:23) Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This includes biblical discipline principles.

Above all, our highest goal is to provide a rigorous educational environment that challenges our students to live and think from a Christian worldview.

The apostle Paul instructs us to set our minds on that which is true, noble, just, pure and lovely. We are to meditate on those things which are of good report, virtuous or praiseworthy. As a classical and Christian school, we have particular duties in this regard: our school parents have entrusted us with the responsibility to help train and discipline the minds of their children. We understand that the loveliness and nobility enjoined by the apostle involve more than just "spiritual: truths, and that our duty as a school includes the discipline of aesthetic education.

We therefore affirm that the triune God contains within Himself all ultimate loveliness and beauty. As His creatures, therefore, we are to serve and worship Him in all that we do in the beauty of holiness. He has created us in His own image, and requires us to strive to imitate Him in all that we do, and this includes the duty of understanding our responsibilities of appreciating and creating objects of loveliness.

In the education we provide, we therefore deny all forms of aesthetic relativism. At the same time, we affirm our limitations as creatures. This means that in any work or art containing true beauty, only God knows exhaustively all that is beautiful about the work, while we see the beauty only partially. Because different human observers see different “partialities,” this creates an illusion of subjectivity. Because our vision of the beautiful must necessarily be partial, we seek to instruct our students to make all aesthetic judgments in humility. At the same time, we want to train them on their responsibility to make grounded and informed aesthetic judgments, rejecting all forms of principled ugliness.

We seek to teach the importance of aesthetic standards in all activities associated with the school, striving for that form of excellence suitable to each activity. This obviously includes a strong emphasis throughout our curriculum on the fine arts-music, painting, sculpture, drama and poetry – with the attendant responsibilities of the students including study, mediation and memorization. But our emphasis on aesthetics also extends to more mundane matters-the cleanliness and decoration of classrooms, students dress, athletic competition, handwriting, etc. In all this, we aim to teach our students the reasons for what we require, and not just impose the bare requirement. As a Christian school we want to particularly avoid all forms of piousness-aesthetic frauds that can evoke a sentimental and superficial aesthetic response.

The standards we use in determining what we consider valuable include, but are not limited to: conformity to the standards of Scripture; historical durability and the approval of many minds over generations; a balance of complexity and simplicity; dignity; metaphorical strength; harmony; subtlety; the power to evoke love of truth and goodness; the art of concealing art, acuity or craftsmanship; an ability to work against standards while honoring and employing them; and avoidance of formulaic clichés and wisdom.

*I am much afraid that the schools will prove the gates of hell unless they diligently labor in explaining the Holy Scriptures and engraving them in the hearts of youth. I advise no one to place his child where the Scriptures do not reign paramount. Every institution in which men are not unceasingly occupied with the Word of God must corrupt.*

Martin Luther

## STATEMENT OF FAITH

The Geneva School is a Protestant Christian school which does not teach a specific denominational set of beliefs. The following is the foundation of beliefs on which The Geneva School is based. They are also the key elements of Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered primary doctrine at The Geneva School. Secondary or divisive doctrines and issues will not be presented as primary doctrine. When these types of doctrine or issues arise they will be referred back to the family and local churches for final authority.

### THE BIBLE

We believe that the original manuscripts of the Old and New Testament comprise the full, word-for-word, truthful, inerrant Word of God which is the supreme and final authority in doctrine and practice. (Isa. 40:8; II Tim. 3:16-17; Heb. 4:12; II Pet. 1:20-21)

### THE FATHER

We believe that as Eternal Father, He is the Father of all men in the non-salvation, Creator-creature sense, the Father of the nation Israel, the Father of the Lord Jesus Christ, and the spiritual Father of all who believe in Christ. He is the author of salvation, the One who sent the Son, and the disciplinarian of His children. (Ex. 4:22; Ps. 2:7-9; John 5:37; Acts 17:29; Gal. 3:26; Eph. 1:3-6; Heb. 12:9; I Pet. 1:3)

### THE PERSON AND WORK OF JESUS CHRIST

We believe Jesus Christ is God incarnate, conceived by the Holy Spirit, born of a virgin, completely God and completely man. We believe in His pre-existence, His sinless life, His substitutionary atonement, His bodily resurrection from the grave, His ascension into Heaven, and His bodily return from Heaven. (John 1:1, 14, 18; Luke 1:35; Rom. 3:24-26, 4:25; I Pet. 1:3-5; Eph. 4:11-16; I Thess. 4:13-18; Heb. 1:3, 7:23-25; I John 2:1-2).

### THE HOLY SPIRIT

At the time of conversion, we believe that the Holy Spirit regenerates, indwells, baptizes, seals, and bestows spiritual gifts upon all who know Christ as Lord and Savior. Experientially, He fills, teaches, leads, assures, and prays for believers. (John 14:26, 16:6-15; Acts 1:5, 2:1-4, 11:1-18; Rom. 8:14-16, 26-27; I Cor. 6:19, 12:7-11, 13; Eph. 1:13-14, 5:18; II Thess. 2:1-10; Titus 3:5).

### THE TRINITY

In the unity of the Godhead there are three persons, of one substance, power, and eternity; God the Father, God the Son, and God the Holy Spirit. The Father is neither begotten, nor proceeding; The Son is eternally begotten of the Father; the Holy Spirit eternally proceeding from the Father and the Son. (I John 5:7; Matt. 3:16, 28:19; II Cor. 13:14; John 1:14, 15:26;

Gal. 4:6).

### MAN AND SIN

We believe man was created in the image of God; that Adam in his first sin condemned not only himself but all mankind to an estate of sin. All of mankind in Adam is now separated from God and in need of a redeemer. (Gen. 1:1, 27, 2:17, 3:1-19; Isa. 14:12-14; Luke 20:36; Heb. 1:13-14, 2:5-8; I Pet. 2:4; Jude 6; John 12:31; Heb. 2:14; Rev. 20:10; John 1:1-3, 8:44; Col. 1:16-17; Rom. 5:12-21; Eph. 2:1-3).

### SALVATION

“In Him also we have obtained an inheritance, being predestined according to the purpose of Him who works all things according to the counsel of His will, that we who first trusted in Christ should be to the praise of His glory. In Him you also trusted, after you heard the word of truth, the gospel of your salvation; in whom also, having believed, you were sealed with the Holy Spirit of promise, who is the guarantee of our inheritance until the redemption of the purchased possession, to the praise of His glory” (Eph. 1:11-14). We affirm that these believers are eternally secure, have everlasting life, will not come into condemnation, and shall never perish. We believe that assurance comes to the believer from three primary means: trusting the Word of God’s promises, the witness of the Holy Spirit, and a persevering walk with the Lord. (John 1:12; I John 2:3, 17; II Cor. 5:17-21; Eph. 2:8-9; Titus 3:4-7; Dan. 12:1-2; Matt 25:31-46; John 3:16, 36, 5:24, 10:28-29, 11:25-26; Rom. 8:28-39; I John 4:11-13; Jude 1; Rev. 20:12-15).

### THE CHURCH

We believe in the Church, both universally and locally, as the spiritual body of which Christ is the Head. The church exercises Christ’s authority until His return. We also believe that the church is entrusted with the sacraments of baptism and the Lord’s Supper. (Matt. 16:18; cf. Acts 1:5, 11:15, and I Cor. 12:13; Eph. 1:22-23, 4:11-16, 5:22-23; Col. 1:18).

### THE GREAT COMMISSION

We believe that those whom God has saved are sent into the world by Christ as He was by the Father. Those sent are ambassadors, commissioned to make Christ known to the whole world and to make disciples teaching them to obey all that Christ has commanded. (Matt. 28:18-20; John 15:8, 17:18, 20:21; Acts 1; Rom. 10:14-15; II Cor. 5:18-20; Col. 4:2-6; II Tim. 2:14-26).

### ETERNITY

We believe in the physical resurrection of the human body (at the second coming of Christ); in the eternal conscious existence of all individuals in either Heaven or Hell; and in the rewards of the saved and the punishment of the lost for eternity. (I Cor. 15; Luke 16:19-31; II Cor. 5:8-10; I Cor. 3:11-15).

Essentially, our Statement of Faith is best summarized in the five solas of the Reformation:

***Sola Fide*** – By faith alone

***Sola Gratia*** – By grace alone

***Solo Christo*** – By Christ alone

***Sola Scriptura*** – On the Word of God alone

***Soli Deo Gloria*** – To God alone be the glory

## BOARD OF DIRECTORS

The Board of Directors serves the school by setting policies that define and maintain the goals of the school. The Board of Directors examines the school's goals, policies, programs, and curriculum in light of biblical principles and those of classical education. It is a corporate body comprised of up to **seven active directors** at any one time. Because of the corporate nature of the Board of Directors, an individual director has no authority over the school in any capacity.

