

Parent-Student Handbook Capstone Classical Academy

2022-2023



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First Principles for Capstone Classical Academy

Definition of Classical Christian Education

Classical Christian education is the cultivation of virtue and wisdom by nourishing the soul on truth, goodness, and beauty according to God's Revelation using the classical liberal arts. Its purpose is to train the soul (which is the seat of the mind, will, and emotions) to love that which is worth loving.

This handbook contains information pertaining to school policies, regulations for student conduct, and a description of student services. Each student is to comply with the school policies and regulations. Parents and guardians should be fully aware of the guidelines. In enrolling a child in Capstone Classical Academy, parents and guardians agree to abide by the policies and regulations, recognizing the academy's right to govern student behavior and enforce those regulations. The parents are encouraged, moreover, to partner with the school in teaching Christian values that lie at the foundation of Capstone's disciplinary code. Students and parents are strongly encouraged to read this handbook carefully and to refer to it often.

The administration reserves the right to amend the rules, policies, expectations, or procedures outlined in this handbook whenever change is deemed necessary or desirable.

Each qualified student, with parental/guardian guidance, has the unquestioned right to decide whether to choose Capstone Classical Academy or not. Those whose decision is to apply for admission accept the standards, regulations, and requirements of the academy, and the parent/guardian signature on the enrollment contract is considered a binding agreement for families to abide by Capstone's handbook policies and procedures.

Mission Statement

Capstone Classical Academy engages students to acquire wisdom, cultivate virtue, and pursue rigorous academic study within a Christian worldview through the study of the true, the good, and the beautiful for the glory of God and the benefit of community.

Statement of Faith

We embrace and adopt the essential truths of orthodox Christianity as articulated in the doctrine expressed in the Nicene Creed:

We believe in one God, Father Almighty,
Creator of Heaven and earth, and of all things visible and invisible,

And in one Lord Jesus Christ, the only begotten Son of God, begotten of the Father before all ages; Light of Light, true God of true God, begotten, not created, of one essence with the Father through Whom all things were made. Who for us men and for our salvation came down from heaven and was incarnate of the Holy Spirit and the Virgin Mary and became man. He was crucified for us under Pontius Pilate and suffered and was buried; And He rose on the third day, according to the Scriptures. He ascended into heaven and is seated at the right hand of the Father; And He will come again with glory to judge the living and dead. His Kingdom shall have no end.

And in the Holy Spirit, the Lord, Creator of Life, Who proceeds from the Father, Who together with the Father and the Son is worshipped and glorified, Who spoke through the prophets.

In one holy, catholic, apostolic Church.

We confess one baptism for the forgiveness of sins.

We look forward to the resurrection of the dead, and the life of the age to come.

Amen.

At Capstone, the Bible is the final authority on all matters of faith, policy, and conduct.

Capstone Community Covenant

Capstone's mission statement is premised upon a partnership between parents, staff, faculty, administration, and the board of directors. Every teacher, staff member, administrator, and board member at Capstone has entered into the following covenant and will treat it as a trust established between parents and every representative and designee of the school, from the board of directors to every support staff member. Capstone recognizes the parents' God-given role as the primary educators of their children and commits to serving parents with reverence for their God-given authority over their own children. The school does not take parents' trust lightly, and parents should expect nothing short of the mutual commitment outlined below. This document is a solemn mutual commitment — parent to school, and school to parent. All parents must sign the school's covenant in order to be considered for admission or re-enrollment. May God bless this partnership in Christ-centered classical education.

Our Shared Mission (Philippians 4:8-9)

We, the parents, will enthusiastically support the mission of Capstone Classical Academy.

Christ-Centered Education (Colossians 3:15-19)

We, the parents, will be supportive of Christ-centered education and the school's efforts to integrate the Christian faith with learning, discipline, and all school activities within an interdenominational framework that seeks unity in response to Jesus' prayer for believers (John 17:20-23). We understand that all Capstone employees affirm the Nicene Creed and are committed followers of Jesus Christ who are expected to express that commitment in word and deed, regarding the Bible as the authoritative guide for faith and practice. We expect the school will exercise discretion, charity, and grace in dealing with differences between students' religious experiences, and we are committed to a fruitful dialogue regarding differences of conviction.

We, the parents, are supportive of Capstone Classical Academy's commitment to teaching the True, Good, and Beautiful, particularly as exemplified in the life and teachings of Jesus, and we understand that the employees of the school believe that mankind is fully human and finds the Good Life only in fellowship with Jesus Christ. We understand that Capstone Classical Academy does not require that we or our child share this conviction and that the school respects that parents, churches, and other faith communities bear the primary responsibility for the moral and spiritual education of their children. We should expect to be treated with dignity and respect if we do not share Capstone's convictions about Jesus, but we understand and accept that our child's faith formation will be influenced by the curriculum, teachers and role models within the school community—all of which are intentionally and openly Christian.

Civics (Jeremiah 29:7)

We, the parents, are committed to supporting a civic education which embraces America's virtues while also grappling with America's vices. We understand that Capstone Classical Academy regards man as both a religious and a political creature; therefore an education must be not only Christian but also civic. "Religion, morality, and knowledge being necessary to good government and the happiness of mankind" (Northwest Ordinance), we will support Capstone Classical Academy's work to form virtuous and

neighborly citizens who are committed to the principles of America's founding as elucidated in the Declaration of Independence and given effect in the United States Constitution. We understand that such an education requires teachers and students to discuss perennially difficult and contested issues, such as the nature of man and man's obligations to his neighbor, his city, and his country. We will encourage our students to approach such discussions with charity and grace, and we will endeavor to model such charity and grace in our own discourse.

The Dignity of All People (Genesis 1:27)

We, the parents, respect that Capstone Classical Academy believes that all people are made in God's image, are worthy of love and respect, and must be treated with dignity. Thus, we expect that in word and deed the members of the school community will strive to build a culture that is characterized by love of God and neighbor, and by joy, peace, patience, kindness, goodness, purity, truthfulness, gentleness and self-control (cf. Gal. 5:22; 2 Cor. 6:6-7). In partnership with the school, we are committed to affirming the God-given dignity of all people, regardless of belief. Not all people will agree with our views nor the school's, but we commit with the school to treat those with whom we disagree with respect and love even when we cannot personally endorse their beliefs. (1 Cor. 2:14; 2 Cor. 4:3-4).

We, the parents, expressly reject any form of harassment, bullying, verbal abuse or intimidation by any member of the Capstone community towards any other member for any reason. This includes harassment based upon a student's sex, race, ethnicity, religion, sexuality or perceived sexuality. These are antithetical to the spirit of Christian relationships and to our fundamental commitment to human dignity. Such behaviors are considered major violations of our code of conduct for students and faculty alike.

We, the parents, understand that Capstone takes reports of abuse very seriously, and if we ever have reason to believe that sexual or physical abuse of a child has occurred, we will immediately contact the [North Dakota Child Protection Program](#).

Human Sexuality (Genesis 1:26-27)

We, the parents, understand that Capstone Classical Academy believes and will teach that God wonderfully and immutably creates each person as male or female and that these two distinct, complementary genders together reflect the image and nature of God (Genesis 1:26-27). Additionally, we understand that the school curriculum will teach that marriage has only one meaning: the uniting of a man and a woman in a single, exclusive union, as delineated in Scripture, (Genesis 2:18-25) and that through this divine union, man is expected to be fruitful and multiply, (Genesis 1:28), demanding that we cherish and nurture all life, from conception to natural death. (Exodus 20:13; Proverbs 31:9-9). We will treat with respect the school's biblical teaching that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Corinthians 8:18; 7:2-5; Hebrews 13:4) and that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman. We understand that Capstone Classical Academy does not require families to subscribe to this position, but we understand that students will encounter the school's beliefs on these matters as normative in the school curriculum and codes of conduct. We should expect that open and respectful dialogue is welcomed regarding these matters should we wish to discuss with the leadership of the school any questions or concerns we may have.

We, the parents, support the school's aim to provide a culture in which all students can learn and thrive in peace and freedom. Young men and women in their teenage years experience a great deal of change, sometimes volatile emotions, and a growing sexual maturity. Though it is natural and consistent with human development that students experience sexual attraction, we understand that the school discourages the formation of exclusive relationships. Though the decision whether to allow our child to date is left to us, we will direct our child that at school they are not to be exclusive or to draw attention to their dating relationships.

Though at this age, some students may experience same-sex attraction, we, the parents, support the school's belief that it is unwise for children and adolescents to interpret any particular emotional experience as identity-defining because such self-identification can lead to students being labeled based solely upon sexuality, generate distraction, create confusion, and prevent students from experiencing true freedom within the culture of the school. We support the school's discouragement of students openly discussing matters of their personal sexuality or that of others and agree with the school that teasing, ridicule or mistreatment based upon a student's sexuality or perceived sexuality are unacceptable and subject to disciplinary action.

We should expect that when challenging issues of sexuality arise for a student, the school will make every effort to handle them with sensitivity, discretion, and care for the student.

Integrity (Proverbs 20:7)

We, the parents, will conduct ourselves with integrity and honor in a manner consistent with the school's biblical foundation for morality. We will report to the school administration and to the responsible parents any rumors or confirmed cases of student behavior that violate the well being of students, the school's code of conduct as outlined in the handbook, or its reputation in the community. We will do so out of love and concern for the individual student and for the well being of the school community.

Encouraging Words (Ephesians 4:29)

We, the parents, are committed to the pursuit of wholesome speech as outlined in Ephesians 4:29, "Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen." We will hold other members of the school community to this standard.

When conflicts arise we will believe the best about each other and will speak directly with the party involved in the conflict to resolve it and to nurture our partnership. (Matthew 18:15-17) We will not resort to gossip or to spreading feelings of discontent to other members of our community. The administration exists to help resolve conflicts productively when initial efforts prove unproductive, and we will ask for assistance when necessary.

The Free and Disciplined Exchange of Ideas (James 1:19; Colossians 4:6)

We, the parents, are committed with the employees of Capstone Classical Academy to promoting, modeling, and cultivating within the school community and within our family a free and disciplined exchange of ideas. We can expect faculty to model the art of this kind of dialogue with their students. We support the school's desire for students to discuss the ideas they encounter in their courses without a spirit of faction or partisanship and expect teachers will model this ideal. We are also committed with Capstone to students giving a good account of their own perspectives, asking good questions of each other and of their teachers, and engaging in rational discourse together about challenging topics.

Mutual Respect (Romans 12:10; Philippians 2:1-11)

We, the parents, expect the school to respect our sovereign role and good intentions as the primary educators of our child, and we will respect the committed Christian educators who serve our children. We expect that the faculty and administration will treat us as allies, not as adversaries, even when they disagree with us, just as we will do for them.

The Joy of Learning (Matt. 22:37)

We, the parents, will teach and model the joyful pursuit of learning for its own inherent good. We respect that the school will teach our child to love God with his or her mind and that the goal of education is to know God and his creation so that we can serve and glorify him in service to others. We will teach our child that there is intrinsic reason and incentive for hard work and learning. We will nurture in them the joy of using their mind, time, and energy to acquire knowledge and wisdom because they are desirable

and empowering for service to God, not for A's and accolades. We can expect the faculty of Capstone will model learning as a lifelong joyful pursuit and a way of being rather than a hoop to jump through.

The Celebration of Discipline (Hebrews 12:11)

We, the parents, believe that discipline is a blessing for our children so that they may live good lives, learning to use their freedom for the good of their own soul and their community. We will support the faculty and administration when they discipline our child, just as we expect teachers and administrators to honor and support the discipline and expectations that we have for our child. We support the notion that our child is free and responsible for his or her own choices and that they should be treated in a way that respects their fundamental freedom.

The Gift of Freedom, Responsibility, and Work (Proverbs 4:1-23)

We, the parents, support Capstone's conviction that our child is the agent of their own learning and expect they will be treated as free and responsible for their own choices within the school community. Still, the pursuit of wisdom is a joint venture between our child and us. Like all worthy pursuits, it requires work. We believe it is a responsibility, a joy, and a blessing to engage in work with our child. We understand that learning will at times extend beyond the classroom and is intended to be enjoyed as quality time for us with our child. We welcome this opportunity to enjoy the gift of work and the pursuit of wisdom with our child, and we expect that the faculty will also respect our need for time with our child apart from schoolwork and will provide helpful feedback to the school when a proper balance is not being achieved.

The Call to Honor (Philippians 2:15)

We will teach our child to live by the school honor code:

I will conduct myself in a manner that honors the mission of our school:

- I will respect my parents, teachers, and other adults within our community.
- I will treat my classmates as I wish to be treated.
- I will be honest and hardworking.
- I will report to a parent, teacher, or the headmaster any behavior that threatens the safety and integrity of our school community.

We are excited to enter into this covenant with Capstone Classical Academy, believing that the success of our partnership will be premised upon our mutual commitment to it.

Secondary Doctrine and Principles Policy

Primary doctrine and principles are the substance of the statements expressed in the Nicene Creed above and in the Capstone Community Covenant. Secondary doctrines and principles are those issues which are not addressed in our creed nor in our covenant. Secondary doctrines and issues pertaining to Christian liberty will not be presented as being fundamental to the Christian faith. When these types of issues arise, they will be discussed on an informative, non-partisan level and will be referred back to the family and local church for final authority. Teachers are expected to present all sides of an issue, yet are permitted to state their personal beliefs without advocating for them.

In school tradition, cultural liturgies (intentional formational habits), chapel programs, co-curriculars, and classroom expressions of faith, the goal of Capstone Classical Academy is to bring together the tapestry of spiritually formative practices that come from the Church's rich and varied history and that are compatible with the primary doctrine and principles expressed in Capstone's founding documents provided in this handbook. Students of all Christian traditions should find elements of their own faith and practice throughout school life, and their families are encouraged to bring to the teacher or Headmaster opportunities to share and practice their traditions more fully and meaningfully within school life.

Philosophy and Mission Statements for Curriculum

Theology

Philosophy

Medieval scholars called theology the queen of all sciences. They understood that the various branches of science needed an overarching standard. The standard for all of the liberal arts is the Bible because it is the source of all truth. Theology is the natural standard by which all other scholarship must abide. One's view of God and the Bible affects every other area of life (Colossians 1:16-17). A scholar's theology is the foundation of his worldview and shapes his study of philosophy and other fields. Theology, then, is the "queen of the sciences"; that is, God's Word is the majestic source of knowledge that informs all other knowledge. Theology truly is the starting place for learning. "The fear of the LORD is the beginning of knowledge." (Proverbs 1:7)

Mission

By studying theology, Capstone students will love and be able to articulate biblical Christian theology as a beautiful unified system of truth, goodness, and beauty through which they are able to rightly discover and know within the other liberal arts, will articulate and demonstrate through word and deed a knowledge of and love for Christ and his Kingdom, and will clearly identify and accept their role in the Great Story of creation, fall, redemption, and restoration in their school, family, community, and world.

Latin

Philosophy

Latin is both a classical and liturgical language. It is a "dead" language that refuses to die. While it is not the native language of any community, it is still spoken in some contexts and should still be studied and read for a variety of compelling reasons. As the mother language of French, Italian, Portuguese, Spanish, Italian, and Romanian, it contributes roughly 90% of the vocabulary to them. This makes the study of Latin an exposure to six modern languages. Similarly, 50% of all English words are derived from Latin, including 80-90% of all polysyllabic words. This combined with its exquisite grammar will aid students in mastery of their own language, helping them to read and write more gracefully. When reading English literature written prior to about 1950, Latin knowledge is needed to make sense of references and citations. Law, medicine, science, music, theology, philosophy, art, and literature are all steeped in Latin terms. Due to the profound effects of the Roman Empire upon Western civilization, the study of Latin and its history helps students to understand and appreciate their Western heritage. A trip to our nation's capital will demonstrate how helpful Latin is in interpreting the meaning of monuments and architecture, which is often inscribed with Latin. Additionally, the study of Latin is linguistic conditioning that helps students to become close and thoughtful readers and writers. Its study cultivates careful analysis and attention. Finally, studying Latin can provide enjoyment as students solve the logical puzzle of a language that reveals meanings behind words and allows them to connect with great authors in their original tongue. This connection with great historical figures provides a sense of intimacy with the past and makes history contemporary.

Mission

By studying Latin, Capstone students will develop diligence, patience, and humility, will excel in further language studies, will demonstrate a deeper and richer comprehension of classic literature and excellent reading comprehension and vocabulary mastery, and will enjoy an intimate dialogue with great figures who wrote and spoke in Latin.

