



GENEVA SCHOOL OF BOERNE
LOGIC SCHOOL

2018-2019 STUDENT HANDBOOK



2018-19 LOGIC SCHOOL HANDBOOK

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GENEVA SCHOOL OF BOERNE SCHOOL OF LOGIC 2018-19 HANDBOOK

PURPOSE OF THE HANDBOOK

This handbook is presented to assist Logic School (grades 6-8) students and parents with understanding where they are, what they are expected to accomplish, and how the campus operates. As a logic student, you are now old enough to take more responsibility for your education and not merely go through the motions because you are expected to do so. Therefore, you should use this handbook to help you understand or remind yourself of why you are here. You are to be familiar with the material presented in this handbook and abide by it; however, this handbook does not contractually bind Geneva School of Boerne and is subject to change without notice by decision of the school's Board of Trustees. All Logic School students and parents must sign and return the Handbook Acknowledgement Form.

This handbook is the primary document for information and guidelines in Logic School, but we also offer an *Athletics Handbook* and an *Arts Handbook* for students in Logic School. These documents are available on the school's website or through the main school office.

[As you read, you will notice that some material seems to address parents directly while other sections address students directly; however, all of the information is pertinent and accessible to both audiences and may change from year to year.]

INTRODUCTION

FROM THE FOUNDERS AND BOARD

The founders and Board members of the Geneva School of Boerne explicitly recognize that Geneva exists and will continue solely by the grace and mercy of Our Lord, Jesus Christ. We are grateful to God for establishing and richly blessing our school. We also recognize, however, the words of Christ in Luke 12:48, "For everyone to whom much is given, from him much will be required; and to whom much has been committed, of him they will ask the more." Desiring to be faithful in our stewardship of the school and to ensure, to the best of our ability, its continuance in the direction in which it was established, we have endeavored herein to articulate the fundamental principles of our school. It is our hope and prayer that God will continue to bless this school and that those who follow us in leadership will remain committed to these principles. This statement, therefore, is meant to guide future boards and administrators when shaping policy for Geneva School.

FOUNDING PURPOSES OF GENEVA SCHOOL OF BOERNE

In 1999, Geneva School of Boerne was established to provide a classical and Christian education which adheres to a Protestant, biblical worldview as articulated in our Statement of Faith. The goals of this education are to use the great works and events of Western Civilization as fodder for developing in students an appreciation of that which is true, good, beautiful and noble; lifelong habits of learning and critical thinking; and the desire and ability to respectfully, creatively and winsomely communicate.

The fundamental purpose of Geneva, as a school, is to educate with excellence. We believe that truly outstanding education can never be accomplished apart from a central recognition of God as Truth and the source of all wisdom: "The wisdom of this world is foolishness with God" (I Corinthians 3:19). For this reason, all subject matter at Geneva must be taught from a Biblical worldview, explicitly recognizing the centrality of God in all learning and discourse: "Happy is the man who finds wisdom, and the man who gains understanding; for her proceeds are better than the profits of silver, and her gain than fine gold. She is more precious than rubies, and all the things you may desire cannot compare with her" (Proverbs 2:13-15). In the pursuit of knowledge and wisdom, it is our desire to equip students not only with an excellent understanding of academic subjects but also with a mature

understanding of the nature of God, our relationship and responsibility to God and others, our moral responsibility for the choices we make, and an appreciation of God's creation.

Excellent education also requires that students be trained in diligence and perseverance: "But also for this very reason, giving all diligence, add to your faith virtue, to virtue knowledge, to knowledge self-control, to self-control perseverance, to perseverance godliness, to godliness brotherly kindness and to brotherly kindness love. For if these things are yours and abound, you will be neither barren nor unfruitful in the knowledge of our Lord Jesus Christ. For he who lacks these things is short-sighted, even to blindness, and has forgotten that he was cleansed from his old sins" (II Peter 1:5-9). We therefore purpose to give our students an appreciation of the value of hard work and self-discipline; a true self-esteem based upon effort and accomplishment; and a willingness to sacrifice the seeming pleasures of the moment for the rewards of the future. We seek to obey the biblical mandate to be good stewards of all that God has given us. As a school, we teach our students to pursue diligence and good stewardship primarily through academic pursuits. However, we also recognize the value of activities such as athletics and fine arts when pursued with these goals in mind.

We perceive a dedication to God's truth and a rich, vibrant atmosphere of outstanding academic achievement to be inextricably bonded. Neither the spiritual nor academic aspect of this school can be diminished without damaging the whole and departing from the original vision. We desire our graduates to be equipped intellectually, to have developed the habit of discipline, to have acquired a mind that loves learning and intellectual pursuits, and to dedicate this equipped, disciplined and sharpened mind to God's purposes.

We pray that God and future generations will preserve our school as an institution dedicated both to Him and to outstanding classical education. It is our desire that Geneva will open doors to excellence and brilliance; that it will sharpen our students' minds and push them to their greatest potential. Ultimately, it is our prayer and sincere desire that Geneva will produce dedicated and diligent men and women who are captured by the Holy Spirit and used by God for extraordinary purposes.

PHILOSOPHY AND IDENTITY

GENEVA SCHOOL OF BOERNE

As you may know, the Geneva School of Boerne is what is called a classical Christian school. Hopefully, you know what a school is, but sometimes the phrase "classical Christian" can cause some confusion. First, you should know that

*most Christian schools are not classical, and
many classical schools are not Christian.*

Geneva School of Boerne is unique in that it is both. Now, that does not mean that there are no other classical Christian schools out there. Back in the early 1980s, concerned Christian parents, church leaders, and educators decided they wanted something better for their students, and the classical Christian school movement was born. Since then, hundreds of such schools have been established across the United States and worldwide, and Geneva School of Boerne is part of this movement. In fact, it was a group of similarly concerned Christian parents in the Boerne area who established this school back in 1999, and because so many parents are seeking for their students what we have to offer, the school has grown remarkably. So what is it we have to offer? To answer that, we return to the phrase "classical Christian."

The term "classical" has to do with the way the education is carried out, while the term "Christian" has to do with how the education is oriented. To make more sense of this, let's spend some time unpacking and explaining both terms. We will start with what is hopefully the more familiar term (Christian), then move on to what is probably the less familiar term (classical), and finally explore how these two work together.

A CHRISTIAN SCHOOL

As mentioned already, not all Christian schools are classical schools. Indeed, not all Christian schools have the same idea of what it means to be a "Christian" school. Most people have the idea of a Christian school being some kind of protective bubble in which to place students to shield them from the dangers of the world. In fact, you may mistakenly think Geneva is that kind of school, or you may have friends who think that, or you may have friends who attend schools of that nature. When one thinks of a Christian school in such a way, it usually reduces the school to an imitation of a public school with the additions of a chapel period, a Bible class, and maybe uniforms. In other words, the Christian stuff seems to be merely tacked on. It is little wonder that in such cases, students can often become disillusioned or resentful regarding why they are there. Geneva, however, is not such a Christian school. By Christian, we do not mean to be simply a safe haven away from the world or a place parents can send their problem children in order to fix them or "Christianize" them. So what kind of Christian school is the Geneva School of Boerne?

As our mission statement presents it, *“The Geneva School of Boerne exists to provide a classical education from a biblical worldview, to equip students for a lifetime of learning, service, and leadership to the glory of God.”* We will get to the “classical education” part later, but for now, notice the last half of the statement. What we mean by being a Christian school is that we have a definite goal for your education: *to equip students for a lifetime of learning, service, and leadership to the glory of Jesus Christ.* We also mean that in order to accomplish this, we offer this education *from a biblical worldview.* In other words, we take seriously the biblical ideal of “presenting every man complete in Christ” (Colossians 1:28) and thus,

we treat students primarily as disciples of Christ in need of the training necessary to become mature warriors who can effectively impact and transform the world. We are not trying to protect you from the world, but to adequately prepare you to engage the world.

In order to do this, we teach from a biblical worldview orientation. What we mean by this is that we assume that the biblical understanding of truth, the world, mankind, and our place in the world is accurate, and thus, we teach every subject from this standpoint and evaluate every idea by these biblical assumptions. Do not make the mistake of thinking that this means we teach only “Christian” subjects—the difference is in *how* we teach and evaluate the subjects.

The point of this is to produce disciples of our Lord who know how to think as Christians.

One more thing about the kind of Christian school we are: your parents take seriously the biblical command to raise their children in the nurture and admonition of the Lord (Ephesians 6:4). As good Christian parents, they seek help in doing this and thus, partner with the school. We at the school stand *in loco parentis*, that is, in place of or alongside your parents to educate and prepare you in a manner we think pleasing to the Lord. We are trying to work together with your parents, not against their wishes. That is why parents are encouraged to take an active part in what is going on and that is also why we are a Christian community, working towards a common goal.

To sum up, we are a Christian school in the sense that we are a community of concerned parents and educators partnering together to provide students with an education that prepares them to engage and impact the world because they know how to think and act as Christians should think and act. However, being a Christian school is only half of what makes Geneva School of Boerne what it is. As the mission statement reminds us, we exist to provide a *classical* education as well.

A CLASSICAL SCHOOL

Besides being Christian, Geneva School is also classical. Now, by classical, we do not mean some fancy or stuffy way of renaming ourselves. However, it can seem that way if we don't keep in mind what it does mean. Thus, it is important that you grasp what is discussed below if what we do here is to make sense, and so you can remind yourself often of why you are here when things seem harder or different from what your friends may be experiencing in their schools.

“By classical, we do not mean some fancy or stuffy way of renaming ourselves.”

The first thing to say is that the classical method of education is a return to the way students used to be educated. In other words, we are not doing something innovative or new at Geneva; rather, we are returning to an older tried and true method of education that has its roots in the ancient classical world. Perhaps you have noticed that in some places elementary school is still called grammar school. That is a holdover from the earlier days of education when all students spent their early years studying grammar. In fact, grammar, along with logic (or dialectic) and rhetoric, is known as the *trivium*. From the Latin meaning “three roads,” these three roads of study form the foundation of the seven liberal arts. [The other four, known as the *quadrivium*, are arithmetic, geometry, astronomy, and music.]

Originally, the trivium had to do with the study of Latin—knowing proper Latin grammar and how to employ Latin properly in presenting good oral arguments. At classical schools today, however, the trivium is both subject matter and a means of learning. Everyone here learns Latin and English grammar (and maybe also Spanish or French or Greek), as well as the rules of logic (good thinking) and rhetoric (good writing and speaking). But as you have probably noticed, we also call the three schools by the names of the trivium: grammar school (grades K-5), logic school (grades 6-8), and rhetoric school (grades 9-12). The reasons this is so is because of an essay by Dorothy Sayers entitled “The Lost Tools of Learning.”

In this essay, Sayers proposes that the trivium is more than three subjects of the seven liberal arts, but an outline of the progression of learning. Briefly, she argues that we all go through the “grammar” stage in which we memorize the grammar, the nuts and bolts, of all subjects when our young minds are more like sponges. Then, as we get older, we enter the “logic” stage in which we start making connections and question and want to argue. Finally, Sayers suggests that we end at the “rhetoric” stage in which we desire to express ourselves more and more. This outline is why we call the schools grammar, logic, and rhetoric. To be sure, these are still subjects of study, but they are also larger classifications of the general learning process.

By now, you should see how this kind of education is different from what most students are used to.

Your education is not just about learning subjects (though that is important), but about seeing the big picture of humanity and history and finding your place in it as a disciple of Christ. Put another way, we are training you to be Christian thinkers, not just competent test takers.

Put another way, we want you to be able to

demonstrate that you are a competent learner, able to approach new subjects without being overwhelmed, and that you are proficient in putting knowledge in historical and Christian context, evaluating it, and presenting your conclusions well.

Gratuitous yet well placed quote from C.S. Lewis:

“God is no fonder of intellectual slackers than of any other slackers. If you are thinking of becoming a Christian, I warn you you are embarking on something which is going to take the whole of you, brains and all. But, fortunately, it works the other way round. Anyone who is honestly trying to be a Christian will soon find his intelligence being sharpened: one of the reasons why it needs no special education to be a Christian is that Christianity is an education itself.”

Indeed, before you graduate, you will have to do just that in an oral presentation and defense of your senior thesis.

One more thing needs to be said about the classical education offered at the Geneva School of Boerne. Because we aim to help you to evaluate ideas and see your place in the world and in history, your education is heavy in the **humanities** (subjects and books that help us to understand what it means to be human—hence, *humanities*). Of course, challenging classes in the sciences and math are also offered, but an outsider might notice that the curriculum is weighted towards areas like history and literature and ideas. This approach has often been called entering into the “great conversation” of Western civilization. To help you enter this great conversation, we provide classes that integrate the Bible and history, along with the great literary works produced during the various historical periods. Plenty of reading and writing and discussion aid you towards the discovery of and evaluation of the great ideas of the Western humanities.

The goal, of course, is to ground you as a human being, to explore and answer the big questions, to add muscle to your Christian mind, and to make you an engaging disciple of Christ before you ever walk onto a college campus.

It is our hope that by the conclusion of your school days at Geneva, you will be proud of the challenging distinction a classical Christian education provides. For this to happen, you must remind yourself often of why you are here and why your education is perhaps a bit different from what many of your friends may experience in other schools. You must keep in mind that we are not trying to be difficult for the sake of being difficult. Our goals for you are Christian character, wisdom, and eloquence—goals which cannot come to pass without challenging instruction and hard work.

And make no mistake about it: study is often hard work—hard work that is unapologetically expected at Geneva.

However, at the end of that hard work, you can reap the rewards of being a disciple who is

“biblically faithful, doctrinally shaped, morally tough, intellectually vibrant, and culturally engaged” (David Wells).

AN HONORS SCHOOL

One final way you can think of Geneva is as an “honors” school. In many schools, classes are divided based on the abilities of the students and/or the demands of the class. At Geneva, “all courses are taught at what is widely considered an Honors level” [from the GSB School Profile provided to colleges]. This does not mean that the courses are necessarily more difficult, but that more is expected of the student. Unlike much of the world’s institutions that expect little of teenagers, we at Geneva have the temerity to expect more of you and the audacity to challenge you to give it.

PORTRAIT OF A GRADUATE

Geneva has adopted a “Portrait of a Graduate.” This brief statement helps us to stay focused, recognizing that no one will ever perfectly fulfill the portrait. The “Portrait of a Graduate” is printed below, followed by a sentence-by-sentence exploration of the portrait.

A Geneva graduate is a disciple of Jesus Christ, exhibiting excellence, passion, and integrity as he leads for Christ’s cause in the world. He is a critical, logical thinker, able to discern absolute truth from cultural trends and philosophies. As one who loves the Lord with all his mind, the Geneva graduate will be a lover of learning, and have the ability to grasp new ideas throughout his lifetime in pursuit of truth. These qualities, clothed in humility, create a foundation that will enable him to present engagingly articulate and persuasively winsome arguments. A Geneva graduate honors God’s image within himself and thus, is interested in all people because of God’s interest and image in them. The classical education and biblical worldview gained at Geneva will equip the graduate to exhibit vocational excellence to the glory of God.

Two Statements about Studying:

- 1. Study is often hard work—hard work that is unapologetically expected at Geneva.**
- 2. We at Geneva have the temerity to expect more of you and the audacity to challenge you to give it.**

Regarding the overall portrait, the first thing that you need to notice is that this statement is incredibly lofty. Indeed, it is beyond anyone to fulfill at all points at all times. This, however, is intentional. We know that none of us will measure up completely, but the high target will help to insure that we never settle or become complacent in our striving.

Secondly, you need to notice is that the portrait mentions nothing about college admission or what kind of college our students will or should attend. I think all of us know that Geneva is indeed prepping students for success in college and that our students will shine at whatever schools they attend, but that is not the primary goal. That is merely what happens along the way.