Mr. Jason Lynch- Chairman of the Board  
Mr. Erik Rannala  
Mr. Joey Durham-Secretary  
Mr. Bill Rice  
Mrs. Gina Bonecutter

## HEAD OF SCHOOL

The Head of school reports to the Board of Directors and is the head administrator over the entire school. He oversees the management of the school and is directly involved in policy development and implementation, finances, curriculum development, teacher supervision and training, student discipline, curriculum implementation, and school programs.

Mrs. Gina Bonecutter

## GRAMMAR SCHOOL PRINCIPAL

The Grammar School Principal reports to the Head of school and is the administrator over the grammar school, grades K-6. He oversees the management of the grammar school and is directly involved in policy development and implementation, finances, curriculum development, teacher supervision and training, student discipline, curriculum implementation, and school programs.

Mrs. LeeAnn Holt

# THE GENEVA SCHOOL CURRICULUM GOALS

## **BIBLE – We seek to:**

1. Teach the students to understand the Bible as God's Word.
2. Teach the biblical pattern of Salvation.
3. Encourage each student to come to the Father, through the Son, and grow in their knowledge and love of Him.
4. Memorize large portions of Scripture that relate to and shed light on other studies.
5. Begin with an overview of the redemption story and proceed to the study of historic epics using inductive methodology.
6. Encourage students to understand verses in context, along with other good interpretation principles.
7. Let the Scriptures speak for themselves, with clarification only as needed.

## **ENGLISH – We seek to:**

1. Equip every student with the skills necessary for good writing, including spelling, grammar, style, clarity, etc.
2. Put a major emphasis on good writing by requiring the students to write often and correctly in each subject area.
3. Encourage clear thinking by requiring clear writing.
4. Introduce the students to many styles of writing using the Bible and other classics.

## **HISTORY/GEOGRAPHY – We seek to:**

1. Teach the students that God is in control of history and its ultimate outcome.
2. Enable the students to see God's hand in the history of the world and the United States.
3. Broaden the students' understanding of history and geography as the students mature. Specifically, we begin with local history and geography in Kindergarten and first grade and chronologically expand the scope of studies to Western Civilization, beginning with Ancient Egypt in the second grade.
4. Make history and geography "come alive" for the students through the use of many forms of information and research, e.g., biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc., for each of the yearly time periods they will study.

## **SCIENCE – We seek to:**

1. Teach that the biblical Creation account is true.
2. Show the students that because God made the universe, it has inherent order, which in turn makes it possible to hypothesize and experiment (scientific method). Guided inquiry will reveal to the student the intrinsic laws, systems, and truths God put into Creation.
3. Treat the study of science as a "means to an end," not an end in itself.

4. Use many forms of instruction to teach scientific concepts and methods, e.g., a large variety of experiments, demonstrations, research projects, illustrations, field trips, guest speakers, etc.

### **MATHEMATICS – We seek to:**

1. Ensure that the students have a thorough mastery of basic mathematical functions and tables.
2. Emphasize a conceptual as well as practical understanding of math through the frequent use of word problems.
3. Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of reason.

### **READING – We seek to:**

1. Use phonics as the primary building blocks for teaching students to read.
2. Encourage the students to read correctly beginning in Kindergarten.
3. Introduce the students to high quality children's literature.
4. Carefully monitor the student's reading abilities to ensure a reasonable level of proficiency, adequate comprehension, and fluency in oral and silent reading. This includes the proper use of word-attack skills.
5. Foster a lifelong love of reading high quality literature after being taught to recognize the characteristics of such literature.

### **ART – We seek to:**

1. Teach all students the basic fundamentals of drawing to enable them to create adequate renderings.
2. Encourage the students to appreciate and imitate the beauty of the Creation in their own works.
3. Introduce the students to the works of the masters in Western culture.
4. Equip the students to knowledgeably use a variety of art media.

### **MUSIC – We seek to:**

1. Train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.
2. Enrich the teaching of Scripture through the teaching of many classic, meaningful hymns.

### **PHYSICAL EDUCATION – We seek to:**

1. Teach fundamental locomotor and manipulative skills through exercises, games, and activities.
2. Enhance biblical patterns of behavior through activities requiring cooperation, teamwork, and general good sportsmanship.

*If you don't stand for anything, you will fall for everything.*  
~Chesterton

## **LATIN AT THE GENEVA SCHOOL**

Latin instruction is offered in the third through eighth grades at The Geneva School. We believe there are at least five solid reasons for classical language study in our school.

### **Latin reveals a great deal about English and greatly enhances the student's powers of expression in his native language.**

- About 80% of English vocabulary comes from Latin and Greek.
- English vocabulary tests reveal that students of Latin score higher.

### **Latin develops and deepens the student's understanding of and appreciation for literature.**

- A doorway is opened to great classical literature, for example, Virgil.
- The student's appreciation for English literature grows because great English literature is filled with classical allusions.

### **Latin provides an understanding of the classical impact on our modern culture.**

- This is evident in the studies of medicine and law, wedding rings, dollar signs, political structure, architecture, the names of constellations and planets, and of course, etcetera.

### **Latin trains the student in the essentials of scientific method: observation, comparison and generalization.**

- Students of Latin are equipped in the methodology of rigorous analysis.
- Latin trains minds to encounter unfamiliar material in science and other disciplines.

### **Latin provides a wonderful foundation for the study of other languages.**

- Latin is not a "dead" language, but rather a language that lives on in almost all major Western languages, including French, Spanish, Italian, and Portuguese.
- Students gain an understanding of how inflected languages work. This will prepare them to study the German, Russian and Greek languages.

## **LATIN REQUIREMENTS FOR NEW STUDENTS**

Tutoring in Latin will be required for students entering grades 4-8 who have not had formal Latin training. The student's tutoring must be with the parent or a Geneva School approved tutor and is the financial responsibility of the Parent. Summer Latin Camp may also be required.

# HOMWORK PHILOSOPHY AND GUIDELINES

## PHILOSOPHY

The Geneva School may assign some amount of homework to many of its students at any given time. Below are the primary reasons or causes for homework being assigned:

1. Students often need some amount of extra practice in specific or new concepts, skills, or facts. In certain subjects (e.g. math or languages), regular practice at home may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
2. Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study.
3. The Geneva School recognizes that parental involvement is critical to the success of a child's education. Regularly communicating with his teachers and checking on homework are just a few ways for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class. It is also true that this involvement will look quite different in the grammar years than it does in logic school. Rather than reviewing homework or study sheets with your logic school student, we encourage robust discussion around the dinner table, thoughtful questions requiring analysis of an idea, or the application of a biblical principle to the material under consideration.
4. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, but did not use the time wisely.

## GUIDELINES FOR ASSIGNING HOMEWORK

The necessity for doing homework will vary from grade to grade and even from student to student. The guide below should be regarded as *average times*, not as required minimum times, and then only if homework is assigned. Class homework assignments, for Kindergarten through third grade, homework will be written in a *Weekly Homework Assignment Sheet*.

The chart below is an estimated time of homework assigned to the average student at The Geneva School. Individual times may vary according to individual ability and work habits.

<u>Grade</u>	<u>Time</u>
Kindergarten	10-15 minutes
First	15-20 minutes
Second	30 minutes
Third	40 minutes
Fourth	50 minutes
Fifth	60 minutes
Sixth	70-80 minutes
Seventh & Eighth	90-100 minutes

# Activities in Student Life

## Chapel

Chapel is intended to be an opportunity for the school family to meet together for worship. Parents, family members, and guests are always welcome to attend chapel.

## Service to Others

Throughout the school year, The Geneva School students will be involved in various projects that have service to others as their goal. This requires a commitment from each student, sometimes during the school day, but also after regular school hours or on a Saturday. It is very important for parents to be supportive of these projects and to even participate with their children when possible. Encouraging our students to serve others is an important goal at The Geneva School. Jesus directed that, "You shall love your neighbor as yourself." Further, he instructs that what we do for others is received as service to himself (Matthew 25). Students are encouraged to schedule their own ministry activities as well. The Geneva School is a participant in the President's Volunteer Service Award (PVSA).

Through PVSA, Americans of all ages (5+) are invited to participate and be recognized by our nation's president for being active citizens. PVSA recognizes those who have achieved the required number of service hours over a 12-month-time period. This recognition will set the recipients apart from their peers and is a tremendous honor.