Literature and Writing

Philosophy

The study of language and its uses through the written and spoken word are vital to a Christ-centered education. Jesus himself is identified by Scripture as the Word made flesh (John 1). It is by words that God brought his creation into existence. By the word of his power He sustains the universe (Hebrews 1:3). By words we bless and curse, reveal truth and propagate lies, create beauty and destroy it, nurture righteousness or soil it (James 3). God reveals himself to us most specifically through written language and through Jesus, his Word made flesh. In these truths we can see that language is symbolic for realities. When we read, listen, speak, or write, we deal in great realities much weightier than the words (symbols) themselves. Therefore we must approach literature and writing with great reverence.

God desires for our use of language to glorify Him. Consequently, we must exhibit both gratitude and reverence for its power and an active desire to master its uses. God has always used language to communicate his will and person to man and expects his people to use language to glorify Him and to lead others to a rich relationship with Him. Language holds the power for influencing others and reflecting and shaping ideas and meaning. Literacy, the ability to communicate with a language, opens doors of opportunity for expression of Kingdom truth, goodness, and beauty, for learning, for preservation of knowledge, and for developing both personal and professional relationships to the glory of God.

The Trinitarian nature of God demonstrates the centrality of community in mankind, the *imago dei*. Literature and writing matter because they are how we cultivate or destroy community. Community requires communication. Written and spoken words are the movers of relationships, either toward unity, reconciliation, and strength that glorifies God and brings joy to mankind's heart or toward division, mistrust, and hatred that lead to suffering and injustice. We are called to seek mastery over our tongues—whether through speaking, writing, or listening—by the power of the Holy Spirit, so that they may be used for building others up according to their needs, namely to draw them closer and further in to Christ and his Kingdom, and to differentiate truth, goodness, and beauty from lies, evil, and profanity as we read and listen to the written and spoken words of others.

Mission

By studying literature and writing, Capstone students will practice and develop purity, self-denial, love for God and others, diligence, patience, kindness, and humility by becoming selfless writers and speakers for the glory of God and love of fellow man and compassionate, thoughtful, and discerning readers and listeners who seek to understand others in order to better love them and draw them more deeply in to Christ and his Kingdom.

Mathematics

Philosophy

Jesus Christ is before all things, and in Him all things hold together (Colossians 1:16-17). In Christ are hidden all the treasures of wisdom and knowledge (Colossians 2:3). Because we are created in God's image (Genesis 1:27), we have been given the gift of knowledge, though finite and limited. It is with this gift that we explore and gain a framework through which we understand God's creation. God is the ultimate source of mathematical knowledge, and we discover mathematical realities using our God-given intellectual gifts. We did not invent mathematics but rather discovered it. God designed an orderly universe that is governed by laws which can be described through the language of

mathematics. The mathematical realities behind these laws exist whether we are aware of them or not. As we discovered these laws, we developed symbols and notation to describe notions and properties.

Although our minds are finite and can never grasp the infinite knowledge of our Creator, they do reflect the order, imagination and inventiveness that his creation demonstrates.

Mathematics is used to describe the beauty and order of creation as well as the attributes of God. It reveals God's power, wisdom and infinite nature.

God created us with a mind made for mathematics because we need such a mind to steward his mathematical universe. We can faithfully serve God's purposes for Creation because his unchanging character means that $2+2=4$ forever and always (Hebrews 13:8). Mathematics provides us with the means to carry out the mandate to be stewards of Creation.

Mission

By studying mathematics, Capstone students will develop diligence, humility, and love for God and will care for God's creation and for mankind by applying mathematical reasoning, logic, and problem solving to steward creation, to create beauty, and to do real work to meet the needs of real people for the glory of God.

Science

Philosophy

To practice science is to look into the eternal power and divine nature of God. It is to view and appreciate the creative power of God. All creation, whether ours or God's, begins with a vision in the mind of the creator. "For since the creation of the world God's invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without excuse." (Romans 1:20) Science endeavors to study the mind of God. The purpose of science must be to discover the Creator behind the creation.

Since Adam, curiosity and a desire to understand the natural world around us have driven us to practice science. Beginning with Adam, every human has attempted to name, classify, intellectually contain—and even control the unfathomable, vast creation that surrounds us—that is us. There has never been a world without science. It is vital to Christians because it validates our faith and reveals God's creativity, power, artistry, and divine nature. Consequently, the knowledge we gain from science often strengthens our belief in God and evokes praise for Him. It is vital to the human experience because it provides answers to questions about the physical world of human experience and can drastically improve the quality of our biological experience.

Christians must look upon science with excitement—must even embrace it because it is the opportunity to discover more about God's mind and is a catalyst for faith-building discoveries. The great accomplishments of science that have improved our human experience produce awe for perhaps the most wonderful of God's creations, the human mind. Christians must therefore use science to point the world to its Creator, Jehovah God. We must see it as a tool for better service to others. Medicine, engineering, custodial work, auto mechanics, cooking, laundering—virtually any service we can offer our fellow men has been blessed with more effectiveness and efficiency because of science. We must serve others even more diligently as technology improves our ability to do so.

We must realize that science, because it is a creation of mankind, is limited. For all of our scientific prowess, we cannot create more life. We cannot control nature. On the contrary, throughout history, God has used nature and commanded nature to fulfill his will. From the flood of Noah's time, to the plagues in Egypt, to the miracles of Christ and his calming of the storm, and most importantly and

powerfully, in the resurrection of Christ, God has illustrated that creation comes from Him and obeys Him. We will never be able to claim that.

The Gospel of Jesus Christ calls us to spiritual realities and calls us to focus not on the creation but on the unseen world. Unfortunately, many have made science their savior. The death, burial, and resurrection of Christ demonstrate that eternal life, the cure for all of our physical and spiritual ills, is found in Christ. We overcome the natural order of things—death and decay—through faith in Jesus—not in any part of His creation. Science should help us to appreciate this even more.

Mission

By studying science, Capstone students will grow in reverence and gratitude toward God, will develop the humility, love for God and neighbor, and diligence and will harness the gift of science to steward creation, to create beauty, and to do real work to meet the needs of real people for the glory of God.

History

Philosophy

God is sovereign over all of history. The study of history is a study of God's great story in which mankind, made in God's image, corrupts that image through sin and falls into depravity, in which God graciously provides prophets and ultimately a Savior to redeem his people and his creation from the curse of sin, and in which all of mankind is moving toward either restoration or eternal darkness. Christ and his Kingdom are at the center of history, from beginning to end. Therefore all of human history must be interpreted through the lens of the Bible.

Faith is increased by the studying the legacy of the faithful who have gone before us on the journey. Furthermore, they are the witnesses of our performance in the race of life. We learn from both their victories and defeats as they serve as our trainers and mentors for "the race marked out for us" (Hebrews 12:1-3). This spiritual principle inspired by the Holy Spirit provides profound meaning to the study of history and is relevant not only to the study of biblical history, but must also be the driving force in the way we approach all history. For the history books have been molded by people's desires and behaviors, whether driven by faith or by depravity.

Perhaps more importantly, as God revealed to us through his prophets, the character and hand of a sovereign God is witnessed in history through both judgment and grace. History shows us how God works all things together for the blessing of his people and the praise of his grace (Romans 8:28; Ephesians 1:12-13). The character of God is revealed in history from the story of his creation, to his commands for Adam, the Mosaic law, and the New Covenant, to his relationship with the kingdoms of this earth, such as Israel, Sodom and Gomorrah, and Rome. By his common grace, his justice, mercy, and order are strong influences on the laws of nations the world over.

The need for salvation is demonstrated through history as our fallenness is consistently accentuated by our cruelty to our fellow man. The study of world history and diverse cultures provides a rich tapestry of the diversity of the Kingdom of God but also the diversity of expressions of depravity and idolatry. Both are rich resources for how to love the Church and fellow man in all of their diversity. With regard to the idolatry of mankind, history and sociology can provide us with a keen understanding of the worldview and experiences of others so that we may win to Christ as many as possible. The apostle Paul employed his knowledge of the Greek culture to persuade the citizens of Athens. We believe that God would have us study world cultures so that we might be effective in meeting people where they are to draw them to Christ and his Kingdom.

Mission

By studying history, Capstone students will develop purity, self-denial, love for God and neighbor, diligence, patience, kindness, and humility. They will know God as the providential hand in history and will draw upon historical witness to make wise, good, and beautiful contributions to family, church, community, nation and world, striving for God's will to be done on earth as it is in Heaven.

Art

Philosophy

God has created the world in beauty, and his people were created to make beauty as well (Exodus 35:1-5; Philippians 4:8). In the making of art we worship the First and Great Artist. The creative spirit of mankind is testimony to the truth that we are made in the image of God. No other living thing imitates God as creator, indeed as artist. Art is ministry to the Kingdom and to the world.

Through art we draw others to Christ and his Kingdom or draw them toward folly and idolatry. The act of creating can often lead to meditation on and appreciation of God's awesome creative powers. Art often expresses admiration for God's creation, bringing glory to Him. Just as God expressed Himself through his handiwork, so mankind expresses himself through his art. We can create art to praise God, to bring glory to Him, and to communicate his love, truth, goodness, and beauty in a medium that can evoke holy emotions, but mankind also uses art to express the otherwise inexpressible depths of his soul. Consequently, studying others' artwork can help us better understand the people, cultures, and worldviews of those in our communities and world so that we can better love them and draw them more deeply in to Christ and his Kingdom.

Mission

By studying art, Capstone students will develop purity, self-denial, love for God and neighbor, diligence, patience, kindness, and humility as they practice the ministry of art. They will learn to meditate on the glory of God's creation and to worship through art by developing and practicing artistic skills in various media for the purpose of reflecting Christ and his Kingdom for the joy of all people for the glory of God.

Music

Philosophy

Music is a gift from God—a gift that He commands and exhorts us to use to praise Him and to teach and encourage each other. However, the gift of music can also be used for destructive purposes, creating and reinforcing in us evil desires and thoughts that God hates. We are to be faithful stewards of his gift. God has given the believer a new song, and we are to sing it.

Music holds the power to connect the intellect with the emotions, often stirring within the human heart the spirit of the words being sung, helping us to worship God in spirit and in truth. It is this mind-spirit connection that makes song a spiritually formational gift, cultivating the affections for Christ and his Kingdom and educating and encouraging the believer to be faithful to God. We possess God's creative nature, which He has woven into our being so that we can create for Him the worshipful and prayerful expressions that He desires from us as well as gifts of truth, goodness, and beauty to bless one another.

Mission

Through the study of music, Capstone students will develop purity, self-denial, love for God and neighbor, diligence, patience, kindness, and humility, will seek cultivation of rightly ordered affections through enjoyment of great music, will discern between foolish and idolatrous music and beautiful music, and will offer worship and prayers to God and ministry to one another through the creation and performance of edifying music that draws the soul more deeply in to Christ and his Kingdom.

Physical Education and Health

Philosophy

The human body is a testament to God's wisdom and creative power (Psalm 139:14). It is the vessel for God's most precious creation: life. As God's vessel, the human body exists to accomplish his purposes (1 Corinthians 6:19-20). It is the temple of his Spirit and, for the believer, a member of the Body of Christ. The body belongs to God and should accordingly be treated with great respect and care. God created our bodies as marvelous machines capable of work for the blessing of family and neighbor, cultivation and care for creation, and physical recreation for both our enjoyment and his glory. Through work and sport, we can grow in our admiration of God's design and bring glory to Him. Athletics provides the opportunity for virtue development in self-denial, diligence, patience, and humility. The highest goal of health and physical education is spiritual, not physical.

Mission

By studying health and physical fitness, Capstone students will develop self-denial, diligence, patience, and humility and will present their bodies back to God as healthy and fit vessels for service to family, church, and neighbor for their joy and God's glory as they enjoy God's good gift of body in both work and recreation.

Controversial Subjects

A controversial subject is one which families and churches commonly consider divisive, which is not included in Capstone's statement of faith or community covenant, and regarding which the school has not taken an official position, whether or not the introduction of the topic was planned by the teacher or brought up by a student. Contemporary controversial issues will not be discussed in the Lower School without Headmaster approval.

1. If in the course of teaching a class, a teacher sees that a subject has arisen which he has good reason to believe is controversial, and discussion of that subject will not help him to achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for discussion of the topic;
2. If a subject arises which the teacher has reason to believe is controversial and the discussion of that topic will help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:
 - a. As necessary, instruct the class on the responsibility of Christians to be charitable in debate;
 - b. Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject and encourage further discussion with their parents and clergy.
 - c. As appropriate (that is, pertinent to the stated goals of the class), direct the students' attention to informed sources on each side of the subject concerned. This may be done in a variety of forms, such as a research paper, guest speakers, reading different authors, etc. The students shall be strongly encouraged to become knowledgeable of the most widely held views on the topic;
 - d. Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling or poor teaching of controversial subjects;

3. The teacher is to remember that according to Scripture and the objectives of Capstone Classical Academy, he is serving as a role model of a mature Christian adult to the students and is teaching them how to apply Scripture and to take all thoughts captive to Christ. As such, teachers are never to enter into an adversarial debate with students on controversial subjects within the classroom setting. Even though the teacher may hold strong personal convictions regarding a subject, in light of this policy and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students;
4. Teachers may express their beliefs on controversial subjects. They must also, when expressing their beliefs, provide balance by presenting opposing views as accurately and fairly as possible and from the minds of the opposition when possible, all in humble submission to our Lord.

A survey of the topics most often asked about by parents is provided below. Parents should feel encouraged to bring up controversial topics with the teacher or Headmaster in order to gain an understanding of how their teaching and conviction at home compares to what may be read or taught in the classroom. It is Capstone Classical Academy's desire to discuss all controversial topics with grace, civility, and mutual respect not out of a desire to win or to be right but rather out of a desire to better understand and to wrestle with challenging topics together as a community, setting an example for our students and children. This is a core value of the classical model.

Religion

As a Christian classical school, Capstone will teach all content from a biblical, Christian-theistic worldview. However, teachers must also treat other religions and worldviews with intellectual honesty and civility. Many of our students come to the classroom from diverse faiths and worldviews, and Capstone classrooms will treat all students and their families with equal dignity and respect. In discussing religions, the tone will be one of intellectual and philosophical analysis and civil discourse rather than one of judgment and proselytizing. A collective honest pursuit of truth, goodness, and beauty is the objective.

We believe that Jesus Christ and Christianity are best understood in their greater global and historical context. Western civilization has had and continues to have an ongoing, vigorous, and thoughtful conversation concerning the place of religion in human life. In the course of history, theology, and literature classes, the Capstone curriculum will include texts, stories, histories, and beliefs connected to Judaism, Christianity, Islam, Buddhism, Hinduism, and secular worldviews. Knowledge of these topics is crucial to understanding the modern world and much of our own history.

Teachers will address these topics from a Christian theistic worldview, but will seek to let believers of other faiths speak for themselves through authentic texts and guests on campus or in media formats. Capstone has no desire to be disrespectful or to proselytize by misrepresenting non-Christian faiths or worldviews, but in the curriculum and traditions of the school, Jesus Christ will be presented as the Way, the Truth, and the Life, and the Christian scriptures will be respected as inspired by God.

The Secondary Doctrines and Principles policy above this section outlines the school's approach to the different streams within Christianity.

Evolution and Origins

Capstone Classical Academy unequivocally believes and will teach that God created all things as outlined in the Nicene Creed, and according to Scripture and reason. Capstone takes no position on the duration of the creative process nor on the age of the earth. The curriculum teaches students that there are many genres within the Bible and that it must be studied within the context of time, place, culture, original language, and occasion with great humility, patience, and reverence. We do not believe that God and the authors He inspired by His Spirit were intending to write a science text but rather to help us to know the God of creation and how we can have right relationship with Him. When we go to the Bible to answer scientific questions or to science to answer metaphysical questions, we are not being realistic about the capacity for either to serve those ends well.

Capstone Classical Academy also unequivocally asserts that man is unique among all created things. He is made in the very image of God and therefore bears intellectual, relational, moral, and creative capacity greatly beyond all other living things and bears corresponding responsibility for stewardship of this image in himself and of the creation over which he has been placed as steward. Mankind is therefore the result of an intentional Creator who calls him to unique purpose and meaning.

The academy renounces the assertion that mankind is the result of random mutations and natural selection and therefore a tremendously lucky chemical and biological accident. This does not mean that we deny the reality of mutations and natural selection, which do, in fact, play a significant role in the unfolding of an ever-evolving array of flora and fauna and even in the variability of expression within the human genome.

Capstone embraces a rigorous program in the natural sciences. In biology, the school will teach the theory of evolution as found in the standard high-school biology textbooks and as also taught at the college level in both secular and many religious colleges. The theory of evolution is largely misunderstood today by the general public. Much of what constitutes the teaching of evolution concerns adaptation of species to their environment and change over time. A great many of these phenomena are observable. A very small percentage of evolutionary theory deals with the more controversial issue of the origins of life. This latter aspect of evolution, to the extent it is taught, will be introduced to students briefly with a great deal of circumspection and thoughtful critique; it is not a central part of the theory. Furthermore, the study of science will be confined to the investigation of the physical world. For this is within the role and capacity of science.

