

Severn Run
CLASSICAL
CHRISTIAN
Homeschool Academy



*A Ministry of Severn Run
Evangelical Presbyterian Church*

Family Handbook

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Table of Contents

Contents

Statement of Faith	1
Educational Philosophy	1
Vision, Mission, and Goals	2
Vision	2
Mission.....	2
Goals	2
I. Christ-Centered	2
II. Classical	2
Academy Structure and Communication.....	3
Current and Prospective Student Assessment Policy	5
New Applicants/ Prospective Students:	5
Prospective Kindergarten students:.....	5
Prospective Grammar 1 Students:.....	5
Prospective Grammar 2 Students:.....	5
All other Prospective Grades:	5
Committees	6
Care Coordinator	6
Class Coordinators	6
Classroom Setup	7
Curriculum	7
Mentor.....	7
POTD.....	7
Social/Open House Committee	7
Yearbook.....	7
Arrival, Attendance, and Illness Policies.....	8
Arrival Policy:	8
Attendance Policy:	8
Illness Policy:	8
Schedule and Delay/Closure Policy	9
Normal Schedule	9
Delay/Closure Policy.....	9
Parental Involvement.....	10
Parent of the Day “POTD” Responsibilities	11
Responsibility Details.....	11
Student's Rules of Conduct.....	12
Homework & Grade Policy	13
Homework and Assignment Guidelines:.....	13

Homework Expectations and Schedule:	13
Roles of Parents and Tutors	13
Advancement and Progress Monitoring:.....	14
Excused Assignments and Gradebook Notation	14
Final Exams and Last Day Activities	15
Cursive Philosophy	16
After-School Electives	17
Discipline Policy	17
Goals of Classroom Discipline	17
Limits of Classroom Discipline	17
Steps for Tutors, POTD, and the Administrators to Encourage Right Behavior.....	18
Basic Classroom Rules	18
Positive Reinforcement	18
Scripture Verses	18
Parental Involvement	18
Basic Behavioral Offenses	18
Response to Basic Offenses	18
Serious Behavioral Offenses	19
Response to Serious Offenses	19
Suspension Guidelines	20
Extraordinary Behavioral Misconduct	20
Response to Extraordinary Offenses	20
Plagiarism	21
Learning Disabilities/Behavioral Challenges Policy	21
Dress Code Policy	22
Boys	22
Girls	23
Dress Code for Special Events	24
Dress Code Infractions	24
Tutors	24
Parent of the Day	24
Field Trip Policy	24
Purpose of Field Trips	24
Scheduling of Field Trips	25
Class Coordinators	25
Field Trip Safety	25
Field Trip Attendees	25
HAS-Work on Field Trip Days	25
Additional Field Trips	25
Tuition and Other Costs	26

Financial Covenant.....	27
What is this Covenant?	27
Why is this Covenant necessary?	27
How does this Covenant work?	27
Is anyone exempt from signing this Covenant?	27
Does the Board ever release families from their Covenant?	27
Frequently Asked Questions (FAQ).....	28
General Questions	28
What does it mean to be "Classical"?	28
Are you an umbrella group that provides oversight?	28
Where do you meet?	28
When do you meet?.....	28
Which grades are taught at the Academy?	28
Can I enroll my son/daughter in just one or two classes?	28
When do classes start and end for the year?	28
Am I responsible for any additional teaching beyond the Academy's provision of English, History, Science, Latin, Art, Music, and Math?	28
What happens if we want to take a vacation during the year?	29
Is there a dress code?	29
Does the Academy have an age requirement for admitting students?	29
Applying to the Academy	29
When do you accept Applications for Enrollment?	29
How do I apply to enroll my child(ren) in the Academy?	29
Is it mandatory that a family homeschool for one year before being accepted into the Academy?	29
Costs for the Academy	30
What are the costs involved with enrolling in the Academy?	30
Is the application fee applied towards the tuition?	30
What happens if we remove our child(ren) from the Academy during the year?	30
What happens if we enroll our child(ren) in the Academy after classes have begun?.....	30
Academy Curriculum	30
What curriculum does the Academy use?	30
Do I order my own books and supplies, or does SRCCHA order them for us?	30
Are there additional academic-related events held during the year?.....	30
Do parents contribute to the success of SRCCHA?	30
SRCCHA Scope and Sequence (2024).....	32
Resource List	33
Articles	33
Books	33
Publishers	33
Additional Resources	33

Statement of Faith

The following is the foundation of beliefs on which Severn Run Classical Christian Homeschool Academy is based. These beliefs will be unapologetically taught in various ways through all grade levels and will be considered primary doctrines at SRCCHA. Secondary or divisive doctrines and issues will not be presented as primary doctrine, and when these types of doctrines or issues arise, they will be referred back to the family for final authority.

1. We believe the Bible to be the only inerrant, authoritative Word of God.
2. We believe that there is one God, eternally existent in three Persons: Father, Son, and Holy Spirit. He is omnipotent, omniscient, and omnipresent.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
5. We believe that salvation is by grace through faith alone.
6. We believe that faith without works is dead.
7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.
8. We believe in the resurrection of both the saved and the lost. They that are saved to the resurrection of life and they that are lost to the resurrection of damnation.
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ.

Kindly note that the SRCCHA Board requires at least one parent to affirm their agreement with our Statement of Faith when applying to the Academy.

Educational Philosophy

1. We believe that the Bible clearly instructs parents, not the Church or State, to "bring children up in the discipline and instruction of the Lord" (Ephesians 6:4). Therefore, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.
2. We believe that God's character is revealed not only in His Word, but also in every facet of Creation. Therefore, we teach that all knowledge is interrelated and instructs us about God Himself. (Romans 1:20, Psalm 19:1-3)
3. God wants us to love Him with all our minds, as well as with all our hearts, and souls (Matthew 22:37). Therefore, we seek to individually challenge children at all levels and teach them how to learn, through the centuries-old Classical method (see Goals), including instruction in Latin.
4. We seek to help parents teach their children to do all things "heartily, as unto the Lord" (Colossians 3:23). Therefore, we encourage quality academic work and high standards of conduct.

Vision, Mission, and Goals

Vision

Our Vision is to glorify God by equipping students with the tools necessary for a lifetime of learning, so they will be intellectually fit, spiritually grounded, and able to reason within the framework of a biblical world view.

Mission

As a ministry of Severn Run Evangelical Presbyterian Church (SREPC), we provide structure and support for Christian homeschooling families pursuing classical and biblically-based education, and we aim to provide a nurturing environment that fosters academic excellence and spiritual growth.

Goals

I. Christ-Centered

Our goal is to maintain a focus of Christ-centeredness in all levels, programs, and teaching. We seek to:

- A. Teach all subjects as part of an integrated whole with the Scriptures at the center (II Timothy 3:16).
- B. Provide a clear model of the biblical Christian life through our Tutors, Administrators, and Board members (Matthew 22:37-40).
- C. Encourage every student to begin and develop his or her relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15).

II. Classical

Our focus is to teach from a Classical philosophy in all levels, programs, and instruction. We seek to:

- A. Emphasize the grammar and logic of all subjects.
 - Grammar: Emphasize the fundamental rules of each subject.
 - Logic: Emphasize the ordered relationship of particulars in each subject and encourage continued learning through the Rhetoric phase, emphasizing how the grammar and logic of each subject may be clearly expressed.
- B. Teach each student how to learn.
- C. Encourage every student to develop a love for learning and live up to his or her academic potential.
- D. Provide an atmosphere conducive to the attainment of the above goals.
- E. Encourage and promote the Classical philosophy of education within each family's homeschool program.

Academy Structure and Communication

SRCCHA is a ministry of Severn Run Evangelical Presbyterian Church (PCA). As such, it is under the authority of SREPC's Session (comprised of the church's elders and pastor). The Session has established the SRCCHA Board and has granted it authority to oversee the Academy and to carry out its Vision, Mission, and Goals.

The SREPC Session and SRCCHA Board members do not *formally* communicate with families, except in rare cases requiring oversight. The Board has given the responsibility of daily operation of the Academy to the Administrators and Tutors, so most interaction occurs between families and Tutors and Administrators, not with the Board itself.

Tutors and Administrators communicate with families via email with parents, face-to-face contacts with the children in class, and via a paper mailbox system in which each child receives any further written notes upon dismissal at the end of the day. You are also welcome to meet with your child's Tutor, but please pre-arrange the meeting with the Tutor.

We are committed to upholding and supporting each family's authority in the lives of their children. We also recognize that when offenses occur, there is a great temptation to talk to others (gossip), rather than take direct action to resolve conflicts in a manner consistent with scripture. Facebook and other social media make this temptation even harder to resist. We therefore encourage all families, Tutors, Administrators, and Board members to follow the principles of dealing with offenses found in Matthew 18 and James 3. These scriptures teach that conflicts should be handled discreetly and carefully, while believing and speaking the best about each individual involved.