Finally in regards to the portrait as a whole, notice that none of the lofty goals in the portrait is quantifiably measurable. That is, they are all beyond the evaluative language of mathematics. There is no standardized test to measure whether this portrait is achieved. Rather, the lives, influence, and legacies of our graduates will dictate whether we are hitting the goals at which we are aiming.

Now to the first sentence: you should note that our portrait begins by identifying a Geneva graduate as a disciple of Jesus Christ. This priority and wording are intentional. The word used most in the New Testament to identify believers is “disciples”—“Christians” isn’t even in the top three (1. disciples 2. elect 3. saints). Discipleship is not an optional extra for followers of Christ; it is a description of following Christ. As such, we hope our graduates are disciplined followers (disciples) of Christ and that what we do here encourages this high calling.

After identifying a Geneva graduate as a disciple of Jesus Christ, there is a further call not only to follow Christ as a disciple, but to lead for Christ in the world. Of course, Christian leadership begins with servant-hood, so the goal of creating leaders is actually a goal to create servants—not slaves of the world, but those who are willing to put others first in representing Christ to the world. With that in mind, it is easy to see why excellence, passion, and integrity are necessary for a Geneva graduate. None of this, however, is merely taught and learned by rote. These things are primarily learned from the example that administrators, teachers, and parents provide in daily interaction with the students and each other. Indeed, all play a part every day in molding graduates who exemplify this first sentence. When we place others in the Geneva community before ourselves and serve one another, we are on our way to producing what we expect our students to be.

Now let’s move to sentences two and three. In a culture that advocates relativism, a disciple of Christ must be equipped with the tools of clear thinking because Christians cannot jettison the notion of absolute truth. Jesus declares that He is “the Way, the Truth, and the Life,” and thus, as Peter Kreeft argues, “What we do with the truth, we do with Christ.” Therefore, the methodical and often difficult process of training young minds to think well must not be abandoned. Humbly pursuing truth is not merely a way of loving the Lord with all of one’s mind, it *is* loving the Lord with all of one’s mind.

Thus, it is hoped that a Geneva graduate is not merely a good test-taker, but a good thinker. If a student does her best with the intellectual equipment she’s been dealt, yet graduates with a C average, but is never the less able to think well and critically, then she will be a Geneva success. By the same token, if a student graduates with a perfect 4.0 GPA and perfect SAT scores, but merely sees learning as a means to an end and never bothers to deeply consider the truth and his relationship to it, then he is just another high school graduate.

Building upon the ability to think well, sentence four goes a step further and expresses that a Geneva Graduate should also be one who can persuade well. Of course, this is not just so he or she can experience the thrill of winning an argument, but for the purpose of championing the truth. If we are not careful, we can lose our awe for the power of words. God created by His word, He gave Israel the Ten Words to guide them, and in Christ the Word became flesh. Knowing this, the Geneva graduate should be

adept in the use of words, wielding them wisely in order to cut through our culture’s manipulative jargon and sloganeering to once again kindle the spark of thoughtful persuasion in service to the Truth. Probably one of the most distinctive aspects of a Geneva graduate will be his or her rhetorical skills, skills which are slowly being lost or marginalized in our culture.

As sentence five makes clear, pursuing truth, thinking well, and articulating clearly are wonderful traits, but if these are separated from the human element, then our graduates are liable to resemble Pharisees or pedantic robots. Harkening to the opening sentence, part of being a disciple of Christ is learning to see people as He sees them, as beings of intrinsic worth because they are God’s image-bearers. For our graduates, honoring this worth and image in themselves is manifested in doing their best with what God has given them. This same honor is manifested towards others through seeking the best in and for them and helping them also to do their best. Indeed, this sounds like a good definition of “love,” one of those things we can do because we are created in God’s image.

The final sentence of the Geneva Portrait of a Graduate makes plain that we are not aiming our students towards any one vocational calling. Rather, it is our hope that the type of person a student becomes will fit him for excellence in any calling. It is our further hope that Geneva graduates will understand that any honorable pursuit can be accomplished to the glory of God: from CEO to stay-at-home mom—from garbage collector to symphony conductor.

To conclude this exploration of the Portrait of a Graduate, it is worthwhile to note few things from an article by Paul Maurer found in an issue of *Salvo* magazine. The article, entitled “Hollowed Halls,” begins with the following paragraph:

“Not long ago, Richard Levin, the president of Yale, did a remarkable thing. He expressed the hollow core of secular higher education in extraordinarily honest language. While speaking to incoming freshman and their parents at Yale’s orientation, Levin confessed that the \$200,000 Ivy League education they were about to purchase would not help them with the most important part of an undergraduate education--discovering the meaning of life.”

Knowing that this is the case at many schools, the necessity of our Portrait becomes even more evident. Later in the article, Maurer gives a description of the type of school we hope Geneva will remain. We allow his words to close this exploration of the Portrait:

“These Christ-centered schools [like Geneva] believe that education is more than the transmission of knowledge and professional training. While they take academic rigor seriously and graduate highly employable students, they also, as during the age of piety, set out to shape the souls of their students. At such [schools], the educators seek to develop a certain kind of person for church and society.”

From C.S. Lewis:
“I believe in Christianity as I believe that the sun has risen: not only because I see it, but because by it I see everything else.”

STATEMENT OF FAITH

Geneva School of Boerne is very eclectic when it comes to the Christian denominations represented on campus. We do, however, operate from the following broad Statement of Faith.

We believe in one God eternally existing in three persons, of one substance, power and authority, Father, Son and Holy Spirit. The whole universe was created by God from nothing for His own pleasure. He is rightfully sovereign and rules over all creation. He is entirely good and gracious, all-powerful, all knowing and all loving. Matthew 28:19; II Corinthians 13:14; Genesis 1:31; John 1:3.

We believe that man was originally created in the image of God to enjoy fellowship with God. In Adam’s sin, humanity was alienated from God and it is now man’s nature to be disobedient to God. However, man still bears God’s image and thus has dignity and worth. Nevertheless, man’s sin causes him to be separated from God and utterly lost. Genesis 1:27; Romans 3:11; Romans 5:12; John 1:3.

We believe that Jesus Christ was conceived by the Holy Spirit, born of the Virgin Mary, and that He is both undiminished deity and genuine humanity in one person forever. John 1:1; Matthew 1:20-21; Philippians 2:7.

We believe that entrance into a state of fellowship with God is secured entirely by God’s grace through a person’s belief that Jesus Christ bore our sins in His sacrificial death, was bodily resurrected from the dead and was glorified as Lord and Ruler of all creation. This faith and the outworking of it are evidence of God’s salvation unto eternal life. John 1:12; I Timothy 2:6; Romans 10:9; Ephesians 2:8-10.

We believe the Holy Spirit convicts men of sin, regenerates them from spiritual death to spiritual life, and is responsible for continuing the work of Christ in believers. Christians are thus enabled by His indwelling presence to enjoy God and to grow in Christ-likeness. The chief means and fruit of growth are: intimacy with God through the study and observance of His Word, prayer, worship and the sacraments, active love of fellow Christians, and being salt and light to the world. John 16:8; Titus 3:5-6; John 16:13-14; II Peter 1:5-8; John 17:17; Colossians 3:14-17; Matthew 5:13-16.

We believe the 66 books of Holy Scripture as originally given are the complete Word of God, without error, divinely inspired, recorded by men, and are the supreme and final authority in faith and life. II Timothy 3:16; II Peter 1:21; Hebrews 4:12-13.

GOVERNANCE

Geneva School of Boerne, founded in 1999, is a private 501 (c) 3 education ministry managed by the Board of Directors and its appointed Head of School in accordance with the objectives and mission of the school as stated in the By-Laws of the Geneva School of Boerne. Each board member serves a three year term with the option of serving a second, three year term. The Board of Directors meets each month throughout the year. Minutes from these meetings are posted in the main school office.

QUALIFICATION FOR LEADERSHIP

The ability of Geneva to educate its students classically, with excellence from a Christ-centered perspective is dependent upon the quality and commitment of its leadership at all levels. Accordingly, positions of significant leadership, such as board membership or administration, should be reserved for those who have a demonstrated understanding of and whole-hearted commitment to classical education, the principles of this document and Geneva’s Statement of Faith. When considering candidates for other positions of leadership in our school, their level of personal commitment to these foundational principles should factor heavily. In order to preserve the unity of purpose and fellowship within our school, Geneva should not admit any child whose parents do not agree to support Geneva in educating their child classically and in accordance with our Statement of Faith.

ACCREDITATION AND AFFILIATION

Geneva School is accredited with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), an accreditation division of AdvancED. Geneva School is also a member of the Association of Classical and Christian Schools (ACCS), the Society for Classical Learning (SCL), and the Southern Association of Schools and Colleges (SACS).

GENEVA PARENTS’ RELATIONSHIP TO THE SCHOOL

PARENTAL COMMITMENTS TO GENEVA

By enrolling their students at Geneva, parents commit to support the school and its mission. In order to do this, parents must:

1. Support the school in its fulfillment of its purposes, commitments and principles, especially in the education of all students classically and in accordance with the Statement of Faith.
2. Refrain from illegal or immoral behavior which reflects poorly on or is potentially disruptive to the Geneva School community.
3. Pray for God’s wisdom for the leaders of Geneva and His blessings on the school.
4. Accept their biblical responsibility for the education of their students by:
 - a. Ensuring that their students have the time, place, and parental support needed to complete their homework and studies;
 - b. Ensuring that their students arrive and are picked up on time;
 - c. Ensuring that when their students arrive they are properly prepared for the day with:
 - i. Appropriate meal(s);
 - ii. Proper attire; and
 - iii. Necessary supplies.
 - d. Encouraging students to comply with the spirit and the letter of all Geneva rules and policies with appropriately

- respectful attitudes in accordance with biblical teaching;
 - e. Demonstrating acceptance of personal responsibility by fulfilling their volunteer commitment of five hours a month per family and attending all mandatory events, including but not limited to parent orientation and parent-teacher conferences;
 - f. If necessary, securing additional tutoring, testing, or assistance for their students, especially when suggested by the Geneva administration;
 - g. Setting an appropriate example to their students and all other students when on campus or at Geneva related events by:
 - i. Always refraining from inappropriate language;
 - ii. Observing all school rules and policies with an appropriately respectful attitude;
 - iii. Modeling appropriate conflict resolution in accordance with Matthew 18;
 - iv. Relating to all faculty and staff members with courtesy and respect, at all times, including when a conflict or disagreement arises;
 - v. Refraining from gossip which is unbiblical and destructive to any Christian community;
 - vi. Demonstrating courtesy and respect to all other adults, including referees, coaches, and parents of opposing players during sporting events;
 - vii. Refraining from all alcohol and tobacco products on campus or at any off-campus, Geneva related event where students are present; and
 - viii. Dressing appropriately (with modesty) when visiting offices and classrooms or attending school related events.
5. Demonstrate a love of learning and a desire to apply biblical principles to all areas of their lives.

Geneva School holds the belief that a positive and constructive working relationship between the school and a student’s parents is essential to the fulfillment of the school’s mission. Thus, the school reserves the right not to continue enrollment or not to reenroll a student if the school reasonably concludes that the actions of a parent (or guardian) make such a positive and constructive relationship impossible or otherwise seriously interfere with the school’s accomplishment of its educational purposes.

IN LOCO PARENTIS

Parents carry the God-given responsibility for educating their children. Enrolling their children in Geneva does not release parents from this responsibility. The school serves as a means to assist parents in their lifelong duty of instruction. The role of a parent requires the time-consuming, daily, diligent, and caring interaction that results in a lasting influence.

In loco parentis is Latin for “in the place of the parent(s).” At Geneva, authority over students is understood as delegated authority. God has given children to their parents. He has given parents the responsibility of raising and educating their children and the authority to do that task. Many scriptures could be cited to prove this point. For example:

Hear, O Israel: the LORD our God, the LORD is one! You shall love the Lord your God with all your heart, with all your soul, and with all your strength. And these words that I command you today shall be in your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up. – Deuteronomy 6:4-7

And you, fathers, do not provoke your children to wrath, but bring them up in the nurture and admonition of the Lord. – Ephesians 6:4

During the school day, the faculty and staff stand *in loco parentis*.

VOLUNTEERING AT GENEVA

As a support and extension of the family unit, Geneva School considers the family to be of first importance to a student. Through His Word, God indicates that the family is the most important human institution He designed since He compares it to the relationship believers have with Christ. The school is continually seeking ways to actively involve the parents, siblings, and grandparents of students in the programs and activities of the school. Here are just a few of the ways this can be done:

1. Through teacher notes, student papers, and newsletters sent home;
2. Through open classrooms where parents may visit the school/class at any time. (Please note, though, that frequent

interruptions can be a deterrent to a productive classroom day);

3. By encouraging parents to assist in the classroom, regularly or infrequently (arrangements should be made with the teacher);
4. By parents attending weekly assemblies and school meetings;
5. Through participation on field trips in which parents are often expected to act as drivers and chaperones;
6. By offering opportunities for parents to share experiences, expertise, education, or career;
7. Through our annual Benefit and other large events which rely on assistance from parent volunteers;
8. In-class parties at which parents are invited to volunteer or attend as guests; or
9. At monthly Board meetings which are open to the Geneva community.

In the Parents' Agreement portion of the Geneva application, every family agrees to donate at least five hours per month to the school. All volunteers must complete Ministry Safe training prior to serving in any capacity at Geneva.

VISITING THE CAMPUS

Whenever visiting classrooms or volunteering during the school day (after 8:15 a.m. and before 3:35 p.m.), all parents must first sign-in at the main office or at the Logic and Rhetoric Admin and obtain a visitor's name tag to wear while on campus. Those who do not sign in and/or are without a nametag are directed to the school office to correct the matter. Parents on campus do not need to sign-in at the main office for Monday morning assemblies or during other school events such as Pep Rallies, Grandparents' Day, Jog-a-thon, Harvest Festival, house parties, etc.

Geneva School is a "gun free" campus. Licensed carriers may not have a concealed weapon on or about them while on school property.

PURSUANT TO SECTION 30.06, PENAL CODE (TRESPASS BY HOLDER OF A LICENSE TO CARRY A CONCEALED HANDGUN) A PERSON LICENSED UNDER SUBCHAPTER H, CHAPTER 411, GOVERNMENT CODE (CONCEALED HANDGUN LAW), MAY NOT ENTER THIS PROPERTY WITH A CONCEALED HANDGUN.

Such restrictions do not apply to qualified law enforcement personnel, including security personnel hired by the school.

SIBLINGS ON CAMPUS

Due to safety and space concerns, siblings may not accompany parents volunteering on campus or attending house parties and events. Please watch the iFYI for announcements regarding meetings and school-wide events. If siblings are welcome to a school event, it is clearly stated. If sibling attendance is not addressed, then it should be understood that siblings are not invited or allowed to attend.

CONFLICT RESOLUTION

In Matthew 18, the Lord gives instruction concerning the manner in which Christians should settle disagreements. The process has three steps. The first and crucial step is going to the offending party personally. Should this not resolve the matter, then the second step consists of going to the person and bringing another Christian along to serve as a witness. Should this action prove futile toward bringing about an acceptable resolution to the matter, then the final step consists of bringing the dispute before the authority of the organization for a final ruling.

This process has but one goal: restoration of the relationship between Christian brothers. All who are in the school community – whether parents, administrators, teachers, or students – must never lose sight of this goal. It is important to note that Christ provided a process that settled disputes quietly. In most cases, problems can be worked out in a one-on-one manner, and no one in the broader community needs to know.

Gossip is a sin that can prevent the attainment of the goal of restoration and unity. Talking about a dispute or problem behind another's back goes against Christ's intention that disputes be handled quietly and graciously. Gossip drags others into a dispute that they are not part of and harms the reputation of another without giving him any chance to defend himself. For these reasons, Christians must refuse to resort to this type of destructive behavior and refuse to listen to others who would delve into this sin. Geneva is committed to handling disputes and disagreements in the biblical manner as articulated in Matthew 18. Disagreements and disputes are inevitable. As parents who serve as instructors and examples of godliness to their children, all must model the biblical method of dispute resolution and demand that their children also handle disputes properly.