Human Sexuality

At Capstone, we believe parents own the fundamental responsibility for their children's education, which includes the areas of morality and sexuality. The school's role should be viewed as a supportive one but not as primary. It is apparent that sexuality is more than biology and physiology. It also encompasses morality, spirituality, and the emotions. Because it is a part of the whole human experience, it must be taught with circumspection and sensitivity.

As mentioned in the Capstone Community Covenant, the school will teach that marriage is the spiritual, physical, and legal union of a biological man and a biological woman and that sex and gender are determined by the chromosomes and DNA of an individual and ordained by the sovereign will of God. Studies in life science, biology, theology, philosophy, and government will invariably touch upon these topics. Given the state of stress and confusion that many of our students may live with with regard to matters of gender identity and sexual attraction and the reality that they will have family or friends who believe differently than Capstone's articulated position, these topics will be handled with reverence, sensitivity, and compassion.

We believe children are naturally modest concerning their bodies and are not ready to learn everything at once. They are naturally curious, however, and need to get answers to their questions in a way appropriate to their stage of development. In teaching this topic, we want to minimize the embarrassment associated with it and to honor parental discretion regarding when their children are ready to learn about sexuality and how it should be done.

In the course of our usual science curriculum, 5th grade students will learn about human reproductive organs, reproduction, and the menstrual cycle. It is the school's position that these topics are not shameful or inappropriate for academic study. Ideally, this will not be the first time that students will have learned the basic elements of human reproduction. It is Capstone's expectation that parents will have already answered their children's natural curiosity about these topics before they are discussed in the curriculum. The class will be taught in a gender-separated environment. Parents will have the opportunity to preview the materials the class will be reading. Parents will also have the opportunity to attend a meeting with the

teacher(s) prior to the section on sexuality. Sexual intercourse will only be discussed in the context of a marriage relationship between two people of opposite biological sexes. Parents will have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

In the upper school, themes that deal with sexuality may emerge from the reading of a serious text, such as *Brave New World* or *The Scarlet Letter*. When these topics do emerge from the curriculum itself, teachers will engage the material in a serious way. Upper school students may be involved in discussions concerning sexuality and sexual restraint as these issues affect their living a moral and responsible life. Such discussions will always be led by the Administration or a faculty member who has the full confidence of the Headmaster in these matters.

In addition, an instructional unit entitled “God’s Purpose for Sexuality” will be taught in the high school in the context of human health. Sex education via the health class will be taught in a gender-separated environment. Character education is an integral part of our program. Sexuality involves serious moral decision-making. It is important to help students build the capacity to make and abide by sound moral choices. We would like our teaching of human reproduction to be a springboard to initiate and facilitate discussions between parents and children on this sensitive subject, and we will share curriculum and lesson plans with parents so that they can initiate such discussions with their children. Employees will not discuss their personal lives on such matters with students.

Sanctity of Life

As mentioned in the Capstone Community Covenant, the school takes an official position on the sanctity of life, believing that human life begins at conception and that all human life is to be treasured and stewarded with reverence for God and for the image of God in each person. Through the study of reproduction and general biology, students will have the empirical evidence for this belief presented to them, and through theology and philosophy classes, students will learn that the intentional taking of the lives of pre-born humans for our own comfort or convenience is evil. The topic of abortion will not be explored in the curriculum in any planned, in-depth fashion, and when it arises through the study of science, history, government, theology, and philosophy in the upper school program, it will be handled with great discretion and sensitivity as we know that there will be students and parents who have personal experiences with abortion and the stresses of unplanned pregnancies in difficult life circumstances.

Videos in the Classroom

From time to time, videos or other media may be used to support a classroom lesson. To be used in class they must meet a specific curricular objective and will not have profane or vulgar language, images, or sexually explicit material. Teachers must receive prior approval from the Principal to show a video more than 15 minutes in length.

Matters of Race

Capstone Classical Academy does not discriminate on the basis of race or ethnicity in any of its practices. The long story of human suffering due to such discrimination is well-documented throughout history, as is the long line of noble humans who have believed in the equal worth of all humans, regardless of their color, ethnicity, or heritage, and have labored for justice. The Capstone curriculum seeks to accurately present the history of all forms of human hatred and discrimination with a spirit of humility, compassion, and sensitivity. Capstone curriculum, policies, and practices seek to honor the image of God in all people and to promote the unity of mankind.

Distinctive Objectives

In teaching at all levels as well as in athletics, performing arts, and examples set by faculty and staff, Capstone Classical Academy strives to:

1. Encourage and mentor each student to build a love for learning, provide each student with the tools of learning, and help every student achieve his maximum academic potential.
2. Provide an environments, experiences, and works that cultivate student affections for Christ and his Kingdom.
3. Teach all subjects as an integrated whole with Jesus Christ and the Bible at the center, employing exemplary teachers and utilizing only the highest quality curricula and materials;
4. Provide an environment in which all aspects of school life demonstrate biblical principles. We strive for all school-sponsored events to align with our vision and mission to cultivate virtue and wisdom in our students.
5. Teach by way of the seven liberal arts. The seven liberal arts are precisely what the name indicates — arts. These seven arts, which were used in Western Civilization for 1500 years from the ancients on, have two broad categories: (1) the Verbal Arts or Trivium (three ways) and (2) the Mathematical Arts or Quadrivium (four ways). In this way classical education differentiates between the art or skill of a study and the science or formal study of a subject. In classical education, the focus of the Trivium is first and foremost the development of the art of language through literature and grammar. With the focus on language development, the teachers employ a wide scope of great literature in various fields, including fables, the Bible, the stories of history, and other works in other subjects. The goal in these formative years is the development of those skills that aid in formulating and expressing meaningful thought. These skills are Grammar (linking concepts to symbols), Logic or Dialectic (reasoning correctly), and Rhetoric (communicating truth appropriately and persuasively). After training in these skills, a student is able to apply these arts to all the disciplines, such as science, math, and history, in the pursuit of true understanding and purposeful knowledge. With these “tools of learning,” a student is trained to pursue wisdom, beauty, virtue, meaning, and purpose in all subject areas with the ability to communicate these ideas to the community at large.
6. Provide an orderly, loving, and secure atmosphere of Christian community. In a very real way, when students, parents, teachers, and staff enter the school, there should be a sense that they are entering a realm of the true, the good, and the beautiful. This must start first and foremost in how we treat and relate to one another, but it also extends into what we study — the books we read, the discussions in history, the use of language, the amazing complexity and beauty of creation on both a microscopic level and in the cosmos, the order of nature and the formulas written into it, and ultimately, man’s effort to recreate beauty in art and music in the image of our creator God. How we handle these different but ultimately unifying concepts is how we cultivate, train, and order the affections of our students. We want everyone to feel a sense of the divine at Capstone Classical Academy, that they are living their lives *coram Deo*, in the presence of a sacred, holy God. We want each student to know and embrace that they are living in a world filled with divine meaning and purpose.

To accomplish this, truth, goodness, and beauty must be a part of every school day at Capstone. This extends to the rooms and hallways we use throughout the day. Our rooms should not be cluttered or messy. What is on our walls, desks, bulletin boards, and whiteboards should call our students to think about beauty and to know that something that is beautiful is also true and good. The great works of art and music from the time of the ancient Greeks, through the Renaissance, to the modern age, should adorn our walls and fill our rooms. By incorporating music, art, and a neat and orderly environment throughout the school, we are awakening and cultivating the beauty of Christian culture within our students. This “silent” curriculum of physical space, in concert with the Western canon we teach, cultivates a lifelong affection for the true, the good, and the beautiful.

Organizational Governance and Leadership

Board of Directors

Capstone Classical Academy is an independent 501(c)(3) organization governed by a volunteer Board of Directors which hires and evaluates the Headmaster as the school's CEO. The Board employs the Carver Policy Governance® model of Board leadership. It is comprised of no fewer than five but no more than nine Directors, which are selected by the Directors as prescribed by the Board's bylaws. The Board sets the board policies that ensure Biblical, legal, ethical, and effective delivery of the school's mission through excellent stewardship of the school's resources—financial, human, and otherwise. The Board ensures the school's financial security, sets metrics for excellence in delivery of the school's mission, evaluates the Headmaster's performance based upon those metrics, and sets the proper tone for the ethical, legal, and prudent conduct of the Headmaster and his management of the school. The Board delegates the management of all day-to-day activities of the school to the Headmaster, who is the Board's sole employee. Therefore the Board is not engaged in management decisions but rather is focused on evaluating the school's progress in its current strategic plan and governs strategically regarding the school's future.

Headmaster

The Headmaster reports to the Board of Directors and is the Board's sole employee, providing the Board with detailed reports on the status of the school's operations and activities in fulfillment of its mission. He provides the Board with all necessary “dashboard” information that helps the Board to fulfill its role in strategic evaluation and planning for excellence in delivery of the school's mission and vision. The Headmaster provides general management of the school by forming a team of professional Christian educators and staff, providing professional development for them, and providing regular evaluation to spur further growth in excellence in classical and Christian teaching. He is the visionary communicator of Capstone's classical Christian vision for education to the school's families, students, and teachers as well as to the broader community. In his role he leads and manages all other school employees and daily operations of the school.

Faculty and Staff

For most families, the faculty and staff are the people that they think of when they speak about their school. These roles are the essential day-to-day service providers for students and parents. The term “faculty” is used to refer to the teachers, coaches, and directors of student experiences at Capstone Classical Academy. If an employee or volunteer teaches students in the classroom, on the court or field, in the studio, or on the stage, that employee or volunteer is considered a faculty member.

The term “staff” refers to employees who support the families, faculty members, and Headmaster in the fulfillment of Capstone's mission by providing the support necessary for teachers, coaches, directors, and the Headmaster to be at their best. Staff members include the admissions team, the office managers and staff, the facilities and maintenance team, and all of the other employees who help the faculty to run their student experiences glitch-free and unencumbered by secondary concerns.

Both the faculty and staff report to the Headmaster.

Professional Affiliations and Memberships

Capstone Classical Academy is an independent 501(c)(3) organization and receives no government funding. It is a Hillsdale College Member School, a member of the Association of Classical and Christian Schools (ACCS), and a member of the Society for Classical Learning (SCL).

Capstone's status as a Hillsdale member school is a distinguishing strength. The Hillsdale College K-12 Education Office is a project of Hillsdale College devoted to the education of young Americans. Through this office and its initiatives, the college supports the launch of K-12 classical schools that train the minds

and hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue. Hillsdale College determined that Capstone's team had the capacity and talent to start a successful school that was a good fit for its mission and provides curriculum design, teacher training, and culture-making wisdom in an ongoing collegial relationship with Capstone Classical Academy.

As a member of ACCS and SCL, Capstone enjoys a rich network of relationships with hundreds of classical schools and classical educators around the world. These relationships are leveraged to provide opportunities for Capstone educators to share their expertise and discoveries with their colleagues in other schools, expanding Capstone's reach in delivery of its mission, and to provide Capstone educators with ongoing and dynamic professional development from the sharpening influences of many of the best professionals in classical education. Capstone faculty and staff attend professional conferences hosted by these associations and read professional research and literature by members.

Parent Partnership

Capstone Classical Academy functions with delegated authority from parents. As a support and extension of the family unit, Capstone considers the family to be of first importance to a child. God, through his Word, indicates that the family is the most important human institution He designed. We desire that all families continue to grow in understanding of classical Christian education. Therefore, parent involvement is crucial at Capstone. Parents are always welcome — any day, any class or activity. We only ask that you communicate with your child's teacher, coach, or director ahead of your planned visit so that they can plan to host you well. Their students might also need to be properly prepared for your visit. Here are a few suggestions for getting involved. Feel free to ask about additional opportunities or to share your ideas with the faculty, staff, or administration.

- Visit classes. Calling ahead is a suggested courtesy to the teacher and class. All visitors, including parents, must sign in to the office to receive a visitor's badge, which must be worn at all times.
- Assist in the classroom. Again, arrangements should be made with the appropriate teacher or staff member.
- Chaperone field trips.
- Serve as a story-reader, song-leader, or guest artist. Share your talents, interests, and expertise.
- Share your experiences, trips, or vacations as they relate to an area of study in a class.
- Host class or House (Houses in upper school only) social events on campus or elsewhere. Events must be coordinated with the teacher and headmaster.
- Support the House System (upper school).
- Closely monitor your child's progress by reading all teacher notes and student papers sent home and talk with your child about their school experience.
- Volunteer in one of the areas you selected in the enrollment process. Email or call the school to find out about current volunteer options.
- Get involved with the Capstone Parent Fellowship (CPF), Capstone's parent association.
- Give to the current capital or endowment campaign to enhance the quality and accessibility of a Capstone education.

Volunteers

Capstone Classical Academy rests on a partnership between the school and families who choose to enroll their students. Volunteering is a crucial element of that partnership. Capstone relies on volunteers during carline, at lunch and recess, in the classroom, and in other events sponsored by the school.

The classical model of education prioritizes the role of the teacher in the classroom, direct instruction, and Socratic conversation. For these reasons, the school's volunteering needs are primarily in assisting teachers in their administrative and supervisory tasks. The school also seeks qualified and interested

parents to help with clubs, chaperone activities, and assist the school in developing a culture of respect and responsibility.

Volunteer Background Checks

If an adult plans to volunteer with students (such as coaching, field trip chaperones, student tutoring, etc.) the individual must complete a volunteer registration form. If the adult will be responsible for student supervision, the parent must go through an additional background check, the cost of which the parent is responsible for paying. The school conducts the complete background check to ensure the individual is clear of anything in their past which would prevent them from working with children.

Volunteer Confidentiality

Volunteers often inadvertently have access to sensitive information. Any information about students, grades, faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential. If a volunteer has a concern involving something that is witnessed, observed, or overheard, it may only be discussed with the faculty members involved or the Headmaster. Under no circumstance is it acceptable for a volunteer to confront a teacher about an issue when students are present. If a volunteer disregards the confidentiality policy, the privilege of volunteering may be revoked.

Visitors

Sign-In

Capstone has a mandatory sign-in procedure for all visitors on campus, including parents. Any visitor to campus between the hours of 7:30 am and 5:30 pm must first report to the school office and will be required to furnish a Federal or state-issued photo ID. The visitor's information will be stored in an electronic database to document visitors to the school. Information stored in the electronic database may be used only for the purpose of school security and may not be sold or otherwise disseminated to a third party for any purpose.

Visitors must check in with the front office and provide identification each time they visit the school, not just the first. A visitor badge will be issued to the visitor and displayed conspicuously during the visit. In the unlikely event that a registered sex offender attempts to gain access to the school, the authorities will be notified immediately. If a person who is a registered sex offender is visiting the school because he or she has a child enrolled at Capstone, that person will be supervised by school staff at all times during a school visit and will not have access to children without direct supervision.

eAll parents and visitors to campus must use the bathroom designated for their biological, genetic sex at birth.

Communication with the School

Open communication between Capstone community members is a central tenet of Capstone's culture and values. It is crucial for a small community like ours to be engaged in profitable conversation. As administrators and teachers, we understand the need to be clear in communicating our expectations to parents and students, and we need to hear from you to learn how we can serve you more excellently. Some standard communication expectations are as follow:

- *Capstone Clarion*—A weekly email newsletter that arrives first thing Friday mornings and will keep you up-to-date on school wide news and events. We call it the *Capstone Clarion* because a clarion is a trumpet call to action. If our community doesn't read the weekly newsletter, it will miss the call to important tasks, events, and opportunities to help us to accomplish our shared mission together.

- Email—All Capstone employees have work email accounts and check them daily, Monday through Friday. All Capstone email addresses are set up the same way: first initial and last name@capstoneclassical.com. So, Sarah Smith would be ssmith@capstoneclassical.com.
- Phone Calls—For the most part, teachers will not be able to accept or return phone calls during school hours. The office staff will take and deliver messages as needed when an email is not sufficient due to the time-sensitive nature of a particular call. However, calls to other staff and administrators can often be taken or returned during the school day. Teachers are not permitted to use personal mobile phones while on duty with students, and students are not permitted to use personal mobile phones during the school day. Parents should call the school office directly during school hours.
- Lower School—Lower School teachers (grades Pre-K through 6th) send out a weekly email with classroom-specific information you need to know for the upcoming week.
- Upper School—Upper School teachers (grades 7-12) publish their grade books online through FACTS. Parents can review student progress and contact teachers directly from the grade book interface.
- FACTS—FACTS is our school’s online school software solution for academic, behavioral, health, and administrative records as well as for financial accounts and tuition support programming. All Capstone families set up their FACTS account when they apply and enroll in Capstone. The school directory, bill pay, lunch orders, academic reports, and other school information pertaining to your family are accessible in FACTS.