When a concern or issue arises regarding a Tutor or an assignment, it is essential for parents to follow a structured process to ensure effective communication. This process helps address the issue promptly and maintain a positive and collaborative environment within the Academy.

Parents to Tutors/Administrators: Step-by-Step Process

Step 1: Identify the Concern

Before proceeding, clearly define the concern. Consider the details such as incidents, behaviors, or outcomes causing concern. Gather all necessary documentation. For issues with assignment times, document specifics: dates, types of assignments, and time taken for each task.

Step 2: Initiate Contact via Email

Contact the Tutor via email to express your concern. Clearly outline the issue, providing relevant details and any supporting information, along with the desired outcome. This initial contact aims to open a dialogue and allow the Tutor to address the concern promptly.

Step 3: Wait for a Response

Allow the Tutor sufficient time to respond to your email. They may need time to gather information, reflect on the issue, or consult with administration before giving a thorough response.

Step 4: Evaluate the Response

After receiving a response from the Tutor, assess if the concern has been adequately addressed. Review the Tutor's explanations, proposed solutions, and any actions taken to resolve the issue. Give time for these actions or changes to take effect.

Step 5: Follow Up if Necessary

If the concern remains unresolved, follow up with the Tutor by sending another email. Clearly restate the unresolved issues and request further clarification or action. Limit your follow-up emails to a maximum of two to avoid prolonged exchanges. In these follow-up emails, the Tutor will copy the administration to keep them informed about the situation.

Step 6: Escalate if Necessary

If the issue remains unresolved after several email exchanges, the next step is to escalate it to an Administrator. The Administrator will collaborate directly with the Tutor to address the issue and will keep you informed regarding your concern and potential solutions.

Step 7: Schedule a Meeting if Needed

If the issue remains unresolved after contacting an Administrator, request a face-to-face meeting with the Tutor and Administrator(s). Contact the Administrator to arrange a convenient time for both parties.

Step 8: Participate in the Meeting

The Family Administrator will be present to mediate the conflict, ensure equal participation, and guide the discussion towards actionable solutions. The meeting will follow a structured agenda:

1. Introduce meeting objectives.
2. Parent presents concern with specific examples.
3. Tutor responds and provides perspective.
4. Discuss potential solutions.
5. Agree on actionable steps and timeline.
6. Set follow-up date.

Both parties should agree on concrete steps to address the concern and establish a timeline for implementation. The Family Administrator will maintain a respectful, open-minded discussion focused on reaching mutually agreeable solutions. At the conclusion of the meeting, clear follow-up actions will be defined, and a date for a subsequent meeting or check-in will be scheduled to evaluate the effectiveness of the changes.

Step 9: Follow Up Again

After the meeting, give time for agreed actions or changes to show results. Monitor the situation to ensure the concern is satisfactorily addressed. Keep in touch with the Tutor for further discussions or clarifications.

Administrators/Parents to Board: If an issue/question is not resolved through communication with the Administrators, the matter may be referred to the Board in writing. You may reach the entire Board by sending an email to family.admin@srccha.net, which is a general email account monitored by our Family Administrator. Please let the FA know that your email is communication for the SRCCHA Board, and the FA will pass your communication onto the Board Clerk in their monthly report.

Remember to communicate directly with the person primarily in authority over the issue at hand. If a parent has an idea about how to improve a classroom, they should talk to the Tutor; if a parent has an idea about how to improve SRCCHA, they should talk to an Administrator. SRCCHA's Tutors, Administrators, and Board members will abide by these same principles in communicating with parents and students.

Current and Prospective Student Assessment Policy

New Applicants/ Prospective Students:

Students will be assessed to see what grade he/she will be placed in after application and fees are received.

Prospective Kindergarten students:

Prospective K students complete their assessment after applying and must be able to identify capital and lowercase letters by name; write their name; count to 20; follow verbal directions; participate appropriately in a classroom setting. Kindergarten students will also need good manual dexterity in order to participate in classroom activities such as coloring, gluing, folding, and cutting. Have them practice these skills at home. After classes have begun in September; our K Tutor offers a reading seminar where parents will learn more about teaching reading to their K student.

Prospective Grammar 1 Students:

To move up or to transfer into G1 the student should be able to recognize the correct sound for each letter, and be able to read simple and compound words and phonics skills corresponding to the level reached at the end of LOE (Logic of English) Foundations B. Students should be able to write all capital and lowercase letters and place words correctly on lined paper. G1 students are expected to enter the year ready to participate appropriately in class by obeying the Tutor's instructions, following classroom rules, and completing classwork at their seat as required.

Prospective Grammar 2 Students:

To advance or transfer into G2 the student should have a good foundation of reading. Much classroom time is spent reading sentences aloud from the board and reading stories about the period of history the class is studying. After classes have begun in September, we also offer a Shurley Grammar seminar, where parents will learn more about teaching Shurley to their G2 students.

All other Prospective Grades:

To advance or transfer into other grades- if currently attending SRCCHA he/she must be in good academic standing to advance to the next grade. For transfer students, they must successfully complete a reading, writing, and grammar assessment for the grade applied for. If your G4-G6 student has not had Shurley Grammar, IEW, and/or Latin, they are required to attend English and/or Latin tutoring over the summer. Both are arranged by our SRCCHA Tutors for a fee.

After classes have begun in September, we offer parents a Shurley Grammar seminar, an IEW writing seminar, and a Latin seminar, all of which are designed to assist homeschooling in these subjects.

Committees

As part of helping to keep our Academy running smoothly each family is asked to serve on a committee.

Care Coordinator

Organizing aid/care for Academy families as the need arises.

- Organize meal trains, rides home for child(ren), cards, care package, frozen meal workshop, etc.
- Work alongside Care oversight to coordinate sign-ups for meals/ rides/ etc.
- Possibly help collect funds or needed items to give to family in need.

Class Coordinators

Class Coordinator works with their child's Tutor to assist with class events throughout the school year (ie...mainly class parties, field trips, and History Fair). The Class Coordinator is the liaison between the Tutors and class – helping with gathering the information on who will attend field trips. Most communication is done through email.

Responsibilities:

- Meet with oversight class coordinator in September.
- Plan class gifts for tutors for either Christmas and/or end of year. Inform families if class gifts will be done and for which events at the beginning of the year and then send reminders as the date gets closer.
- Send out "tutor's favorite things list" to the whole class. Send in September, November, and April.
- Research appropriate field-trip options. (sometimes the tutor will have field-trips they know they want to have and other times you can plan field-trips for families that are interested)
- Send emails throughout the year to the tutors to see how you can assist with field-trips, special class events, etc. If you can't assist then arrange for another parent to help with event.
- Attend planning/informational History Fair meeting in April.
- Help with coordinating History Fair via sign-up genius (food, decorations & serving slots). Plan to attend History Fair and be the liaison for the class during History Fair, if unable to attend arrange for another parent to assist in your place.

Classroom Setup

Families take turns changing over classrooms from Sunday School to Academy setup on Sunday evenings. This is done approximately 5-6 times a year per family. You are responsible to find your own replacement and communicate this with oversight of committee. If there is a true emergency, please communicate that ASAP.

Curriculum

Review curriculum and ensure that all ISBN numbers are up to date for each year's curriculum list. The Academic Administrator (AA) will work with Tutors to determine if any changes need to be made.

Mentor

Team will help facilitate mentor and new family events, send emails and encourage mentors to reach out to new families. Mentors will stay in contact with assigned new family, checking in periodically, explain SRCCHA events, answer questions, and support.

POTD

All families serve as POTD 4-5 times a year. A paid substitute list is available. Communicate with POTD oversight with any schedule changes or emergencies that may arise.

Social/Open House Committee

Assist with the year's social events and open houses throughout the year. This includes setup, cleanup, and keeping track of food, drink, and cleanliness during an event. Committee members take turns helping with events. Meet with committee oversight in September to understand what is expected. Sign-up genius will be provided with all events/slots.

Events:

- History Fair, Science Fair, & Fine Arts Night (set up & breakdown)
- Fall, Winter, and Spring Open House (set up, breakdown, refreshments).
- Pastor Appreciation
- Coffee & Conversation
- Ladies' Night
- Last Day of School Field Day

Yearbook

Taking pictures during social and class events throughout the year. Gathering pictures from families (field trips and class events) and compiling them all into a yearbook for distribution the last week of school.

Arrival, Attendance, and Illness Policies

Arrival Policy:

The Academy's doors will be opened at 7:55 a.m. Students arrive by 8:05 a.m. in order to put book bags or crates away, use the restrooms, and attend to any other details prior to the start of opening, which begins promptly at 8:05 a.m.