We are pleased to announce that The Geneva School is now an Official Certifying Organization for the President's Volunteer Service Awards program! A Certifying Organization is an organization that has been granted authority through an application and review process to administer the PVSA to volunteers.

Criteria:

- \* Recipient(s) must be a United States citizen or a lawfully admitted permanent resident of the United States.
- \* Service hours served within a 12-month-time period or over the course of a lifetime will be awarded.
- \* Awards are issued for volunteer service only; additional levels of participation with the organization (i.e., charitable support) are not a factor considered for the award.
- \* Court-ordered community service does not qualify for the award.
- \* Approved Certifying Organizations issue awards.

Service must be with an approved Certifying Organization that is legally established in the United States.

Eligibility:

Hours by Award	Bronze	Silver	Gold
Kids (5-10)	26-49	50-74	75+
Teens (11-15)	50-74	75-99	100+

Along with the honor of presidential recognition, recipients will receive a personalized certificate, an official pin, medallion or coin, a congratulatory letter from the President of the United States, a letter from the President of Points of Light, and a letter from the CEO of the Corporation for National and Community Service. To participate in the PVSA, please contact the school office.

**Social Events**

The Geneva School provides opportunities for students to have special times with fellow classmates, teachers, parents, and guest throughout the academic year. One of The Geneva School’s great advantages is that the size of its classes are conducive to everyone getting to know each other. Social events involving The Geneva School’s students, where The Geneva School name is used to promote the event must receive prior approval from the Head of School.

# Electronics on Campus

**NOTE: We reserve the right to modify our policies to restrict the use of devices not listed in this guide.**

## School Telephones, Cell Phones, and Smart Watches

Students may use the telephone in the office for emergencies only, with a permission note from a teacher or administrator.

Students may have cell phones or smart watches in their possession, but they must be turned off and in their backpack during the school day. Cell phones or smart watches used during the school day will be confiscated and kept until the next day, and can only be picked up by a parent.

## Other Electronic Devices

Students should not bring entertainment-oriented items such as electronic games, radios, iPods, etc. to school. These items are an unnecessary distraction to the atmosphere of the school. With prior approval, students may bring academic electronic devices such as calculators, dictionaries, laptop computers, etc. which are necessary for their classes. Games should not be played on computers. Unauthorized electronic items will be confiscated. The school is not liable for loss or damage to electronics brought to school.

## Guidelines for Internet Use and Social Networking

Students are responsible for good behavior on the internet just as they are in a classroom or school corridor. General school rules apply.

Individual users of the internet are responsible for their behavior and communications and must make sure that such behavior and communications are in compliance with the community the Geneva School is fostering. Users must comply with the school standards (**both on and off campus**).

The following are not permitted:

- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, tormenting, threatening, embarrassing, humiliating, insulting, or attacking others

# PROMOTION AND RETENTION POLICIES

## STUDENT PROMOTION POLICY

The following policy regarding promotion is to be applied to all entering and continuing students in grades 1-8. (Students entering Kindergarten must meet only the age and maturity requirements outlined in previously established guidelines.)

*New students must meet the following criteria to be accepted to The Geneva School at grade level:*

1. New applicants will be given an admissions test, developed by The Geneva School, to determine basic skills levels (reading, math, English, and Latin, where appropriate) and grade placement.
2. Applicants will provide standardized test scores and transcripts showing successful completion of the previous grade by a demonstrated proficiency of at least 75% or higher in reading, math, and English. They also should have satisfactorily (60% or higher) completed science and history and/or geography within the previous curriculum.
3. The results of admissions testing will be considered with the applicant's report card and standardized testing scores to determine the best grade level at The Geneva School for that student to enter. If the combined results are not strong enough to warrant placing the student in the desired grade, the parents will be apprised of this and be encouraged to consider having their child enter at their previous grade.

*Current students must meet the following criteria to be promoted to the next successive grade:*

**KINDERGARTEN through SIXTH GRADE:** Pass each subject, reading, math, and English with at least a 70% final grade average, and have no more than one grade in any subject below 70% in a trimester.

Readiness for promotion from the student's current grade in the Grammar School is determined by cumulative mastery of curriculum objectives with at least a 70% grade on the student's report card in the core subjects of reading, math, and English. In younger grades, a student's behavioral maturity is also considered. In the event that a student has a test average in a subject that is less than 70%, summer remediation or tutoring may be recommended.

**SEVENTH GRADE through EIGHTH GRADE:** Pass all subjects with at least a 70% final grade average and have not more than one grade in any subject below 70% in a trimester.

Readiness for promotion from the student's current grade is determined by cumulative mastery of curriculum objectives with at least a 70% grade on the student's report card in all subjects. In the event that a student has a test average in a subject that is less than 70%,

summer remediation or tutoring may be recommended.

**GRADUATION REQUIREMENTS:** Cumulative mastery of above requirements, determined by the satisfactory completion (70%) of curriculum objectives for eighth grade.

Any requests to deviate from or waive these requirements will be submitted to the appropriate administrator. He may require summer tutoring, instruction, and/or testing in addition to seeking whatever additional information is necessary to render a proper judgment.

## GUIDELINES FOR STUDENT RETENTION

The primary purpose of these guidelines is to increase the communication from the school to the home in the instance of a child possibly needing to repeat a grade.

Considering and recommending a student for possible retention in a grade is always a very serious matter, and every step of the process should be well documented.

**CONSIDERATION:** A number of similar questions have emerged in our experience which may help in the initial stages of considering whether or not a student may need to repeat a grade. The following is not intended to be an exhaustive list, but it includes samples of some pertinent questions the teacher may want to document and go over with the parents:

*How old is the child?* (Age plays a tremendous role in a child's ability and maturity to succeed in school. The more mature, the easier school tasks become.)

*What is the sex of the child?* (Very frequently, boys will have a harder time adjusting to school patterns than girls will. Boys often need more time to mature than girls do.)

*Did the child attend kindergarten?* (Certain school habits and behaviors are begun even in kindergarten. Depending on where and whether the child attended can reveal some insights to the behavior and aptitude causing the current concern.)

*What is the home life like for the child?* (Things to consider include: church life, family devotions, single parent, divorce, remarriage, working parents, etc. Essentially, is the child's home life one that instills security and love, with predictable patterns of living? The importance and influence of the home is without equal in the life of a child.)

*Are reading and the love of books evident in the home?* (No other single academic factor plays a greater role in the success of a child in school. Do the parents like to read and do/did they read to the child frequently?)

*Is the cause for concern here primarily behavioral, academic, or a combination of both?* (If possible, the primary cause for concern should be singled out. Behavioral problems may still indicate retention is necessary, but identifying the concern will help determine the best plan for correction.)

*Has the child had to repeat a grade before?* (If not, this is moot. If so, when and why did the child repeat? Due to the rapid physical growth of a child, we do not recommend a child repeating the same grade more than once. It is also unlikely that repeating two grades would really address the problem.)

What are the specific indicators the teacher has identified that give rise to the current consideration? (These should be documented as indicated in the Recommendations section.)

**RECOMMENDATIONS:** This section includes the formal communications that, in addition to the normal reporting schedule, should be made when a child is being considered for possible retention. NOTE: The first three (K-2) years are the most critical years for a child to set the patterns and learn the basic skills that will be built upon in later school life. Retention should be a greater possibility in these years, rather than in upper Grammar, in order to give the child more time to mature and master the basic skills before going on. Therefore, the following timeline and recommended procedures are aimed at the primary grades especially, although not exclusively.

At the time of reporting for:

*The First Trimester* there will be a Parent-Teacher Conference day. At that time, a child who has had difficulty (as compared to a normal rate of progress) should have a short, written summary made, in addition to the report card. This summary should identify the specific concerns the teacher has. A copy should go to the parent and the original to the student's file. Any suggestions for additional help the parent may be able to provide should also be noted.

Obviously, this summary should be gone over with the parents at the conference.

*The Second Trimester* Parent-Teacher conference for the child in question should focus on any progress on the items documented to date. If, in the teacher's opinion, inadequate progress has been made, the teacher should make that clear to the parent, with as much documentation and examples as possible. A written summary of the conference should be made by the teacher and filed. *Unless the child cannot meet the criteria for passing the grade (as described in the Promotion) it is not recommended that retention be planned at this time.* If there is *any* possibility that the child *could* satisfactorily pass the grade, planning retention at this time would be premature.