The principle is simple: if one has a problem with another – whether he or she is a board member, administrator, teacher, parent, or student – then he or she should go directly to him or her and talk about it. **If parents have a problem with a student, they should contact the student’s parents and not confront the student himself or herself.** This sort of action takes courage, but it is an action that the Lord requires of His children. Generally, relationships are mended when things are handled in a one-to-one approach. Sometimes, however, the problem cannot be solved at this level.

For instance, **if a parent has a concern about his student’s class, instead of calling the headmaster, the first person to call is the teacher.** If the situation cannot be resolved with the teacher, then the parent needs to make an appointment for a meeting with the appropriate headmaster. At this meeting, both the parents and the teacher should be there to discuss the problem with the headmaster. The purpose for this meeting is to bring about resolution and restoration. If not, then the disputing parties, along with the headmaster, meet with the Head of School. The final step when all the above has been tried and failed is to appeal the matter to the Board of Directors.

REVERENCE IN SPEECH

In keeping with its Statement of Faith, Geneva School places a high value on the development of Christian character. One way in which this is developed is in the area of speech. The school wishes to ensure that God’s name, character, and truth are honored and respected in all that is said and done.

In all areas of instruction, proper respect and consideration of God’s character is given. Specifically, class songs, skits, stories, and discussion that include references to the name and attributes of the Lord are to be consistent with biblical principles.

In the third commandment, God tells His people not to use His name in vain. People often think that they have kept this commandment if they do not use the Lord’s name as part of a string of curse words. While it is certainly wrong to use the Lord’s name in this manner, the original command is much broader. The biblical concept of “vanity” is akin to the notion of emptiness, silliness, or triteness. People break God’s commandment any time they use the Lord’s name in an empty, silly, or meaningless way. Geneva School is committed to having a student body that honors the Lord with its speech and actions and seeks parental support with this matter.

For the sake of the student’s spiritual training and the work of Geneva School, joyful encouragement and instruction in reverential knowledge of the Lord is necessary, honored, and respected at Geneva School.

GENEVA COMMITTEES

Geneva School committees exist to assist the administration and enrich the classroom experience. The Board of Directors has one standing committee, the Finance Committee. All other committees are formed as needed each year and are subject to annual review. Membership on some of these committees is by Board appointment, while others, such as GBC and GCL, are open to all parents. Parents with questions about a particular committee should contact the school office and request the name of the chairman of that committee.

FINANCES

Any questions about finances may be directed to Geneva’s business manager. Tuition payments at Geneva are managed by FACTS, a tuition management institution.

The School fully expects all parents to stay current with their tuition and fee responsibilities, and to honor financial commitments made with the School. The following policy governs all issues regarding tuition, fees, collection and refund.

Tuition Payments and Delinquencies

1. The Board will set tuition after consultation with the Finance Committee and the Head of School. Tuition shall be paid in one of two ways: (1) full payment must be made by January 31 (the due date for the re-enrollment contract) or any other specific date established by the Head of School in writing; or (2) parents must enroll in FACTS and make periodic payments. Deposit amounts will be set by the Board and are non-refundable.
2. Parents using the FACTS tuition program will be informed that FACTS assesses a mandatory late fee of \$50 for payments that are 5 days (or more) past due. FACTS will issue a letter directly to the parents concerning this matter.
3. For all tuition payment plans (including the FACTS tuition program), an authorized representative of the School will inform the Head of School when any tuition payment is 30 days past due. In addition, the Head of School will report to the Board the number of families who are in arrears each month. At such time, the parents will be notified by letter of the

delinquency and informed that the situation must be cured (i.e., current on all outstanding payments) within 30 days. During this period of delinquency, steps may be taken by school administration to bring the matter to the parent's attention, including removing family access to RenWeb or limiting student's participation in extra-curricular activities.

4. If, after an additional 30-day period (90 days from initial delinquency and a period during which parents can apply for financial aid and receive the results), all outstanding tuition payments are not brought current, then the parents will be notified and the student will not be allowed back into the School. The Board will also be notified of the specific delinquency at this time.
5. Should the student arrive at the School after such notification, the student will be held out of class and the parents will be called to pick up the student.
6. In order for the student to be allowed back into the School, an authorized representative of the School must sign a document officially informing the Head of School that the delinquency has been cured.
7. All payments must be received by 12:00 p.m. on the due date in order for the student to return to campus the following day.

Release from Tuition Contract

8. Once a family has signed a commitment to enroll a student (and, therefore, reserved a spot for a student), the School expects every family to honor its promise to pay tuition in full, regardless of circumstances and regardless of when the student withdraws. The school makes financial commitments to employees and vendors based on the enrollment numbers and so can face financial hardships (that must be passed along to the school community) when tuition contracts are not honored.
9. There are limited circumstances, however, in which the School will consider a release from further financial obligations indicated in the tuition contract. Please note that a release from the tuition contract does not necessarily qualify a family for refund of tuition paid. Information about possible refund of tuition paid is included below.
10. The following govern all requests for a release from the tuition contract:
 1. The deposit is non-refundable. All fees are non-refundable.
 2. All requests for release from the tuition contract must be made in writing to the Head of School. The Head of School will respond to the requesting family in keeping with the policy as indicated here. There is no appeal to the Board, and this entire process is under the direction of the Head of School.
 3. A family is "eligible" for release from further obligations in the tuition contract IF tuition has been paid in full OR the family is enrolled with FACTS (and current on all periodic payments) AND the withdrawal is due to one of the following circumstances:
 1. Death in the student's immediate family;
 2. The student permanently moves more than 100 miles from Geneva School;
 3. Medical necessity which renders the student unable to attend Geneva School or any other school;
 4. Unexpected and substantial loss of income to primary wage-earner in student's immediate family; or
 5. The School determines that a student may not reenroll prior to the beginning of the school year. Note, once the school year begins, this subparagraph does not apply. In other words, if the student is expelled from Geneva School, the family is not entitled to a tuition refund.
 1. A family who is "eligible" pursuant to subparagraph (c) and makes request pursuant to subparagraph (b), above, will be entitled to a release from the tuition contract as follows:
 1. If the request is made on or before April 30 preceding the school year, the family will be obligated to pay 20% of the total amount of tuition due and released from the remaining 80% of the total amount of tuition due. If a family has paid in full or has paid for more than 20% of the total amount of tuition due, then the amount in excess of 20% will be refunded.
 2. If the request is made on or before June 30 preceding the school year, the family will be obligated to pay 40% of the total amount of tuition due and released from the remaining 60% of the total amount of tuition due. If a family has paid in full or has paid for more than 40% of the total amount of tuition due, then the amount in excess of 40% will be refunded.
 3. If the request is made on or before August 20 preceding the school year, the family will be obligated to pay 60% of the total amount of tuition due and released from the remaining 40% of the total amount of tuition due. If a family has paid in full or has paid for more than 60% of the total amount of tuition due, then the amount in excess of 60% will be refunded.
 4. If the request is made between August 21 preceding the school year and October 31 of the current school year, the family will be obligated to pay at least 80% of the total amount of tuition due and released from the remaining amount of tuition due. The actual amount of obligation will be prorated depending upon the date of request.
 5. No refunds will be given for requests received after October 31 of the current school year.

Refunds When Filling Vacated Seats from the Wait Pool

1. In addition to release from tuition contract and refunds for payments in excess of the obligated amounts, the school also provides a prorated refund (except non-refundable fees and deposit) if the following conditions are satisfied:
 1. Written request is made pursuant to subparagraph (b) above; **and**
 2. Tuition has been paid in full or the family is enrolled with FACTS (and current on all periodic payments); **and**
 3. The student's class is "full" (i.e., there are no spots available in that class) at the time the request is made; **and**
 4. There is a qualified student (already applied, accepted and placed on a wait pool) to replace the withdrawing student at the time the request is made; **and**
 5. The qualified student accepts the vacated spot and enrolls in Geneva School.

ADMISSIONS

The Admissions Committee of the Geneva School of Boerne is charged by the Board of Directors with the task of admitting students and families who share beliefs, goals and abilities in common with the school populace. The Committee makes its determination through application, testing, student visit, and family interview. The Committee looks for:

1. Families who share beliefs and goals similar to those identified in the school's statement of faith and philosophy of education.
2. Families and students who have abilities, talents and a strong desire to join with the school to fulfill its mission.
3. Students who are academically compatible with the population of GSB students they will join.

The Geneva School is not suitable for everyone. Acceptance into GSB is not guaranteed and the school reserves the right to deny admission to a student or family if it believes the student or school is best served by this decision. The Admissions Committee makes its decision after careful consideration and prayer. Generally, the Admissions Committee declines admission when it would not benefit the student or the school due to incompatibilities in one or more of the areas listed above. Due to the sensitive and, at times, difficult nature of the committee's work, decisions not to accept are shared by letter and without further comment.

The Geneva School of Boerne does not discriminate on the basis of race, color, nationality, disability or ethnic origin in the administration of its educational, admission, tuition assistance, financial aid, or employment policies, or any other programs administered by the school. The school reserves the right to use religion as a hiring and admissions criterion for all positions, due to the mission and nature of our school as a Christian faith-based institution, as permitted by law.

REENROLLMENT

Geneva School invites students in good standing to reenroll. Those on Academic or Behavioral Probation face the possibility of not being invited back or having the decision delayed until the end of the school year. The school administration determines who may be invited to reenroll early in the second semester based on input from the faculty. Depending on the number of qualified applications in Admissions, those on probation may have their spot taken by a new applicant. In this case and assuming the probation is lifted, the student previously on probation will be placed in the wait pool for the next year.

Early in the second semester, reenrollment contracts are issued. A signed contract must be received by the deadline indicated to ensure a place for the student for next year. Shortly after the reenrollment deadline, the Admissions Committee begins accepting new students for the following school year. Those who are invited to reenroll in January and do so but earn Academic or Behavioral Probation at any point in the Spring Semester face the possibility of losing their reserved spot for the next year through nullification of the enrollment contract.

To ensure a place for a student for the next year, an enrollment contract must be signed at registration time by the party financially responsible for the education of the student. Contracts must be entered into carefully as a signed and returned contract obliges the signer to pay the full tuition without exception.

FINANCIAL ASSISTANCE

Geneva School of Boerne offers financial assistance to families with students in good standing and with a demonstrated financial need. Such financial assistance is granted on a year by year basis. Families seeking financial assistance must apply each year for consideration. Applications for financial assistance can be obtained from the Business Manager and are due by the deadline published in the *iFYI* during the Fall Semester. All information required for demonstration of financial need is held by the school in strict confidence and is only viewed by the Business Manager and the Financial Aid Committee comprised of two members of the Board of Directors and the Head of School.

ACADEMIC INFORMATION AND POLICIES

CLASSROOM EXPECTATIONS FOR LEARNING

By this, we do not mean to address what is expected of each student regarding his or her overall behavior on campus. To be sure, even this may be different from what most schools expect, but you can review this elsewhere in this handbook. What we do mean to address here is *classroom attitude*.

Because of the type of education you are receiving at the Geneva School of Boerne,

it is essential that you remain engaged while in the classroom.

What this means goes beyond the normally expected things like submitting your work on time or showing respect for the instructor. This has more to do with showing respect for the academic enterprise itself. Recall what we have already discussed about the serious nature of your Geneva education. With this in mind, it should become apparent to you that a standoffish or “too-cool-for-school” attitude has no place on our campus or in your classroom.

Your teachers approach each class with the expectation that students are there to learn and participate. If your attitude does not match this expectation, the entire educational process is short-circuited and everybody suffers. Thus, patience and help are extended to those students who genuinely try but are having difficulty, but there is no patience for students who demonstrate an attitude that undermines the educational process.

Therefore, on a practical level, you should repent of any attitude problem you may have before you enter the classroom. Once in class, it should be apparent to the teacher that you are engaged in what is going on. To help you do this, here are some suggestions:

1. Attend class with the proper materials (texts, notebooks, pen, etc.). You should not have to repeatedly ask to return to your locker for materials. **Tardies can and will be assigned for this, as well as possible detentions and demerits.**
2. Be prepared by having read or completed any assignments.
3. Demonstrate attention to the subject matter being presented by
 - a. Having out the appropriate materials during discussion;
 - b. Avoiding staring into space too often or daydreaming;
 - c. Avoiding doodling or scribbling or writing notes to friends when you should be taking notes or doing written work.
4. Participate in class discussion.
5. When not actively engaged in class discussion, pay attention to what is being said by those who are.
6. Show respect for the teacher and fellow classmates by not talking out of turn or being disruptive.
7. **Your teachers may have particular policies regarding classroom behavior and etiquette. Be sure to observe these policies.**

Admittedly, attitude is sometimes difficult to control. Something might be happening at home or you might simply be having a bad day, and this can often come out in your attitude in class. We realize this and are not looking to write you up for having an off day. Hopefully, you can see that this is meant to warn against an overall attitude or approach to school that is destructive to you and to the classroom.

Teaching and learning are difficult enough without having to wade through immature or selfish attitudes.

One final quote from C.S. Lewis:

“If the world were Christian, it might not matter if the world were uneducated. But, as it is, a cultural life will exist outside the church whether it exists inside or not. To be ignorant and simple now—not to be able to meet the enemies on their own ground—would be to throw down our weapons, and to betray our uneducated brethren who have, under God, no defense but us against the intellectual attacks of the heathen. Good philosophy must exist, if for no other reason, because bad philosophy needs to be answered.”

CURRICULUM

What follows is a brief overview of the curriculum for Logic School.

Grade	Language Arts	Math	Science	Bible	History	Logic	Latin	Fine Arts	P.E./ Athletics
6	Grammar, Writing, Vocabulary, and Literature	Math 6	Composite Introduction to General Sciences	Old Testament Survey	World History from 1850 to Present Geography	Grammar	Intro Latin and Classical Culture	Electives Include Band, Art, Strings, Guitar, Voice, And Drama	All Logic students take PE and can join LS sports beginning in grade 7
7	Grammar, Writing, Vocabulary, and Literature	Pre-Algebra	Life Science: Single-Cell to Ecological Systems	New Testament Survey	Texas History and World Geography	Formal Logic	Latin 1A	“	“
8	Grammar, Writing, Oral Presentation, Vocabulary, and Literature	Algebra I	Conceptual Physics	Church History	Government, Civics, and U.S. History	Dialectics 1	Latin 1B	“	“

LOGIC SCHOOL CREDITS

Most classes listed above earn one LS credit each. The exceptions are Logic, Fine Arts, and PE classes, which earn half a credit.

Completion of Latin 1A and 1B with passing grades earns the one HS Latin credit required for graduation. Failure to earn this credit (for whatever reasons) requires the student to take Latin 1 in Rhetoric School. Once in Rhetoric School, students may continue to study Latin or begin studies in Spanish or Greek (students must complete 3 years of language instruction at the HS level).

Completion of Algebra 1, Conceptual Physics, and Latin (as explained above) with passing grades earn high school credits. The student’s college transcript will record the credits, but no grades. Only grades earned in HS are on transcript (the thing prospective colleges will want to see). Since these courses are not taken at the high school level, they are not included in the overall GPA calculation on the college transcript.

A NOTE ON LATIN

Because Latin is a dead language (that is, nobody speaks it anymore), students often wonder why they must study it. After all, not only is it a dead language, it is difficult and requires much time and effort to master. Actually, learning any language is difficult in that time and frequent exercises are required to master it. It is precisely this fact that provides one of the reasons for the study of Latin. The intellectual discipline necessary to learn an inflected language like Latin is good training for your mind and benefits your overall ability to think logically and with precision. If that is the case, however, you might rightly conclude that the study of any inflected language would provide the same benefit. Yes, it would, so that brings us back to the same question: why Latin?