Attendance Policy:

Students are expected to be present and punctual every day the Academy is in session. In addition, K–D2 student participation is required in the Science Fair and K-D1 participation is required in the History Fair.

- I. Short-Term Absences: If a student needs to be absent from the Academy (planned or unplanned) for one to two classes, the parents should notify the Family Administrator (FA) and Tutors and make arrangements to pick up the student's assignments/homework sheets. The POTD can gather any missed work for the student which can then be picked up after 2:45 p.m. on the missed day.
- II. Long-Term Absences: If a student needs to be absent for three or more consecutive classes due to illness, the parents should notify the Academy FA in writing explaining the circumstances. This will permit the Academy to inform appropriate Tutors and compile the necessary class work that the student would otherwise miss. In the event of a planned vacation, parents (or older students) should notify the FA and Tutors at least a week in advance and are responsible for arranging with the Tutors to receive a complete list of assignments to be made up.
- III. Make-up work: Students may take make-up tests and submit any other make-up work before or after returning to class. It is expected that the child, or his or her parents, discuss these arrangements with the Tutor and take the initiative in completing the missed work.

Illness Policy:

Attendance at the Academy is very important. However, if your child is sick, please keep him/her at home for their own comfort, and to avoid contaminating other students. Keep your child at home in these circumstances:

- 1) He/she has vomited or had a fever within the 24 hours prior to an Academy class day.
- 2) He/she is sick with a highly contagious sickness (e.g., "pink eye", ring worm, head lice, etc.)
Student should be completely free of all contagious symptoms before returning to class.
- 3) He/she is sick with a highly contagious sickness (e.g., strep throat, etc.) and has not been on a prescribed antibiotic for at least 24 hours.
- 4) He/she is sneezing and/or coughing an inordinate amount because of a non-allergenic illness.
- 5) If anyone in your family tests positive for COVID, please keep all students home until each student completes his/her specific quarantine/isolation period. Each student may return to class once his or her own quarantine period ends.

Schedule and Delay/Closure Policy

Normal Schedule

The normal schedule for students enrolled in K-D2 is as follows:

Tuesday & Thursday	
Arrival	7:55 a.m. - 8:05 a.m.
Opening/Chapel	8:05 a.m. - 8:20 a.m.
1 st Period	8:25 a.m. - 9:15 a.m.
2 nd Period	9:20 a.m. - 10:10 a.m.
Snack	10:15 a.m. - 10:25 a.m.
3 rd Period	10:30 a.m. - 11:20 a.m.
4 th Period	11:25 a.m. - 12:15 p.m.
Lunch	12:15 p.m. - 12:55 p.m.
5 th Period	1:00 p.m. - 1:50 p.m.
6 th Period	1:55 p.m. - 2:45 p.m.
Dismissal and pickup time	2:45 p.m. - 3:00 p.m.

Delay/Closure Policy

SRCCHA Administrators will make the final determination when a delay or closure is to be considered due to weather or any other unpredicted situation. This information will be communicated through email by 6:30 a.m. SRCCHA will either close or delay one hour.

Close for the day

SRCCHA's classes are cancelled.

Makeup days are not scheduled when the Academy closes. Tutors may email work for the day.

One hour delayed opening

SRCCHA's doors will open at 9:00 a.m. Delayed opening class schedule:

One Hour Delayed Schedule: Tuesday & Thursday	
Arrival/Opening	9:00 a.m. - 9:15 a.m.
1 st Period	9:20 a.m. - 10:00 a.m.
2 nd Period	10:05 a.m. - 10:45 a.m.
Snack	10:50 a.m. - 11:00 a.m.
3 rd Period	11:05 a.m. - 11:45 a.m.
4 th Period	11:50 a.m. - 12:30 p.m.
Lunch	12:35 p.m. - 1:15 p.m.
5 th Period	1:20 p.m. - 2:00 p.m.
6 th Period	2:05 p.m. - 2:45 p.m.
Dismissal and pickup time	2:45 p.m. - 3:00 p.m.



Parental Involvement

Although you, the parents, have employed Tutors to help meet your goals, you retain the sole responsibility for the education and upbringing of your children. Each family is expected to participate in the following ways:

1. Attend Orientation meeting in September and participate in seminars offered (e.g. Shurley Grammar, Latin, and Institutes for Excellence in Writing, etc.)
2. Drop off and pick up our children from the Academy on time.
3. Ensure compliance with the uniform policy.
4. Oversee class work which is assigned to be completed at home and provide instruction in the remaining subjects required by the state.
5. Read all paperwork sent home in the SRCCHA mail envelope and respond as necessary. This is essential to the efficient running of SRCCHA.
6. Respond to emails from Tutors and Administrators within 24-48 hours.
7. Communicate with Tutors regarding questions about student's work, participation, etc. See Communication Policy on page 7 for further explanation.
8. An explanatory note from a parent must be sent to each Tutor with request for modification or extensions of home assignments.
9. Parents serve as Parent of the Day (POTD) on a rotational basis and participate on a committee to assist in the operation of the Academy.
10. Parents are invited to observe classes at any time. Please coordinate with Tutors beforehand.
11. Share and enrich our children's experience at SRCCHA by attending functions throughout the year coordinated by the Academy (e.g., Science Fair, History Fair, socials, class activities, etc.). Students are required to participate in both the History Fair and (except D2+ students) in early October and the Science Fair (K-D2 students) in mid-March.
12. Suggest appropriate field trips and act as a chaperone if necessary. Offer to share experiences, trips, or vacations as they may relate to an area of study in a class.
13. Read and be familiar with the Family Handbook.
14. Provide feedback to the SRCCHA Board, by responding to family surveys or initiating personal feedback as needed.

Parent of the Day “POTD” Responsibilities

As POTD, you are a representative of SRCCHA and are setting an example for our students. The same purposes behind our Student Dress Code apply to POTD dress, namely:

1. encouraging the children to maintain a neat and modest appearance.
2. enhancing the academic atmosphere of the Academy.

With these purposes in mind, we ask that you dress in the following manner:

- **Men:** Dress Shirt or Polo shirt with slacks
- **Women:** Knee length or longer skirt, dress, or dress slacks *with a nice blouse (business casual)*.
- Tattoos, whether permanent or temporary, are to remain covered at all times.

Responsibility Details

1. The primary purpose of the POTD is serving the tutorial. Therefore, it is expected that personal phone usage and any outside work be limited while serving. If an emergency arises which necessitates personal phone usage, please be in communication with the Family Administrator.
2. Both POTD should arrive at the church at 7:45 a.m. on your assigned POTD morning and departure will be at approximately 3:15 p.m.
3. There is a POTD notebook in the POTD room (where the copier is located). The notebook contains the details of the POTD's responsibilities. **A summary follows:**
 - Ensure sanctuary and classrooms are arranged for the day's activities. Room arrangements should be set according to layout in POTD notebook.
 - Ring bell at end of each class period.
 - Relay any messages to/from Tutors and be aware of any needs the Tutor has for the classroom or otherwise.
 - Be available to assist the Tutors in whatever areas necessary (i.e., gathering supplies, stuffing envelopes, pencil sharpening, classroom management, assisting students in special areas, making and distributing copies, etc.). You are present at the church in order to give the Tutors optimum instruction time.
 - Visit 2 classrooms per day for a minimum of 10 minutes each. The goal is to visit each level and subject at least once, to familiarize yourself with the interaction in the classroom.
 - Assist Tutors with maintaining discipline in the classroom as necessary. You have the authority to speak to a student who misbehaves and ask them to sit in the hallway. Refer to our Discipline Policy, elsewhere in this Handbook.
 - Gather missed work, etc. for a student who is absent from the Academy. Place this work in their mail file.
 - Monitor snack break. The Tutors are on break, so it will be your responsibility to see that order is kept, children carry out their assigned duties (clean up, etc.), and that children are lined up to enter classrooms at the appropriate time.
 - Ensure that all communications from Tutors and Board members are ready for distribution and then filed in the students' mail envelopes.
 - **At closing, make a final review of the church's condition, ensuring that rooms are clean and in order (including boys', girls', & kindergarten bathrooms), tables/chairs are returned to appropriate locations, windows are securely closed and locked, and supplies are stored for future use. See POTD notebook for details.**

Student's Rules of Conduct

These are the essential policies to which each student must adhere while at the Academy.