Conflict Resolution Policy

Despite all of our best intentions, there will be times when communication fails to measure up to expectations, and there will be times when members of our community are not satisfied with the level of service or excellence provided by others in the community. If a parent or student is unclear or unhappy about anything in the school community, conversations should be handled in a way that treats all parties with dignity to the glory of God by (1) assuming the best intentions and professional competence of the other, (2) keeping the matter private, (3) seeking first to understand rather than to be understood, (4) speaking the truth with love and grace.

Capstone Classical Academy believes that most conflicts are best resolved directly between the individuals involved. If a conflict arises, the plaintiff should attempt to first discuss the issue with the other person involved. For conflicts that are sensitive, discussions should occur face-to-face rather than by email or phone call. Timing should always be considered. Most conflicts are not emergencies, and conversations to resolve them can be scheduled at a time that is most likely to enhance each other’s ability to listen well, focus, and provide a helpful response. These conversations should be scheduled in advance and should not be impromptu.

Whenever a conflict arises between a parent and a school employee, please refrain from discussing the conflict with others. Gossip is never appropriate nor helpful. If a satisfactory resolution is not achieved, please use the following Conflict Resolution Policy.

A family will handle concerns by using the following procedure:

Concerns with members of the faculty or staff:

1. All concerns about the classroom or activity must first be presented to the teacher or staff member by the parents, or if the student is mature enough, by the student himself. A respectful demeanor is required of both parties at all times.
2. If the conflict is not resolved, the parents or student may appeal to the Headmaster. When the student is mature enough, it is appropriate for the student to bring the concern and for the parent to be present if desired.
3. If in accord with the school’s written policies, the Headmaster’s decision is the final decision in any conflict resolution procedure.

4. The Headmaster's decision is final unless the plaintiff believes that the decision is in violation of written school policy. Should the parents believe that the Headmaster's decision is in violation of written school policy, the parents may submit a written appeal of the Headmaster's decision to the Capstone Classical Academy Board through the Headmaster. The Headmaster will forward to appeal to the Board Chair within 24 hours of receiving it, and the Board Chair will provide the parent with a written decision or outline of next steps within 14 calendar days. The Headmaster must receive the written appeal, containing the following elements, within 7 calendar days of his communicated decision regarding the appeal in question:
 - A summary of the decision or behaviors of the staff member with whom the family has the conflict.
 - A summary of steps that have been taken to resolve the conflict.
 - A quote of the relevant policy from the Parent-Student handbook with which the teacher, staff member, or Headmaster's actions or decisions are believed by the parent to be in conflict.
 - A request for specific action to be taken by the Headmaster and Board to effectively resolve the conflict for the family.

Concerns with the Headmaster

1. If parents or students have a grievance or dispute about the general operation or policy of the school (apart from the operation of the classrooms or specific school activities and teams), they should bring their concerns to the Headmaster. If the student is mature enough to do so, it is good for the student to present the concern to the Headmaster and for a parent to attend the conversation.
2. If in accord with the school's written policies, the Headmaster's decision is the final decision in any conflict resolution procedure.
3. Should the parents believe that the Headmaster's decision is in violation of written school policy, the parents may submit a written appeal of the Headmaster's decision to the Capstone Classical Academy Board through the Headmaster. The Headmaster must receive the written appeal, within 7 calendar days of his communicated decision regarding the appeal in question. The Headmaster will forward to appeal to the Board Chair within 24 hours of receiving it, and the Board Chair will provide the parent with a written decision or outline of next steps within 14 calendar days. The family's written appeal to the board must contain the following:
 - A summary of the decision, behavior, or circumstances with which the family is concerned.
 - A summary of steps that have been taken to attempt to resolve the conflict.
 - A quote of the relevant policy from the Parent-Student handbook with which the teacher, staff member, or Headmaster's actions or decisions are believed by the parent to be in conflict.
 - A request for specific action to be taken by the Headmaster and Board to effectively resolve the conflict for the family.

Challenged Materials Policy

As it is the goal of Capstone Classical Academy to graduate young men and women who:

- Think clearly and listen carefully with discernment and understanding;
- Reason persuasively and articulate precisely;
- Are capable of evaluating their entire range of experience in the light of Scripture;
- Can recognize cultural influences as distinct from Biblical;

Capstone Classical Academy selects written and visual materials that will, at an age-appropriate level, expose students to the great ideas of Western Civilization, challenge students' preconceptions, and prompt deep and meaningful discussions. At times, this will mean using the works of faithful Christians; at other times, this will mean using the works of those opposed to God. Challenges to curricular materials or materials stored in the school classrooms or libraries will be handled on an individual basis. Contact the headmaster regarding official curriculum materials, the teacher for materials housed in the classroom, and

the librarian for library materials. If satisfactory resolution is not achieved, refer to the conflict resolution policy above.

Admissions Process

Admissions decisions are made in accordance with the school's philosophy and mission statement. Space permitting, any family that can contribute to the mission of the school through a meaningful partnership and whose child can have his or her needs met at Capstone Classical Academy is welcome to be a part of our school community. The admissions process begins with contact between the prospective parent(s) or guardian and the school administration. Prospective families typically visit campus for a tour and admissions conversation with the admissions staff and the Headmaster. The family then completes the online application on the school's website. Once the application and supporting documents are received by the admissions office, a family interview is scheduled. The family interview may include an academic assessment if insufficient academic documentation was provided in the application to help the school best place the prospective student and to plan for his or her academic program.

To be admitted, prospective students must follow and complete the admissions process outlined on the admissions section of the school's website.

Admissions decisions will be based upon the school's determination of the compatibility of the student's and family's needs and desires and the school's programs and resources. When it appears that a successful partnership can be established, admission will be granted to classes with open seats. Admissions decisions can be appealed to the Headmaster. All Headmaster decisions regarding admission are final.

Privacy Statement

Capstone Classical Academy is a non-profit educational institution based on Christian principles. An integral part of our ministry to young people is the need to collect information about our students and their families. This notice describes what information we collect and how we handle it.

1. Personal information.

Capstone collects information about our students and their families for the purpose of identification, networking, communication, and fundraising. This includes but is not limited to name, parents' names, address, phone number, and birth date. This information is available to the teaching and support staff as well as the business office as needed to carry out the day-to-day operation of the school.

2. Account information

Capstone compiles information regarding the status of student accounts, including the social security number of the financially responsible party. This information is accessible to the business office and school administration. No information regarding business accounts is released to other sources without written parent authorization.

3. Academic information

Student academic records are kept in a secure file in the administrative offices and on secure servers. Access to this information is granted to faculty, staff, and administration as deemed appropriate to the pursuit of educating the student. Academic information is available to the student's parent or guardian upon request. (Please schedule an appointment to view this information.) Academic records will be forwarded to other educational institutions at the request of the parent or guardian upon written authorization when account balances are paid in full. General academic information may be shared with the Board of Directors of Capstone Classical Academy, Cognia (national accreditation), the Association of Classical and Christian

Schools, Hillsdale College K-12 Education Office, and the North Dakota Department of Public Instruction for the purpose of quality assurance and statistical analysis.

4. *Health Information*

In compliance with North Dakota state regulations, health information for students and staff is kept on site in a secure file. Health information is made accessible to the staff and school nurse as deemed necessary for the welfare of the student/staff. This information is also made available to medical professionals in the event of a health emergency. A student's parent or guardian may view this information upon request. (Please schedule an appointment to view your child's file.) This information will be forwarded to other academic institutions upon request with written parent authorization.

Tuition, Fees, and Financial Policies

To acknowledge clear understanding about financial responsibilities for school tuition and extended care fees, all families are required to sign acknowledgements in the online enrollment and online payment plan setup in FACTS.

Tuition Philosophy

Capstone Classical Academy believes that exemplary stewardship of financial resources is a God-given responsibility. Tuition dollars represent a sacred trust between parents and school leadership, and we believe that we will answer to God for how we manage the resources with which He has entrusted us for the holy calling of education. Tuition is set by the Board of Directors in order to fulfill the mission of the academy with excellence to the glory of God and for the blessing of its students. The board is committed to studying what it costs to faithfully fulfill the mission of the academy while making a classical and Christian education accessible to as many families as possible through its tuition support program. We will accomplish this through prayer, generosity, and sacrifice, but we will always charge enough tuition to keep our promises to our partners. Every January, an annual report that studies how well we are accomplishing these goals will be provided to all Capstone stakeholders because we all share the same objectives and benefit from the thoughts, questions, and feedback of each other.

At Capstone, our tuition and fees cover all classroom activities and the delivery of the full scope of our school-day academic program. There are no fees for technology, textbooks, workbooks, or other curriculum. Extracurricular activities may, at times, require payment of a nominal fee to offset expenses incurred by the school by offering those after-school activities. These activities will be entirely optional.

Late Payments

Capstone Classical Academy makes commitments to its faculty, staff, and vendors in direct proportion to the enrollment commitments of its students. Based on those commitments, the Headmaster and Board of Directors carefully prepare a budget each year and work to control expenditures. Monies owed must come in on time or the school is placed in a position where it has insufficient revenue to cover planned operating expenses. Anyone anticipating a problem in timely payment should contact the business office to discuss payment plans. Late fees and insufficient fund fees will be assessed through FACTS per the current payment plan policies signed by families in the online enrollment process annually.

Families with account balances of \$900 or more that are 30 days past due may be sent a certified letter stating that services will be discontinued. Accounts with balances of \$900 or more that are 60 days past due may subject the student to withdrawal. Academic records will be withheld for students whose accounts are not current. Students whose accounts are not current may be ineligible for re-enrollment and may not receive a new tuition support package until a formal agreement has been reached with the school for payment of past due tuition and fees.

Withdrawal and Tuition Refunds

Students who withdraw by October 1 will receive a prorated tuition refund for the full academic year. Withdrawals after October 1 but before December 23 will receive a 50% tuition refund for the full academic year. Students withdrawn after December 23 but before February 15 shall receive a 25% tuition refund for the academic year. For students enrolling after October 1 of their initial year of attendance, tuition refunds will be prorated for the first 30 calendar days of enrollment, after which regular tuition policies will apply.

Enrollment Fee and Payment Plan Selection

The enrollment or re-enrollment fee is due at the time of completion of the online enrollment packet in FACTS. Capstone offers multiple tuition payment options. Please refer to the tuition and fee schedule on the website or in the FACTS enrollment packet or contact the business office for details. Families who do not plan to pay in full by August 1 must enroll in a payment plan through FACTS. Families choosing the monthly payment option must sign up for automatic payments through FACTS, our tuition management solution.

Extended Care Fees

Capstone Classical Academy is pleased to provide parents before and after school care to ease the burden of managing the family schedule while providing a classical and Christian education to their children. In the online enrollment process, parents can select an unlimited extended care package, which for parents dropping off at 7:30 and picking up at 5:30, is 25% less than the hourly drop-in rate for care. Families who do not sign up for unlimited care may use drop-in care as needed at the hourly rate per child.

Pre-K students not picked up within 15 minutes of the end of their class and K-12 students not picked up by 3:15 p.m. will be taken to extended care and will be charged the extended care non-contracted hourly rate until they are picked up, unless the student is enrolled in unlimited extended care services. The school closes at 5:30 p.m. daily. If parents cannot arrange with family or friends to pick up their children on time, they will be charged a late fee of \$1.00 per minute. The late fee will be added to the family account.

Students dropped off at school in the morning prior to 7:50 a.m. will be billed the non-contracted extended care fee from the time they are dropped off until 7:50 a.m.

Tuition Support Program

Thanks to the generosity of enthusiastic friends of the academy, Capstone offers a robust tuition support program for families that could benefit from tuition support to make a classical and Christian education possible for their children. Current Capstone families and new families who have applied for admission can apply for tuition support on the school website.

Academic Policies

Curriculum Overview

The curriculum of Capstone Classical Academy is an adapted version of the curriculum scope and sequence offered by the K-12 Education Office of Hillsdale College. This curriculum is used throughout the network of Hillsdale Member Schools, of which Capstone Classical Academy is one. Undergirding these key characteristics is the foundational role of prayer, corporate worship, biblical and theological studies, and Church history which are unique to Capstone.

While Capstone has and will continue to make curricular adjustments in order to reflect our distinctive Christian mission, our unique parent-faculty culture, and North Dakota regulations governing private schools, our school has committed to embrace and uphold the following key characteristics of the Hillsdale K-12 Education model:

1. The centrality of the Western tradition in the study of history, literature, philosophy, and fine arts*;
2. A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;
3. The use of explicit phonics instruction leading to reading fluency, and the use of explicit grammar instruction leading to English language mastery;
4. The teaching of Latin;
5. The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;
6. A culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
7. A curriculum that is content-rich, balanced and strong across the four core disciplines of math, science, literature, and history;
8. A faculty where well-educated and articulate teachers convey real knowledge using traditional teaching methods that have been proven to be effective for students;
9. Responsible and wise use of technology as a means to greater ends and not as an end in itself;
10. Academic achievement; and
11. A plan to serve grades K through 12.

*For Capstone Classical Academy, the integrating core of all history, literature, philosophy, and fine arts is Jesus Christ, the Son of God, as revealed in the Bible. The good, true, and beautiful achievements of Western tradition are by the grace of God through Jesus Christ, while the sins of Western tradition find their origin in man's stubbornly sinful nature that often rejects God's good will.

Therefore, in Capstone's curriculum, the Western tradition is studied to preserve the aspects of Western Civilization that are a reflection of Christ and his Kingdom as revealed in Scripture and to provide wisdom and instruction from the sins of Western tradition so that our students become citizens who better shape their communities to reflect the truth, goodness, and beauty of Christ and his Kingdom, which, unlike America and the other nations of the world, will have no end.

Because our students are American, the Western tradition may necessarily be central to the study of history, literature, philosophy, and fine arts, but it is through knowing Christ and his Kingdom that our students are formed into souls who rightly understand and assess the past and the present, imagine a better future, and possess the wisdom and virtue to pursue it.

Homework

Homework is an important part of a classical education. At Capstone, it is designed to be the kind of work that provides practice and deep work sessions that a student cannot experience as easily at school. Reading, writing, and math practice are the most common types of homework. Homework should not be busy work (work that appears to be given by the teacher simply to keep a student busy or to provide points to add to the gradebook).

Students who do not actively and consistently contribute to their own education, both in class and at home, will fall behind and sell themselves short. Since homework takes place in the home, with all of the distractions that come with it, we encourage parents to provide a calm, quiet place for their children to complete their work. Television, music, movies, video games, and other screen time seldom contribute to real learning, and we suggest that these be restricted while students are studying. At best, failing to limit these distractions will extend homework time beyond what one would typically need and at worst will hinder real learning.

expected homework time

Students in kindergarten and up will have some homework nearly every day. Students in grades K-6 should spend 20 to 30 minutes every evening reading, whether or not reading homework is assigned. We

encourage families to choose a book to read as a family and to make a little progress on it every night. As a general rule, a student can expect 10 minutes of homework per grade level plus additional time for reading. So, a 1st grader will have approximately 10 minutes of homework per night (plus reading time), and a 6th grader will have approximately 60 minutes, or one hour. In the Upper School (7th-12th), students can expect to have up to 2 hours of homework per night, 30-60 minutes of which should be reading time.

These times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the student's organizational skills and study habits, the varying abilities of the students, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor.

The proper balance of non-academic home life and academic home life is important to healthy living for students and their families. It is important for parents to share with teachers and staff when the homework experience is offering diminishing returns. The Capstone faculty is committed to designing a homework program that honors the best that homework has to offer while blessing each home with time for other important aspects of family life and the life of the student's community of faith.

poor or incomplete work

For poor or incomplete work, teachers may require students to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. Students are expected to complete all of their homework.

late homework

In addition to helping students to meet learning objectives, homework also teaches students responsibility and accountability. In order to accomplish this, and to ensure students do not fall behind on their school work, it is essential that students complete their work on time. Students who have an excused absence will have the number of days equal to the number of days absent to make up class and homework without penalty up to 7 days. Homework will not be sent home nor will credit be awarded for any work done during periods of unexcused absence. In grades 3-12, homework submitted one day late will receive 75% credit and two days late will receive 50% credit. Homework submitted more than two days late will not receive credit. In grades K-2, students with late homework may be required to complete work during lunch, recess, or with the teacher outside of school hours. Any time a pattern of poor, incomplete, or late homework develops, the teacher will consult with the parents to develop a strategy for improvement.