*The Third Trimester midterm* another conference should be held with the parents to seriously consider retention if inadequate progress has been made. If the Promotion requirements have not been met, retention will likely be required. If there is some question, the teacher should document his/her recommendation regarding both retention and activities the parents could assist the child in over the summer. *In questionable cases, the **parents** will make the final decision regarding retention.* The teacher's recommendation will go into the child's school file along with a documentation of the parents' decision.

## ADMISSION AND RE-ENROLLMENT PROCEDURES/REQUIREMENTS

The Geneva School, Inc., admits students of any race, color, national, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national, or ethnic origin in the administration of its educational policies, scholarships, or other school-administered programs.

### 1. ADMISSION PROCEDURES

- a. All applications will be considered on a case-by-case basis.
- b. Upon return of a completed application, application fee, and supporting materials, a family interview and academic testing will be arranged. Both parents and the applicant are to attend the interview.
- c. The school's shadowing policy is as follows:
  - i. Kindergarten (current kindergarten students only) through fourth grade: prospective students may shadow for two hours during the school day.
  - ii. Fifth grade through eighth grade: Prospective students may shadow for a full school day.
  - iii. Prospective families may make an appointment for their student to shadow through the school office.
- d. If the applicant is approved for admission, the school will provide written notice of acceptance along with any other pertinent information regarding enrollment. A \$600 non-refundable enrollment fee and a signed enrollment form are due 15 days after notice of acceptance is given to confirm the student's enrollment.
- e. Many factors are considered and weighed when determining grade placement and teacher assignment. Our goal is to determine the best possible fit for each child. While parental input is important, because there are many factors involved in the decision making process, the administration reserves the right to place each child at our discretion. Input regarding the needs of children is welcome. For communication purposes, it is best to provide this in writing.

### 2. ADMISSION REQUIREMENTS FOR THE STUDENT

- a. A child should reach the age of five years by September 1st of the fall in which he/she enters kindergarten. Children entering kindergarten should be able to demonstrate appropriate age maturity and letter recognition and some sound association. They are expected to recognize numbers 1-10, be able to count to 20, and know their address, telephone number, and birth date.
- b. Every child must successfully pass the entrance tests for reading, math, and English, and complete any necessary remedial work before entrance to the

- school.
- c. Parents of children with known special needs or disabilities applying to The Geneva School should make an appointment with the school to discuss their educational program.
  - d. If the new student has taken any standardized test, the student should have earned national scores of at least 50% or higher in reading, math, and language (as appropriate to age level).
  - e. It should be noted that the academic program at The Geneva School tends to be a challenge with varying degrees of difficulty for students coming into the program. Should a student have had academic difficulties in his previous program, the likelihood of compounding that difficulty would be great were he to be placed in the next successive grade at The Geneva School. The administration reserves the right to place each child at our discretion. Appeals for diverging from or waiving the requirements of this policy should be submitted to the school.
  - f. The child should understand that his parents have delegated their authority to the school. Therefore, he is subject to the instruction and discipline of the teachers, staff, and Head of School in their prescribed roles at The Geneva School.
  - g. All students who have not had formal Latin training will participate in tutoring until successfully able to work at grade level instruction (70 percent). Please see *Latin at The Geneva School* pages 10-11 of this handbook for complete details.

### 3. ADMISSION REQUIREMENTS FOR THE PARENTS

- a. The Geneva School requires one parent to be a professing and practicing Christian. The parents of students at The Geneva School should have a clear understanding of the biblical philosophy and purpose of The Geneva School, including the school's mission, vision, and Statement of Faith. This understanding includes a willingness to have their child clearly taught the school's Statement of Faith in various and frequent ways within the school's program.
- b. The parents must be willing to cooperate with all the written policies of The Geneva School and interpretations of governing documents by the Board of Directors. This is most important in the areas of discipline (see *School Rules and Discipline Policy* on pages 30-32), schoolwork standards, and communication with the respective teachers and Head of School.

#### 4. RE-ENROLLMENT PROCEDURES

- a. Parents who wish to re-enroll their currently-enrolled students for the following school year must submit a re-enrollment fee of \$300 *per student* to the school office by **March 9<sup>th</sup>** of the current school year.
- b. The head of school will provide written notice of denied re-enrollment by March 31st, along with any other pertinent information.
- c. All student information is stored on Educate. All previous grades and enrollment information will be available through Educate.



trimester (*for any reason, planned or unplanned*), the appropriate administrator and teacher(s) will meet to determine whether the student will receive a letter grade or a grade of P (pass) or F (fail) on his report card. A parents' conference will be scheduled immediately, and the student might not receive credit for that trimester.

A student must complete final exams before advancing to the next grade level. A student who is absent during a final exam will receive a grade of I (incomplete) in the pertinent course until the missed exam is completed.

Upon request from parents, the school board is authorized to waive requirements set by other provisions of this policy. In doing so, it shall take into account the Head of school's recommendation, the student's mastery in all subjects, attitude toward work and study, and disciplinary record at school.

### **MAKE-UP WORK**

Students may take make-up tests and submit any other make-up work before or after school on the set date. It is expected that the child or his parents discuss these arrangements with the teacher and take the initiative in completing the missed work. The student has one day for each day absent to complete make-up work. All make up work must be turned in at one time by the due date in order to receive a grade.

### **LATENESS**

Students are required to arrive by 8:10 a.m. Students arriving after the required time should go to class and will receive a tardy mark. Parents should recognize that one student's lateness affects an entire class and that the responsibility to arrive on time is theirs. Therefore, out of Christian charity and consideration for their classmates and teachers, please make every effort to be punctual. Please refer to the second paragraph of Section 3 above ("Extended Absences") for clarity on missing part of the day because of lateness. For every three tardies, students will be assigned cleaning duties during lunch.

### **SIGNING STUDENTS OUT/IN**

When it is necessary to sign students out (and consequently back in, e.g., for a doctor's appointment) during the course of the school day, parents are requested to go to the office at and sign out/in with the "Sign In/Out Log." Parents are asked to provide the date, time out/in, student's name, homeroom class, and parent signature.

### **AFTERNOON DISMISSAL**

Wednesday is an early dismissal day. Dismissal is at 2:10 pm on Wednesdays.

Students are dismissed from the chapel area each day at 2:50, except Wednesdays. We ask that if parents would like to stay to allow their children to play, or they would like to talk to other parents, please take your child(ren) to the playground area.

### **CLOSINGS/DELAYS/EARLY DISMISSALS**

For notification of school closings, delayed openings, and early dismissals, The Geneva School utilizes educate to communicate school closings/early dismissals to parents. Please ensure that you have elected your primary mode of communication in educate. This is how you will receive information from school

## COMMUNICATION

The relationship between school and home is a delicate one requiring the utmost respect for the authority in the home and the authority of the school. Once enrolled in the school, the family must be willing to submit to the school's authority in governing its affairs. Yet, the school must also uphold the family's authority in governing its affairs. Given these two realms of authority and considering the vastness of the responsibility in training and educating our children, disagreements are inevitable. They may be small or great but they will inevitably occur. We believe that God can be glorified in the midst of these disagreements through the peacemaking actions of those involved. Every parent must be willing to seek proper resolution to any conflict. Sometimes this means simply overlooking the action (Proverbs 19:11), and sometimes it means speaking the truth in love. Harboring bitterness or keeping records of offenses is neither biblical nor profitable (1 Corinthians 13). We encourage every family to attempt to be at peace with all men and have outlined the proper lines of communication between the school and home according to the biblical principles found in Matthew 18. We believe that scripture teaches that conflicts should be handled discreetly and carefully, while believing and speaking the best about each individual involved. The Geneva School staff and Head of school will abide by these same principles in communicating with parents and students.

**Parent to Parent:** If an issue should arise regarding the conduct of children outside of school, or if there appears to be a personal conflict between families, the families should each seek to make peace with one another by discussing their concerns in a loving, biblical manner. The school has no authority over its students outside of school and will not become involved in personal conflicts beyond their effects in the classroom or the playground. If mediation is necessary, the school would urge families to seek the help of their church.

**Parents to Teacher:** If an issue should arise regarding individual teacher rules or procedures, the parents should speak to the teacher before discussing the matter with those in authority over the teacher. Sending an email is often the best means of communication with teachers. If it is a sensitive matter, a scheduled face-to-face meeting is best.

**Parents to Head of school, Grammar School Principal:** If an issue should arise regarding school rules, procedures, curriculum, programs, facilities, or finances, the parents should speak to the Head of school and/or Grammar School Principal before discussing the matter with the Board of Directors. Parents may also present concerns about individual teacher rules or procedures if the matter was not resolved with the specific teacher.