Plus, without Latin, you wouldn’t be able to read this:

Macdonaldus Senex fundum habuit. E-I-E-I-O.

Et in hoc fundo nonnullas boves domesticas habuitt. E-I-E-I-O.

Cum moo moo hic, et cum moo moo ibi.

Hic una moo, ibi una moo, ubique una moo moo.

Macdonaldus Senex fundum habuit. E-I-E-I-O

Beyond the mental benefits, the study of Latin is required because it is a gateway to learning any of the romance languages like Spanish, French, or Italian. A working knowledge of Latin makes it potentially easier to learn these other languages since they are derived from Latin. Additionally, much English vocabulary is derived from Latin, and thus, your mastery of English vocabulary is also potentially helped.

There are other more academic reasons for studying Latin as well. First of all, since we are a classical school, we naturally study the classical language of Latin (of course, we could study Greek instead). This may sound like a lame reason, but you should understand that Latin has traditionally been the language of scholarship in the Western world. Until very recently, university

lectures were presented in Latin and coursework was submitted in Latin. For this reason, many of the books you will read were originally written in Latin. However, even in translation, many of the ideas and even phrases are retained in Latin. Since, through your education at Geneva, you are entering into the great Western intellectual conversation, your understanding is given a likely head-start through the study of Latin. In other words,

you are being provided with additional tools of scholarship that most students never receive—tools that were once taken for granted, but which are now largely ignored.

If you were receiving some other kind of education, Latin might not be a necessity, but precisely because of the type of education you receive at Geneva, Latin is an essential tool.

Of course, it is hoped that you will pursue Latin to the point where you can read many of the required texts in the original Latin. Your appreciation of the ideas presented will be greatly enhanced through reading them in the original language. However, even if you do not go quite this far with your study of Latin, you should know that colleges look very favorably on student transcripts that reveal upper credits in Latin. If nothing else, perhaps this reason alone will motivate you in your study of Latin.

STANDARDIZED TESTING

In addition to regular exams given in all courses, Logic School students also take yearly standardized tests (in April this year). Standardized tests are not the final measure of any student’s worth or intelligence so you shouldn’t think we are going to draw sweeping conclusions about you based upon these tests. However, standardized tests are one way of measuring your academic progress and potential in relation your peers in the school and the nation. It also provides the school with a tool to see where things need to be improved or tweaked to stay on target with the school’s goals.

Logic School students in grade 8 take the PSAT 8/9 test in the spring of each year. The PSAT is the warm up for the SAT. Taking the PSAT in 8th grade serves as a sort of practice run for taking the PSAT in your junior year when it counts for determining National Merit Award status. Geneva is the testing location for the PSAT.

TECHNOLOGY

Individual classes are also able to reserve computer lab time for research and instruction. All students are held to the terms of the **Acceptable Use Policy** posted in the Computer Lab. Students are encouraged to keep a portable memory device like a **flash drive** in order to allow work on projects and essays between home and school since students are not allowed to email to or from the school computers. Additionally, students need to plan their printing requirements so that all documents are printed at home. Under most circumstances, **students are not allowed to use the school’s printers.**

GRADING POLICY

First of all, you should know that grades are used to help you and your teachers and parents get a handle on your performance and progress. Grades are not necessarily a reflection of you as a person and thus, you shouldn’t think that you are a failure if you make average grades. Similarly, if you make excellent grades, that doesn’t necessarily mean you are a stellar person. That being said, grades are nonetheless a reality that is here to stay.

PLAN AHEAD: Print your essays at home because students are not allowed to use the school’s printers.

We have to have some way to measure wisdom, competency, and progress, and grades are the most practical way of doing so.

One thing that is tough for many students to get used to is that mediocrity is not rewarded at Geneva. A grade of “A” is meant to reflect excellence, and a grade of “C” is just what it implies: average. Merely doing the work assigned and turning it in is what the average student is expected to do, so doing nothing more than this will earn average marks. Where this minimum effort may earn higher grades at some other schools, this should not be the case at Geneva. We want you to do well, so we try not to inflate grades because we do not want to cheat you by making you think you are performing at a higher level than you really are. On the other hand, an “A” earned at Geneva should give you a sense of accomplishment that you have done work that is truly “excel-lent,” that is, it excels.

REPORT CARDS

Report cards are issued at the conclusion of each quarter and are posted on the student’s page on RenWeb. No printed report cards are issued to the students.

GRADE POINT AVERAGE OR GPA

For the purpose of calculating your overall Grade Point Average (GPA), the following 4.0 point scale is used:

Range	Letter	GPA Value
95-100	A	4.0
90-94.99	A-	3.7
87-89.99	B+	3.4
83-86.99	B	3.1
80-82.99	B-	2.8
76-79.99	C+	2.4
70- 75.99	C	2.0
65-69.99*	D	1.0
Below 65	F	0.

*Although any grade below a 70 is considered failing, a student earns grade points for grades above 65.

All courses, including fine arts and PE, are graded according to the above scale.

GPA CALCULATION AND STUDENT TRANSCRIPTS

Grade Point Average (GPA) is calculated at the end of each quarter and semester for students in Logic and Rhetoric Schools. The quarterly GPA is used for determining eligibility for the Headmaster’s List and is recorded on the report card.

Though you are in Logic School, you should know that for students in Rhetoric School only, an overall GPA is calculated at the end of each semester and recorded on the college transcript. The overall GPA is a useful calculation for determining the valedictorian (highest overall GPA of a graduating senior as determined at the conclusion of the first semester in the senior year) and the salutatorian (second highest overall GPA as determined at the conclusion of the first semester in the senior year). The overall GPA is also required for consideration for admission to most colleges and universities. Due to the school’s smaller grade sizes, **Geneva School does not rank its students according to GPA.**

GPA is calculated by multiplying the GPA values of the grades earned in the class **by the appropriate weighted credits for the course (see above)**, adding the calculated values and dividing by the sum of the weighted credits. The following is an example of the calculation of GPA at the end of a semester:

COURSE	COURSE CREDIT	GRADE	GPA VALUE		WEIGHTED CREDIT	CALCULATED VALUE	GPA
Math	1	95	4.0	x	.5	2.0	13.825 ÷ 3.75 = 3.69
Band	.5	98	4.0	x	.25	1.0	
English	1	87	3.4	x	.5	1.7	
History	1	84	3.1	x	.5	1.65	
Logic	.5	92	3.7	x	.25	.925	
P.E.	.5	97	4.0	x	.25	1.0	
Science	1	89	3.4	x	.5	1.7	
Latin	1	93	3.7	x	.5	1.85	
Bible	1	95	4.0	x	.5	2.0	
TOTAL 3.75						TOTAL 13.825	

If the above example was for the end of a quarter rather than the end of a semester, the weighted credits would be one fourth of the course credit instead of the one half of the course credits used at the end of the semester.

HEADMASTER'S LIST

Students who maintain a high GPA are awarded quarterly by being named to the Geneva Headmaster's List.

Summa Cum Laude Headmaster's List	3.9 GPA and above
Magna Cum Laude Headmaster's List	3.75-3.89 GPA

Obviously, you cannot slack or cruise your way to good grades at the Geneva School of Boerne. *Study is required, and as already mentioned, study can be hard work.*

FACULTY COMMENDATIONS

At the conclusion of each quarter, the faculty of LS and RS are asked to nominate students for Faculty Commendation. A student must be nominated by at least half of his or her teachers. Teachers look for faithfulness, earnestness and excellence (above and beyond standard expectations) in the following traits:

- Performing at or near his or her academic potential
- Displaying exemplary behavior
- Possessing a positive attitude towards school and the academic endeavor.

Faculty Commendations are an honor and cannot be quantified nearly as precisely as one's GPA. However, as previously stated they are for students who go 'above and beyond standard expectations.' Therefore, it should never be assumed or expected that a student will automatically receive the honor either based on prior commendations received, or by simply earning zero demerits or tardies in a given quarter.

EAGLE AWARD

At the conclusion of each school year, the faculty and staff vote for the male and female students they believe best exemplified what it means to be an outstanding Geneva student. The Logic School recipients are awarded the Eagle Award. Rhetoric School honorees receive the Aquila Award.

LATE OR MISSED WORK

Students, are responsible to keep up with their work and turn in assignments on time. Teachers may offer grace, based upon circumstances, but you should expect the following consequences for late work:

When a zero is recorded in RenWeb an email will be automatically sent to the parents to inform them of the student's missing assignment. To get partial credit, the assignment must be turned in by the beginning of the next class period. The assignment grade will be reduced by 20 points. Assignments not turned in by the next class period will receive a permanent grade of 0.

Missed Tests: Students are responsible to reschedule missed tests with the teacher immediately upon returning to the class in which the test was missed. **The student is responsible to secure the notes/activities missed during the period** while he or she is taking the missed test. Please note that test dates are posted on RenWeb in advance; therefore, barring extreme illness, **extra study days are not given for missing a test.** Should the student fail to reschedule the test or, through negligence or laziness, fail to retake at the scheduled time, a 0 is assigned for the test.

Missed Quizzes: Missed quizzes are made up at the discretion of the instructor. Many teachers drop the lowest quiz grade before averaging so that missing one quiz does not affect the student's overall grade.

Late Projects and Essays: Given that projects and essays are assigned in advance with definite due dates, except in the most extreme cases, these **assignments are due to the teacher on the given date and period.** If a student does not turn in the project or essay on the due date/period, then the project or essay receives a maximum grade of 70 if submitted by the next period the class meets. However, if the project/essay is turned in after that, or not at all, then a grade of 0 will be assigned. It is not acceptable to say things like "I have it on this flash drive and just need to get Miss Jacobson to print it for me" or "I have done it but forgot it so I will email it to you when I get home."

SEMESTER GRADES AND FINAL EXAMS

The school year at Geneva is divided into four academic quarters, two quarters per semester. In Logic School, first and second quarter grades are averaged to determine the first semester grade while the third and fourth quarter grades are averaged to determine the second semester grade. These two semester grades are averaged to determine the final grade in the course. Cumulative end-of-semester and final exams may be given, but in logic school, these exams carry no additional weight or percentage beyond a normal exam in determining the final grade.

In grades 6 through 10, no specially scheduled exam week is provided for first semester final exams since these exams do not factor more heavily in final grade determination.

The penultimate week of the second semester in Logic School is designated for review. No tests or projects may be assigned or due during this week. All logic students will take second semester final exams in math, language arts, Latin, history, Bible, and science. While the logic school exams do not count more than a regular test, these final exams allow the logic school students to get used to the “feel” of final exams and higher expectations. Students will have two finals on Monday, two finals on Tuesday, and two finals on Wednesday of the last week of school.

AT-RISK GRADE REPORTS

An *At-Risk Grade Report* is emailed in the middle of each quarter to the parents of students whose grades are either failing or are at risk of failing for that quarter. As noted in this handbook, in the

School of Logic, a grade of D or below (69 or below) is rated as failing. Therefore, your parents’ receipt of one of these reports can indicate one of two things:

1. You have a grade of 69 or below in one or more courses, or
2. You currently have a grade of a low C in one or more courses and thus may be at risk of failing.

These reports are issued each quarter so you may know that you need to work harder to increase your grade(s) before the quarter report cards are posted. If, in a single quarter, a student is issued two at-risk reports that reflect grades of “D” or one at-risk report that informs of an “F,” the student is placed on academic probation until at least the end of the quarter.

ACADEMIC PROBATION

Academic probation is a means of warning students of their seriously inadequate performance. It is intended to convey to students that unless significant improvement occurs, they will fall behind their grade level and be unable to continue at Geneva. A student is placed on academic probation under the following conditions:

- The student earns a “D” in any two subjects in a quarter or an “F” in any one subject in a quarter. The student will be on academic probation until at least the midpoint of the following quarter, or perhaps longer if poor performance persists.
- The student is issued, in the same quarter, two at-risk reports that reflect the grades of “D” or one at-risk report that informs of an “F.” The student is placed on academic probation until at least the end of the quarter in which the at-risk reports are issued.
- The student fails a course for the first semester. [Failing a course means earning a first semester grade below 70. At Geneva, no credit is granted for a course grade below 70.] Failing a semester places the student in danger of not earning credit for the year. The student will be on probation until at least the midpoint of the following quarter (quarter three).
- The student fails a course for the year. [Failing a course means earning a grade below 70 for the year. At Geneva, no credit is granted for a course grade below 70.] In addition to taking a summer course to earn the credit, the student will be on probation until at least the midpoint of the following quarter (quarter one).

Thus, in effect, there are ten checkpoints during the school year that serve as warnings for inadequate academic performance: the mid-point of each quarter (four times per year), the end of each quarter (four times per year), the first semester grade (one time per year), and the final grade (one time per year). Failure to meet academic standards for any of these checkpoints results in the student being placed on academic probation for at least one-half quarter.

Students on academic probation are not allowed to participate in any Geneva extracurricular activities (including sports) and remain on probation at least one-half quarter, unless all grades are not passing at the expiration of the probation. In such a case, probation continues until grades are brought to a passing level. [In the case of varsity sports, academic eligibility is also stringently regulated by TAPPS.] Students who are placed on academic probation at the end of the school year are not allowed to participate in extracurricular activities at least one-half of the first quarter of the following school year.

Seniors who earn probation-worthy grades in courses in disciplines in which they already exceed the minimum graduation requirements do not earn academic probation, but are placed on warning.

Once the above conditions are met, the student is removed from academic probation, at which time eligibility for extracurricular activities is regained. If clear and significant progress is seen, the student may regain eligibility earlier than noted above. Specifically, a student may be reconsidered for eligibility if his or her grades are at a passing level by the time the At-Risk Grade Reports are emailed the following quarter. Students who are placed on academic probation at the end of the school year are not allowed to participate in extracurricular activities in the first quarter of the following school year.

HOMEWORK

Homework should never be “busy work,” but know that as you advance through your academic life the amount of self-study will increase.

In Logic School, students should expect an **average** of an hour and a half to two hours of homework per night. These homework times are **averages**. Some students will take longer than others to complete the same work and some will take less. Additionally, on some evenings, homework may exceed these estimates while on others it may be far below them. That is why it is called an **“average.” This is not a rule for teachers to follow. You should expect regular literature reading assignments in Language Arts OUTSIDE of your homework.**

If your experience is like that of most students (at any school, not just Geneva), you will find yourself going through peaks and valleys—peaks of seemingly no homework followed by valleys that seem to be nothing but homework. This is not intentional; it is merely the reality of academics, and despite planning among the instructors to head off homework logjams, they will happen.

So we will say it as clearly as we can: despite everyone’s best efforts to prevent it, there may be times when you seem to be slammed with homework.