Grading

Grading is not the be-all and end-all of education. If anything, some students put more emphasis on grades than their teachers do. The grade a student receives in a class is subordinate to the knowledge the student acquires. Still, grades are a useful tool to evaluate the extent to which a student has mastered a particular subject, and they are an important way that the school communicates with integrity the growth and development of each student. Capstone parents deserve and are entitled to feedback that gives them an accurate picture of how their children are doing in school. Pre-K through 2nd grade students receive skill and knowledge-specific mastery level ratings on their report cards. Students in grades 3-12 receive traditional letter grades on their report cards, assignments, and assessments in all subjects.

accurate grade assurance

Capstone Classical Academy assigns grades in order to accurately reflect the range between true mastery and insufficient knowledge of a subject. Grade inflation, which is the common problem of grades reporting student success even though the student is struggling, will be discouraged by the following policies:

- A portfolio of completed and graded formative and summative assessments for each student will be maintained by each teacher in every subject until August 1 after the completion of the school year in which the assessments were completed.
- Seventy-five percent (75%) of the quarter grade must be summative assessment (formal teacher evaluations of discrete student knowledge and skills, chapter tests, unit tests, formal papers and essays, projects that assess independent student mastery, etc.)
- No more than 3% of the grade may be class participation.
- No more than 10% of the quarter grade may be homework.
- Extra credit is not permitted in any classes.

For letter and percentage grades, an examination of students' grades should show that no student's quarter grade is more than 10% higher than his or her summative assessment average (formal teacher evaluations, chapter tests, unit tests, formal papers and essays, projects that assess independent student mastery, etc.)

grade reporting

Pre-K through 8th grade report cards are provided to parents at the end of each trimester (every 12 weeks). High school grades use a quarter-based reporting calendar. GPA is only calculated and reported for Upper School students. For Upper School students, GPA is based upon the final grade for a course and not upon quarter or semester grades alone.

For Pre-K, parents are provided three narrative reports of their child's growth in developmental and program benchmarks as well mastery level ratings using the K-2nd system for mastery reporting (see below).

At Capstone, we spend a lot of time and effort defining what the standard for mastery is. We are committed to every student that graduates from Capstone having met a well-defined and rigorous standard for mastery of key knowledge and skills. We grade based upon comparison to the standard — not comparison to the performance of others. We will not grant credit to students who do not meet the standard in a subject and will not grant A's to students who don't often exceed the standard.

For K-2nd (all subjects) and grades 3 to 7 in foundational and prerequisite skills, the following marks for mastery reporting are utilized:

- E-Exceeds the standard for this point in the school year
- M-Meets the standard for this point in the school year
- S-Short of the standard for this point in the school year and requires a support plan
- N-Needs immediate intensive support or remediation

For 3rd grade and up, the following grading scale is utilized for rote knowledge in content-heavy subjects, while foundational and prerequisite skills receive mastery marks outlined above (GPA for Upper School only). For grades 8-12, the scale below is used across all subjects:

- A Often exceeds the standard
- B Sometimes exceeds the standard
- C Meets the standard
- D Struggling to meet the standard and requires a support plan
- F Does not meet the standard and requires a support plan and remediation

	Grade Scale	Unweighted Quality Points	Weighted Quality Points	Honors Quality Bonus	AP/Dual Quality Bonus
A+	98–100	4.00	4.67	+ .5 / credit	+1 / credit

A	93–97	4.00	4.33	+ .5 / credit	+1 / credit
A-	90–92	4.00	4.00	+ .5 / credit	+1 / credit
B+	87–89	3.00	3.67	+ .5 / credit	+1 / credit
B	83–86	3.00	3.33	+ .5 / credit	+1 / credit
B-	80–82	3.00	3.00	+ .5 / credit	+1 / credit
C+	77–79	2.00	2.67	+ .5 / credit	+1 / credit
C	73–76	2.00	2.33	+ .5 / credit	+1 / credit
C-	70–72	2.00	2.00	+ .5 / credit	+1 / credit
D	60–69	1.00	1.00	0	0
F	59 & below	0	0	0	0

High school final grades are calculated and then included on the transcript based upon the following weights:

Quarter 1	40% of Semester 1
Quarter 2	40% of Semester 1
Semester 1 Exam	20% of Semester 1
Semester 1 Grade	50% of Final Grade
Quarter 3	40% of Semester 2
Quarter 4	40% of Semester 2
Semester 2 Exam	20% of Semester 2
Semester 2 Grade	50% of Final Grade
Final Course Grade	Average of Semester 1 and Semester 2 Grades

In Upper School (grades 7-12) all quarter, trimester, semester, and final grades expressed as traditional letter grades or percentages are rounded to one tenth of one percent. No grades will be rounded to the nearest whole percentage point. Teachers do not have the discretion to round to a whole percentage point.

High school GPA calculations

In order to calculate a grade-point average or GPA, numeric grades are converted into points based on the grading scales above. Quality points are awarded for each class at the end of the course. Total quality points earned are divided by total credits attempted to determine the student's GPA. The year and cumulative GPA are calculated for high school students and published on official transcripts. The school may at times calculate a semester or even a quarter GPA for occasional honors, references for student applications to outside organizations or for scholarship opportunities. The same method is used but with shorter terms than the full course. GPAs are rounded to one one-hundredth of a point.

Students completing high school level courses in grade levels 6-8 are awarded high school credit. The final grades and credits are reported on the student's transcript; however, any high school level courses completed in grade levels 6-8 will not be calculated in a student's cumulative high school GPA.

Because weighting procedures and level of rigor vary greatly from institution to institution, Honors and AP courses taken at other schools will be given standard 4-point quality points only and are not eligible for weighted bonus points on the Capstone transcript. Class ranking will be reported on the official Capstone high school transcript based upon the cumulative weighted GPA for all students but will not include weighted bonuses from other schools.

Parent Partnership in Academic Progress

Capstone Classical Academy commits to regular and timely communication with all of its parents regarding adequate progress of their children in curriculum. To honor this commitment, parents can expect the following from the school:

- Prompt grading of all formal assessment of their children and reporting of grades in a timely manner that allows for parent-teacher intervention and support when needed.
- School-initiated strategic planning and intervention in partnership with parents when their student is struggling to meet the standard.
- Trimester report cards sent home (pre-k through 8th); quarter report cards sent home (high school).
- Official parent-teacher conference times scheduled twice per year.
- Occasional parent-teacher conference requests granted throughout the year as needed. Please request of the teacher directly using their school email address.
- Transparent, helpful, specific feedback on graded student assignments and assessments.
- For high school, automated email alerts when an assignment is recorded by the teacher as missing or a failing grade is recorded in the gradebook.

Academic Placement, Promotion, and Retention

The Capstone admissions process is designed to collect as much academic information as possible from the sending school to help our administration and faculty determine the student's current mastery level in math, reading, and writing. When insufficient information is available to our admissions team, we administer an academic assessment to ensure that we properly place the student in the courses or grade level most conducive to the student's long-term success. Our decisions regarding placement are based upon our best judgment as to how to best serve each student. These decisions are based upon objective evidence regarding the student's strengths and challenges within the core content areas.

There are several options for both new students and re-enrolling students with regard to placement from one school year to the next:

- Placement in the next sequential grade level with no adjustments made.
- Placement in the next sequential grade level pending successful completion of additional remediation or coursework before the start of the next term.
- A hybrid schedule that places the student in different levels based upon varying mastery levels across different disciplines.
- Any of the above with an individualized learning plan (ILP) in place, providing tailored teaching strategies, support, and accommodations to help the student reach his potential.
- Retention in the current grade level for all courses.
- Recommendation that the student withdraw to be placed in a program that will better meet his needs.

General Guidelines for Promotion to the Next Grade Level or Course

To be promoted to the next grade level, all of the following standards must be met.

Kindergarten-6th Grade

- Reads above grade level (as assessed using repeated standardized reading assessments).
- For grades K-2, meets the standard in English phonogram mastery.
- Meets the standard in mathematics, with or without support.
- Meets the standard in at least three of English, History, Science, Bible, and (6th Grade) Latin, with or without support.
- Meets the standard on the end-of-year reading and math assessments.

7th-8th Grade

- Attain an end-of-year 1.7 GPA (C- or higher) in the core subjects (English, Math, History, Science, Bible, and Latin) to pass to the next grade.
- Pass at least 4 of the core subjects with a 60% or higher.
- Students who fail end of course exams in English or Mathematics may be retained.

9th-12th Grade

- Pass minimum of 5 required classes per year
- Stay on track for earning the required credits for graduation by the scheduled graduation date.*

*High school promotion and graduation is about credits earned rather than grade level designation, therefore the focus is on earning the required credits to graduate. Some students may graduate a year later than anticipated if they fail required credits multiple times and are unable to make them up in time.

Credits from Other Institutions

From time to time, credits from other institutions may transfer to Capstone Classical Academy. Such credit transfers must be approved by the Headmaster. No Capstone student should enroll in courses for credit from other institutions without approval from the Headmaster, who will grant credit if the course serves the mission and vision of Capstone Classical Academy and cannot be secured through traditional classroom delivery at Capstone. Courses that do not meet the rigor or standards of the Capstone curriculum will not be approved in lieu of Capstone's core courses.

Mathematics

All students are required to follow the mathematics course sequence through Pre-Calculus. After successful completion of Pre-Calculus, students will be placed into Calculus or another advanced math course based on the recommendations of the Pre-Calculus teacher and by approval of the Headmaster.

Senior Capstone Project

The senior thesis or Capstone Project is the culmination of a student's classical education and a rite of passage to a life of virtue and self-government. The student's thesis may concentrate on books, events, or themes that draw upon any of the core courses and should serve as a Capstone Project, one which brings together the treasures a student has acquired during his or her time at the school.

Every senior will write, orally deliver, and defend a thesis on a topic of his or her choosing that emerges from the curriculum. Each student will adapt his or her paper into a speech which will be delivered publicly and then defended to a panel of faculty members and community scholars. A satisfactory performance on the writing and presentation of the thesis is required for graduation.

Academic Honesty

A school that does not take academic honesty seriously does not take education in wisdom nor virtue seriously. As a classical Christian school, honesty is written into our honor code and will be highly esteemed and treasured by our faculty, students, and their parents. It is the conviction of Capstone Classical Academy that academic honesty is at the very core of the integrity of the school's culture and credibility and is essential to the excellence of our students' academic formation and virtue development. We believe that all students can learn quickly the importance of academic honesty and can exercise self-discipline and integrity once they have been properly shepherded through one or two transgressions. Many will deeply internalize this virtue early and will never falter, while others will need to learn through making mistakes. We believe all can and will become people of intellectual honesty.

Plagiarism

Plagiarism will not be tolerated by any teacher in any subject. Teachers cannot accurately assess students and nurture their growth if the work they turn in is not their own. Plagiarism robs the student of formative educational experiences and constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply rephrasing an author's words can also constitute plagiarism. The words and original ideas of authors can only be used when properly quoted and/or cited. Teachers will provide the guidelines for acceptable use and citation of the work of others. When in doubt, the student has the responsibility to ask how an author should be used in an assignment.

Regarding cumulative records of academic dishonesty, in grades K-2, every student starts with a "clean slate" every school year. Grades 3-4 keep their own cumulative two-year record. Likewise, grades 5-6 keep their own two-year cumulative record. During these early years, students grow and change, learning so much as they go, that frequent fresh starts are granted. In the Upper School, however, the record starts in 7th grade and is kept through 12th grade. An offense in 7th grade would be the first offense, and a subsequent offense in 10th grade would be considered a second offense.

Lower School

Plagiarism in the lower school is rare and often caused by ignorance more than a desire to cheat the system. Each case will be shepherded based on the context and details of the circumstances. For students at this age, simply having to rewrite plagiarized assignments provides sufficient learning and reform.

- The teacher will keep a copy of the student's assignment and, whenever possible, a copy of the plagiarized work.
- The teacher will discuss the matter with the student.
- The teacher will inform the student's parent of the plagiarism.
- First incident: The student will rewrite the assignment properly and ethically and will receive full credit for the new submission, and more importantly, the formative experience of finishing well and receiving helpful feedback from his teacher.
- Second and subsequent incidents: The student will rewrite the assignment properly and ethically but will receive no credit for the new submission. The formative experience of finishing well and receiving helpful feedback from his teacher will be his reward.

Upper School

Whenever a student has been caught plagiarizing, the following process will be followed.

- The teacher will keep a copy of the student's assignment and, whenever possible, a copy of the plagiarized work.
- The teacher will inform the Headmaster of the incident.
- The teacher will discuss the matter with the student.
- The teacher will inform the student's parent of the plagiarism.
- The student will receive an F (an automatic zero) on the assignment if it is the first offense.
- The student will rewrite the assignment properly and ethically but will receive no credit for the new submission. He will, however, benefit from the formative experience of finishing well and receiving helpful feedback from his teacher.
- On second and subsequent offenses, the student will receive an F (automatic zero) on the assignment, will receive a 50% F for the course for the semester or his current average if below a 50%, and will rewrite the assignment properly and ethically. The value of completion of the assignment and the teacher assessment and feedback are the student's reward for finishing the task well.
- High school students found guilty of academic dishonesty or similar serious offenses may, if applicable and at the discretion of the Headmaster, lose offices held within the school, positions of privilege or responsibility, honors, and awards.

All Grade Levels

Any student who practices academic dishonesty more than twice in either Upper or Lower School will be referred to the Headmaster and his chosen discipline committee to discuss how to best serve the student and support his parents in overcoming this significant threat to his spiritual formation. The discipline policy explains the role of the discipline committee.

Cheating

Like plagiarism, cheating will not be tolerated by any teacher in any subject. Cheating occurs when a student uses someone else's work or a prohibited source of information in order to gain dishonest advantage on a test or an assignment or to avoid doing his own work. Cheating comes in many forms. One student copying from another, a student using a "cheat sheet" to answer questions on a test, and a student trying to pass off another student's work as his own are examples of cheating. The same process outlined for plagiarism will be followed for instances of cheating, including that students caught cheating will fail the assignment. A student who willfully allows others to copy his work will also be held accountable in the same fashion.

High school students found guilty of academic dishonesty or similar serious offenses may, if applicable and at the discretion of the Headmaster, be removed from offices held within the school, positions of privilege or responsibility, honors, and awards.

All incidents of academic dishonesty become a part of the student's cumulative discipline record.

Student Support Services

As a private school that receives no tax revenue, Capstone Classical Academy is not subject to the Federal requirements of IDEA or FAPE. However, Capstone is ethically obligated by God and our inspired mission to honestly assess our program's capacity to meet the needs of our students and of student applicants. We owe parents an objective professional recommendation regarding their child's placement at Capstone. When we admit a student, we are committing to doing everything within our power and resources to help that student reach his potential in our classrooms, fields, courts, and stages.

All students accepted to Capstone Classical Academy have been interviewed and screened to assess learning, social, and emotional needs before the first day of school. The admissions process is designed to discover any special support services that may be needed in order for the new student to thrive at Capstone. In an ideal world, there are no surprises after enrollment. However, whether we discover before enrollment or after that a student has special needs for which we had not planned, the team of faculty, administration, parents, and support staff goes to work on assessing the needs and the best solutions.

Capstone has a method for developing student support plans that provide assessment, strategic direction, and accountability for follow through on plans that will help every student succeed.

1. When teachers or parents observe patterns of struggle or clues to a developing struggle in a student's educational experience, or when the student expresses his own concerns, a student support referral is completed by the teacher(s) and parents.
2. The Headmaster and Student Support Coordinator meet with the student, the student's teachers, and the parents in coordinated meetings to complete a full team assessment of the circumstances.
3. The Student Support Coordinator and Headmaster recommend outside professional assessment such as psychological educational evaluations, speech or occupational therapist assessments, etc., or suggest that further monitoring and study of variables be conducted in the short-term to provide more insight prior to referral to outside assessments.
4. Regardless of whether referral is made outside of the school, an initial First Tier individualized learning plan (ILP) is drafted by the student's team and is implemented for a specified period of time, with a reevaluation date specified in the ILP.

5. At the reevaluation meeting, the team either modifies the ILP and or continues with it as is if progress has been evident, or continues with the ILP but makes a referral for outside assessment to learn more about how to best help the student (particularly if the ILP has not produced positive gains).
6. When outside professional reports are provided to the team, the ILP is revisited, and the team either (1) drafts an improved ILP with the new information provided by the reports or (2) determines that the needs of the student cannot be met at Capstone due to lack of resources to deliver an appropriate program to meet the student’s needs.
7. Should a new ILP be drafted, a regular schedule will be followed of review of program fidelity to the ILP, student progress, and recommended modification to the ILP.
8. The goal for most students is to equip them to become adept at modifying their own approach to school to accommodate their own unique challenges, to self-advocate for the support they need to reach their potential, and to accept their own uniqueness while leveraging their gifts to follow their calling in life.