**Parents to Board of Directors:** If an issue regarding any policy, curriculum, program, or staff member has not been satisfactorily resolved with the Head of school, the parents may present their concerns to the Board of Directors. The Board of Directors will discuss the matter and seek the best resolution possible. Typically, the Board of Directors will not hear a matter that has not been presented to the Head of school. Parents may address their concerns in writing to the Board Chairman through the Head of school.

## DRESS CODE

### PHILOSOPHY

In a culture in which personal expression is exalted, beauty is held in question, and the good of our neighbor is subordinated to the desires of the individual, and even biological gender of men and women as created in the image of God (male and female) is brought into question, it is the desire of The Geneva School to glorify God in both the character and culture of the school. As ambassadors for Christ to each other and to a watching world, the following principles should guide our choice of attire:

1. Our actions and our attire should point to the Lord that we serve.
2. Our actions and our attire should portray a heart of both modesty and humility.
3. Our actions and attire should seek to reflect respectful conformity to our biological gender.
4. Our actions and our attire should not seek to exalt the outward beauty of the individual student but rather seek to invest in and protect the virtue and character of that portion of the Body of Christ that finds itself at The Geneva School.
5. Our actions and our attire should support the orderly operation of our school.
6. As we seek to invest in each other, our actions and our attire should support a school culture that requires a decreasing level of oversight in contrast to a culture of the individual that requires increased regulation and oversight and the loss of the freedom that we have in Christ.

In light of the above, we ask that the parents and students support a manner of dress that reflects the Christian, classical, and scholarly image of The Geneva School. As such, The Geneva School students should appear neat, clean, and modest during the school day, seeking not to distract others or solicit oversight by their appearance.

### DRESS CODE

#### General Dress Code for All Students

##### 1. Jackets

Jackets may be worn over a school sweatshirt or sweater during inclement weather: any solid, plain, one to two neutral color (brown, black white, navy, gray) is permitted. Jackets may not be worn in the classroom. Jackets may not have any kind of lettering, characters, pattern, design or advertising, except in the case of a small manufacturer's label or The Geneva School logo.

Coats, jackets and outerwear accessories cannot be worn in the classroom during the school day.

Outerwear clothing needs to be labeled with child's name inside the garment. No labeling or writing on the exterior of clothing is allowed. The uniform provider provides the option of embroidering names on some garments, which is acceptable.

#### 1. Sweaters and sweatshirts

Sweaters and sweatshirts must be worn with a collared shirt underneath.

Only sweaters and sweatshirts with The Geneva School logo from our uniform provider are allowed to be worn at school.

#### 1. Shirts

Chapel shirts are to be tucked in at all times while students are on campus except recess. Acceptable undershirts for boys are v-neck, tank top in v-neck style, or round-neck. If round-neck undershirts are worn, the polo must be buttoned so that the undershirt is not visible. Acceptable undershirts for girls must follow the same rules and not be visible outside of the uniform.

#### 1. Skirts and Jumpers

Skirts and jumpers must be no more than 2" above the kneecap.

A hem is provided so that girls' uniforms may be altered with no noticeable difference. Skirts should be worn at the waist level. No rolling of the skirt is allowed.

Navy or black bicycle shorts for girls MUST be worn under skirts and jumpers (no leggings permitted).

#### 1. Pants and Shorts

Pants and shorts designed with belt loops are to be worn with an approved belt on chapel days. Belts may be solid black, navy or brown. No decorative belt buckles are allowed. Pants or shorts are to be worn at the waist level, above the hipbone. Note: Kindergartners ONLY may choose not to wear a belt.

#### 1. Socks and Tights

Socks or tights must be worn with shoes. Girls have the choice of ped, ankle or knee-high socks (white, navy, grey, or black), or tights (in white, grey, or navy). No embellishments on socks or tights are allowed (no extra colored borders, colors, patterns, etc.) except those made available through our uniform supplier. Boys have the choice of peds, ankle, or crew length in (white, navy, grey or black).

#### 1. Shoes

Shoes need to be closed toed and closed healed, and of regular height around the ankle (no high top or boot cut shoes), in white, navy, brown, tan, gray or black. No heel, platforms, lighting, licensed wear (e.g. Superman) are acceptable. Shoelaces need

to be neutral in color (white, brown, navy blue, or black) and tied at all times. Rubber rain boots may be worn in inclement weather. No other types of boots are permitted.

i. Acceptable shoes for girls: Saddle shoes, Mary Janes, flats, or athletic or tennis shoes. High tops are not acceptable.

ii. Acceptable shoes for boys: Oxford, loafers, tennis or athletic shoes. High tops are not acceptable.

Athletic shoes should be solid in color- primarily white, dark navy, black, grey or brown. They may have a small amount of other colors. No words, patterns, designs or pictures are allowed. High tops are not acceptable.

#### 1. Size and fit

Clothing may be selected to permit reasonable growing room, but unreasonable extremes of over-sizing is not permitted. Clothing should be appropriately sized. Clothing should not have tears or holes.

#### 1. Accessories

Hats, scarves, gloves, etc. may not be worn in the classroom. They must be plain, solid navy, black, grey or white. They may not have any kind of lettering, characters or advertising. Baseball hats are NOT permitted.

Jewelry in pierced body parts is not permitted, with the exception of earrings for girls. Multiple earrings are not allowed. Girls may wear small, simple jewelry and are limited to one ring, bracelet, and /or necklace.

Dangling or hoop earrings are not permitted on girls. Earrings are not permitted on boys.

Boys may wear one necklace, anklet, and/ or one bracelet.

#### 1. Hair

All students must keep their hair neatly groomed and conservatively styled. Hair must be natural in color. Students' hair should be out of their eyes.

Boys' hairs should be worn off the collar and trimmed in the front, around the ears and in the back.

Barrettes, bows, and hair accessories are allowed in moderate sizes and must be The Geneva School colors, brown or black. Hair accessories may be plain or a muted pattern matching the uniform. Accessories for girls are available from our uniform supplier.

Unusual hairstyles such as Mohawks or "over" spiking is not allowed.

#### 1. Make-up

Light-natural looking make-up is acceptable from fifth grade and higher.  
Light-neutral colored nail polish is acceptable.

1. Tattoos

Tattoos are not permitted.

1. Lunch Boxes and Backpacks

Lunch boxes must not have licensed characters or images (e.g. Superman).

Backpacks are required to be full in size and should not have licensed characters (e.g. Superman).

1. General Rules

Clothing with any kind of lettering, characters or advertising, except in the case of a small outside label, or The Geneva School logo or mascot, is not permitted.

Any outlandish, excessive or distracting clothing, jewelry, hairstyle or appearance will not be permitted.

**Specific Dress Code for girls and boys according to grade**

**CHAPEL**    *\*Indicates a logo item.*

**Boys**

- White Oxford Short Sleeve/Long Sleeve
- Navy Performance Zip-Front Cardigan\* or Navy Vest\*
- Navy Pants or Shorts
- Uniform Tie-Mandatory for 7<sup>th</sup> and 8<sup>th</sup> grade (optional- for Grades K-6<sup>th</sup>)

**Girls K-4<sup>th</sup> Grade**

- Navy Ponte Dress
- Navy Ponte Jumper with a White Peter Pan Collar Shirt
- Red Cardigan\*

**Girls 5<sup>th</sup> – 8<sup>th</sup> Grade**

- Oxford Short Sleeve/Long Sleeve
- Vest/Long Sleeve Sweater/Cardigan\*
- Plaid Skort

**EVERYDAY** *\*Indicates logo item.***Boys K-8<sup>th</sup> Grade****Interlock Polos\***

-Short Sleeve / Long Sleeve

-Navy/White/Light Blue/Red

**Pants**

-Navy/Khaki

**Shorts**

-Navy/Khaki

**Girls K-8<sup>th</sup>****Polos\***

-Short/Long

-Navy/White/Red/White

**Shorts**

-Navy/Khaki

**Pants**

-Navy/Khaki

**Skort**

-Navy/Khaki/ Plaid

**Girls K-6<sup>th</sup> Grade –  
Polo Dress**

-Navy / Light Blue / Red Polo Dress\*

**Girls K-4<sup>th</sup>****Jumpers**

-Navy / Plaid with a mandatory white Peter Pan shirt worn underneath

**PE ATTIRE (Required 5<sup>th</sup> grade and up)**      *\*Indicates a logo item.*

- Gray or Red Shirt\*
- Navy Mesh Shorts\*
- Mesh Bag

**OUTERWEAR**

- Zip Up\*
- Hoodie\*
- Sherpa Hoodie\* 487729- BQX
- Fleece\*
- Rain Jacket\*
- Pea Coat

**FIELDTRIP ATTIRE**

Casual: Jeans with Navy Polo. For outdoor fieldtrips, TGS hats\* (from uniform supplier) allowed.