- There will be no talking back or arguing with a Tutor, an Administrator, or a Parent of the Day (POTD). Prompt and cheerful obedience is expected. Requests from a Tutor, an Administrator, or a POTD should not have to be repeated.
- Students are expected to treat the Opening and Closing programs, prayer, and class discussion with proper reverence. Jokes, songs, or behaviors that treat the Deity with triviality are not permitted.
- Students may not speak out of turn during class time and must raise their hand before speaking.
- Students are expected to treat one another with kindness and respect. Teasing, criticizing, and name-calling are not permitted.
- Students should work diligently and concentrate fully on their work while at the Academy.
- At home, students accept responsibility to complete all home assignments under the supervision of their parents.
- Students may not chew gum on church property. Snacks are only to be eaten during assigned snack time and in designated areas. Water is the only drink permitted.
- All electronic devices must be stowed in backpacks or crates unless the student is given special permission by a Tutor or Administrator. Permission must be requested for each occasion, and conditions may be set for use at the discretion of the Tutor or Administrator. Electronics used without permission or making noise which disrupts the class will be confiscated and returned to the parent.
- Students are expected to be aware of and avoid the off-limit areas of the church building. Students should not play on or around parked cars in parking lot.
- Running is not allowed in the church building.
- Students are expected to treat the church's facilities, and all class materials, with respect and care.
- Public displays of affection (i.e. holding hands, kissing, etc.) in the context of boy/girl relationships are not permitted at SRCCHA or on church grounds, nor are jokes or teasing on this subject.

Kindly note that the SRCCHA Board requires the older student to affirm his or her agreement with our Student's Rules of Conduct when applying to the Academy. For parents of younger children, read the Rules to them and sign on their behalf.

Homework & Grade Policy

At SRCCHA, our mission is to support your homeschooling journey by providing specialized instruction in specific subjects. We aim to partner with you in your child's education, not replace you. Here's how our homework & grading policy reflects this partnership:

Homework and Assignment Guidelines:

SRCCHA Tutors assign work to be completed at home as an integral part of the course required to complete a full year's study in each subject. These assignments are not traditional homework but necessary coursework. Enrollment in SRCCHA's program indicates that you have chosen to incorporate SRCCHA's coursework into your child's home education program, understanding the following:

- **Regular Instruction:** Homeschooled students must receive regular, thorough instruction in all legally required subjects. Therefore, work for tutored subjects must be completed throughout the week, not just on SRCCHA class days.
- **Program Completeness:** SRCCHA's program does not necessarily cover the entirety of home education. You, as parents, are responsible for fulfilling the legal requirements for homeschooling in Maryland.
- **Parental Oversight:** As primary educators, you oversee all coursework completed at home, including communicating with Tutors about any needed modifications or extensions.
- **Class Preparation:** Students must be adequately prepared for class. Those who are not will not be allowed to disrupt the class. Unprepared students should sit quietly or may be sent to the POTD room to complete missed work. Missed assignments should be turned in as soon as possible. Repeated unpreparedness may result in a family conference with the Board, and could lead to decisions about future enrollment.

Homework Expectations and Schedule:

Tutors use these guidelines when assigning HAS work and projects, with the following average time allotted per subject:

- **Grammar 1–4 (G1–G4):** Approximately 30 minutes per subject.
- **Grammar 5–6 (G5–G6):** Approximately 45 minutes per subject.
- **Dialectic Levels 1 and 2 (D1–D2):** Approximately 60 minutes per subject.

Note that Literature reading, projects, and reports may require more time. Homework is typically assigned every Monday, Wednesday, and Friday, with specifics provided on the Homework Assignment Sheet (HAS) sent via email each Monday. If you need to adjust an assignment, please communicate with the Tutor before the class day. While completing the work is encouraged for full participation, we understand that flexibility may be necessary.

Roles of Parents and Tutors

As the primary educators, you play a central role in your child's learning. SRCCHA's role is to support and complement your efforts. Tutors post grades for completed assignments in SchoolCues to provide valuable feedback on your child's progress. Here's why grading by tutors is important:

- **Feedback and Accountability:** Grades provide insight into your child's understanding and progress, helping both students and parents gauge academic development. Grading ensures students are engaging with the material, staying on track with their studies, and highlights areas where they may need additional support, promoting effective teaching methods.
- **Preparation for Higher Education:** While SRCCHA does not issue diplomas or final grades, the grades provided by tutors can still serve as a useful record of academic performance. This can be beneficial for students planning to attend college or for maintaining a comprehensive homeschooling portfolio.
- **Parental Support:** Tutors provide specialized instruction and grading, assisting parents in evaluating their child's performance in specific subjects.
- **Documentation:** Although SRCCHA does not retain grade records after the school year ends, the grades provided throughout the year are important for your own records and for creating a homeschooling portfolio if required.

Since SRCCHA operates as a homeschool tutorial and not a traditional school, you are considered the primary educator by state standards. This means that while we provide grades and assessments to support your child's learning, the responsibility for issuing final grades, diplomas, and maintaining long-term records rests with you. Please download and save copies of your child's grade reports for your records, as SRCCHA does not keep these records after the school year concludes.

Advancement and Progress Monitoring:

To advance to the next grade, students should complete at least 80% of their assignments. This standard measures work completion rather than academic achievement and reflects the collaborative effort between SRCCHA and your family. A student may not be allowed to move to the next grade if it is found that 80% of work is not completed. The Board retains the discretion to decide if a student is ready to move to the next grade based on assignment completion and overall readiness.

Tutors and the Academic Administrator continuously monitor students' progress throughout the year. Any issues are addressed to ensure students are prepared for the next grade level. Progress is assessed based on homework completion, understanding of the material, and performance on tests, including midterms and finals from Grammar 6 through Dialectic 2 levels.

Excused Assignments and Gradebook Notation

Enrollment in SRCCHA indicates a commitment by families to fully participate in the academic program, which includes completing all assigned coursework (HAS work, class projects) and participating in designated events such as the History Fair, Science Fair, Fine Arts (for K–G6), National Latin Exam (for G6–D2 Latin students), and the D2 Capstone Project (for D2 students).

We recognize that homeschooling families may occasionally face providential circumstances that prevent timely completion of assignments or participation in events. In such cases, families are invited to contact the tutor to request an extension or to request that an assignment be excused. If a family chooses to request that an assignment be excused, it should be granted and communicated to the Academic Administrator to maintain oversight.

Excused assignments will be marked as NC (No Credit) in our grading software. This designation indicates that the parent has chosen to excuse the student from completing the assignment, and it is not factored into the course average.

While these grade reports are available to parents and may be used for homeschooling portfolios, SRCCHA does not issue official transcripts, and gradebook data is not retained after the academic year concludes. However, during the school year, this information helps tutors and administrators identify patterns that may require further communication or support.

Therefore, if a student receives more than three (3) NCs in a single class during a quarter, the Academic Administrator may schedule a meeting with the family. This meeting is not disciplinary but is intended to better understand the situation and ensure the student and family remain fully engaged with our program.

Requests to excuse students from mandatory events are extremely rare and carefully reviewed on a case-by-case basis. Such requests require a meeting with the tutor and Academic Administrator to fully understand the circumstances and determine if any accommodations are appropriate. Families should anticipate that participation in these events is an integral part of the SRCCHA program and is expected of all students.

For more information about how to handle absences due to illness or travel, please refer to the Attendance and Illness Policies on page 9 of this Handbook. These policies outline the process for notifying the Academy, collecting missed work, and completing make-up assignments. Requests for assignment excusals are distinct from make-up procedures and should follow the process described above.

Final Exams and Last Day Activities

Students in Grammar 6 through Dialectic 2 who do not complete at least 80% of their coursework and/or are excused from a final exam may be asked by the Academic Administrator to abstain from participating in last day social activities. These activities are a celebration of the work completed throughout the year, and we believe it is appropriate that they reflect the student's full engagement with the program. This policy helps us honor the academic effort of all students and reinforces SRCCHA's commitment to meaningful participation in our tutorial community.

At-Home work is emailed to families by the Tutors each week. Below find a sample Homeschool Assignment Sheet (HAS) for [Logic](#).

**SEVERN RUN CLASSICAL CHRISTIAN
HOMESCHOOL ACADEMY**

WEEK 1 - BEGINNING TUESDAY September 7th, 2021

SUBJECT: Logic

GRADE LEVEL: Dialectic I



DAY OF WEEK	COVERED IN CLASS....
TUESDAY, Sept 7	Introduction; Lesson 1 – Definitions <i>*Please bring Textbook, Bible, Notebook, & Unit Study Guide to every class</i>
THURSDAY, Sept 9	Lesson 2 – Genus & Species

DAY OF WEEK	HOMEWORK
WEDNESDAY, Sept 8	- Review Intro & Lesson 1. Use the Unit 1 Study guide to help you. - Create flashcards for terms learned in Lesson 1 - Complete textbook exercises for Lesson 1, pg. 13 on a separate sheet of paper - Practice Romans 8:1
FRIDAY, Sept 10	- Review Lesson 2 - Create flashcards for terms learned in Lesson 2 - Complete textbook exercises for Lesson 2, pg. 19 on a separate sheet of paper - Write your own Hierarchy chart of the items in a room of your house. For at least one branch, 'drill down' at least three species deep. Be prepared to discuss your hierarchy with your classmates on Tuesday, Sept 15. - Practice Romans 8:1-2
MONDAY, Sept 13	- If needed, continue working on your own Hierarchy chart of the items in a room of your house. You will discuss it on Tuesday. - Study flash cards for lessons 1 & 2 - Practice Romans 8:1-2 - If time allows, prepare for class on Tuesday by reading Lesson 3

NOTES TO PARENTS: There is a lot of new vocabulary with logic and making flashcards will help with reinforcement of the learning process. It is vital that your student commit to memory all vocab words. The cards may be whatever color or size the student would like.