Indeed, there are two instances which guarantee either more homework or less time in which to accomplish it:

1. **The end of a quarter or before a long break.** It should come as no surprise that big exams are likely to happen the last week of a quarter or before a long break, and thus, more study is likely necessary. It should also come as no surprise that projects or essays for a quarter are likely to be due around the same time. This state of affairs, quite obviously, makes for more work. However, you can make it even worse: if you wait for that last week to write your essays, finish your projects, and study for your exams in all of your classes, you will be mega-slammed—guaranteed.
2. **If you participate in extracurricular activities.** Academic and sports teams are extracurricular and that means that they are “extra”—above and added to—your normal curricular schedule and demands. We want students to be involved in extracurricular activities and indeed, Geneva has quite a reputation for extracurricular excellence. However, such excellence requires time that necessarily cuts into study time, sometimes quite significantly. Occasional concessions to studies can be made in extreme circumstances, but for the most part, the work load and due dates are the same whether you participate in extracurricular activities or not. Therefore, you should keep this formula in mind: **Normal curricular demands + Extra curricular demands = More demands and less time.**

Here are a few words of advice concerning homework:

1. **Expect regular and frequent homework in math and languages.** These subjects are only learned through frequent drilling and practice.
2. Make sure you **understand your homework assignments before you go home.** Your teachers cannot read your minds, and despite what they hope are clear instructions, sometimes things don’t communicate just right. **It is your responsibility** to go home understanding what it is you are to accomplish.
3. **Keep your planner up-to-date with your assignments and don’t let due dates pile up.** Through poor planning, homework loads often seem greater than they are. Don’t merely look at what is due tomorrow. Plan long-term and accomplish tasks ahead of time. Your planner has spaces for writing long-term, weekly, and daily goals and tasks. **It is your responsibility to keep your planner—your teachers do not normally check your planners.**
4. **Take advantage of study halls and “down time” during classes.** Even when students do not have specific assignments due the following day, there is most likely reading that could be done or future assignments that could be worked on.
5. Take advantage of the **study helps** in this handbook and in the front of your planner.
6. Note that your planner is called a **PLAN-NER** and has date boxes printed so you can plan your assignments and schedule your time.
7. If your normal study habit is to lazily check RenWeb the night before to see what’s due the next day, expect homework

loads to seem like more and expect your education to suffer.

8. If your normal study habit is to have your parents look and tell you what to do, expect the results of #7 in addition to developing dependent and crippling habits.

Finally, when you find yourself in the occasional times when stress and fatigue mount, remind yourself of the following words that Peter offered to Christians who were wondering why they were going through such tough times: *“Do not be surprised at the fiery ordeal among you, which comes upon you for your testing, as though some strange thing were happening to you”* (1 Peter 4:12). Of course, these Christians were undergoing persecution for their calling as followers of Christ, so our fiery homework ordeal isn’t really an appropriate application of this.

However,

going to a school like Geneva means that at times you are going to have to work harder than you ever thought you could or would—so don’t be surprised as if some strange thing were happening to you.

Always remember that as a Christian young person in early 21st Century affluent America, you are juggling privileges most of the world’s teenagers would love to juggle: the privilege of going to school, the privilege of being freed from working to find your food for the day, the privilege of being academically challenged, the privilege of learning something today you didn’t know yesterday, the privilege of free time to do what you want...and we could go on.

Never forget that at your seemingly lowest point of homework oppression, it is really because your privileges have temporarily piled up.

EXAMS

Teachers do their best to insure that students do not have more than two exams on any one day. Students are normally the first to discover when this guideline has been overlooked, and teachers are usually amenable to rescheduling when students *winsomely* bring this to their attention. *There are times, however, when circumstances may necessitate more than two exams in one day. In such cases, no “rule” has been broken by the teachers; rather, a helpful guideline is being unavoidably suspended.*

For the purposes of exam scheduling, quizzes are not considered exams. Additionally, essay and project due dates are not applicable to this guideline. Efforts are made to prevent pile ups, but completion dates for these assignments are normally known well enough in advance for proper planning on the student’s part to prevent a heavy load.

A NOTE ON STUDY GUIDES

Providing Study Guides before exams is a teacher’s prerogative, not a requirement. Indeed, as students progress in their academic careers, they should not expect study guides from a teacher, but generate such guides on their own as a good study habit.

Do not depend upon or wait for study guides when preparing for exams. This can become crippling in that you study the study guide and not the course, making you a mere test taker and not a learner.

RENWEB

RenWeb is an online service that Geneva uses to maintain grade books, record attendance, generate report cards and transcripts, post lesson plans, and maintain a school calendar. Perhaps its greatest benefit to you is the ability to check (or double-check) your assignments in your classes and keep track of your grades. You should not allow RenWeb to be your academic planner, but properly consulted, it is a useful tool.

The Double-Edged Sword of RenWeb: While RenWeb can be a valuable aid to good study habits, it can also be a crippling force. Too much dependence on RenWeb by either students or parents can lead to laziness in the classroom and failure to take control of your academic life. Here is a good rule of thumb: you should be so on top of things through your planner and/or your own personal plans that should RenWeb disappear, you would not be affected.

WRITING SEQUENCE: GRAMMAR THROUGH RHETORIC

The art of rhetoric encapsulates both the oral and written forms of persuasive communication. While both of these forms are important and are taught at Geneva, written persuasive essays comprise a larger portion of the student's academic work. Written rhetoric is a skill and thus requires successive levels of increased demand and evaluation.

A Geneva grammar school student learns the rudiments of good writing through focused exercises and essays written in class. In addition to teacher critique and feedback, students are required to have parental critique and feedback before writing the final draft. This recursive process hopefully gives students a suitable base upon which to build in logic school.

A Geneva logic school student continues instruction in writing through in-class writing assignments that are designed to reveal weaknesses and highlight areas that need further practice and honing. To do this, most assignments are not open to parental critique and editing ahead of time. Parents are encouraged to go over returned graded essays to discuss what could be done differently, and thus, students still benefit from parental input. However, during the logic school years, restricting the initial editing to in-class feedback prior to grading is intended to help the students "stand on their own feet," so to speak, and build rhetorical muscle that can atrophy with too much outside editing. This can sometimes affect grades in ways students are not used to, but learning these things in logic school when grades are not permanently recorded on college transcripts is a small price to pay for rhetorical skill that will pay off in the future.

In rhetoric school, students return to the fully recursive writing process and are encouraged to have as many outside readers as possible edit their work before submission. Indeed, many classes incorporate peer review sessions so students might benefit from one another's feedback. The benefit of reintroducing various outside editors at this stage is that the students' rhetorical skills are (hopefully) to a point that they are able to critically evaluate editing suggestions, rather than merely incorporate changes blindly.

ATTENDANCE POLICIES

Class attendance has much to do with your success as a student. Even the missed class time caused by acceptable absences can lower your grade. Making up missed work can prove difficult and inevitably some finer point of a discussion will be absent from a friend's notes. Given these considerations, you should miss class only for the most worthwhile reasons. Unlike Grammar School, the record of tardies and absences is kept for each student in each class.

Parents will receive automated email notifications for **tardies**. Every third tardy for a class in a semester earns a **demerit** and a **Friday afternoon detention from 3:45-4:15pm**. The sixth tardy for an individual class in a semester earns **two demerits and a Friday afternoon detention from 3:45-4:15pm**. The ninth tardy earns **two demerits and a Friday afternoon detention from 3:45-4:15pm**. Tardies reset to zero in January with the start of the spring semester.

Five tardies or absences to devotion in one semester due to late arrival result in a demerit and a Friday afternoon detention from 3:45-4:15pm. Students who arrive late to school with a doctor's note or note from their parent explaining a doctor's visit or unforeseeable emergency will not be counted tardy. Waking up late or forgetting something at the house is not an "unforeseeable emergency."

Absences: Students will not be given credit for a class unless they are in attendance a minimum of 90% of the days the class is scheduled to meet. [This averages out to being absent no more than eight days per semester.] If a student drops below 90% but remains at least at 75% of the days the class is offered, after review of the circumstances, the student may still earn credit for the class by completing a plan (intended to meet the instructional requirements of the class) designed by the class instructor and approved by the LS Headmaster. Under most circumstances, students who drop below 75% attendance will not receive credit for course work. Absences that are the result of legitimate Geneva curricular or extracurricular obligations (i.e. athletic events, debate tournaments, etc.) do not count towards the total number of absences. If half or more of the absences are the result of one unforeseeable catastrophic event (illness, accident, etc.), the student may appeal to the LS Headmaster for a waiver to this rule. Families should understand that no appeal is likely to be granted for absences that are the result of choice (e.g. family travel).

Planned absences are any absences that are the result of your parents deciding to excuse you from attendance at school for reasons that are foreseeable. Examples include absences due to family vacations, doctor or dentist visits, programs that are not school-related, etc. You and your parents should make every effort to minimize planned absences. In the case of planned absences, you should:

1. **As soon as possible, inform the school of your absence by emailing the Logic/Rhetoric Assistant, Royal Brown, at rbrown@genevaschooltx.org**
2. Your teachers will let you know of any assignments to be accomplished or any special instructions. Teachers may require work to be completed in advance or submitted on the day you return to school. Be sure you write your assignments and instructions in your planner.

Unplanned absences: Unplanned absences are any unforeseeable absences. Examples may include illnesses or family emergencies.

1. **Parents should email the Logic/Rhetoric Assistant, Royal Brown, at rbrown@genevaschooltx.org to report when their students are absent for unplanned reasons.**
2. You will be held responsible for all work assigned prior to the absence or posted on RenWeb. Given that projects and essays are assigned in advance with definite due dates, except in the most extreme cases, if these assignments are due during the absence, they should be submitted on the first day you return to school after the absence.
3. **You are responsible for obtaining missed assignments from the teacher, a fellow student, or RenWeb.** In most circumstances, work is due on the day the class meets again, and you are expected to take all scheduled quizzes or tests.
4. If there is a medical reason preventing you from completing the assignment in the time allocated by the teacher, it is your parents' responsibility to notify the teacher prior to the due date of the work.

Unexcused absences are basically “cuts.” Examples of cuts:

- Skipping out of a class
- Leaving campus without a word or note from your parents
- Missing earlier classes because you are working on assignments due later in the day
- Missing a first period class in order to avoid a late-arrival tardy

Cuts earn three demerits and receive three **Friday afternoon detentions from 3:45-4:15 pm**. Further offenses may result in suspension.

Note that only cuts are unexcused. All other absences are considered “excused” in the traditional sense, but *they are still counted as absences* and accumulate towards the limit of allowable absences. Parents and students should keep this in mind as they schedule doctors' appointments, college visits, trips to the coast, pilgrimages, etc.

In the role of an accomplice, parents can—if they are not careful—cause their students to violate the honor code as it regards cheating and attendance. When parents allow or encourage their student to miss classes in order to complete writing an essay or study for an exam, they are bestowing an advantage for their student that the rest of the class does not have. That is called cheating. Additionally, the student misses classes for unexcused reasons. That is called skipping. While the intention may be merciful, through such actions, parents may unwittingly enable a student to violate the *Logic School Code*.

Absences and Make-Up Work: Even though you may have been absent, timely submission of your work is expected and is a life skill that is necessary beyond school. As noted above, you are responsible for checking with your teachers to learn of missed work and to make appropriate plans for timely submission. As a reminder to you (and possible incentive), teachers may choose to enter a zero in the grade book until the work is submitted. Parents are encouraged to ask their students what their plan of recovery is upon returning to school after an absence.

Absences and Extracurricular Activities: Just because a student is involved in a school activity (athletics, fine arts, academics, debate, etc.) that is happening off campus when something is due does not give the student an excuse for not submitting work. Students are responsible to arrange in advance with their teachers regarding work submission and exam completion. This is the student's advance responsibility, not the teacher's belated problem.

Absences and Athletic Participation: Student-athletes must attend at least three (3) consecutive academic periods the day of a practice or game in order to practice or play. The only exception to this rule is if the absence is caused due to a school event (i.e. field trip). For athletic events requiring the student-athlete to miss a whole day of school, the student must attend at least three (3) consecutive academic periods the previous school day. These same rules obtain for student participation in competitions outside of athletics: academic competitions, fine arts meets, etc.

CONDUCT AND DISCIPLINE

Before getting down to the actual procedures and policies, we should all understand the philosophy of discipline espoused by the Geneva School of Boerne.

PHILOSOPHY OF DISCIPLINE

In loco parentis is a foundational principle on which the relationship between the school and the home is established and is the source for the authority that faculty and administration exercise in disciplining our students. The faculty and staff work temporarily in place of the parent during the school day as they direct, teach, encourage and discipline students. In this way, a partnership exists between the school and the home, understanding that the final responsibility for the discipline of a child rests with the parent.

Healthy and effective partnerships depend on shared goals and common purposes. Such is the case for the partnership between the school and the home. When the school and the home agree to the goals (such as spiritual maturity, intellectual growth, well roundedness, and social and emotional acumen for the student; and a safe, orderly, friendly and intellectually stimulating environment for the classroom) and each operates on an agreed upon set of principles and guidelines, then the relationship is effective and the student is well served.

Through admissions interviews, parent education, and documents such as this, these goals, purposes, principles and guidelines are conveyed. It is necessary that the school and the home be familiar with these concepts and abide by the agreed upon procedures for dealing with disciplinary matters as well as questions, concerns and, when necessary, conflict. The procedures for addressing disciplinary matters are listed below. The procedures for dealing with concerns and conflict are listed in section II.

The procedures for conducting student discipline give the faculty, administration and parents the steps to take in dealing with problem behaviors and indicate that successful resolution to a problem, especially a recurring one, requires parental intervention. These procedures are conducted with an eye toward discipleship making in which behavior is addressed through attention to the heart issue from which it originates.

It is in the normal, everyday occurrences – the interactions between students and between the teacher and the student – that these heart issues are revealed. How we respond to the bad behaviors (the evidence of the heart issues) determines the lessons our students learn as well as fosters their growth as Christian disciples. Biblical lessons are taught through biblical methods. There are many substitutes that our culture presents but these will not achieve the biblical goals that we want for our children.

A critical skill that must be taught in the home and reinforced in the school is self-control. When students exhibit self-control, then they contribute to a safe and orderly classroom environment. When they do not receive such training in the home, then the school is forced to either remove such students from the classroom or turn to behavior modification techniques to manage their behavior. The application of such techniques for an individual student violates the principle of *in loco parentis* by placing the school in the position of supplanting the parent. And, the application of such techniques is simply a stop gap measures that does not address the underlying heart issues.

When students are well trained in self-control as well as proper response to authority, then the school and the home are able to join together in addressing behavioral problems and underlying heart issues that inevitably occur when people, including students, are together for any length of time. This approach to discipline does not assume that students are perfect but does expect that through disciplinary measures, the behavior will cease. It also depends on a trust being built between the school and the home and a willingness on the part of the parent, especially the father, to respond to problematic behavior. When these are in place, the teacher is equipped to perform her or his duty, the school is better able to fulfill its mission, and the students and parents are provided better service.

THREE ASSUMPTIONS

Before we move to some practical matters, know that there are three areas in which the assumptions held by the administration and faculty of Geneva make for a very different feel or atmosphere than most schools. It is a contrast worth noting here:

1. We assume that most students believe that Jesus is Lord and that this claim matters in their lives. This is in contrast to assuming that most students believe themselves to be Lord.
2. We assume, based on assumption 1, that since Jesus is Lord, most students place a high value on wanting to be obedient to His commands. This is in contrast to assuming that most students want to see how much they can get away with or do the least in order not to get caught when an authority figure is around.

3. We assume further that obeying Christ as Lord means putting others before yourself and that students desire to do this. This is in contrast to assuming that being popular and “cool” is the primary focus.

Knowing we are all sinners who fail, we should nevertheless be the sorts of people who strive to keep Geneva a place that can allow for these assumptions. When we can no longer even loosely hold these assumptions, Geneva will look and feel like a very different place.

LOGIC SCHOOL DISCIPLINE

Given this understanding of discipline, this is how it plays out in the school of logic.

In Logic School, you are treated as old enough to take responsibility for your actions,

so you should know what is expected of you. At Geneva, discipline is understood in light of scripture:

No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it. – Hebrews 12:11

The fear of the Lord is the beginning of knowledge, but fools despise wisdom and discipline. - Proverbs 1:7

We uphold the biblical understanding that all persons (even teenagers!) were originally created in the image of God. In Adam’s sin, however, humanity was alienated from God and it is now man’s nature to be disobedient to God. The things students say and do are a reflection of the abundance of their hearts, and are symptoms of the deeper human struggle against God’s authority in our lives. Therefore, correction and discipline must address heart issues and must be designed to guide students toward their need for God’s grace in Jesus Christ.

Maintaining an orderly atmosphere in the school and the classroom is critical to the learning process and more importantly, it is reflective of the principles and absolutes of Scripture. As in all other areas of education at Geneva, love and forgiveness are an integral part of the discipline of a student.