Dressy: Chapel Uniform

**Dress Code Enforcement:**

The school staff, faculty, administration will enforce the Uniform and Dress Code Policy. Interpretation and application of the Uniform and Dress Code standards will be the responsibility of the Head of School.

Each student will be given one dress code violation reminder. Their second offense will result in 5 minutes on the breather bench and a notification sent through Educate. On their third offense they will sit on the breather bench for 15 minutes. Each violation of the dress code after that the student will wait in the school office while the parents bring in the proper uniform attire. PE dress code violations for fourth grade and above will result in a lower grade in PE.

Cheerful, consistent compliance is expected. Students who violate the Uniform and Dress Code Policy, either by action or by challenging and rebellious attitudes, will be subject to disciplinary actions.

Parents, please remember we are a school of truth, goodness, and beauty, and we appreciate your cooperation with the above guidelines.

**Please Note:**

ALL clothing (excluding shoes, socks, belts and hair accessories) MUST come from our uniform supplier:

**Online:** Go to [landsend.com/school](https://landsend.com/school) and create or sign in to your account. Include your student and school information in My Account (or find your School using the Preferred School Number Search: 900184425). Start shopping with your personalized product checklist. Shop now via the direct link:

<http://www.landsend.com/pp/SchoolSearch.html?action=landing&selectedSchoolNum=900184425>

**Phone:** Call 1-800-469-2222 and reference your student's Preferred School Number 900184425, grade level and gender. Our team of consultants are available 24/7 for assistance.

**In-Store:** Visit your local Lands' End at Sears store. Our associates can help you with sizing information and you can place your Preferred School order online via the store kiosk. Please note, Lands' End at Sears stores may have a limited product assortment (no logo'd merchandise is available in the store).

**South Coast Plaza 3333 Bristol St Costa Mesa CA 92626 (714) 850-2140**

**\*\*\*We cannot emphasize enough the need to LABEL all uniform items including pants, shirts, shorts, shirts especially for 5<sup>th</sup>-8<sup>th</sup> grade as they are required to change for PE. All uniform items look the same. Without a name we will not be able to return "lost items". The best place for labeling is the backside of the logo.**

## HEALTH REQUIREMENTS/POLICIES

1. All students attending The Geneva School must have on record with the school office either a current immunization record or an exemption statement, according to California Code, before entering school in September. Standard immunization record forms may be obtained from the school office or your family doctor and a copy must be given to the school office.
2. It is expected that students are sent to school healthy, well rested, and ready for class. Students who are lethargic, tired, and unable to do their schoolwork will be sent home for needed rest and recuperation. Students who are not able to do their schoolwork will be sent home.
3. Parents should provide the school with updated emergency numbers, using the online Emergency Form, of friends and/or family who can pick up their child from school if the child becomes ill. This form will also be used to contact people who may need notification in a medical emergency and includes a signed waiver in order to facilitate necessary surgical action.

### CONTAGIOUS ILLNESS

Students with fever, diarrhea, contagious viruses, severe colds, strep throat, and the like should remain at home to avoid infecting others. They should not return to school until they are symptom-free and without a fever for at least 24 hours prior to re-entering the classroom (fever-free without the aid of medication).

### HEAD LICE

In the case of head lice on any child, a general notification will be sent to all families. Every discretion will be used in communications. ***To avoid spreading lice, infected children should be kept home from school until they are free of lice and nits.*** Parents are responsible for ensuring their child is lice and nit free.

### MEDICATION DISTRIBUTION

1. Parents are to administer medication to their own children before and/or after school hours as necessary.
2. Parents must complete a *Permission to Administer Medication Form* and have the *signed physician's orders on file* for each prescription medication requested to be administered by The Geneva School. No medication will be given without the physician's signed request.

3. All medication taken by students must be administered by one of the following:
  - a. Parents of the student.
  - b. Designee of the parents. (Designee must be an adult identified in writing to The Geneva School prior to the initial distribution of medication.)
  - c. The Geneva School staff person designated by the Head of school.
4. No student will be permitted to administer any form (prescription or over-the-counter) of medication to himself or any other student (except for medicinal inhalers and Epi-Pens, see #5 below).
5. Students who require medication on an as needed basis through the use of an inhaler or Epi-Pen will be permitted to self medicate if the following conditions have been met:
  - a. A physician has determined that the student should carry the medicinal inhaler or Epi-Pen on his or her person and self-administer the medication. Physicians' orders must be on file with the school office.
  - b. Parents must complete the *Permission to Administer Medication Form* and indicate that: "the student is able to self-administer and carry the inhaler/Epi-Pen and has been trained in its use."
6. The Geneva School will keep a supply of Tylenol<sup>®</sup> that may be administered after written or verbal permission is granted by the parent to a The Geneva School staff member for use. Permission to administer Tylenol is given during the enrollment process.

## PARENT INVOLVEMENT AT THE GENEVA SCHOOL

The Geneva School seeks to assist parents in their efforts to bring up their children “in the discipline and instruction of the Lord” (Ephesians 6:4).

As a support and extension of the family unit, The Geneva School considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed, since He compares it to the relationship believers have with Christ and the Father. Therefore, at The Geneva School we are continually seeking ways to actively involve the parents, siblings, and grandparents of our students as well as our Alumni in the programs of the school. The Geneva School Volunteers (RAV) is a great way to get involved!

Following are just a few of the more common ways this is done.

You may:

1. Assist with lunch duty.
2. Assist in the classroom, regularly (arrangements should be made with the Head of School and the teacher).
3. Participate in the PTF (Parent-Teacher Fellowship).
4. Serve as a story-reader, song-leader or guest artist; offer your special talents.
5. Share your experiences or travels as they may relate to an area of study in a class.
6. Help host class parties at home or in the classroom as a classroom parent.
7. Assist with large office mailings or photocopying.
8. Support a teacher or administrator through regular prayer.
9. Accompany the class on field trips.
10. Coach athletics.

For more information about how to become a The Geneva School Volunteer, please contact the school office.

# Discipline Guidelines

## **The Heart of this Philosophy Statement**

This statement is the philosophy, the ideal of what we believe God is calling us to achieve through student discipline at The Geneva School. At The Geneva School we realize that we are imperfect image-bearers of God, and we will periodically fail in our attempts to achieve these purposes. We realize that God's grace is sufficient to cover our imperfect attempts to discipline redemptively, and we call on His wisdom, mercy and grace daily.

## **The Big Idea**

The Geneva School's approach to discipline is relational in nature, not rules-based. It is an attempt to take a pastoral, rather than a punitive approach to disciplining the heart of the student. It always seeks to restore, because that is what redemptive disciplining should do.

## **Biblical Philosophy Underlying The Geneva School's Discipline Approach**

The ultimate goal of The Geneva School's approach to discipline is to glorify God by seeking out the heart of the student and disciplining that heart toward the nature and character of God.

Students are fallen as a result of sin. Apart from Christ, God's Word, and His Spirit, students will inevitably live out that image in ways that do not honor God and hurt others. The Geneva School neither assumes that in all cases the freedom that students are given will be used responsibly, or that they will always make the right choices. The Geneva School strives to intervene in students' lives as incarnations of God's Truth, not to control students but to nurture, love, and discipline them in the midst of their fallen nature.

Teacher do use the God-given authority to control students or to seek mere compliance with rules. To do so would be to focus on the rules, rather than the student. Rules and policies, which are essential for the smooth functioning of any group, are prayerful and purposefully designed and enforced at The Geneva School to promote habits of self-control, other-centeredness, and responsibility. Rules are enforced for the sake of the students(s) rather than for the sake of the rule, and always with a view to developing good habits and inner accountability. While rules exist so that the community of the school and the classroom will function better, they are never mechanically applied without the consideration for the students themselves. People determine what will happen to people. Rules do not.

## **How This Philosophy Plays Out at The Geneva School**

Students are image-bearers of God, albeit fallen ones. Although most choose to do what is good and holy much of the time, students do make wrong choices and break the rules. Although there is not a heavy emphasis on the rules, they do exist and are chosen to reflect the character of God, the love that He has for us, and the love we are to have for each other.