Additional note for week 1: In weeks where two chapters are covered in a single week's time, should the student be unable to complete the homework on the assigned day, he should seek to finish the assignment by the end of the HAS week (Monday). The student will not be penalized for late work until after this date.

For questions or comments, feel free to contact me at 703-901-4730 (call or text) or email, nclark.srccha@gmail.com
Thanks, Mr. Nicholas Clark

Cursive Philosophy

Fluency in reading and writing in cursive is a part of the Classical methodology. SRCCHA teaches cursive in G2 and encourages students to practice it from then on. Tutors may write on the board in cursive and require some assignments to be completed in cursive, and its use is encouraged throughout the higher grades.



After-School Electives

SRCCHA may, at times, facilitate after-school electives as an extension of our educational offerings, providing students with additional opportunities for learning and growth. We view these electives as a valuable benefit to our students, complementing the core curriculum and enriching their overall educational experience.

As an intermediary, SRCCHA conducts a preliminary review of potential after-school elective tutors and their curricula to ensure they align with our community's values and standards. This review process is essential for determining which programs are approved for advertisement to our families. However, it's important to note that SRCCHA does not provide ongoing oversight of these electives. Families should communicate directly with after-school elective tutors regarding any concerns about payment, workload, or instruction, as these aspects are managed independently by the tutors. The use of classroom space for these electives is approved by SREPC, which allows for convenient access to these programs after the regular tutorial day.

For ease of communication and organization, these tutors may use familiar tools like SchoolCues and Dropbox.

If you are interested in possibly offering an after-school elective to our community, please speak with our Academic Administrator.

Discipline Policy

We seek to provide a safe, secure, loving, and nurturing academic environment where students are encouraged and challenged to exemplify Christian behavior. To that end, actions that jeopardize students' safety and well-being will be dealt with firmly and expediently. We strive to walk in the biblical principles of public and private apologies, swift and appropriate punishment (corporal punishment will not be administered by Tutors, Administrators, or POTD), restitution, and restoration of fellowship. The Tutors and Administrators will carry out the majority of day-to-day discipline. The following describes how our Tutors and Administrators will carry out our Discipline Policy, with Board involvement reserved for extraordinary cases.

Goals of Classroom Discipline

1. Bring child to repentance and restoration.
2. Ensure child apologizes for misbehavior-privately for private offenses, publicly for public offenses.
3. Allow parents to reinforce discipline at home.

Limits of Classroom Discipline

1. Children will not be punished corporally, physically handled (except in an emergency), or verbally intimidated or shouted at in the course of discipline.
2. Children will be seated in a chair by themselves, in the hallway, as a means of short-term isolation (not exceeding 10 minutes). They will be supervised by an adult at all times.
3. Parents will be made aware of any disciplinary action beyond a verbal warning taken by a Tutor or an Administrator as soon as possible after any incident.
4. Further, because of the day in which we live, and in order to maintain a reputation above reproach at all times, no adult will be alone with a child in an office, classroom, or bathroom. POTD will assist the Tutors and Administrators as needed to uphold this standard.

Steps for Tutors, POTD, and the Administrators to Encourage Right Behavior

Basic Classroom Rules

1. Students will be trained to obey the first time, every time, cheerfully, as unto the Lord.
2. They will be trained to raise their hands and be called on by the Tutor before speaking in class.
3. They will learn to enter the classroom ready to work--pencils, books, etc. out, and bathroom used, if needed.
4. Finally, students will be trained to work diligently and cheerfully, according to their ability.

Positive Reinforcement

1. Tutors and Administrators will praise students for good behavior, proper attitude, attention, industry, and academic achievement.
2. Tutors and Administrators will encourage godly character traits such as kindness, obedience, forgiveness, integrity, and, above all, love.
3. Tutors will model the traits they wish to see in their students.
4. When discipline becomes necessary, it will be given with gentleness, forgiveness, and firmness--never in anger.

Scripture Verses

1. Love covers many sins -- Proverbs 19:11; I Peter 4:8
2. Think of others first -- Philippians 2:4-5; I Corinthians 13: 5
3. Show courtesy and kindness to each other -- I Peter 3:8-9; Proverbs 24:29
4. Be at peace with one another -- Romans 12:18-21; Psalm 133:1
5. If someone offends you, tell him, not someone else -- Proverbs 25:8-9; Matthew 18:15
6. Self-righteousness: Remove the plank from your own eye first -- Matthew 7:1-5

Parental Involvement

Parents play a crucial role in the discipline process. Tutors and Administrators will communicate any disciplinary actions promptly. In cases of repeated or serious offenses, parents may be required to attend a conference.

Basic Behavioral Offenses

Basic behavioral offenses include everyday disruptions that interfere with the learning environment. These include talking or distracting others during class, being off-task or inattentive, passing notes, drawing on oneself or others, coming unprepared to class (e.g., missing materials or homework), bringing toys or distracting items, minor acts of disrespect such as talking back or making rude comments, and misuse of personal electronic devices. While these behaviors may seem small in isolation, persistent patterns of basic offenses are taken seriously and will be addressed accordingly.

Response to Basic Offenses

Tutors are required to document all incidents and notify parents. The Family Administrator (FA) will review reports weekly to identify developing patterns and intervene as needed.

A. In a Single Day

- Tutors address occasional incidents directly and document them using yellow notes or Schoolcues Incident Reports. If a student repeats the behavior on the same day, they may be removed from the classroom for a time of reflection or suspended from the remainder of class. The FA meets with suspended students and contacts parents.

B. Repeated Offenses Over Time

Even if no more than one or two incidents occur per day, a pattern of misbehavior over time will be addressed with escalating seriousness:

- FA reviews the pattern and contacts parents.
- Student may be suspended from one or more days to reflect and reset.
- FA schedules a conference with parents, student, and relevant tutor(s).
- A written behavior plan is developed.
- Additional consequences may include further suspension, parent attendance, or class probation.

If behavior continues despite the behavior plan

- FA refers the situation to the Board and the family may be asked to withdraw or may not be invited to return.

Serious Behavioral Offenses

Serious offenses are behaviors that demonstrate willful defiance, dishonesty, or harm toward others or the learning environment. These include direct disrespect to staff or volunteers, lying, cheating, stealing, outright disobedience, inappropriate or profane language (including taking the Lord's name in vain), fighting or striking another person in anger, bullying or harassment (physical, verbal, or cyber), vandalism, possession of prohibited or dangerous items, and threatening behavior.

Response to Serious Offenses

Serious offenses are handled directly by the Family Administrator. Documentation and parent contact are required in every instance.

First Offense

- FA removes student from class.
- Student is corrected and must apologize or make restitution.
- Possible consequences may include:
 - Suspension from 1 class period
 - Parent required to attend next class day
 - Immediate dismissal for the day
- Parents and tutors are contacted the same day.

Second Offense

- FA removes student from class and corrects behavior.
- Student is suspended for 1 or 2 full tutorial days.
- A discipline plan is created with input from the tutor and parents.
- All actions are documented and communicated.

Third Offense

- FA removes student from class and consults with the Board.
- Student may receive a 3- or 4-day suspension or be expelled.
- The Board makes the final decision, taking into account repentance, cooperation, and the student's overall attitude.

******In the event of fighting, physical aggression, or other behaviors that pose harm to others, administrators reserve the right to bypass the progressive steps outlined above. Parents may be contacted and required to pick up their child(ren) immediately.

Suspension Guidelines

When a student is suspended from a class period or an entire tutorial day, they are expected to reflect on their behavior and reset before returning. During suspension, **tutors are not expected to provide alternative assignments, makeup work, or lesson materials**. While families are welcome to review missed material on their own, tutors will not be responsible for re-teaching content or arranging separate accommodations. Parents may not request work directly from tutors during a suspension.

Extraordinary Behavioral Misconduct

Extraordinary misconduct includes behaviors that pose a serious risk to the safety of others or violate the core values of SRCCHA and Christian witness. This includes gross acts of violence or destruction, threats against life or safety, serious vandalism to property, violations of civil law, or actions that deeply undermine the spiritual and moral integrity of the Academy.