ILP’s provide accommodations that help students to master more of the curriculum and to demonstrate to their teachers more accurately what they have learned. ILP’s do not lower the curriculum standards for students. All Capstone students will be measured against the standards of mastery defined for reach subject, regardless of whether they are learning with an ILP.

Graduation Requirements

Biblical Studies	2	Including systematic theology, Church history, Old Testament Studies, and New Testament Studies
English	4	
Mathematics	4	Including Algebra II and one credit for which Algebra II is a prerequisite
Science	4	Including at least one lab-based physical science and one biology
History-Civics	4	Including world history, U.S. history, American Government, Politics, Economics
Logic/Rhetoric & Philosophy	3	
Fine Arts	1	
Languages	2	
PE	1	
<u>Electives</u>	<u>3</u>	
Total	28	

Co-Curricular Eligibility Requirements

All co-curricular activities at Capstone are designed to be purposefully formational just as the core curriculum is. Therefore, we never want students to miss opportunities in these activities. Nevertheless, the core curriculum required for graduation is a higher priority due to our nature as a classical academy. To ensure that all students also prioritize their studies in the core curriculum and to promote mastery in the Capstone core, the academy utilizes an eligibility policy for participation in practices, rehearsals, and performances in co-curricular activities that are not part of a credit-bearing course in the Capstone curriculum. This policy applies to ancillary performance groups in the arts, athletics, interscholastic academic competitions, clubs, and select social events as determined by the Headmaster.

Eligibility is not part of our disciplinary response plan and is not used as a disciplinary measure. It is used to help students set appropriate priorities and to manage their responsibilities with discernment.

To remain eligible, after the second week of classes in each quarter, students must:

- Have a 70% cumulative quarter average of all grades in credit-bearing or graded courses.
- Have no more than one class with a percentage grade below a 60%.
- Have no classes with a quarter percentage grade below a 50%.
- Have no currently outstanding assignments.
- Not be on behavioral probation.

The eligibility list will be generated every Friday and will govern participation in activities during the following week. A student may become eligible during the course of any week by satisfying the eligibility requirements. A student may not become ineligible in the middle of a week.

During the first week in which a student fails to meet the eligibility requirements, he or she will be provided an email notice regarding the steps necessary to remain eligible. If the requirements are not met during the warning week, the student will be notified by email that he or she is ineligible for the following week and each subsequent week until all requirements are met. During the warning week, the student must complete a written plan to regain eligibility and have the plan signed by each teacher of a course for which the student has a failing grade or outstanding assignments.

Academic Withdrawal

It is highly unlikely that a student who has strong parental support and is giving his best effort in his studies will need to be considered for academic withdrawal. However, in cases where it is determined by the Headmaster and an academic assessment committee of four faculty members of his choosing that it is in a student's best interest to withdraw from Capstone in order to enroll in a program more suited to meeting his needs, the student's parents may be asked to withdraw their child. Such action will only be taken in cases where the academy has concluded that it will be unsuccessful in helping the student to reach mastery in required coursework. In such cases, a pro-rated refund of any prepaid tuition will be provided to the family. The family will only be charged for the days the student was enrolled in Capstone.

Transportation to and from School Events

School-sanctioned and supervised events such as curriculum-related field trips, academic competitions, athletic events, and social events that require transportation of students will have transportation provided by the academy or by family members or their designees. Drivers appointed by the academy will have provided the office with a copy of valid insurance, driver's license, and been subjected to a state-mandated criminal record check. Whenever possible, school employees and contracted commercial drivers will be utilized to transport students. In cases where such drivers are not available, a parent or community member may drive if they meet the criteria above. No adult will transport students who are not their children to or from a school-sanctioned and supervised event without another school-approved adult in the vehicle or without the express permission of the parents of the unrelated children they are transporting. All adults in any vehicle commissioned by the school will be required to furnish valid insurance, license, and be subject to the state-mandated criminal record check.

Students may not transport other students to school-sanctioned and supervised events unless those students are members of the same household.

Overnight Trips

Some student activities and clubs may require or offer trips that involve overnight stays. On such trips, all policies contained in the transportation section of this handbook apply as well as the following:

- Every hotel room or room utilized by students for sleeping or overnight stays will be supervised by two adults who have undergone state-mandated criminal record checks. If the adult chaperone is the parent or close relative of the students in the room, the two-adult policy may be waived.
- All parents or legal guardians for all students on the trip will sign a permission slip that includes express permission for their child to be supervised overnight by the assigned adult chaperones.
- Students may not be left in a room unsupervised, regardless of the age of the student(s).
- Students of different biological sex may not share a room unless they and every other person in the room are members of the same nuclear family.

Health Policies

Capstone Classical Academy respects the parents' role as the stewards of their children's health. The policies of the school exist for the common good of the school community, for the safety of individual students, and for compliance with applicable state law.

Prior to entering Pre-K, all students must have age-appropriate immunizations against diphtheria, pertussis, tetanus, polio, measles, mumps, rubella, haemophilus influenza type B, varicella (chicken pox), pneumococcal disease, rotavirus, hepatitis A, and hepatitis B.

Prior to entering K-12, all students must have age-appropriate immunizations against diphtheria, pertussis, tetanus, polio, measles, mumps, rubella, varicella (chickenpox), meningococcal disease, and hepatitis B.

Exemptions

A child with a medical or a beliefs exemption is exempt from any one or all of the immunization requirements. A physician must sign an exemption form indicating the vaccines that are included in the medical exemption. If the exemption is based upon beliefs, the parent or guardian must sign an exemption form stating that the child has a beliefs exemption and indicate which vaccines are exempt because of beliefs. A child with a reliable history of chickenpox, hepatitis A, hepatitis B, measles, mumps, or rubella is exempt from applicable immunization requirements. A physician must sign an exemption form stating that the child has had the disease. Exemption forms must be kept on file with the immunization records in the Capstone office.

Attendance

Every class period of every day at Capstone is designed to be valuable to each student. Great pains are taken to provide an education with rigor and integrity, and plans for each class are crafted with each student in mind. When a student misses class, there is always value lost. For this reason, we encourage every family to make certain that every absence from school is for a purpose of great value to their child.

By state law, Capstone is required to define excused and unexcused absences and to keep official records of absences. All absences without a written excuse will be considered unexcused.

By ND law, students missing three consecutive school days at least once, six half days, or 21 class periods without a written excuse during either semester will be considered in violation of compulsory attendance laws and by legal mandate will be reported to local law enforcement.

Before/After School Procedures

Before School

- Students are not to enter the building before 7:30 a.m.
- Students arriving before 7:50 a.m. will be required to check in to extended care and will be charged extended care fees.

- Students arriving after 8:00 a.m. must be checked in to the front office by a parent. Student drivers may check themselves in at the front office if after 8:00 a.m., but a parent must call the front office or email attendance@capstoneclassical.com to provide the reason for tardiness.
- Students in grades 9-12 may enter the building after 7:30 a.m. without reporting to extended care but must remain in the upper school hallway until 7:55 unless they have an appointment with a teacher for tutoring.
- Teachers must be in the hall outside their classrooms by 7:50 a.m.

After School

- Students are dismissed from their last class at 3:00 p.m. Students in grades K-6 will be supervised by teachers until their parents pick them up or they are sent to extended care for supervision there.
- Students must be out of the building or in a supervised school activity or extended care by no later than 3:20.
- Any student who is on campus but unassigned to a supervised school activity after 3:20 will be sent to extended care. The parent will be charged applicable extended care fees.

Notification of School the Day of Absence

Parents must notify the school as early as possible if a student is going have an unplanned absence by either calling the school office directly or by sending an email to attendance@capstoneclassical.com.

Excused Absences

Excused absences will be those due to personal illness that necessitate the absence of the student as outlined in the Sick Child Policy, death in the family, pre-arranged (one-week advance notice) educational travel, or unsafe weather conditions. Student must return to school with a written (or emailed) parent or doctor excuse. Phone calls are not an acceptable excuse.

Unexcused Absences

Unexcused absences are any absences that do not meet the requirements of an excused absence.

Planned Absences

If you plan for your child to be absent, please notify the office as far in advance as possible so that teachers can work with you and your child to ensure a smooth transition back to class. Please give at least two weeks' notice if you have a planned absence of more than one day.

Tardiness

Students who arrive late to school will be considered tardy. The seventh tardy and every subsequent seventh tardy earned by a student will result in one full unexcused absence being added to the attendance record.

Cumulative Absences

Any student absent for 20 or more days jeopardizes his or her promotion. The Headmaster, upon the recommendation of the faculty, will make the final promotional decisions in such cases. Any appeal to this decision must be made in writing to the Headmaster within 7 business days of the decision. The Headmaster will communicate the final decision to the parent(s) within 3 business days of receiving the appeal.

Work Missed Due to Absences

Capstone Classical Academy's leadership and faculty will work hard to support students when they miss school and will seek to minimize the stress that sometimes comes with absences. While teachers and staff will do their best to help students with work missed, it is the student and parents' responsibility to secure missed work and to prepare well for planned absences.

All classwork and assessments missed due to absence must be completed in a timely manner. In most cases, students will be given additional days to complete assignments. Extra days provided will be proportionate to the number of days missed during which the student was unable to complete the work due to the nature of his or her absence. Absences during which a student could have completed work but chose not to will not be afforded additional days to complete the applicable work. Teachers will exercise fairness and grace to help students who miss school get the most out of their education and to help them to learn content missed.

Medical Issues

Capstone Classical Academy does not maintain a clinic. A student who is injured or who is too ill to attend class will be able to wait in the office until a parent arrives to pick up the student.

Students who are ill or who need medication must check in with their teachers before going to the office. Students may not call their parents directly to pick them up. Students must go to the office when they are ill.

Injury Reports

All injuries occurring during the school day are to be reported to the student services office. If there is any doubt as to the seriousness of any injury, the student will be taken immediately to that office.

Before leaving school because of injury or illness, a student must be given permission by the office manager. Parents or guardians must give explicit permission before a student driver will be allowed to check out of school. No student who is ill will be dismissed from school without the knowledge of the office manager.

Medications

Capstone Classical Academy has implemented the following rules for assisting in the self-medication of students.

Please read carefully the following guidelines which will apply to the dispensing of any medications during the school day:

1. All medications, prescription or nonprescription, must be brought to the office in their original containers, correctly labeled. Prescription medicines must have a label from the pharmacy or from the physician's office. This label must include this information:
 - Student's name
 - Name of the medication
 - Strength of each unit of the medication
 - Dosage amount and time
 - Physician's name
2. Nonprescription (over-the-counter) medication must be in the original container and must be labeled with the student's name but in a manner which will not obscure the original container label.
3. Medications must be taken to the office.
4. Only medication provided with written authorization to dispense from the parent or legal guardian will be administered to a student.
5. Academy personnel may not administer any medication or perform any medical procedures. School personnel may only supervise the student as he takes the medication himself or performs the medical procedure himself.

For example, school personnel may not break pills, may not mix medications (such as that used to treat asthma), and may not perform blood sugar tests. We are required to

inform parents and/or guardians in writing that the school and its employees are not liable as a result of any injury sustained by the student from self-administration.

6. Medication of an invasive nature for emergency action (such as the pen used for allergic reactions) may be administered by academy personnel only under these conditions:
 1. Parents/guardians must arrange for school personnel to be trained.
 2. Physician's orders and instructions for this medication must be on file in the school office.
7. Students are permitted to carry Epinephrine auto-injectors (EpiPens) with them.
8. Prescriptions for long-term medications must be renewed annually. When the duration of a medication is complete, the parent/guardian is responsible for picking up the remaining portions of the medication.
9. No student will be allowed to carry any medication (either prescription or over-the-counter) with him during the school day. Neither will a student be allowed to take any medication except under the supervision of school personnel or of his parents. The only exceptions will be for students who use asthma inhalers and EpiPens.
10. We urge you to try to arrange for all medications to be given outside the school day. You may want to check with your physician about changing a dosage schedule. Please send to school only those medications which absolutely must be given during school hours.
11. We will not be able to assist with any medication if these guidelines are not followed for that medication.

Sick Child Policy

In an effort to prevent the spread of sickness at school, Capstone Classical Academy asks parents to use the following guidelines in determining whether to keep students home from school.

Please keep your student home from school if the following symptoms are present:

- Fever of 100° or higher — must be fever-free for 24 hours *without the use of fever-reducing medications*
- Respiratory symptoms/breathing difficulty that makes student uncomfortable (severe or uncontrollable cough, productive cough, difficulty breathing, wheezing)
- Nausea/vomiting — must be symptom-free for 24 hours
- Diarrhea/abnormally loose stools — must be symptom-free for 24 hours
- Eyes/ears/nose/throat (unusual drainage, discomfort, or pain)
- Skin (undiagnosed or contagious rash, sores or skin changes, excessive itching or scratching)
- Lethargy and/or body aches (an abnormal decrease in activity, increase in sleep activity, out of character complaining)

Please stress to your student (and we will do the same) the importance of basic hygiene:

- Wash hands thoroughly and often — 20 seconds of scrubbing.
- Use hand sanitizer when soap-and-water washing is not available.
- Keep hands away from eyes, nose, mouth.
- Sneeze and cough into the crook of the elbow, not the hands.
- Do not drink or eat after other people.
- Blow noses away from other people.
- Stay away from sick people.
- Be aware that viruses are airborne. Standing near someone who sneezes provides an opportunity to pick up a virus.

Lice (Pediculosis Capitis)

- Head lice are tiny (about 1/10- to 1/8 -inch in length), wingless brownish insects that live in the hair of the head. For 2 weeks after exposure, observe your child's hair and scalp at the neckline and

around the ears for eggs or nits (tiny, silvery grey spots that are glued to the base of the hair shaft). An infected child may also complain of an itchy head or may scratch his/her head.

- Students must stay home from school until the day after treatment begins. If you have any doubt if head lice are present, check with a health professional.
- Head lice must be treated with medication (depending on doctor's advice, could be prescription or over-the-counter). Before the student returns to school, the parent must send the box top and receipt for the OTC medication or a doctor's note to the office.
- Treat your environment, and notify the office at attendance@capstoneclassical.com/701-205-6381. Check all family members.

Safe Arrival and Departure

Every August before school starts, the school will provide families with the policies and protocols for safe pedestrian and vehicular traffic on campus. All parents and student drivers are responsible for adhering to these policies and procedures out of concern for the safety of all Capstone community members and guests to campus. Individuals who violate these policies and procedures will be subject to discipline (in the case of students), restrictions, revocation of driving privileges on campus, legal citation, and in the most serious cases, potential withdrawal from Capstone. Each August, the safe arrival and departure policy will be updated and posted in the Family Portal at factsmgt.com. Every family is responsible for reviewing this policy before the first day of classes.

Parking is permitted only in marked spaces. No vehicles should be parked along any curb adjacent to the building or along the side of the building itself as these are restricted fire lanes. The school is not responsible for any damage to vehicles parked on campus or for their contents.

Principles for Student Conduct

School rules exist to create a community in which God is honored because people are treated with love and respect. While rules may change over time, the principles inherent in those rules will always be biblical and will be rooted in love for God and love for others. All students are expected to follow the "Golden Rule": Do unto others as you would have them do unto you (Matthew 7:12). Teachers and staff may have additional class rules to which students must adhere. An Honor Code has been established to provide general principles to guide conduct.

Honor Code

All students are expected to learn and to live by the Capstone Classical Academy Honor Code:

- I will conduct myself in a manner that honors the mission of our school.
- I will treat my classmates as I wish to be treated.
- I will be honest and hardworking.
- I will report to a parent, teacher, or the Headmaster any behavior that threatens the safety and integrity of our school community.

Universal School Rules

1. Students will maintain decorum conducive to a productive classroom.
2. Students will treat each other with respect.
3. There will be no running in the hallway.
4. Students will follow teachers' and staff members' instructions and directives.
5. Students will be good stewards of school property.
6. There will be no throwing of any objects other than balls in physical education classes and recess.
7. No student may go outside the building at any time unless accompanied by an adult.
8. Language used must be wholesome and good for building others up according to their needs.
9. No means no and stop means stop.

10. Students will not go anywhere in the building without permission from their teacher or appropriate staff person.
11. All students must use the bathrooms designated for their biological, genetic sex confirmed at birth.
12. All students will be called by traditional binary pronouns corresponding to their biological, genetic sex confirmed at birth.

Playground Rules

1. Students must stay within the boundaries (cones and fencing) designated by the supervising staff.
2. Students may not throw wood chips, sand, rocks, or toys not specifically designed for safe throwing.
3. Students may not get on top of or climb equipment that is not designed for safe climbing.
4. Students will line up immediately when the supervising staff member gives the designated signal (whistle or bell).