The Headmaster determines the appropriate consequences for needed discipline in school. This discipline is administered in light of the individual student’s problem and attitude. All discipline is based on biblical principles like restitution, seeking forgiveness (public and private), restoration of fellowship, no lingering attitudes, and so forth.

Geneva does not administer corporal punishment (spanking). All biblical passages calling for corporal discipline of children are directed to parents alone. These passages are based on the uniqueness of the parent-child relationship. Because of this, we will not operate in the place of the parent in corporal discipline.

Now that you know some of the reasons for discipline at Geneva, you are probably wondering what is expected. The Geneva School of Boerne has four general school rules. They are summarized in the acronym **READ**:

R	<i>Respect for authority</i>
E	<i>Esteem others</i>
A	<i>Admit to wrong doing</i>
D	<i>Diligence in all things</i>

These general rules are summed up in our Logic School Code:

Honor God.

At all times, in all places.

Love One Another.

With my words, through my actions.

Accept Responsibility.

In Scholarship, Virtue and Service.

That seems rather broad, and it is meant to be. We cannot possibly anticipate how this is applied to every situation. However, if

you need a shorthand way to remember how to behave, ***treat people the way you want to be treated*** (Matthew 7:12).

Now that you know something about what is expected, we will address disciplinary action. For students in Logic School, discipline is designed to be simple, immediate, and consistent in order to aid the student in taking personal responsibility for his or her actions. For disciplinary actions,

- Most issues remain at the classroom level(through Teacher correction of the ABC Form)
- However, should this prove ineffective, or should a student act in a rebellious manner, lie, cheat, or repeatedly disrupt the class, the teacher will send the student to the Headmaster's office immediately for disciplinary action.
- Under the Headmaster's discretion and direction, the student calls his or her parent, preferably the father, and explains the nature of the infraction and the punishment decided.

If a student commits an act with such serious consequences that the Headmaster deems it necessary, the office-visit process may be by-passed and suspension or expulsion imposed immediately. Examples of such serious misconduct might include acts or threats endangering the lives of other students or staff members, gross violence, vandalism of school property, violation of civil law, or any act in clear contradiction to scriptural commands. Also students may be subject to school discipline for serious misconduct which occurs *on or off campus after school hours*.

DEMERITS

Behavioral demerits are earned for conduct infractions and are the primary means of monitoring student behavior. Demerits can be assigned by any faculty or staff member. What should be remembered is this: **five demerits earned in one semester places the student on Behavioral Probation** (see below for details on probation). Demerits are cleared after each semester and students start each semester with a clean slate, so to speak.

Some examples of **one-demerit** offenses include:

- Being reprimanded more than once by a teacher concerning classroom behavior
- Accumulating three tardies in one class and thus earning detention.
- Accumulating three dress code violations in a semester.

Some examples of **three-demerit** offenses include:

- Cheating (see below)
- Plagiarism (see below)

Demerit records are maintained by the Logic School administration, but each time a student receives a demerit he or she will be issued an ***Attitude/Behavior Correction Form (ABC Form)***. The form will briefly identify the comment or behavior that the teacher observed and indicate the consequence (warning, demerit, detention). The student will then write how their actions did not line up with the *Logic School Code* and what they could have done differently to act in a manner that is consistent with the *Code*. **ABC Forms are to be filled out by the student and signed by the student's parents and returned to the Logic/Rhetoric Administration Office before the beginning of the next school day. Failure to return the completed and signed form the next school day could result in an additional demerit or a detention.**

Office visits earn from one to three demerits, depending on the Headmaster's estimation of the severity of the offense.

For ease of reference: five demerits in a semester = behavioral probation

BEHAVIORAL PROBATION

Behavioral probation is a means of warning students of their seriously inappropriate actions. It is intended to convey to students that unless significant improvement occurs, they will be unable to continue at Geneva. ***Students are placed on Behavioral Probation if they reach 5 demerits during any semester.*** Behavioral Probation lasts a minimum of four weeks and for a longer period of time depending on the severity or repetitive frequency of the behavior. The length of probation is determined by the administration in consultation with the faculty. Logic students on Behavioral Probation are not allowed to participate in any Geneva extracurricular activities, including sports, National Junior Honor Society and Student Council.

At the end of the probationary period, the student is released from probation if he or she has not earned additional demerits, has clearly demonstrated a desire to change, and receives a good report from each of her or his teachers. If the above are not met, the probation is extended for four more weeks and remains in effect until the conditions are met. ***Students on probation face suspension or expulsion for additional conduct infractions.***

A student is not allowed to reenroll for the following year while he or she is on Behavioral Probation. Decisions about future enrollment may be made only upon the student successfully working him or herself off of Behavioral Probation. Possible future enrollment of a student who ends the year on Behavioral Probation is made after the conclusion of the school year and takes into account the student's and parent's ability and motivation to correct the problematic behavior.

DETENTION

All detention sessions are after school on Friday afternoons in the Logic Administration building from 3:45 pm - 4:15 pm. Detentions are normally assigned (but not exclusively so) for attendance and dress code violations. The time is meant to be an inconvenience and the session is spent on activities that are educational, yet tedious by design. Students may not spend the time during detention doing their homework. If a student fails to attend their assigned detention session they will be given two Friday afternoon detentions on the next two Fridays. Failure to attend either of the make-up detentions results in two demerits.

SUSPENSION

Suspension is a form of discipline in which the student is forbidden access to the campus for a designated length of time. This is done for several reasons: 1) to briefly remove the influence of the student and his behavior from the campus; 2) to oblige the student to experience the convicting sting of punitive removal from one's peers; 3) to allow the student to reflect on the behavior and the consequences, hopefully leading to repentance; and 4) to allow for parental discussion and familial restoration and healing.

The headmaster determines the length of the suspension (one day minimum to five day maximum). While serving a suspension, the student receives a zero for any recorded daily work, but may make up missed homework or exams or essay submission dates."

EXPULSION

Expulsion refers to the removal of a student from the school for an extended period of time or permanently due to the student's repeated violations of the school's rules or for a single violation of such severity that separation from the school is necessary. Expulsion is the final form of school discipline and will be used only with the most severe cases in order to ensure the safety of our school.

Major offenses typically require either a maximum suspension (one week) or expulsion from the school. A student under consideration for expulsion may be placed on suspended leave for a maximum of three school days while the matter is under review by the Head of School. All decisions to expel for major offenses are made by the Head of School in consultation with the Board of Trustees.

Expulsion requires a minimum of one full semester away from campus before re-admission may be considered. An expelled student who wishes to re-enroll in the school must go through the normal admissions process (i.e., application, testing, interview, etc.). Students who have been expelled and desire re-admittance to the school will be expected to give an account in the student interview (applicable to fifth grade and above) of changes to their behavior that warrant consideration for re-admittance.

Attending Geneva School is a privilege that is extended on the condition that students and parents accept and support school policies. If a student is suspended, expelled, or withdrawn due to disciplinary actions, there will be no refund of tuition or waiver of financial obligations.

The following is a non-comprehensive list of major infractions that warrant consideration for expulsion from the school. The school prohibits these behaviors on school property, at any school-sponsored event, as well as during non-school hours. For practical purposes, students should assume that the school has a zero tolerance approach to:

1. Threatening or harassing (sexually or otherwise) other students either face to face, through intermediaries or via electronic media. This includes intimidating, bullying, or brandishing a weapon with the purpose or result of fear, embarrassment, or humiliation.
2. The use of electronic media to send pornographic images--including nude, semi-nude, or material of a sexual nature--to another student (aka "sexting").

3. The purchase, possession, use, or distribution of:
 - a. illicit or illegal drugs (including marijuana),
 - b. any prescription drug in a manner not consistent with the instructions of the prescribing physician,
 - c. legal over-the-counter drugs, or “home-made” preparations or remedies for purposes other than legitimate medical treatment,
 - d. prescription or over-the-counter pharmaceuticals in a form that would not normally be purchased, or
 - e. paraphernalia that are customarily used for illegal drug use or drug abuse.
4. Purchasing, possessing, drinking, or being under the influence of alcoholic beverages.

Students who choose to remain present with other students who possess alcohol or other drugs are subject to major disciplinary action, including expulsion.

Parents are reminded that the illegal provision of alcohol or drugs to students can result in criminal penalties and civil lawsuits and could jeopardize their student’s enrollment at the school. Off-campus use by students of illegal drugs, misuse or abuse of legal drugs, other potentially damaging or dangerous substances or paraphernalia, or illegal use of alcohol can also result in disciplinary actions.

Additional, wrongful behaviors such as the use of profane language, disrespect to a faculty member, cheating, use of tobacco products, possession or distribution of pornographic images, fighting, sexual immorality, stealing, truancy or vandalism may call for suspension and/or behavioral probation. Repeated violations will be considered a major infraction and thus are grounds for expulsion.

Please note that it is impractical and impossible to list every type of offense. **The school leadership reserves the right to address and discipline any behavior or attitude that is inconsistent with the mission, philosophy, and conduct standard of the school.**

CHEATING

In Logic School, cheating results in a zero for the assignment, before-school detention, and three demerits. Repeated cheating may result in expulsion from Geneva.

Cheating includes things like looking onto another’s exam, copying someone else’s homework or any other work, plagiarism (submitting words in your essays or homework that aren’t yours and haven’t been cited as someone else’s words), or **asking another who has taken an exam already (that you haven’t) what is on the exam.** Of course, there are other forms of cheating, but these are the most common.

OFF-CAMPUS BEHAVIOR

The school’s interest in the conduct of students away from campus is the same as it is in their conduct on campus. The school may hold students accountable for their off-campus and online conduct in appropriate ways, including a disciplinary response.

Students are expected to represent Geneva School in a positive manner even when they are not on school grounds and/or attending school functions. Students and their parents acknowledge and understand that students are subject to discipline for conduct occurring off-campus or during non-school hours, including weekends, holidays and summers. The administration will address student behavior that violates the school’s Honor Code or that draws attention to Geneva School in a negative manner. Such behavior may result in disciplinary action or a student’s expulsion from the school.

DISCIPLINE SUMMARY

In summation, we are not here to trip you up or nitpick. Everyone here wants you to succeed and the administration and faculty are on your side. Additionally, we tend to follow the spirit of the law rather than the letter of the law because we would want to be treated the same way. However, you should understand that we do not tolerate any actions or attitudes that threaten the cohesion or culture of Geneva. ***If you feel like you are being picked on or singled out by the faculty, it is probably not because we do not like you; it is more likely because you are being a disruptive influence.***

Unlike public schools, Geneva is not the type of school where we must, by law, put up with disruptive and disrespectful behaviors and attitudes. Indeed, the type of education we are trying to accomplish requires personal discipline on your part and a high level of academic involvement on the faculty's part. Therefore, administration and teachers neither want, nor have the time, to be police. If the few discipline policies outlined above, along with parental guidance, do not solve some continually disruptive or disrespectful conduct you may exhibit, then Geneva is probably not the place for you. There are many schools where such behavior is tolerated and perhaps even expected as "normal" teen rebellion. Geneva, however, is not such a place.

INSTITUTIONAL POLICIES

MORNING PROCEDURES

First thing in the morning, students should retrieve their books and supplies for their first **two** classes and be in their devotion group by 8:15am. Due to the limited space in the locker room students are not permitted to hang out in the locker room before school. Students should refrain from athletic competition and roughhousing in the morning. (We schedule physical education class at the end of the day for a reason.)

RIDING WITH OTHER STUDENTS

An important note about passengers: Geneva School of Boerne is not responsible for the safety of passengers being transported in the vehicles of student drivers. It is the responsibility of parents to know who is riding with whom, where and when.

ELECTRONICS ON CAMPUS

We are not against technology and electronics, per se, at Geneva. However, personal electronics on campus is often more of a distraction than a useful endeavor. Additionally, the rapid development of electronic communication devices and internet accessibility has rendered many electronic gadgets much less innocuous than even a few years ago. For these reasons and more, the following policies are in place. Additionally, the rapid technological development sometimes forces amendments to these policies during the school year.

CELL PHONES (ECDs)

An ECD ("Electronic Communication Device") is any device that is designed to receive and/or send an electronic signal. **Logic students may use an ECD ONLY after 3:35pm.** Before school and during school hours, ECDs should remain off (not merely placed in vibrate or silent mode) and stored in the student's locker. **Student ECDs (including cell phones) are not permitted in classrooms. Students may not have an ECD in their pocket or backpack during school hours.** ECDs may not be used by students in any of the locker rooms or bathrooms on campus. **Apple Watches, Fitbits and similar timekeeping devices are permitted in the classroom, but may not be tethered to a cell phone during school hours.**

The student who possesses an ECD is responsible for its care. The Geneva School of Boerne or its agents is not responsible for preventing theft, loss, damage, or vandalism to cellular telephones or ECDs brought onto its property. Students may want to consider leaving their ECDs at home and rely on using school phones for communicating with parents after school. Phones are available in the Logic/Rhetoric Administration building and in the competition gym.

Parents/guardians are advised that the best way to get in touch with their student during the school day is by calling the school office.

Failure to comply with the above conditions will result in the ECD being confiscated and the student receiving two demerits. **To retrieve the ECD, a parent of the student will need to come to the LS/RS Admin office between the hours of 8am and 3:35pm.**

GENERAL APPEAL REGARDING ECDs

Times and circumstances are constantly changing regarding this technology. ECDs can access the internet, record movies, takes pictures, manipulate pictures, record conversations, and more. Unfortunately, with these abilities come new ways to engage in sinful, unhealthy, and even illegal activities—all on what used to be called a "phone." Indeed, various forms of cheating are made more tempting with these devices. In order to protect the students and the faculty and staff, such procedures and the severity of the consequences (three demerits for each infraction) are necessary.

Thus, parents are encouraged to be aware of what the unrestricted consumption of the latest technological gadget might unleash in their student's life and enforce suitable guidelines on their own. Additionally, parents are asked to put themselves in the place of adults who work in areas of responsibility over their students and must monitor their use of such technology. It is becoming a quagmire of legal and ethical quicksand; therefore, students need to understand the seriousness of this policy and its strict enforcement.

ECD ETIQUETTE

During school events like concerts or games, it is good manners to put ECDs away and not talk or text. Additionally, during off-campus field trips, **ECDs should be put away and used only for contacting parents.**

EARPHONE POLICY

ECDs and iPods also play music. With music comes headphones or earbuds. These may be worn to listen to music **only after 3:35pm** if a student has to remain on campus.

Appropriate listening material is the purview of the parent. Our difficulty with headphones is not so much what is being listened to, but the fact that students feel compelled to listen at all times. The confiscation of headphones and iPods from students who are in violation of the above policy follows the same guidelines as outlined regarding the confiscation of cell phones and ECDs. **To retrieve the ECD and headphones, a parent of the student will need to come to the LS/RS Admin office between the hours of 8am and 3:35pm.**

CAMERA POLICY

If a student must have a camera on campus for some purpose, he or she must seek permission from the Headmaster. Designated photographers for the newspaper or yearbook should have their "press badge" with them indicating permission to have a camera on campus.

LAPTOP COMPUTER AND TABLET POLICY

The use of laptop computers or tablets on campus for taking notes or working on projects is a privilege reserved for Rhetoric School juniors and seniors (grades 11 and 12). Prior to grades 11 and 12, there may be instances in which the student uses his or her laptop computer on campus for special projects or assignments as assigned by individual teachers. In such cases, students may bring their laptops to campus if prior permission has been secured from the teacher or the Headmaster.

E-READERS

Because of internet connectivity issues and the various applications now available on e-readers (basically, because they are not just book readers anymore), students in Logic School may not have them on campus.

ACCEPTABLE USE POLICY

The Acceptable Use Policy for computers and internet-capable devices is posted in the computer lab and in the office. Computer Lab protocols are also posted in the Computer Lab. Failure to comply with either the protocols or the Acceptable Use Policy will result in the loss of computer privileges on the GSB campus.