Response to Extraordinary Offenses

Because of their severity, extraordinary offenses bypass the normal progression of discipline.

Immediate Action

- Student is immediately removed from class.
- Parents are contacted immediately and required to pick up the student.
- The student is placed on suspension pending review.

Administrative Review

- If the misconduct involves violations of civil law or poses a significant danger, the appropriate authorities will also be contacted.
- The FA may recommend expulsion to the Board

Board Decision

- The Board will carefully review the recommendation and make a final decision, recognizing that expelling a student is a very serious matter and must be handled on a case-by-case basis.
- Forgiveness and restitution—repairing the damages through work, apologies, etc.—are fundamental to our discipline policy and will always be pursued first. In severe cases where expulsion is a possibility, the Board will consider whether there has been assistance and cooperation from the parents, as well as a genuine change in the student's behavior.
- Upon approval by the Session of Severn Run Evangelical Presbyterian Church (SREPC), the student will be expelled for the remainder of the year. While appeals for exceptions will not be recognized, if the expelled student desires to be readmitted to SRCCHA the following year, the Board will make a decision based on the student's attitude and the circumstances at the time of application.

Readmission (if applicable)

- The student may reapply for admission in a future academic year.
- Readmission is at the sole discretion of the Board, based on the student's demonstrated repentance, cooperation from parents, and changed behavior.

Plagiarism

Plagiarism is defined by Merriam Webster as “stealing or passing off the ideas or words of another as one’s own...or to present as new or original the work of another without crediting the source.” The word itself is derived from the Latin word, *plagiarius*, meaning *kidnapper* (Merriam Webster). While most people recognize copying word-for-word or copying/pasting as plagiarism, other examples are failure to cite a source for information used, using wording too similar to the original source, or presenting someone else’s ideas, words, or images as if they were original. The use of AI or computer-generated content falls into this category. In essence, avoiding plagiarism is an issue of academic and moral integrity.

At every grade level, tutors present the plagiarism concepts and requirements relevant to specific courses. While this is part of the instructional program, as primary educators, **parents bear ultimate responsibility for ensuring the originality of their student’s work.**

- We expect parents to aid their students in citing all sources used in age-appropriate formats as directed by the tutor.
- In addition, parents should review their student’s work before submission to the tutor. This allows parents to hold their student accountable for using their own words, rather than misappropriating the words of their sources.

In this way parents lead their students in the pursuit of moral and academic excellence.

If a tutor finds an example of plagiarism in a student’s work, the parent will be contacted with specific evidence. Academic consequences may include a request to re-do the work, and reduction in grade. Multiple offenses will result in more significant consequences including loss of credit for an assignment and/or meeting with the administration.

*For parents who would like additional resources and information to help them in this role, please see the Resource List at the end of this Family Handbook.

Learning Disabilities/Behavioral Challenges Policy

SRCCHA is not staffed to handle students with academic, disciplinary, or behavioral challenges, nor are we equipped to teach students with learning disabilities.

Dress Code Policy

The goal of our Dress Code Policy is uniformity of attire. By a uniformity of attire, we purpose to: promote harmony in the Academy among students, parents, Tutors, and Administrators; enhance the academic atmosphere of the Academy; teach and encourage the children to maintain a neat, modest, and non-distracting appearance, not calling attention to themselves. (This last point also applies to dress-down days.) We desire for the children's unique personalities and their academic achievements to be the basis of admiration and praise from their peers and Tutors, not fashion. Our Dress Code Policy is intended to be easy to follow. Direct any questions about the policy to an Administrator.

Boys

Shirts	White or navy polo-style or turtleneck in long or short sleeves.
	White or navy Oxford collared shirt in long or short sleeves.
	*Shirts must remain tucked in from arrival to dismissal.
	*Not permitted: Shirts with logos
Bottoms	Navy or khaki uniform dress shorts (length must be mid-thigh or to the top of the knee) with plain brown or black belt.
	Navy or khaki docker or chino style slacks with plain brown or black belt.
	*Not permitted: Denim, corduroy, skinny style, or cargo pocket pants. Pants must have belt loops.
Warm Layer	Solid navy or white sweater vest, crewneck, or cardigan sweater.
	SRCCHA Logo hoodie or zip up sweatshirt, or non-logo'd slide navy sweatshirt. Note that Hoods may not be worn in class.
	*Not permitted: Non-SRCCHA hoodies/sweatshirts or fleece jackets worn in the classroom
Socks	White, black, navy, or khaki above the ankle socks.
Footwear	Brown, black, or navy close-toed dress shoes.
	Sneakers are permitted, but must follow the above color scheme.
	Two-tone in color allowed, but the majority of the shoe should be the above color scheme.
	*Not permitted: Clogs, boots, high tops, or platform shoes.
Hair	Hair must be no longer than collar length and must be styled out of eyes.
	Hair must have a neat and tidy appearance
	Hair must be the student's natural color.
	Young men must be clean shaven at all times.
Accessories	*Not permitted: Ponytails, buns, or hair longer than collar length or below the eyebrows
	Jewelry: modest
	Body jewelry (e.g. tongue, nose, lip, etc.) should not be worn during Academy hours.

Tattoos, whether permanent or temporary, are to remain covered at all times.

Girls

Shirts	White or navy polo-style or turtleneck in long or short sleeves.
	White or navy Oxford or Peter Pan collared blouse in long or short sleeves.
	*Shirts must remain tucked in from arrival to dismissal.
	*Not permitted: Shirts with logos.
Bottoms	Navy or khaki docker or chino style slacks with plain brown or black belt.
	Navy or khaki skirt/jumper or skort (length must be to the top of the knee or longer the whole year).
	Solid navy or white full-length leggings or bicycle shorts must be worn under skirts/jumpers.
	*Not permitted: Denim, corduroy, skinny style, cargo pocket, or legging pants. Pants must have belt loops.
Warm Layer	Solid navy or white sweater vest, crewneck, or cardigan sweater.
	SRCCHA Logo hoodie or zip up sweatshirt, or non-logo'd slide navy sweatshirt. Note that Hoods may not be worn in class.
	*Not permitted: Non-SRCCHA hoodies/sweatshirts or fleece jackets worn in the classroom.
Hosiery	Solid navy, black, or white opaque tights or leggings (full length, without lace)
	White, black, navy, or khaki above the ankle socks with no logos.
Footwear	Brown, black, or navy closed-toed dress shoes.
	Sneakers are permitted, but must follow the above color scheme.
	Two-tone in color allowed, but the majority of the shoe should be the above color scheme.
	*Not permitted: Clogs, boots, high tops, or platform shoes.
Hair	Hair must be neat, tidy, and styled out of eyes.
	Hair must be the student's natural color.
	Hair accessories: navy, khaki, black, or white
Accessories	Nail polish: well maintained
	Makeup: natural-looking and light
	Jewelry: modest
	Body jewelry (e.g. tongue, nose, lip, etc.) should not be worn during Academy hours.
	Tattoos, whether permanent or temporary, are to remain covered at all times.

Dress Code for Special Events

D2 Graduation

D2 students are expected to dress appropriately for the graduation ceremony:

- **Gentlemen:** Slacks, a button-down shirt, and a tie.
- **Ladies:** A skirt or dress that is at least $\frac{3}{4}$ length down the thigh. Spaghetti straps are not permitted, and undergarments must be fully covered.

Fine Arts Night

All students are expected to dress appropriately for Fine Arts Night:

- **Gentlemen:** White dress shirt with black slacks. Ties or bow ties are optional.
- **Ladies:** White blouse with a black skirt or black slacks. An all-black dress is also permitted.

Parents: Parents are encouraged to dress in a manner appropriate for and in keeping with the occasion.

Dress Code Infractions

First and second infractions will be communicated with the SRCCHA Communication Form. For third and any subsequent dress code infractions, the student will be removed from class while parents are immediately notified by telephone. Parents will be asked to either bring appropriate the uniform according to SRCCHA Dress Code or to take their student home; the incident will be appropriately noted using the SRCCHA Communication Form.

Parents: When purchasing uniforms for your child(ren), allow for growth during the Academy year. Review the requirements with your child(ren) prior to the start of classes in September, then encourage them to abide by the policy throughout the Academy year.

Tutors

1. Tutors are to demonstrate a modest and clean appearance during Academy hours.
2. Ladies are to wear knee-length or longer skirts or dresses. Dress slacks may also be worn *with a nice blouse (business casual)*. Leggings may be worn with dresses of appropriate length.
3. Gentlemen are to wear a collared shirt and tie with slacks.