Public Display of Affection

While on campus or at school-sponsored events, students are not permitted to engage in behaviors such as holding hands, kissing, embracing, hugging, sitting on each other's laps and so forth. Students should maintain an appropriate distance from each other.

Acceptable Use of Technology

Capstone's desire is that students will honor God in every facet of their lives, including their online lives. Because one's digital life cannot be separated from the rest of life, students' online communication must be appropriate to this Christian school setting. Students may be held accountable for online behavior, even if it occurs off campus. Online communication that is false or misleading or that does harm to a person, a group, or an organization is a crime. Transmission, distribution, and storage of sexually explicit content/nudity involving minors is a crime and will be treated as such. Online communication that uses inappropriate language or that is derogatory toward the school community or its members is subject to disciplinary action. Retweeting, Liking, Following, and Linkbacks of inappropriate content are subject to the same disciplinary action as original posts.

Basic Rules Regarding the Use of Technology

- Students may not use food or drinks near school devices.
- No Internet-capable device may ever be used without staff or faculty supervision.
- All technology owned by Capstone is to be used in a manner consistent with the mission and established policies of Capstone. Accordingly, any use of technology for purposes other than education or school-sponsored co-curricular activities is prohibited. All use of technology must be consistent with biblical morality.
- Hardware may not be modified in a manner that affects its performance or appearance. Intentional defacement or sabotage of hardware will be treated as vandalism.
- No software owned by Capstone may be copied and used elsewhere without permission from the Headmaster or technology coordinator.
- No software (including downloaded shareware, freeware, and plug-ins) may be installed on a Capstone device without permission from the technology coordinator or Headmaster.
- Any act intended to cause equipment failure, loss of data, modification of other people's data or disruption of school activities is prohibited.
- Any attempt to defeat security systems or to log in to another person's account or device is prohibited.

Devices Not Permitted on Campus

Students are not permitted to bring to class: handheld electronic games, portable music players, recorders (unless required for a class), smart watches, mobile or cellular telephones, laser pointers, and such items. No student will be permitted to wear a smartwatch or other watch that is set to beep or alarm. These items will be confiscated by the teacher and turned over to the Headmaster. Parents may arrange to pick up the item from the Headmaster.

While cellular phones, smart watches, and other smart devices are permitted on campus, they must remain in students' lockers or cubbies and turned off during school hours. Use of cell phones or other smart devices is only permitted after school hours, with the request and approval of a faculty member, or if needed in a true emergency.

Unauthorized use of cell phones or other smart devices during school hours will result in confiscation of the device and potential disciplinary action. Electronic devices are not permitted to be used as cameras in any private areas such as rest rooms or locker rooms. Taking video or pictures of faculty, staff, and students without their permission is forbidden. Inappropriate pictures found on and/or distributed via cell phones or other smart devices will result in confiscation and disciplinary action commensurate with the offense.

Discipline Policies

The school's discipline policy exists to support the mission of the school. The school believes that the student is best served when home and school work cooperatively in these matters. Ideally, the spirit of cooperation among faculty and students will be such that discipline will be self-imposed rather than forced. Capstone believes that parents are the primary disciplinarians of their children. By sending their children to the academy, parents do not surrender their duties to discipline their children for misconduct that takes place during school hours. The academy will look to the parents to provide the most effective response and discipline to their own children when they misbehave not only out of school but in school. Parents will be invited into the discipline process to help the school to determine the best way to help their children learn and grow into virtuous and wise young people.

Discipline is a vital part of teaching our students to love God and to serve him by loving others. It is therefore intimately related to our school mission and should be embraced. Discipline is a sacred responsibility for every parent and teacher. We administer discipline because we love our students. This is a biblical principle as Proverbs 13:24 declares, "He who loves him disciplines him diligently." God himself disciplines those he loves (Hebrews 12). Education without discipline is incomplete and fails to produce fruitful disciples of Jesus. Disciplinary practices at Capstone are intended to shepherd the hearts of children, not to control behavior. We will always seek to provide discipline that gets to the heart of the child's actions. Discipline that simply manipulates a child into meeting our expectations does not lead to a disciplined, abundant life after graduation. Most schools use behaviorist models for discipline. While this can create an orderly school, it does not create a pure heart. The scriptures teach that the heart is the wellspring or source of life (Proverbs 4:23). Jesus declares, "No good tree bears bad fruit, nor does a bad tree bear good fruit. Each tree is recognized by its own fruit. People do not pick figs from thorn bushes, or grapes from briars. The good man brings good things out of the good stored up in his heart, and the evil man brings evil things out of the evil stored up in his heart. For out of the overflow of his heart his mouth speaks." (Luke 6:43-45)

Fair is not always equal. Because we endeavor to shepherd the hearts of students, the discipline given one student may differ from another based upon each student's individual needs. Every child deserves the discipline he or she needs to develop a pure heart. While our discipline policy provides some guide for types of disciplinary responses that may be utilized in hypothetical situations, the school is not bound to those examples since every student is different, and since the motives behind and attitude after any two infractions may vary greatly. We will always endeavor to do what is just for each student when he or she is in need of discipline.

This policy applies to all students whether on school or off school property, including but not limited to before and after school, attendance at school-sponsored events, co-curricular activities, field trips, and transportation to and from school. Behaviors that occur off campus and outside of school activities but that violate the honor code or have a detrimental effect upon the mission of the school will be considered school matters and are subject to the school's disciplinary measures.

Students are expected to live by the Capstone Honor Code, which summarizes Christ-centered conduct that complements the mission of Capstone Classical Academy.

The school has established three levels of misconduct to help students, parents, faculty, and administrators work through discipline situations effectively on behalf of the students and the Capstone community. Determination of the level of misconduct is at the discretion of the academy, and the descriptions below are just a general guide. The academy reserves the right to classify each incident of misconduct independently of the classification of other incidents and the right to assign consequences that differ despite apparent similarities between incidents. Each incident is full of nuance created by the differences in student motive, maturity, history, detailed circumstances, and immediate and greater context. Fair is not always equal, and the academy reserves the right to use its best judgment in working with parents to prayerfully shepherd individual students and the Capstone community in partnership with the parents involved with each incident of misconduct.

Level 1 Misconduct and Possible Responses

Level 1: Minor misconduct on the part of the student that impedes orderly classroom procedure or interferes with the orderly operation of the school

Examples of Level 1 infractions include but are not limited to the following:

- Classroom or in-school disturbance
- Repeated classroom tardiness
- Failure to follow prescribed procedures
- Repeated inappropriate attire (see Dress Code Policy)
- Disrespectful language or gestures
- Inappropriate display of affection
- Minor unwanted teasing (not bullying)
- Profanity
- Occasional minor misuse of technology

Procedure: The teacher will email a Level 1 report to parents, make sure the incident is logged in FACTS SIS, and administer a consequence if warranted. If the consequence requires after-school attendance, at least 24 hours' notice will be given to parents before the assigned consequence must be served.

Upon the sixth level one offense, the student may be placed on behavioral probation (see Behavioral Probation) at the discretion of the Headmaster. The decision to place a student on behavioral probation will be based upon the nature of the infractions leading up to the sixth offense and the student's attitude toward discipline.

Level 2 Misconduct and Possible Responses

Level 2: Misbehavior on the part of the student that tends to disrupt and detract from the learning climate of the school

Examples of Level 2 infractions include but are not limited to the following:

- Public display of affection

- Vulgar language and use of the Lord's name in vain
- Cheating or lying
- Failure to serve a disciplinary consequence
- Forgery
- Gambling
- Minor intentional irritation of other students
- Reckless behavior or horseplay
- Inappropriate pranks
- Insubordination
- Repeated or serious misuse of technology
- Mild violations of the honor code
- Minor physical scuffles
- Disruptive behavior
- Skipping class
- Leaving the building or campus without permission
- Minor or careless vandalism

Procedure: Level 2 infractions are reported to the Headmaster. The Headmaster will investigate the incident and will set up a conversation with the parents for the purpose of devising a shepherding plan. A Level 2 report will be recorded in FACTS SIS. When appropriate, an after school detention, in-school, or out-of-school suspension may be scheduled.

After four Level 2 infractions, the student may be expelled (see Expulsion) from school for at least the remainder of the school year (by the decision of a five-member committee assembled by the Headmaster, comprising the Headmaster, an administrative staff member, and three objective faculty members, and over which the Headmaster presides as a voting member).

Level 2 infractions count as two level one infractions in the progression toward behavioral probation. Two Level 2 infractions may result in behavioral probation.

Behavioral Probation: A six-week period during which a student...

- will not be allowed to participate in any extracurricular activities.
- may be expelled for any Level 2 or 3 misconduct (by the decision of a five-member committee assembled by the Headmaster, comprising the Headmaster, an administrative staff member, and three objective faculty members, and over which the Headmaster presides as a voting member).

NOTE: If after completing the period of behavioral probation, the student misbehaves, he/she will again be placed on behavioral probation.

Level 3 Misconduct and Possible Responses

Level 3: Acts directed against persons or property, which endanger the spiritual, physical, or emotional health or safety of others in the school

These acts may be considered criminal, and may involve contacting local law enforcement agencies. These offenses are not calculated in the cumulative disciplinary measures taken with Level 1 and 2 offenses. Level 3 infractions are addressed independently of other infractions.

Examples of Level 3 infractions include but are not limited to the following:

- Fighting
- Sexual immorality and misconduct, including sexting and use or distribution of pornography

- Bullying (repeated behavior against peers that is socially, emotionally, physically, or spiritually isolating, hurtful, or harmful).
- Blatant disrespect for authority
- Threats to others
- Sexual harassment of students or employees
- Sexting and other pornographic conduct
- Assault/battery
- Any attempt to do bodily harm to a staff member
- Vandalism (depending on the extent of damages and intentions)
- Extortion
- Hazing
- Repeated/unmodified misconduct of any level
- Arson
- Bomb threat
- Serious or serial violation of the Acceptable Use of Technology Policy
- Phone tampering
- Possession/use/transfer of explosive devices
- Possession/theft/sale of stolen property
- Possession/use/transfer of tobacco and smoking materials
- Possession/use/transfer of dangerous weapons
- Possession/use/transfer of unauthorized substances and/or paraphernalia (drugs, alcohol, mood-altering substances, etc.)
- Possession/use/transfer of fireworks
- Possession/use/transfer of "look-alike" substances
- Use of cell phone cameras in private areas (lockers, rest rooms, etc.)

Procedure: The student may be immediately removed from the classroom. The Headmaster initiates disciplinary action by investigating the infraction, meeting with the parents, and conferring with staff and parents on the extent of the consequences. The student will be suspended during the investigation and the duration of the discipline committee hearing and may be expelled by the decision of a five-member committee assembled by the Headmaster, comprising the Headmaster, an administrative staff member, and three objective faculty members, and over which the Headmaster presides as a voting member. If necessary, the Headmaster will contact the local law enforcement agency, and restitution for property and damages will be required.

In determining what disciplinary action will be taken in response to Level 3 offenses, the discipline committee will meet with the student's parents and may consider the student's discipline record from previous school years in addition to the current school year.

Drug Testing

Drug testing may be required at the discretion of the administration in the case of suspected use of illegal substances. All individual results will be confidential, and specific information will only be known by the Headmaster and the faculty/administrators on the disciplinary committee. All possible steps will be taken to ensure privacy for the individuals being tested. A decision to drug test is not an accusation or assumption of guilt but rather prudent response to symptoms that often are associated with illegal substance use.

Indicators of drug or alcohol use may include, but are not limited to, the following:

- Uncharacteristic behavior that reflects the individual could be under the influence

- Possession
- Unusual or excessive discipline problems
- Sudden or marked decline in academic progress
- Excessive or unaccounted-for absences
- Reliable substantiated information indicating consumption

All students are presumed innocent until they test positive. A refusal to be tested will result in expulsion from Capstone Classical Academy. Enrollment of their students in Capstone Classical Academy constitutes the parents' consent for and cooperation with drug testing at the discretion of the administration.

Harassment (Bullying)

Capstone Classical Academy students are entitled to an environment free from all forms of discrimination and from conduct that can be considered harassment, intimidation, or bullying of any kind. Capstone expects that all of its students will treat each other with courtesy, dignity, and respect. Capstone does not tolerate violation of Federal and state laws prohibiting harassment.

Bullying means any of the following acts that substantially interfere with a student's educational benefits, opportunities, or performance that takes place on or off school grounds, online or in person, at any school-sponsored activity, on school-provided transportation, or at any school-designated bus stop:

- Criminal acts such as physical violence, use of a weapon, serious threats of injury, stalking, kidnapping or detainment, loss of or damage to property. In such cases, the police will be contacted and parents notified.
- Acts that involve aggression, dominance, and persistence. If all three of these criteria are not met, the incident may be classified as a different kind of serious infraction (i.e. fighting) but not as bullying.

Harassment may also be classified as bullying and includes but is not limited to the following:

- Physical, verbal, or emotional bullying
- All forms of offensive remarks about race, religion, gender, sexuality, physical appearance, socioeconomic status, disability, or sexual orientation, including oral, written, or printed or electronically transmitted remarks or images
- Threats, intimidation, or coercion in any form
- Unwelcome physical contact, telephone calls, texting, email, social media postings

Students who believe that they are a target of harassment, intimidation, or bullying should report such conduct immediately to any teacher, counselor, or administrator. A prompt and thorough investigation of the alleged incident will be conducted, and appropriate corrective action will be taken. To the extent consistent with adequate investigation and appropriate corrective action, any complaints of harassment, intimidation, or bullying will be treated as confidential.

Retaliation against any student who, in good faith, reports a claim of harassment, intimidation, or bullying, or who cooperates in the investigation of any such claim, will not be tolerated and will in itself be subject to appropriate disciplinary action.

Harassment and Discrimination

Harassment and discriminatory behavior are not tolerated at Capstone and will be handled in accordance with school policy. The Board of Directors affirms the right of all students and staff to be protected from intimidation, discrimination, physical harm, and harassment.

Behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct, or other expressive behavior that demeans an individual or group. It likewise

includes behavior that creates an intimidating, hostile, or demeaning environment for education. Individuals or groups on school property or at school activities are in violation of this policy if they:

- Make demeaning remarks directly or indirectly, such as name-calling, racial slurs or “jokes.
- Physically threaten or harm an individual.
- Display demeaning visual or written material or deface school property or materials.
- Threaten to or actually damage, deface, or destroy private property of any person.
- Further clarification is available in the Bullying Policy of this handbook.

Anyone student or parent who believes that he or she has been the subject of harassment or discriminatory behavior should report the incident immediately to the Headmaster or his designee. Confidentiality regarding all reports will be maintained whenever possible. The Headmaster or designee will investigate reports about harassment or discriminatory behavior immediately. Anyone who has witnessed harassment or discriminatory behavior should report the incident immediately to the Headmaster or designee. Confidentiality regarding all reports will be maintained whenever possible. Reports about harassment or discriminatory behavior will be investigated immediately.

Any employee who violates this policy by engaging in discriminatory conduct will be subject to appropriate disciplinary action, up to and including termination. Any conduct that could be considered criminal will be reported to law enforcement, and the administration will cooperate fully with any subsequent investigation conducted by law enforcement.

Capstone Classical Academy maintains a working environment free from sexual harassment and abuse and insists that all faculty, staff, and students be treated with dignity, respect, and courtesy. Harassment and abuse on the basis of sex is a violation of federal law. In addition to being illegal, sexual harassment and abuse will be considered a breach of professional conduct. Any conduct or communication which constitutes sexual harassment or abuse is strictly prohibited. Any faculty or staff member guilty of such conduct will be disciplined appropriately with consequences up to and including termination.

Sexual harassment/abuse is defined as unwelcome sexual advances, requests for sexual favors, and any other conduct of a sexual nature whereby:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a person’s employment or educational development.
- Submission to or rejection of such conduct by an individual is used as the basis for grading, placement on teams or playing time granted, employment decisions, including decisions to hire or terminate, promote or demote, or grant or deny privileges or benefits, and similar privileges and services.
- Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

Prohibited conduct will include but not be limited to:

- Repeated, offensive sexual flirtations, advances, or propositions, verbal “kidding,” abuse, or harassment;
- Continued or repeated verbal remarks of a sexual or demeaning nature;
- Graphic verbal commentaries about an individual’s body;
- Sexually degrading words used to describe an individual;
- Displays of sexually suggestive objects or pictures;
- Sexually explicit language or jokes;
- Pressure for sexual activity;
- Unwelcome touching of any kind;

- Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, employment status, or similar personal concerns.

A faculty, staff member, parent, or student may file a report of sexual harassment with the Headmaster, or if the concern is with the Headmaster's conduct, with the Board of Directors. Students may report a case of sexual harassment/abuse to a teacher, principal, or Headmaster. All matters involving sexual harassment complaints will remain confidential to the extent possible.