Discipline is often a messy process because teachers and administrators deal with an offender personally, not allowing the system to dictate the consequences for breaking the rules. Teachers and administrators invest the time and energy to investigate the circumstances of the offense, and the state of the heart of the student. Therefore, acts of youthful immaturity are treated differently from acts of a rebellious heart. Teachers and administrators get their hands dirty because a shepherd's

hands will smell like sheep. They seek to allow the consequences to follow as naturally as possible the offense committed. They seek to model the character of Christ in correcting and chastising, praying earnestly and attempting to strike an appropriate balance of justice and mercy, manifesting consequences, grace, restitution, reconciliation, redemption, and restoration. They seek always to act with a spirit of love and a desire and goal of drawing the student back into a right relationship with God and others.

Only God knows the heart, and the only outward evidence of true repentance is a changed life. Only God perfectly balances justice and mercy; humans will always do the wrong thing or end up being abused by a student who persists in doing wrong despite being offered grace. They know they might be misunderstood by the community, who does not and cannot know all the facts and sees only the action taken. Sometimes students are suspended or asked to leave for unacceptable behavior, and sometimes they appear to the community to “get off scot-free.” Despite the risk of being abused and misunderstood, our faculty and staff do it, based on the leading of the Holy Spirit, because they are modeling what God has done for them. They trust in God’s affirmation of their authority and His grace to be sufficient where they fall short.

Consequences naturally flowing from bad choices are not withheld, but forgiveness is always freely given. Forgiveness is an independent act of obedience to God by the party wronged, not a payment earned by the works or sorrow of the offender. While trust must be earned, forgiveness is not withheld until the students deserves it, nor is love withheld until the students earns it.

### **Guidance for Students**

1. Interpersonal conflict
  - a. Matt 18:15 “If your brother sins against you, go and tell him his fault between you and him alone. If he listens to you, you have gained your brother.”
  - b. Matt:18:16 “But if he does not listen, take one or two others along with you.” (This might include a fellow student, but a teacher/administrator may be preferable).
2. Serious Misconduct (e.g. cheating, stealing, illegal activities or dangerous behavior)
  - a. Matt 18: 15-16 is generally not applicable in this situation
  - b. Go directly to a teacher or administrator. It is not dishonorable, but honorable, to go directly to authority in certain cases for the genuine interest of your brother’s well being as well as the protection of our school culture. The responsibility of the student is to inform the appropriate authority figure to deal with the situation. These are areas that require discernment and prayer. If you have questions about how to deal with something, contact a teacher or administrator- not another parent.

### **Code of Citizenship**

The Code of Citizenship illustrates good principles of life. It is a picture of healthy relationships and positive interaction. The Code of Citizenship is based upon a practical mix of 1) ethical and moral imperatives derived from Scripture, and 2) institutional preferences which are intended to foster a climate of mutual respect. All students are expected to abide by The Geneva School’s Code of Citizenship , and it is further expected that parents will nurture, within their respective families, a climate of respect for and support of faculty and their efforts. The administration, faculty, and students will work to create an atmosphere that embraces the spirit of the Code.

Expectations include, but are not limited to, the following list:

*Feelings as well as physical bodies can be hurt:* students will avoid insults or unkindness toward one another. A climate of mutual respect in word and deed will be sought.

*A safe and secure environment is desirable* and since roughhousing can result in unintentional harm students will refrain from physical interference such as tripping, poking, hitting, and the like.

*Appropriate response to authority is critical to the shaping of a student's life in every way:* students will obey instructions and exhibit respect toward teachers and the school's staff and its supporting adults, promptly and willingly, avoiding a display of negativism of tone and attitude.

*Words have an integrity of their own and God expects man to be a steward of thought and expressions:* students will refrain at all times from language which is vulgar and inappropriate and which demeans either God or mankind.

*Part of learning to live and work joyfully and productively together involves exhibiting sincere respect for others and their rights:* students will exhibit courtesy toward teachers and other students when asking questions and participating in classroom discussions. Students will conduct themselves in a manner that does not distract or detract from the learning environment.

*Students deserve the right to manage their won belongings responsibly and individually:* students will protect the property rights of others and refrain from meddling with the personal or assigned property of others.

*Clean, neat, and wholesome surroundings contribute to the educational environment of everyone:* students will do all in their power to keep themselves and the school and its campus neat and clean. Destruction or defacement of school property in any form will result in disciplinary action.

*Parents and staff place a premium upon the safety of all students:* students will remain in authorized areas of the building and avoid exploring other areas without a staff member present.

*Noise and unusual activity can distract others:* students will walk quietly and in an orderly manner between locations in the buildings.

*The school cares about the health and well being of its students:* students will not possess or use drugs, alcohol, tobacco, vaping products or weapons on or off campus.

*The school desires to eliminate distracting behavior while promoting mutual respect for one another:* students will refrain from public displays of affection or dislike.

*Fidelity to truth in all forms is a way of honoring God, as well as the core of all meaningful human interactions:* students will exhibit honesty in all their dealings with the staff and students of the school and its activities.

*One's actions impact not only one's own life, but also the lives of others:* it is expected that students will conduct themselves accordingly whenever they are away from school to participate in field trips or any other school function.

*Courtesy is a demonstration of one's respect for another:* students will act in accordance with social graces (holding the door for women, making eye contact and verbal greetings as someone walks by.)

### **Administrative Policies**

The Head of school will normally follow the protocol below when students commit serious sin or repetitive sin. In cases where change is evident and the student appears repentant, exceptions are possible. The Head of school will determine these exceptions. Appeals for exceptions will not be recognized.

- a. **First offense** of any of the above mentioned behaviors and others where the child is clearly disobeying authority – Warning, restitution/apologies, and suspension for one school day. Missed work may not be turned in when the child returns to school and a grade of zero will be recorded.
- b. **Second offense** – Restitution/apologies, suspension for two school days. Missed work may not be turned in when the child returns to school and a grade of zero will be recorded.
- c. **Third offense** – Restitution/apologies, suspension for five school days. Missed work may not be turned in when the child returns to school and a grade of zero will be recorded.
- d. **Fourth offense** – Expulsion for the remainder of the school year.

### **EXPULSION**

The Geneva School Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution (repairing the damages through work, apologies, etc.) are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fourth offense occurs, the student will be expelled.

### **SERIOUS MISCONDUCT**

Should a student commit an act with such serious consequences that the Head of school deems it necessary, the protocol defined above may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence/vandalism to the school facilities, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct, which occurs after school hours.

**RE-ADMITTANCE**

Should the expelled student desire to be readmitted to The Geneva School at a later date, the Head of school or his delegated committee, will make a decision based on the student's attitude and circumstances at the time of re-application.

## TUITION FOR 2019-2020 School Year

Application Fee	\$75
Re-enrollment	\$300/\$600
Tuition	\$11,980
Supply Fee	\$0
Student Life Fee	\$0
<hr/>	
Total	\$12,280

<b>Enrollment Fee</b>	<i>Re-enrolling</i> students are automatically re-enrolled when the re-enrollment fee of \$300 per student is received at the school office. Fees are due by March 9 <sup>th</sup> of the current school year.
<b>New students</b>	<b>New students</b> to the school (including siblings of current students) will submit an enrollment fee of \$600 with the completed registration form. <b>The enrollment fee and registration form are due 15 days after parents have been sent a letter of approval notifying them that their child has been placed in a class.</b>
<b>Enrollment fees are non-refundable Payment Plans</b>	<p>Tuition is paid for the entire year even if a student un-enrolls midyear.</p> <p>Tuition may be paid in full or through two, four, or ten payments to <i>TADS Tuition Management Services</i>. Payment in full is due July 15<sup>th</sup>, while monthly payments <b>begin in August and are paid each month thereafter through May. New families will be contacted to establish a tuition payment plan in June, or at the time of enrollment if enrolled at a later date.</b> Siblings of current students will be added to the existing payment plan.</p>
<b>Returned Checks Late Fees</b>	<p>There is a \$20 fee on all returned checks.</p> <p>Payments made to TADS Tuition: A late charge of \$50 will be assessed on all monthly payments made past the due date.</p> <p>Payments made to school office (special circumstances only): A late charge of \$50 will be assessed on all monthly payments made past the due date.</p> <p>For lump sum payments due: A late charge of 1.75% per month (21% annual) will be assessed for all accounts remaining unpaid as of due date.</p> <p>Parents of students whose tuition is beyond 60 days past due (example: due Aug. 10<sup>th</sup>, not received as of Oct. 10<sup>th</sup>) will receive formal notification that all accounts must be resolved within 15 days, or the head of school is authorized to dis-enroll at that time.</p>

## ACADEMIC CALENDAR 2019-2020

*Please note:* The school calendar is always changing. Please refer to the calendar on The Geneva School website for the most up-to-date events.