E-MAIL AND PRINTING

Students are encouraged to keep a portable memory device like a **flash drive** in order to allow work on projects and essays between home and school since **students are not allowed to email to or from the school computers.** Additionally, students need to plan their printing requirements so that all documents are printed at home. Under most circumstances, **students are not allowed to use the school's printers.**

LOCKERS AND PERSONAL PROPERTY

Lockers are assigned at the beginning of the school year and what students place in their lockers is considered personal property. No student may open another student's locker or take items out of another student's locker. Students are individually responsible for their personal property. The administration will not conduct manhunts and seizures if you are missing something. Because of this, **students in Logic School are required to keep a lock on their lockers.** The combination to the lock must be submitted in

writing to the school office using the form provided at the beginning of the year or a suitable facsimile thereof indicating the student's name, locker number and locker combination.

Lockers are subject to search by the faculty or administration at any time. You may decorate the *inside* of your locker only. Decoration of the outside of lockers is reserved for student organizations that may decorate the lockers for special recognition or events. Please do not put stickers on your locker or use a marker to write on your locker or someone else's locker. Unauthorized outside decorations will be removed.

You or your friends may decorate the outside of your locker on your birthday as long as markers are not used on the locker itself and the decorations are taken down by the following Monday.

STUDENT SALES OF FOOD AND DRINKS

Students may only sell food or drinks as part of an official class fundraiser which has been approved by the Headmaster. Students may not bring food or drinks to sell to other students as a personal endeavor before, during, or after school.

LOCKER ROOM POLICY

Students should use their locker throughout the day. The administration has designed the schedule to encourage a trip to the locker room after every two periods. Additionally, the locker room is open students for fifty-five or sixty-five minutes during lunch between 4th period and 5th period. However, due to the limited space students may not hang out in the locker room even if teachers are there on duty.

BACKPACKS, SPORTS GEAR, AND MUSICAL INSTRUMENTS

Backpacks may be used to carry school materials to and from the campus and between classes. While not in use, backpacks should be kept in your locker or in the shelving at the ends of the locker bays. Sports gear and large bags should not be stored in the locker room or left strewn about the boardwalk. Coaches will let students know where to store their gear. Musical instruments should be stored in the Mozart Fine Arts building or designated classroom. Rolling backpacks are allowed, but suitcases larger than an average backpack are not to be used by students on the logic school campus. These bags are cumbersome, make it difficult to walk through the classroom, and invite students to bring unnecessary items to each class.

SECURITY ON CAMPUS

An off-duty Kendall County Sheriff's Officer serves as the campus security guard. He/she offices in the main administration building and patrols the school grounds from 7:45am to 3:45pm each school day. The officer is in a marked car and full uniform.

STUDENT SEARCH POLICY

To maintain order and discipline at Geneva School of Boerne and to protect the safety and welfare of students and school personnel, school authorities may search a student, student belongings, student use areas, student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

Administrators, teachers, and other professional personnel are permitted to question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves.

Geneva School of Boerne has the right to monitor or examine any electronic device at the school or at any school-sanctioned activity. The school may monitor or examine any postings on the Internet or other electronic medium which includes but is not limited to text messages and postings on personal websites, social networking sites (for example, Facebook or Instagram), or other private or public domains. Such monitoring includes but is not limited to all verbiage, pictures, depictions, graphics and videos. Students are responsible for and may be subject to disciplinary action for inappropriate material sent, posted, made available, shown to others or possessed by the student.

Geneva School of Boerne maintains the right to search any student at any time, or to search a student's technology/electronic devices, book bag, backpack, purse, desk, locker, car, etc. or any personal belonging brought on school premises. There is no expectation of privacy for any school owned property, including but not limited to desks and lockers. Students may put locks on their lockers, but a record of the combination must be submitted to the office. Instructional rooms and areas of student use are school property and remain at all times under the control of the school; however, students are expected to assume full

responsibility for the security and condition of their own work areas. Periodic general inspections of rooms and other areas of the school may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. Vehicles belonging to students parked on school property may be searched if there is reasonable suspicion to believe that they contain illegal or unauthorized articles or materials. Students shall be responsible for any prohibited items found in their lockers or in vehicles parked on school property. If a vehicle subject to search is locked, the student shall be asked to unlock the vehicle. If the student refuses, the School shall contact one of the student's parents or local law enforcement officials. If the parent also refuses to permit a search of the vehicle, the School may turn the matter over to local law enforcement officials.

A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action. If a properly conducted search yields illegal or contraband materials, such findings may be turned over to proper legal authorities for ultimate disposition.

LEAVING CAMPUS DURING SCHOOL HOURS

Should a student need to leave campus early (i.e. doctor's appointment, orthodontist visit, etc.), his or her parent should check in at the LS/RS administration building in order to sign out the student. If the student is leaving during a class period, he or she will be paged to come to the admin building. Under most circumstances, the parent should not go to the student's classroom. If the student is leaving between class periods, he or she may meet his or her parents in the admin building. If the student is returning to school that day, **the parent should escort the student to the LS/RS admin building in order to sign him or her back in school.** The student will then proceed to his or her appropriate class.

VISITORS ON CAMPUS

All visitors must check in at the LS/RS admin building and receive a guest name tag. Family members and youth pastors need not make prior arrangements to visit during lunch, but must check in. **Geneva is considered a closed campus**, so unless prior permission is granted by the Headmaster, friends who are not Geneva students are not permitted on campus for visits during lunch or other free times during the school day.

LOST AND FOUND

Items in Lost and Found can be located in the storage shed near Milton/Sayers on the Rhetoric School campus. Lost and Found is emptied at the end of every month (unless it becomes too full) and items are either donated to charity or the Geneva used-uniform store.

LUNCH

Logic students eat lunch in the Lyceum on Monday through Thursday and on the LS campus on Friday. **Students must remain on LS campus during lunch and may only visit the grammar campus with permission. Logic students are not permitted to go to the gym during lunch.** Logic students may only visit the LS/RS office during lunch to contact their parent, take a quiz or test, or retrieve an item. There are three microwave ovens in the Lyceum for student use. There are usually four logic teacher on lunch duty, but on Mondays and some Thursdays there are four to six parents on duty. The simple rule is stay where someone on duty can see you at all times.

Everyone has heard that breakfast is an important meal. However, equally important (and even more important if you skip breakfast) is lunch. For our minds and bodies to function properly we need proper nutrition to fuel our activities. Therefore, logic school lunch is divided into two parts: dining and recreation. At the beginning of the lunch period all logic students obtain their lunches from their locker or the MPB and dine in the Lyceum for ten minutes. From 12:15-12:25, Logic School students are to refrain from playing in the courtyards, fields, and athletic venues. Each student should throw their trash away and clean their spot before leaving the table. Eighth grade students can earn the privilege to eat outside, but they can also lose that privilege if they do not keep the boardwalk clean.

From 12:25 to 12:55, students may roam freely in the permissible areas of the campus and enjoy recreation. All Logic School lunch-time recreation ends by 12:50 to ensure that the students are on time for class starting at 12:55pm. Students playing on the football field or other areas far away from the locker room should end their recreation at 12:45 to allow time to get back to the logic campus.

Each day two class sections (6A, 7B, 8C, etc.) are in charge of lunch clean up. This entails cleaning the Lyceum tables, throwing away any trash that was left, wiping the tables down, and sweeping the floors. Additionally, classes should check the logic school basketball court, picnic table area, and boardwalk for trash. Classes on clean up duty should be in the Lyceum no later than 12:40 pm. Students record their attendance by initialing the roll sheet in the Lyceum. Students who are late or absent from cleaning may receive a warning or demerit, in the case of multiple infractions.

FIELD TRIPS

Classes may schedule curriculum-specific field trips during the year. These excursions are supervised by faculty members and parent volunteers. Transportation is normally provided by chartered busses and the use of Geneva's vans. Geneva students may not drive on school-sanctioned activities. Parents are required to sign a Parental Authorization Release Form at the beginning of the year granting permission for their student(s) to attend field trips. Typically students wear their blue polo Geneva shirt with boys wearing their khaki shorts or pants and girls wearing khaki skirts.

Parental involvement is often needed to make these experiences possible and successful. The teachers usually need parents to assist as chaperones, drivers, facilitators, etc. to ensure these experiences are safe and affordable. Basic guidelines for field trip chaperones are as follows:

1. All drivers must be at least 25 years of age.
2. Siblings are not permitted on school-sponsored trips.
3. Admission and other costs for drivers and chaperones are not covered by the school (exceptions must be approved by the headmaster).
4. No adult is permitted in vehicle with less than two students.
5. In order to determine the suitability for volunteering and/or mentoring in a school setting, Geneva School screens all employees and volunteers for any criminal history record information, pursuant to Texas Education Code Section 22.083. This may include a search of local, state and/or federal law enforcement agency records. Those wishing to participate must complete the Employee/Volunteer Background Check form and return it to the school office. When the record check is complete, the forms are destroyed.
6. All adult chaperones must complete online "Ministry Safe" training.
7. All drivers must complete the Chaperone Standards and Agreement form.

OVERNIGHT TRIPS

Students may have the opportunity to take extended, overnight school trips. Guidelines for these overnight trips (in addition to the guidelines above) are as follows:

1. Geneva staff members are the official leaders of all overnight trips, and thus, all volunteer chaperones are expected to respect the authority of the staff.
2. Geneva parents (serving as chaperones) are responsible for the students in their vehicles.
3. Regarding sleeping arrangements in hotel rooms, no chaperone is to room with a logic school student.
4. Contracts regarding student behavior must be signed and submitted prior to the overnight event.
5. Specific chaperone duties for each overnight event are to be conveyed by the Geneva staff person in charge.

SCHOOL-SANCTIONED EVENTS

All school-sanctioned events must meet the same standards of conduct as are required during school hours. School-sanctioned events are those events which are organized by a faculty or staff member acting in his or her official capacity, approved by the headmaster, encouraged in school communications, or receive financial support from the school. School-sanctioned events should be consistent with the mission and philosophy of the school.

1. School-sanctioned events require the attendance of a faculty or staff member or designated parent.
2. No alcohol may be served or consumed by parents at any school-sanctioned event at which students are present.
3. School-sanctioned activities are generally limited to students who are currently enrolled at the school. The headmaster may grant exceptions.
4. School-sanctioned activities should be communicated to students and families in a timely manner. School-sanctioned activities held off campus must have a signed written waiver by the parents releasing the school from any liability. When appropriate, the statement should authorize medical treatment in case of injury. This may be covered by a general waiver signed at the beginning of the school year.
5. Only school-sanctioned events are placed on the school calendar and receive support from the school.
6. The Head of School and/or RS Headmaster must approve all proposed activities, determine the number of chaperones required, and approve a date for the event.

ILLNESS OR ACCIDENT DURING THE DAY

If a student becomes ill or is injured at school, he or she is sent to the school nurse where the decision is made whether to contact the parent(s) or the adult designated on the Student Information/Release Form. Calls are placed by staff. Sick students remain in the nurse's station until a parent or authorized person can pick them up from school. Parents must notify the school nurse in the event of removing a student from school who has not visited the nurse.

For a serious illness or accident requiring a trip to the hospital, parents or guardians are notified immediately. A school staff member accompanies the student to the hospital.

If a student has had fever, vomiting or diarrhea within the 24-hour period prior to the school day, he or she should not attend school.

Should a student contract chicken pox or other contagious illnesses, the parents must notify the school as soon as possible so that the school representatives may contact other students who may have been exposed.

MEDICATION

All medication must be delivered to the school nurse in the original container with the student's name clearly labeled. All medication, including over-the-counter medicine in the original container, is kept in the nurse's station. A Medication Dispersion Log is kept to document medicines given to students. Only medication provided by the parent is dispensed to his or her student.

CHRONIC HEALTH CONDITIONS

All students with a chronic health condition (such as allergies, asthma, diabetes, seizures or any other medical disorder) must have a "Plan of Action" annually updated and on file with the school nurse.

FOOD ALLERGY PRECAUTIONS

The school recognizes that food allergies can be a serious issue. In order for the school to take the necessary precautions with students subject to food allergies, regular communication must take place between the school and the home. Parents are asked to alert the school nurse regarding any food allergies as well as provide medical written documentation. Precautions are taken to the best of the school's ability. Additional information and guidelines are available from the school nurse and are available to parents of students with life-threatening food allergies.

FIRE DRILLS, TORNADO DRILLS, LOCK-DOWN DRILLS

In accordance with state regulations and safety precautions, the school conducts fire drills, tornado drills, and lock-down drills on a regular basis during the school year. Those in school buildings when the emergency alarm sounds, including visitors and parents, must exit the buildings and follow the evacuation routes indicated in each classroom.

TEACHER GIFTS

Geneva strives to create an atmosphere of modesty and good stewardship regarding teacher gifts. Parents are given several GCL organized giving opportunities during the school year to show their appreciation to the teachers at Geneva. At Christmas, parents are invited to donate cash to a voluntary school-wide teacher gift fund which allows each teacher to take home a Christmas bonus before the holidays. In the spring, parents are also encouraged to contribute items for teacher appreciation gifts given to all staff members. Beyond these opportunities, any voluntary gift of appreciation to a teacher or staff member during the year should be limited to a simple act of kindness in the form of a meal or modest store-bought treat (i.e., coffee, tea, etc.). A *Favorite Things List* for each member of the Geneva faculty and staff is located in the main office and the Logic/Rhetoric Admin.

STUDY HALL

Geneva students are privileged with study halls to aid in time and workload management. While teachers may have additional rules, the minimum common rules for study halls are the following:

1. Students should plan ahead and come with the materials needed for the study hall. If there are no particular homework assignments requiring completion, students should study notes for impending exams or they should read.
2. Study hall period is silent and reserved for individual work.
3. Should a student need to visit another teacher in another classroom during study hall, prior written authorization from the visited teacher must be obtained and given to the study hall teacher.

4. Students with a PE exemption will be given study halls on Tuesday and Thursday during their grade's PE period. To be considered for a PE exemption parents must submit an email request to the headmaster. The minimum requirements for a PE exemption are
 - a. The sport is competitive not just for personal fitness.
 - b. Geneva does not offer the sport at any time during the year for the student's grade.
 - c. The student practices for the sport 10 hours or more each week.
 - d. The student's coach or trainer provides confirmation of these requirements via email or a letter to the headmaster.

If all of the criteria are met, the Logic School Athletic Director will approve the request and notify the parents via email. A student with a PE exemption will either report to a teacher led study hall or the Logic/Rhetoric administration building during the PE period.

BOARDWALK PASSES

During class periods, should students need to be outside the classroom (restroom visit, for example), they must obtain a Boardwalk Pass from the teacher and keep it with them until they return to the class. Under most circumstances, no more than one student at a time is permitted to leave a class. So, for instance, one student may have to wait a few minutes for another to return from the restroom before being allowed to visit the restroom herself.

DRESS CODE

UNIFORMS

Nothing seems to cause more weeping and gnashing of teeth than the subject of uniforms. In fact, for many of you (guys, too), a significant amount of time and effort is expended on fashion. Thus, the lack of fashion that uniforms represents naturally causes a bit of anguish among some of you. We are not insensitive to this, but uniforms are here to stay. So maybe an understanding of the reasons may help to ease your pain.

On a practical level, **uniforms establish a common level of modesty for all students.** Different students and families have different definitions of what is and is not modest, so the uniform eliminates the debate and frees teachers and administrators from wasting time and risking embarrassment by having to monitor student attire.

Socially, **wearing common uniforms eliminates one of the most powerful weapons used to fragment school community and unity.** It is naïve to think that schools that do not have an "official" dress code or uniform policy do not have a dress code.

All schools have a dress code—the difference is who establishes it.