Reporting sexual harassment will not reflect upon the individual's status or affect future employment or status as a parent or student at Capstone Classical Academy, work assignments, or grades. The school strongly encourages faculty, staff, students, and parents who believe they have been sexually harassed to report such incident using the following procedure. All individuals, including those who file complaints, as well as those accused but found to be innocent, will be afforded protection from retaliation within the work environment.

- An individual believing that he has been sexually harassed should immediately report the incident to the Headmaster. If the Headmaster is the alleged cause of the problem, or seems unwilling to resolve the issue, the faculty or staff member should contact the Board of Directors, preferably in writing.
- Every reported incident of sexual harassment will be thoroughly and promptly investigated by the Headmaster. The Headmaster and all faculty and staff involved in the investigation will respect the confidences and sensitivities of all persons involved in the incident. All involved individuals are expected to cooperate.
- If, after investigation, the Headmaster determines that the charges of sexual harassment are substantiated, appropriate disciplinary actions will be taken up to and including termination and expulsion from the Capstone community.
- The Headmaster will promptly communicate to the faculty, staff, and relevant parents involved the results of the investigation.
- If the alleged victim or the accused disagrees with the results of the investigation, an appeal may be made to the Board of Directors by following the Conflict Resolution Policy contained in this handbook.
- All faculty and staff members who suspect sexual harassment or abuse of a student are required to report it to child protective services by **calling 1-833-958-3500**, North Dakota's toll-free Child Abuse & Neglect Reporting Line to report suspected abuse or neglect. The state's reporting form, [SFN 960](#), is also available at local human service zone offices (formerly called county social service offices).

Uniform and Dress Code Policy

Capstone Classical Academy sets a high standard for students in their dress and appearance to express reverence for God and for the task of education and to demonstrate respect for one another. While preschool students do not have a uniform, they should be dressed comfortably to participate in daily activities and appropriately for outdoor play consistent with seasonal requirements.

The academy employs a uniform policy for grammar and upper school students in an effort to foster a sense of community and unity as well as to promote a positive work ethic and modesty. Students are expected to be in uniform when on campus unless a rare occasion has been designated by the school administration. Students will also wear their uniforms on most field trips and outings that occur during a typical school day. The uniform is governed by the following biblical principles.

The academy encourages parents to hold their children accountable for adhering to the uniform and dress code policy. When teachers must address infractions, precious time reserved for education is wasted. Uniform policy adherence is primarily the responsibility of the family at home.

1. The way we dress can honor God by reflecting respect for our bodies and for others or can dishonor God by showing disrespect for our bodies and others. (1 Corinthians 6:20)
2. We should not dress in a manner that draws self-gratifying attention. Instead we should be Christ-like in both conduct and dress. (Romans 13:14)
3. We should not view our physical appearance or beauty as the source of our value, but rather should see that our value is inherent as God's unique creation. We should strive to let our attractiveness emanate from a Christ-like spirit and good conduct. (1 Peter 3:3-4; 1 Timothy 2:9-10; Colossians 3:17)
4. All students must dress in uniform clothing designated by the academy for their biological, genetic sex confirmed at birth. (Genesis 1:27; Deut. 22:5)

Students are encouraged to honor the stated and implied principles of the uniform. We strongly discourage the practice of looking for loopholes and of applying a legalistic approach to the uniform in both practice and enforcement. Teachers do not enjoy reprimanding students and find even more distasteful debating with them over the uniform standards. Let's work together to make the uniform a useful tool.

Uniform Guidelines

Students must wear clothing and accessories provided by the school's designated vendor when attending classes or on school-sponsored trips except in the case of any exceptions outlined below or in cases of special events for which the Headmaster has granted permission for variance from the uniform policy. Uniforms may be ordered from the academy's website. All accessories sold by our vendor on Capstone's vendor website are permitted (such as hair bows, crossover ties, ties for K-6 boys, etc.).

K-6 Girls

1. Options for bottoms include the plaid jumper or skirt and the khaki pants.
2. Options for tops include the Peter Pan blouse, the navy knit polo, the navy 1/4 zip performance sweatshirt, and the navy cardigan sweater. 6th graders also have the option of a white Oxford shirt.
All tops but the Peter Pan blouse and Oxford must be purchased with the Capstone logo.
3. The Oxford or Peter Pan blouse is required for grades 3-6 on designated formal days.
4. Navy leggings (optional) and navy modesty (bike) shorts (required) for wearing under the jumper and skirt are also provided by our supplier but may be purchased elsewhere.
5. Navy or white socks and tights are available from our provider, but may be purchased anywhere.
6. Brown or black belts are available from our provider but may also be purchased elsewhere.
7. Girls may select our plaid crossover tie but it is not a required item until 7th grade, where it is worn on designated formal days.
8. Shoes may be purchased anywhere and may be closed toe and heel (for safety) and may include tennis shoes, sneakers, business casual or dress shoes.
9. Accessories such as hair bows and crossover ties are optional and may be purchased from our provider or elsewhere but must be only in navy and white patterns or solids.

7th-8th Girls

1. Options for bottoms include the khaki pants and the plaid skirt.

2. Options for tops include the white Oxford, the Peter Pan blouse, the navy 1/4 zip performance sweatshirt, the navy blazer, and the navy knit polos (designated casual days only). **All tops but the Oxford and Peter Pan must be purchased with the Capstone logo.**
3. Navy leggings (optional) and navy modesty (bike) shorts (required) for wearing under the skirt are provided by our supplier but may be purchased elsewhere.
4. Navy or white socks and tights are available from our provider, but these may also be purchased elsewhere.
5. Brown or black belts are available from our provider but may also be purchased elsewhere.
6. The plaid crossover tie is required for designated formal days.
7. Shoes must be brown, navy, or black business casual or dress shoes. Sneakers are only permitted during PE and athletics.
8. The Capstone PE uniform must be worn during PE classes.
9. Accessories such as hair bows and crossover ties are optional and may be purchased from our provider or elsewhere but must be only in navy and white patterns or solids..

K-6 Boys

1. Options for bottoms include khaki pants and khaki shorts.
2. Options for tops include navy knit polos and 1/4 zip navy sweatshirts for all boys in K-6, with the addition of white Oxfords for grades 3-6. **All tops but the Oxford must be purchased with the Capstone logo.**
3. The Oxford shirt is required for designated formal days for grades 3-6.
4. Navy, khaki, and brown socks are available from our provider but may be purchased anywhere.
5. Brown or black belts are available from our provider but may also be purchased elsewhere.
6. Our uniform tie may be purchased from our provider but is not required for boys until 7th grade (for designated formal days).
7. Shoes may be purchased anywhere and may be closed toe and heel (for safety) and may include tennis shoes, sneakers, business casual or dress shoes.

7-8 Boys

1. Options for bottoms include khaki pants and khaki shorts.
2. Options for tops include the white Oxford (daily wear), the navy knit polos (designated casual days only), the navy cardigan, and the navy blazer. **All tops but the Oxford must be purchased with the Capstone logo.**
3. Navy, khaki, and brown socks are available from our provider but may be purchased anywhere.
4. Brown or black belts are available from our provider but may also be purchased elsewhere.
5. Our uniform tie is required for designated formal days.
6. Shoes must be brown, navy, or black business casual or dress shoes. Sneakers are only permitted during PE and athletics.
7. The Capstone PE uniform must be worn during PE classes.

Rules for General Appearance for Boys and Girls

1. Hair should be neat and clean. Hairstyles that draw undue attention and distract students from learning are prohibited. Hair must be kept out of the eyes and may not be dyed in colors that are not naturally occurring in the human genome.
2. Hats may not be worn in the building.
3. Girls may only wear two earrings per ear, and boys may not have any ear piercing. Nose rings and studs must be subtle and not unduly large or bold. All other piercing is prohibited.
4. Tattoos, real or play, are discouraged and must be covered.
5. Excessive jewelry is prohibited. One necklace, bracelet or anklet may be worn per appendage.
6. Students may be asked to remove certain types of jewelry that do not meet the tone or intent of the uniform guidelines.
7. Shirts must be buttoned up to just below the neck.

8. Clothing must always be modest enough to cover the midriff, back, and all undergarments in any range of motion.
9. As a general rule, skirts and shorts should extend beyond the finger tips when arms are resting at one's sides. Parents and students should use their own best judgment when clothing that meets this guideline is immodest with certain styles and body types.
10. Starting in 3rd grade, boys must tuck in shirts and wear a belt.
11. Socks must be worn (for safety). Permitted sock colors are listed in the uniform guidelines above.

For both on-campus and off-campus events sponsored by the academy and not requiring uniform clothing, the following rules apply.

- Tight, form-fitting apparel such as yoga pants and skinny jeans are not permitted.
- Clothing with rips or tears are not permitted.
- Shorts should be finger-tip in length and skirts and dresses should reach the top of the knee.
- Text or images should not appear on pants or shorts bottoms.
- Tank tops are not permitted.
- Tops with plunging necklines, revealing the belly or midriff, or are tight to the skin are not permitted.
- Any writing or images should be "G-rated" and should not state or imply messages that would be in conflict with the school's mission.
- When applicable, two-piece or speedo bathing suits are not permitted.
-

Lost and Found

Parents should label all of their children's belongings with their name in permanent marker. This will assist school staff in keeping track of everyone's belongings. Because we have limited storage space for lost and found items, we will hold lost and found items for two (2) months. After this time, they will be given to the needy in our community or offered for sale via the school's Parent Fellowship (CPF) used clothing program.

Interscholastic Sports Code of Conduct

We believe that our athletic pursuits must submit to the call of Colossians 3:17, "And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him." Even in athletics, our goal is to glorify God.

The purpose of the Capstone Classical Academy athletic program is to provide students with an opportunity to glorify God in the athletic arena by:

- Exhibiting the splendor of God's creative power evident in the unique capabilities of the human mind, body, and spirit. (Gen. 1:27) Athletic pursuits are a testament to man's supremacy over all creation. The superiority of the mind, body, and spirit of man point to the Creator who made us in his own image.
- Developing and exhibiting a strong work ethic. (Col. 3:23-24) Athletes must learn to give every practice and game their best efforts as though working for God in their pursuits.
- Developing and exhibiting exceptional unity and teamwork. (1 Cor. 12:12, John 13:35) All players will learn to work together as a team, valuing the contributions of others and seeking to benefit the team rather than himself/herself.
- Developing and exhibiting self-control. (Gal. 5:22-23) Students will learn to be self-controlled in even the most heated competition.
- Loving the opponent. (Rom. 12:16, 17; Gal. 5:26; Eph. 4:29) Students will hold the opponent in higher esteem than themselves, seeking to promote peace, to look first to the needs of the opponent, and to speak only words that encourage him/her.

Although one of the collective goals of our sports programs is to win games, and although we expect that players, coaches, and fans should eagerly desire to win, the desire to win games will never supersede the principle purpose stated above. For we are convinced of what the Lord teaches us in 1 Timothy 4:8 and 1 Corinthians 9:25. "For physical training is of some value, but godliness has value for all things, holding promise for both the present life and the life to come. . . Everyone who competes in the games goes into strict training. They do it to get a crown that will not last, but we do it to get a crown that will last forever."

Sports Disciplinary Policy

All fans, athletes, coaches, and staff are expected to exhibit commitment to the principles outlined above while in attendance or competition at all interscholastic sporting events. Failure to honor these principles will be taken seriously by the coaches, athletic directors, and administration of Capstone Classical Academy.

In an effort to encourage all fans, athletes, coaches, and staff to keep a Christian focus on athletic competition, the following disciplinary strategies will be implemented when an individual fails to live up to the high standards of the Capstone interscholastic sports program.

Due to the dynamic nature of athletic competition, an exhaustive list of infractions can not possibly be printed below, but the following will serve as a guide for coaches, the athletic director, and the administration to implement appropriate disciplinary strategies in response to any infractions that may unfortunately occur. These are in addition to the general school behavior policies, which are, of course, also applicable in the athletic arena.

Minor Offenses:

These offenses and consequences are applicable to all athletes, fans, and staff members. Negative behaviors include but are not limited to: Obvious displays of arrogance, temper, rudeness, dishonesty or disrespect such as facial expressions, quiet comments, or physical gestures that are not flagrant but violate the code of conduct nonetheless. Such infractions might only be noticed by a few players or fans and the coach or officials but might not even be deemed by the officials as offenses worth penalizing.

Disciplinary action to be administered by the coach (or Athletic Director if the coach is the offending individual) may include any and/or all of the following:

1. Verbal reprimand by coach, Athletic Director, or administrator.
2. Time out of or away from the game.
3. A more difficult practice regiment at the next team practice.
4. A meeting with the fan, athlete, or staff member and the Athletic Director or Dean of academics.

Major Offenses:

These offenses and consequences are applicable to all athletes, fans, and staff members. Negative behaviors include but are not limited to:

Flagrant displays of arrogance, temper, rudeness, dishonesty or disrespect such as yelling or shouting with the intent to berate, insult, complain, or discourage any athlete, official, coach, or opposing fan. Also included would be behaviors resulting in a response from the officials such as a technical foul in basketball and any physically threatening gestures or violence.

Disciplinary action will include all of the following. #1 and #2 may be initiated by any coach, Athletic Director, or administrator on the premises, depending upon who committed the offense (coaches should primarily take action with players, administrators or Athletic Directors with coaches or fans, etc.).

1. Removal from the game or bleachers.
2. The individual(s) may be asked to leave the premises.
3. A written or personally delivered apology to any deemed by the coach, Athletic Director and Headmaster to have been offended by the infraction.

Disciplinary action to be administered by a committee consisting of the coach, Athletic Director, and Headmaster may include any of the following pending a majority vote of the committee:

1. Suspension from playing in or attending future game(s).
2. Removal from the team for the remainder of the season.
3. Individual may be banned from attending games for the remainder of the season.

Eligibility

Please read the eligibility standards for co-curricular activities in this handbook for regulations regarding academic performance and athlete eligibility to attend practices and games.

Searches

By law, a school's standards for searches differ from those under which the police or other law enforcement officials must operate. A student's vehicle, locker, backpack, bag, iPad, or clothing is subject to search by the administration if there is a reasonable suspicion that drugs, alcohol, tobacco, weapons, pornographic materials, or other contraband are being concealed by the student.

The administration retains the right to search, at any time, any vehicle parked in the school parking areas.

Weapons Prohibition

ND state law prohibits the possession of lethal weapons on any school campus. As an added precaution, students are not permitted to bring fake or toy weapons to school.

Use of Alcohol

Capstone's campus and all events sponsored (hosted, funded, or marketed by employees in fulfillment of their official duties for the school) will be alcohol-free and tobacco-free. This means that the possession or consumption of alcohol or the use of tobacco in any form will be prohibited in, on, or around all campus properties, owned or leased. The same prohibition applies to all Capstone vehicles, whether on or off campus, and to all Capstone-sponsored (hosted, funded, or marketed by employees in fulfillment of their official duties for the school) events or programs, wherever they are held.

Non-discriminatory Notice

Capstone Classical Academy admits students of any race, color, and national or ethnic origin. Also, as required by Title IX of the Education Amendments of 1972, Capstone does not discriminate on the basis of sex in its educational programs or activities or employment except where necessitated by specific religious tenets held by the institution and its controlling body.

Any student and/or their parent/guardian who believes they have been discriminated against may file a complaint of discrimination with:

Capstone Classical Academy
3910 25th St. S.
Fargo, ND 58104

Program Civil Rights Office
North Dakota Department of Human Services
Legal Advisory Unit
600 E. Boulevard Avenue, Department 325
Bismarck, ND 58505-0250
Phone: 701-328-2311
TTY: 1-800-366-6888
Fax: 701-328-2173
Email: dhs1au@nd.gov

U.S. Department of Health & Human Services
Office for Civil Rights
200 Independence Avenue SW HHH Building,
Room 509-F
Washington, DC 20201
Phone: 1-800-368-1019
TTY: 1-800-537-7697
Fax: 202-619-3437
Email: ocrmail@hhs.gov

U.S. Department of Health & Human Services
Office for Civil Rights, Region VIII
1961 Stout Street, Room 08-148
Denver, CO 80294
Phone: 1-800-368-1019
TDD: 1-800-537-7697
Fax: 202-619-3818
Email: ocrmail@hhs.gov

I have read and understand the policies of Capstone Classical Academy as outlined in the Parent/Student Handbook. I have reviewed the school's health policies, and will follow them. I agree to abide by and implement these policies to the best of my ability. Furthermore, I understand that this policy manual may be updated without notice and that the most current edition can be found in Capstone's FACTS Family Portal.

Parent 1 First and Last Name (Printed)

Date

Parent 1 Signature

Parent 2 First and Last Name (Printed)

Date

Parent 2 Signature _____