Parent of the Day

- **Men:** Dress or Polo Shirt with slacks
- **Women:** Knee-length or longer skirt, dress, or dress slacks *with a nice blouse (business casual)*.
- Tattoos, whether permanent or temporary, are to remain covered at all times.

Field Trip Policy

Purpose of Field Trips

Field trips at SRCCHA are an integral part of our classical education model, offering students hands-on experiences that enhance their classroom learning. These trips help students connect academic concepts to real-world applications, encouraging exploration and a deeper understanding of the material.

Scheduling of Field Trips

Each grade is required to plan one field trip per year, which is approved by the academic administrator to ensure it aligns with the curriculum. Typically, the same field trip is repeated annually (e.g., 1st Grade visits the aquarium), but adjustments may be made if requested by the tutor or class coordinator. These trips are thoughtfully selected to complement the curriculum and fit seamlessly into the academic calendar.

Class Coordinators

Class Coordinators are responsible for organizing and scheduling field trips in collaboration with tutors and the academic administrator. More information regarding the Class Coordinator role can be found on page 6.

Field Trip Safety

Due to field trips being off-site, SRCCHA's background check policy does **not** apply to all adult attendees. While volunteers on campus require screening, parents and other adults attending trips may not be background-checked. Families participate at their own discretion.

Field Trip Attendees

Attendance is prioritized for SRCCHA students and their immediate family (parents, siblings). In the event of limited space, invitations to extended family or guests require prior approval from the tutor or academic administrator.

HAS-Work on Field Trip Days

Field trips are generally scheduled on Field Trip Fridays (or other designated no-homework days), when students will have no HAS-work. This allows students to fully engage in the field trip experience without concern about additional assignments.

If a field trip must be scheduled on a day other than a Field Trip or No-Homework Friday, families can expect reduced or no HAS-work, depending on the grade level and subject matter. In such cases:

- Tutors will communicate clearly in advance about any expected assignments and will coordinate with other tutors to limit HAS-work during the field trip week.
- Any HAS-work assigned will be reduced to account for time spent on the trip.
- Whenever possible, no major projects or assessments will be given on a field trip day.

Additional Field Trips

In some cases, tutors may choose to plan additional field trips beyond the required one per year. This is more common in younger grades, though it is not limited to them. These additional trips must also be approved by the academic administrator to avoid conflicts with other classes or overload for families. Tutors who plan these extra trips will adjust their HAS-work accordingly.

Tuition and Other Costs

Tuition for K - D2:	\$2745 per student, per year.
Application Fee:	Cost is dependent on the number of students applying and when your application is postmarked/received by the Registrar. See details below.
Applicant Testing Fee:	\$25 for new students.
Curriculum and supplies:	Cost is dependent on grade level, except where noted on the curriculum list.
Uniforms:	Cost is variable. See the "Dress Code Policy" for further information.

Tuition Details:

Families may choose one of the following three payment options:

- Pay entire year's tuition at Orientation in August **OR**
- Pay in two installments, one at Orientation in August, and the other on January 1 **OR**
- Pay in nine monthly installments via Schoolcues, or at Orientation in August, submit nine post-dated checks dated September 1, October 1, November 1, December 1, January 1, February 1, March 1, April 1, & May 1.

The full annual tuition will be due regardless of late enrollment; the same holds true for late enrollment in Math Lab. Our budget is intentionally tight, and the tuitions purposely as low as we can make them to meet the budget while still serving homeschooling families. For these reasons, we do not offer prorated tuitions.

Application Fee details:

The application fee is dependent on the number of students applying and when your application is postmarked/received by the Registrar. Use the table below to determine your application fee:

Enrollment Season	Enrollment Dates	Application Fee (1 student)	Application Fee (2 or more students)
Early	Feb. 1 - April 30	\$50	\$100
Late	May 1 - Aug 31	\$175	\$225

The application fee must be included with your application. The fee applies to both prospective and current SRCCHA families. Make your check payable to "SRCCHA." This application fee is non-refundable.

Curriculum and supplies details:

At the end of the current Academy year, Administrators will email a complete curriculum and supplies list to each family for the following Academy year. The curriculum list shows which books are required, and which are suggested, by grade level and subject. ISBN numbers are also provided, as well as places where the books may be ordered. The supplies list is also organized by grade level. Allow sufficient time to purchase and receive your order(s) before the first day of classes. To our new families joining the Academy over the summer: Administrators email these lists upon your acceptance into the Academy.

Each family is responsible for purchasing their own curriculum and the supplies needed by their student(s).

Financial Covenant

What is this Covenant?

This Covenant is a promise you make to the Board to pay your child(ren)'s entire annual tuition, even if you need to withdraw your child(ren) from the Academy before or during the Academy year. Should your student(s) be withdrawn from the Academy, any of your tuition payments that we subsequently process can still be considered tax deductible.

Why is this Covenant necessary?

The Board sets annual tuition at the lowest possible level to cover all of the Academy's expected expenses. This Covenant ensures that the financial commitments we make—primarily contracts with our Tutors—are met for the entire Academy year. By honoring this commitment, you help secure SRCCHA's stability and success, reducing the possibility of financial shortfalls.

Signing this Covenant is essential to secure your child(ren)'s place in the Academy.

How does this Covenant work?

When families join our Academy, they embrace a partnership that benefits all of our students. Prospective families will be asked to sign this Covenant when they accept the Board's invitation to join. Current SRCCHA families sign this Covenant when they apply for re-enrollment. In both cases, enrollment is confirmed when the signed Covenant is received by the Admissions Director. There are no additional forms to complete.

All families then begin tuition payments at the August Orientation/Back-to-School Night. Tuition can be paid in full, in two installments (August and January), or monthly via our SchoolCues software from September through May.

Is anyone exempt from signing this Covenant?

No, every family with children in the Academy is required to sign this Covenant each year their children attend. This ensures that everyone shares in the responsibility of sustaining our educational community.

Does the Board ever release families from their Covenant?

Releases from this Covenant are rare and are carefully considered with compassion and understanding. If you find yourself in a challenging situation, please notify the Board. We will thoughtfully and prayerfully weigh your request against the circumstances.

We deeply appreciate your understanding and commitment to the SRCCHA community. Your support is vital in providing a nurturing and enriching educational environment for all our students.

Frequently Asked Questions (FAQ)

General Questions

What does it mean to be "Classical"?

It means to educate our children using the ancient method of the "trivium", or "three ways", which first involves accumulating knowledge (the "Grammar" stage), then integrating knowledge (the "Dialectic" stage), and, finally, applying knowledge (the "Rhetoric" stage).

Are you an umbrella group that provides oversight?

No. We neither replace your relationship with an umbrella group nor with any County Board of Education. We are a tutorial service only and exist to enhance a family's homeschool program. Tutors teach lessons and assign grades, while the parents ensure completion of work and keep records for an umbrella group or county reviewers.

Where do you meet?

The Academy holds classes at the Severn Run Evangelical Presbyterian Church at 1624 Millersville Road (MD Route 175), Millersville, MD, which is located approximately 1-1/2 miles east of MD Route 3. The Academy is a ministry of the church. In a time of unusual circumstance, we may meet via virtual face-to-face and/or recorded class.

When do you meet?

We meet on Tuesdays and Thursdays from 8:05 a.m. – 2:45 p.m. After a short Opening Program (catechism memory time and Chapel time consisting of prayer, announcements, singing, and devotion), we hold six, 50-minute classes. There is a short break between 2nd & 3rd periods to allow the children to enjoy a small snack.

Which grades are taught at the Academy?

We teach Kindergarten, Grammar Levels 1 through 6, and Dialectic Levels 1 (7th grade) and 2 (8th grade).

Can I enroll my son/daughter in just one or two classes?

No, each student must participate in all classes for his or her grade level.

When do classes start and end for the year?

Classes begin the first Tuesday after Labor Day and run through the middle of May.

Am I responsible for any additional teaching beyond the Academy's provision of English, History, Science, Latin, Art, Music, and Math?

Yes. The seven main subjects taught at SRCCHA do not constitute a complete curriculum, and you must teach any other subjects required by your county. You must also work with your child(ren) on the days they are not at the Academy, instructing and guiding him/her in the completion of SRCCHA assignments.

What happens if we want to take a vacation during the year?

Ask the Tutors for the homework sheets (HAS) planned to be given during your vacation. We recommend limiting vacations that take your student out of the classroom.

Is there a dress code?

Yes. It is designed to help students maintain a neat and modest appearance and to enhance the academic atmosphere of the Academy. See the Dress Code Policy in the Family Handbook for further details.

Does the Academy have an age requirement for admitting students?