### **August 2019**

28 - School Begins | Half Day

### **September**

2 - No School | Labor Day

12 - Back to School Night

27 - Half Day | Conference prep

### **October**

4 - No School | Parent|Teacher Conferences

14 - Annual Fund Drive Begins

? - School Pictures

### **November**

1 - No School | Teacher In-Service day

15 - End of the first trimester

22 - Thanksgiving parties

25 - 29 - No School | Thanksgiving Break

### **December**

6 - Praxis| Grandparent's Day| Preschool

6 - Half Day

19 - Christmas Parties| Half Day

20 - Jan 3 -No School | Christmas Break

### **January 2020**

6 - School Back in Session

17 - Half Day | Conference prep

20 - No School | MLK Day

20 - Parent | Teacher Conferences

21 - Annual Fund Drive ends

31- State of the School @ 8:15

### **February**

7- Re-enrollment Begins

14- Valentine's Day parties

17 - 21 - No School | Winter Break

### **March**

5 - Open House

6 - Half Day

6 - End of Second Trimester

9 - No School | Teacher In-Service

9 - End of Re-enrollment

### **April**

3 - Jog-A-Thon

10 - Half day | Good Friday

10 - Easter Parties

13 - 17 - No School | Resurrection Recess

28 - 30 - SAT 10 Testing | Half days

### **May**

15 - Half day

25 - No School | Memorial Day

### **June**

9 - Half Day

10 - Game Day

11- Half Day

12 - Last Day of School | Half day

12 - Promotion & Awards Ceremony - 8:15 am

## DISTINCTIVES:

**Distinctly Classical**

## DEFINITION

We teach using the classical method in all subjects. This approach is called, “classical,” because it dates back to Aristotle and was formalized in the Middle Ages. It is characterized by a whole child approach to learning, using an integrated curriculum, classical books, art, and music, and a formal study of Latin and Logic. In other words, classical education is a liberal arts education.

We teach using the classical method because it is a proven form of education. It utilizes the highest standards of education through the 19th century and has produced many of the world’s greatest thinkers, authors, scientist, inventors and politicians, such as Augustine of Hippo, Thomas Aquinas, Galileo, Copernicus, Johann Gutenberg, Martin Luther, William Shakespeare, Isaac Newton, George Washington, Thomas Jefferson and the rest of our country’s Founding Fathers. Classical education’s developmental wisdom has stood the test of time; it not only creates lifelong learners, but also empowers these learners to apply their knowledge in meaningful ways.

## PURPOSE

We teach to cultivate wisdom and virtue. The classically educated Christian does not ask, “What can I do with this learning?” but “What will this learning do to me?” The ultimate end of classical Christian education is to enable the student (disciple) to better know, glorify, and enjoy God. Our enjoyment of God is derived from our ability to see Him and to see His handiwork.

We teach to nurture our student’s soul. At The Geneva School, learning is not an end in itself. Instead, our teachers ask God to use their knowledge, character, and deeds as instruments in His hand to cultivate the students’ souls toward holiness.

## METHOD

We teach to create life-long learners. Classical education is set apart from modern education in that its focus is to impart the tools of learning and tailor teaching so that they correspond to the developmental stage of each child.

We teach students using a developmental pathway referred to as the classical “Trivium,” which means the three ways. The three ways track with the natural stages of learning. The first stage is learning the *grammar* or basic facts (*what*) of a particular subject. The second stage is learning the *logic* or internal relationships (*why*) within and across disciplines. The third and final stage is the *rhetoric* stage (*how*) that explores how to practically apply the knowledge that has been gained.

## GRAMMAR Stage - Kindergarten through Sixth Grade

We teach the grammar stage using tools that leverage student’s natural ability to memorize. Chants, songs, games, and recitations are used to help the children master facts in phonics, grammar, mathematics, science and history. By matching the learning tools with the children’s developmental stage TGS lays the necessary foundation students need to engage in learning by equipping them with the facts they will need to think critically in the logic stage.

In the grammar stage our students study their primary language using an analytic phonics, reading, and grammar program and engage in an in-depth writing curriculum. Because 50% of the English language is Latin based, students begin their formal study of Latin in 3rd Grade. Students also engage directly with Latin texts that are part of their language and history studies. This intentional integration of subject matter and the chronological approach to the study of history allows students to develop a deep understanding and appreciation for Western Civilization.

Arithmetic and music are key parts of a liberal arts education. Our students develop their reasoning skills through a rigorous language-based mathematics program, and participate in systematic science studies. They further learn to appreciate the beauty and order in our universe by listening to classical music and learning about the composers who have shaped our Western history.

#### LOGIC Stage - Seventh and Eighth Grade

We teach the logic stage to help students seek the “why” behind the facts of the grammar stage. While our younger students were content to learn the facts, our logic stage students want to think through the facts more analytically. Students in this stage are naturally more argumentative, and so we therefore give them tools to mount persuasive and coherent arguments needed for critical thinking.

In logic school, our students learn formal and informal logic. They study the classics through Socratic seminars, in which they engage in conversation, dialectic, and debate with their peers and instructors. Because Logic pervades each subject of study in this stage, emphasis is placed on recognizing and correcting logical fallacies.

Students increase their writing skills by modeling the great writers of Western Civilization and reading primary sources in literature and theology. They also continue their science and rigorous math studies with formal instruction in Algebra and Geometry.

### **Distinctly Christian**

#### PURPOSE

We believe that God made humanity to worship and enjoy Him and to live in community as His Spirit-filled people. One of the core responsibilities of Christian communities is to raise each generation in the nurture and admonition of the Lord. Formal education of our children is a critical component in the pursuit of Christian formation and healthy community.

#### PERSPECTIVE

We believe that all things *in the heavens and on earth were created by Christ and for Him* (Col. 1:16-17). Robust Christian education is thoroughly Trinitarian and aims to help students understand and experience God and His world in all of its wonderful diversity and unity. In the Trinity we see the idea of the three and one, unity and diversity (Eph.4:4-6). The concept of *e pluribus unum*, out of many one, is leveraged in every classroom. While we teach to a class, we are meeting the needs of each individual student. We also believe that it is the work of the Trinity that transforms God’s people (1 Peter 2:2). The Geneva School teaches each subject from a distinctly Christian worldview that calls our students into a deeper appreciation and love for who God is, what He has done, and what He is calling us to do as His people.

#### APPROACH

We believe that a truly Christian education should not simply inform the intellect, but should endeavor to transform the whole person – body and soul. Man is made in the image of God and

our methods should uniquely reflect a whole-child approach. Each student will learn they are valued and created especially by God for a particular kingdom vocation.

#### SCOPE

We believe that the good news of the Christian gospel redeems both individuals and human cultures over the course of history. We emphasize the study of Western Civilization because it is our cultural context and because Christianity has uniquely shaped it. This helps our children to know where we have come from and equips them to engage in cultural conversations and God's on-going kingdom work. We seek to equip future generations to stand firm against our post-modern secular culture and to transform all things in heaven and earth for the glory of God and love of neighbor.

#### **Distinctly Geneva**

##### INTEGRATED

We equip our students with an understanding of the interconnectedness of knowledge through an integrated curriculum. A robust understanding that all knowledge comes from God guides our student's understanding that knowledge is interwoven not disconnected units. Our curriculum is integrated both throughout its subjects and through the integration of a Christian worldview. The result is a vibrant understanding of God's general and special revelation and how it relates to each individual life. Knowledge from this perspective prepares our students to stand firm in their faith in our post-modern world.

##### ACADEMIC RIGOR

We equip our students for academic rigor through excellence in all subjects. The Geneva School is purposeful in all assignments upholding consistently high standards and building confidence in our students. Mentoring students to do all work unto the Lord (Col 3:23) allows us to nurture students' souls to appreciate truth, beauty, and goodness throughout their life

##### LOVING GOD AND NEIGHBOR

We equip our students to grow in their love for God and their neighbor inside and outside the classroom. Each class is taught to inspire awe of the Creator in our students. While high-test scores are a by-product of our educational practice, the end goal is not well-filled brains but transformational living glorifying God and loving neighbor. As Christians, our desire is to raise up students who are fully committed and equipped to participate in building the Kingdom of God throughout the world. The Geneva School's vibrant understanding of who man is as an image bearer of God informs our view of each child and the goal of our education.