Yes, our age requirements are as follows:

- 5 years old by September 1st for Kindergarten
- 6 years old by September 1st for Grammar Level 1
- 7 years old by September 1st for Grammar Level 2
- 8 years old by September 1st for Grammar Level 3
- 9 years old by September 1st for Grammar Level 4
- 10 years old by September 1st for Grammar Level 5
- 11 years old by September 1st for Grammar Level 6
- 12 years old by September 1st for Dialectic Level 1
- 13 years old by September 1st for Dialectic Level 2

Prospective students applying to the Academy will be given reading and grammar assessments as part of the interview process.

Applying to the Academy

When do you accept Applications for Enrollment?

Open enrollment begins in early March for the following Academy year, which begins in September.

How do I apply to enroll my child(ren) in the Academy?

A Prospective Family Application is posted on our website [srccha.org] when open enrollment begins. Once we receive your application, an interview will be set up between your family and at least three Board members. Also, your student's reading and grammar levels will be assessed and used to evaluate in which grade to place your student. This evaluation consists of reading, word recognition, comprehension, writing (graded on time, accuracy, and spelling), copying from the board, and writing from oral dictation. Students entering Grammar Level 4 through 6 must also complete a Latin assessment. The Board will then decide to accept or decline your admission. If accepted, you will receive an email confirmation requesting that you mail in the Covenant of Financial Commitment as your acceptance to join SRCCHA. Note, it is SRCCHA's policy not to disclose reasons for non-admission. The application fee is not refundable.

Is it mandatory that a family homeschool for one year before being accepted into the Academy?

It is strongly recommended for students entering G1 or above. With at least a year of experience under your belt, you will be better able to understand your responsibilities as a homeschooler, and to adequately evaluate whether or not the Academy would enhance your existing program. This recommendation is not applicable for students entering Kindergarten.

Costs for the Academy

What are the costs involved with enrolling in the Academy?

The costs are: a non-refundable application fee (cost dependent on the number of your students and when your application is postmarked); \$2745 per student annual tuition; curriculum (books and supplies), the cost of which is dependent on the student's grade level; uniforms, which are very basic. See the "Tuition and Fees" page in the "Prospective Family Application" for full details.

Is the application fee applied towards the tuition?

No, it is in **addition** to the tuition.

What happens if we remove our child(ren) from the Academy during the year?

In most cases, you will forfeit your entire remaining tuition. Families pledge their financial commitment for the entire year by signing our Financial Covenant when applying to the Academy. See the "Financial Covenant" in the "Prospective Family Application" for full details.

What happens if we enroll our child(ren) in the Academy after classes have begun?

The full annual tuition plus Math Lab (if enrolled) will be due. Our budget is intentionally tight, and the tuition is set as low as we can make it to meet the budget and still serve homeschooling families. For these reasons, we do not offer prorated tuition.

Academy Curriculum

What curriculum does the Academy use?

We use a variety of curricula, including Shurley Grammar, Story of the World, Apologia Science, Answers in Genesis, The Mystery of History, Latina Christiana, as well as a wide selection of literature.

Do I order my own books and supplies, or does SRCCHA order them for us?

You order your own books. At the end of the Academy year, the Board will email a complete curriculum list to each family for the following Academy year. The curriculum list shows, by level and subject, which books are required and which are suggested. ISBN numbers are also provided, as well as places where the books may be ordered. Allow sufficient time to purchase and receive your order(s) before the first day of classes. A supplies list will also be emailed, organized by grade level, and you are responsible for purchasing the supplies needed by your student(s).

Are there additional academic-related events held during the year?

Yes. Classes take field trips, and the entire Academy participates in Science Fair in March, and History Fair in May. With the exception of D2 students and History Fair, all students are required to participate in both Fairs.

Do parents contribute to the success of SRCCHA?

Absolutely! There are several ways parents contribute, and every family is asked to:

- serve on a rotational basis as Parent of the Day (POTD). The POTD arrives early, ensures the classes and sanctuary are arranged for the day's activities, sits in on classes, and assists the Tutors and Administrators in any way necessary. See the section titled "Parent of the Day ("POTD") Responsibilities" in the Family Handbook for further information.
- serve on a committee designed to enrich your child(ren)'s experience at SRCCHA. (e.g., Photography Committee, Social Committee, Yearbook Committee, etc.)

- support the Academy in prayer.
- participate in our social events, field trips, Christmas program, Fine Arts Evening, and Science and History Fairs.

SRCCHA Scope and Sequence (2024)

	English	History	Science	Latin	Art/Music	Logic	Math
K	<i>The Logic of English, Foundation s: phonetic reading</i>	Continents, America, Maryland	Introduction		Classical Progression in appreciation and imitation of artistic form and beauty developed by SRCCHA tutors		Selections <i>Good and the Beautiful: number sense</i>
G1	<i>The Logic of English, Foundation s: phonetic reading</i>	<i>Story of the World I</i> Ancient Peoples	Biology: Animals, Human Body				A Beka <i>Arithmetic 1</i>
G2	<i>The Logic of English, Essentials</i> Cursive writing	<i>Story of the World II</i> , Middle Ages, Renaissance	Chemistry/Physics <i>Real Science for Kids</i>				A Beka <i>Arithmetic 2</i>
G3	<i>Shurley Grammar 3</i> IEW - Institute for Excellence in Writing 4 selected lit books	<i>Story of the World III: Early Modern</i>	Astronomy				A Beka <i>Arithmetic 3</i>
G4	<i>Shurley Grammar 4</i> IEW, tutor directed 4 selected lit books	<i>Story of the World IV: Late Modern</i>	Botany <i>Exploring Creation with Botany</i>				A Beka <i>Arithmetic 4</i>
G5	<i>Shurley Grammar 6</i> IEW - Ancient History 4 selected lit books	<i>Mystery of History I</i> Ancients	Chemistry <i>God's Design for Chemistry</i>				A Beka <i>Arithmetic 5</i>
G6	<i>Shurley Grammar 7</i> IEW – Medieval 4 selected lit books	<i>Mystery of History II: Middle Ages</i>	Physics <i>God's Design for the Physical World</i>	<i>Wheelock's Latin</i>			Pre-Algebra Prep: <i>Math Lessons for a Living Education</i>
D1	Grammar Review Writing the 5-¶ Essay 4 selected lit books	<i>Mystery of History III: Renaissance, Reformation, Nations</i>	<i>General Science (Apologia)</i> Biology	Advanced Latin <i>Wheelock's</i> (elective at the Dialectic level)		Deductive Logic: <i>Introductory Logic</i>	Houghton/Mifflin <i>Pre-Algebra</i>
D2	<i>Grammar for Middle School</i> (Kilgallon) Persuasive Essay 3 lit books, final project	<i>Mystery of History IV: Wars of Independence to Modern Times</i>	Earth/Space (Apologia)			Inductive Logic: <i>The Argument Builder</i>	Houghton/Mifflin <i>Algebra 1</i>

Resource List

Please use the following list of resources as you seek to learn more about the philosophy of Classical Christian Education.

Articles

1. "The Lost Tools of Learning" by Dorothy Sayers, <http://classicalhomeschooling.com/classical-homeschooling-second-issue/the-lost-tools-of-learning/>
2. "Classical Worldview" by Fritz Hinrichs, <http://www.gbt.org/text/worldview.html>

Books

1. *Recovering the Lost Tools of Learning* by Douglas Wilson ISBN # 0-89107-583-6
2. *Repairing the Ruins* by Douglas Wilson ISBN # 1-885767-14-5
3. *The Seven Laws of Teaching* by John Milton Gregory ISBN # 0-8010-5272-6
4. *The Well-Trained Mind* by Jessie Wise and Susan Wise Bauer ISBN # 0-393-04752-0

Publishers

1. Canon Press 1 (800) 488-2034, <http://www.canonpress.org>
2. Greenleaf Press 1 (615) 449-1617, <http://www.greenleafpress.com>
3. Veritas Press 1 (800) 922-5082, <http://www.veritaspress.com>

Additional Resources

1. Association of Classical Christian Schools, (208) 882-6101, <http://www.accsedu.org>
2. Classical Christian Education Support Loop, <http://www.classicalhomeschooling.org>
3. Combining the Classical Model with Homeschooling, <http://www.classical-homeschooling.org/trivium.html#dialectic>
4. Preventing Plagiarism, https://www.cultofpedagogy.com/preventing-plagiarism/?fbclid=IwAR2QgWVvggFFko1mo7rpJxdfXUUglApjTnXHrgitqXJPDFDiNT9DA2Y_9g



OUR VISION



To glorify God

by equipping students
with the tools necessary for a lifetime of learning,
so they will be intellectually fit, spiritually grounded,
and able to reason within the framework
of a biblical world view.

Severn Run
CLASSICAL
CHRISTIAN
Homeschool Academy



*A Ministry of Severn Run
Evangelical Presbyterian Church*