In most schools, the "cool" or fashionable students establish it based upon what they have seen on television or in magazines or on store mannequins. As a consequence, those students who are unwilling or unable to conform can often be snubbed or ridiculed. The pressure to conform to this dress code is intense and distracting, as witnessed by the mad rush to purchase the latest back-to-school fashions (uniforms) from the mall (the uniform store). We make no judgment on clothing, nor do we think we are better because we have uniforms; we simply choose to establish the dress code instead of you or the latest trend.

Philosophically, **uniforms serve to teach a foundational principle: *nothing in culture is neutral.*** Cultural representations like clothing are born out of and reflect prevailing cultural ideas. In our culture, the ideas of unrestrained individual liberty have combined with entertainment-oriented values to create what is dictated today as fashionable. As already discussed in this manual, what we do at Geneva School of Boerne reflects more traditional educational goals and means in which the students and staff are called to higher standards of excellence. These higher standards are born out of Christian cultural ideas that see your education as your vocation (your job), a vocation that must be approached with excellence, free of distraction, and demonstrating the seriousness of the task. This seriousness should be reflected in everything we do, even down to how we dress when we approach the task. Therefore, the uniform is not neutral or something arbitrarily imposed; rather, it is a cultural representation of what is going on here—it is the uniform of serious scholarship. After all, any time a young man is made to wear a tie, he knows that whatever function he is attending is weighty or dignified or serious. Similarly, through the uniform, we are attempting to convey the dignity or *gravitas* (get out your Latin dictionary) of your education.

Put simply, we wish you to dress appropriately for your job, and the place you happen to work has a dress code.

Fourthly, you should know that, contrary to what most students think, **uniforms actually help to develop your individuality and personality.** Freed from the shallow means of using external trinkets to conform to whatever is "in" in order to announce

yourself, you can instead proclaim your presence through the more meaningful methods of your character, actions, reputation, and speech. Indeed, if you take advantage of your experience at Geneva, it is precisely these things which can be improved, and thus, your individuality and personality can be strengthened. If you are depending upon clothing to establish and convey your personality or to conform, then you are perhaps frightened of the prospect of imprisonment in a uniform. Having to depend upon on who you are as a person, and not upon your fashion, to show how “in” you are is challenging. So be it. That is part of the challenge of Geneva.

One last word on uniforms: we do not wish to appear callous to what is going on in the world of youth and clothing and peer pressure. This is nothing new and we understand that your friends who do not attend Geneva might think that you are weird or that we are some sort of cult. However, rather than give in and get rid of uniforms—a permanent solution to a temporary problem—it is our hope that perhaps you can now defend why we wear uniforms. Rather than agree with them and mourn your difficult lot in life, challenge their assumptions and argue the purposefulness of what we do. It is our further hope that as you progress in your education and your worldview and wisdom catch up with your maturity, you will wear your uniform with pride, reflective of the pride you have for the education you are receiving at Geneva.

LOGIC SCHOOL DRESS CODE

In **Logic School**, students wear three different uniforms each week: the Dress Uniform, the PE Uniform, and the Standard Uniform. Logic School students are permitted to wear their PE uniforms all day on PE days [Note: On P.E. days, students *are permitted* (but are not required) to wear their P.E. uniforms to school. If desired, students may wear their standard uniform and change into PE uniforms.]. Unless otherwise notified, all students wear their dress uniforms on Mondays. Students wear the standard uniform the remainder of the week. Thus, for 2018-2019: Monday-Dress Uniform, Tuesday/Thursday-PE Uniform, Wednesday/Friday-Standard Uniform

Assembly Dress Uniform Day - Logic School Girls

Logic School Girls **must** wear:

- Dennis Uniforms’ ¾ length sleeve white blouse and khaki skirt
- Solid white or navy knee-hi socks or tights.
- Navy blazer purchased from Dennis Uniforms or identical to Dennis Uniforms’ navy blazer. The navy blazer **must have the GSB emblem** sewn or pinned on the left chest over the heart. Geneva awarded lapel pins only may be worn on the blazer.

Logic School Girls **may not** wear:

- A sweatshirt, or warm-up jacket, underneath the blazer
- Any other item not allowed as part of the standard uniform, including non-Geneva related lapel pins

Assembly Dress Uniform Day - Logic School Boys

Logic School Boys **must** wear:

- White button down long-sleeved oxford shirt and khaki pants
- Navy blazer purchased from Dennis Uniforms or identical to Dennis Uniforms’ navy blazer. The navy blazer **must have the GSB emblem** sewn or pinned on the left chest over the heart. Geneva awarded lapel pins only may be worn on the blazer.
- Navy and gold striped tie, navy tie, navy and gold striped bow tie, or navy bowtie purchased from Dennis Uniform or identical to Dennis Uniforms’ navy tie or navy bowtie (7th and 8th grade boys may continue to wear the navy tie from the previous year).

Logic School Boys **may not** wear:

- A sweatshirt, or warm-up jacket, underneath the blazer
- Any other item not allowed as part of the standard uniform, including non-Geneva related lapel pins

BLAZER POLICY ON DRESS UNIFORM DAYS

On Mondays and other specially called Dress Uniform days, students must wear their blazers when arriving to school, walking in between classes, and when departing. Students may take off the blazers and place them neatly over their chairs while in class. Also, students may take off their blazers during lunch period. Young men must keep their ties on and shirts tucked in at all times.

Logic School P.E. Uniform Days (Both Boys and Girls)

On P.E. days only logic school boys and girls **may** wear:

- Dennis Uniforms’ grey t-shirt with “Geneva” silkscreened on front or the grey “Geneva Athletics” t-shirt. P.E. t-shirts need not be tucked in.

- Dennis Uniforms' grey crewneck or hooded sweatshirt with "Geneva" on front
- Navy appliquéd Geneva sweatshirt
- Dennis Uniforms' navy athletic shorts with "Geneva" on front
- Dennis Uniforms' navy wind pants with "EAGLES" on front (or previous Dennis Uniforms' navy sweatpants or wind pants with "GSB" on front)
- Dennis Uniforms' navy warm-up jacket with "EAGLES" on the front
- Athletic shoes (no color restriction)
- Any socks
- [Note: On P.E. days, students *are permitted* (but are not required) to wear their P.E. uniforms to school. If desired, students may wear their standard uniform and change into PE uniforms.]

On P.E. days logic school boys and girls *may not* wear any other attire including Geneva issued sports attire or apparel. .

Standard Dress Uniform Days - Logic School Girls

Logic School Girls *may* wear:

- Dennis Uniforms' white ¾ sleeve blouse or Dennis Uniforms' navy pique polo shirt with GSB emblem sewn on left chest over heart. Shirts must be purchased from Dennis Uniforms or be identical to Dennis Uniforms' shirts.
- Dennis Uniforms' khaki pleated skirt or identical to Dennis Uniforms' skirt with modesty shorts (**skirt must reach to within 2" of the top of the knee**)
- Solid white, black, or navy bobby or knee-hi socks, tights, or leggings that match the white, black, or navy socks. **No logos.**
- Brown or black leather dress shoes (hard or soft soled) with heels no higher than 2" (no open toes, no booties, no athletic shoes, no sling back or spike heels) or navy and white saddle shoes. LS girls may wear boots or Uggs or similar footwear if the temperature is 35 degree or below at the start of school.
- Dennis Uniforms' navy cardigan or V-neck sweater
- Dennis Uniforms' navy crewneck sweatshirt with embroidered GSB logo
- Dennis Uniforms' white turtleneck worn under blouse, cardigan or sweatshirt (not under polo shirt). NOTE: Turtleneck may only be worn as an undergarment layer on cold days – not to be worn alone.
- **Rain boots of any color may be worn on rain days.**
- Dennis Uniforms' gray Geneva sweatshirt (with or without hood)
- Navy or gold appliquéd Geneva sweatshirt
- On cold days, girls may wear navy or white "under armor" beneath their shirt
- **Gold, silver, black, brown, navy or white hair accessories**
- One pair of small earrings and/or one small necklace
- One plastic awareness wristband
- A wristwatch, fitbit or similar timepiece **without** audible alarm or internet/Bluetooth capability (iWatches and the like are not allowed).

Note:

- Undergarments must not show through outerwear.
- Girls may **not** wear bracelets, wristbands (other than specified above), anklets, gauges, or other accessories.
- Girls may not dye their hair unnatural colors or wear visibly heavy cosmetics or sunglasses.
- Girls may not wear bandanas as hair accessories, or hats.

Standard Dress Uniform Days - Logic School Boys

Logic School Boys *may* wear:

- Navy short-sleeved or long-sleeved pique polo shirt with GSB emblem sewn on left chest over heart or white oxford long-sleeved button down shirt. Shirts must be purchased from Dennis Uniforms or be identical to Dennis Uniforms' shirts. **Shirts must be tucked in at all times.**
- Khaki twill shorts or slacks purchased from Dennis Uniforms or identical to Dennis Uniforms' shorts and pants (shorts and slacks must not be discernibly different in color from the Dennis Uniform items; 5 Pocket jean-style pants are not acceptable).
- **Brown or black belt**
- Solid Brown or solid black leather shoes with black or brown shoelaces. Boys' shoes must not be athletic shoes or have contrasting trim. Black or brown boots (in good repair) are acceptable with long pants, but pant legs must be worn outside of the boot not tucked in.
- Solid white, navy, or black socks without logos or contrasting trim
- Dennis Uniforms' navy crewneck sweatshirt with GSB embroidered logo
- Dennis Uniforms' navy cardigan or V-neck sweater.

- Dennis Uniforms’ white turtleneck worn under sweatshirt or cardigan but not under navy polo shirt. NOTE: Turtleneck may only be worn as an undergarment layer on cold days – not to be worn alone.
- Dennis Uniforms’ gray Geneva sweatshirt (with or without hood)
- Navy appliquéd Geneva sweatshirt
- On cold days, boys may wear navy or white “under armor” beneath their polo or PE shirt
- One plastic awareness wristband
- A wristwatch, fitbit or similar timepiece **without** audible alarm or internet/Bluetooth capability
- A small necklace

Note:

- Boys may not wear earrings, gauges, wristbands (other than specified above), necklaces (other than that specified above) or other accessories
- Boys’ hair must be cut short enough that when it is combed straight down it does not touch the shirt collar or cover the eyes. Boys’ hair must also not have any abrupt transitions from shaved hair to longer hair.
- Boys may not dye their hair unnatural colors or wear sunglasses or caps.

LOGIC SCHOOL COLD WEATHER JACKET POLICY

The approved jackets for logic school boys and girls are the Dennis Uniforms’ navy outerwear jacket with embroidered logo, the Lands End navy fleeces with the Geneva logo, and the Lands’ End navy Squall Jackets and Pea Coats with or without the Geneva logo. All approved Lands’ End outerwear can be found on the Lands’ End website under the school uniform section of Geneva School of Boerne.

JEANS AND GENEVA T-SHIRT DAY DRESS AND FINAL EXAM FREE DRESS PARAMETERS

On Jeans and Geneva T-shirt Days or special dress days, students’ dress may be casual but appropriate for school wear. All clothing must be clean, presentable, and modest. Logic students may not wear tights, yoga-pants, spandex or leggings as their outer layer. No one may not wear tank-tops or shirts with cut-off sleeves. In short, girls should not be immodest and boys should not be sloppy. On Jean and Geneva T-shirt days only modest **blue** jeans may be worn.

Dress at School Events: The above guidelines should apply at school events when students are not required to be in uniform (i.e. Harvest Festival, athletic games, etc.). How students dress away from school is between them and their parents. However, Geneva LS/RS students (and their parents) should respect Geneva guidelines while students are at Geneva events, even if these events are not part of a normal school day’s schedule.

One final word about dress code matters.

This is what the dress code uniform policy is *not* for:

- To suppress your personality.
- To squelch your individuality.
- To stop your freedom of expression.

In a classical school you are to allow the tools of logic and rhetoric to help you express your individual personality.

DRESS CODE VIOLATIONS

Parents will receive automated email notifications for **dress code violations**. The email may include the particular dress code violation or indicate how many dress code violations the student has received. It is the student and parents’ responsibility to keep track of dress code violations.

Every third dress code violation in a semester earns a **demerit** and a **Friday afternoon detention from 3:45-4:15 pm**. The sixth dress code violation in a semester earns **two additional demerits and another Friday afternoon detention from 3:45-4:15 pm**.

Logic School Areas of “Struggle”:

The following seem to be the areas in which logic school students “struggle” the most with dress code compliance:

Boys: keeping the shirt tucked in; forgetting either a belt or tie or both; hair length

Girls: improper hair accessories or jewelry; skirt length

Both: losing or forgetting the crest on the shirt or blazer (clutch-backs for the pins on the crests are available in the office); improper gym shorts (must have the “Geneva” name on them); improper shoes; improper cold weather jackets
 These may seem like little things, but little things matter because they are the reflection of big ideas and assumptions. Take care of the little things, no matter how much of a “struggle.”

The ninth dress code violation earns **two additional demerits and another Friday afternoon detention from 3:45-4:15 pm**. Dress code violation resets to zero in January with the start of the spring semester.

STUDENT LIFE

SPORTS

Sports available for logic students in grades 7 and above include football, volleyball, basketball, baseball, softball, cross country, track, tennis, golf, and cheerleading. When sports seasons are approaching, you will receive information from the athletics office regarding registration deadlines. For students in sixth grade, the Geneva Youth Sports League offers various opportunities.

CLUBS

Students who wish to start a club should secure a faculty advisor and submit a written proposal to the Headmaster.

LOGIC SCHOOL STUDENT COUNCIL

Students who have received no more than two demerits in the previous year are eligible to run for student council. Interested students should fill out an application and teacher form by the given deadline (usually a week after the Logic School on-campus retreat). Representatives are chosen for each class based on the classroom vote and Faculty Council recommendations. The representatives serve the entire year and meet twice a month with the Faculty Sponsor to discuss and plan Logic School student life. **If a Representative receives three demerits, he or she may be excused from the Council at the discretion of the Headmaster and Student Council faculty sponsor.**

DEVOTION

All Logic School students are in a devotion group comprised of students of the same gender from each of the nine Logic classes. These devotion groups read the Bible, study devotion material, pray together and bond as a Christian community. Attendance is mandatory for all students and tardies are awarded to students who are not in their devotion classroom by 8:15 am.

MONDAY ASSEMBLY

Logic School assemblies are on Monday from 8:30-9:20 am. Assembly times can be used for general announcements, messages from the Headmaster, devotional instruction, reports from the Student Council, fine arts performances, special events, and the like. At various times throughout the year, special assemblies will be called that involve the entire Geneva student body. You will be notified in advance of these assemblies and the attendant change of schedule.

SPECIAL ASSEMBLY SCHEDULE

Occasionally, we have special afternoon assemblies like Pep Rallies or we may need to have dual period assemblies or all-school assemblies. Because these do not fit into the regular schedule, in order for all classes to meet, special assembly schedules are in operation on those days. You will be notified in advance of these days and of the different class times.

DAILY BREAD

The Geneva School of Boerne has partnered with a local ministry called Hill Country Daily Bread to provide our Logic School students with an opportunity to volunteer in helping those in need. On specifically assigned Monday mornings throughout the school year, different Logic School classes will report to the Hill Country Daily Bread facility to work during their devotion period. Parents should take students directly to the Daily Bread facility by 8am on these days. Parent volunteers should leave HCDB by 8:45 am in order to deliver the students to the school by 8:50 am. On the two Mondays that a class has HCDB, their first period class will start at 8:55 am. On these days, the students assigned to work are permitted to wear jeans, sneakers, and a Geneva t-shirt or sweatshirt to school.

COMMUNICATIONS

We are entering the 2018-2019 school year with a new communication tool at Geneva School of Boerne called **Parent Square**. We believe this tool will serve our school community by streamlining and consolidating both what we communicate and how we communicate.

Parent Square does NOT replace RenWeb. RenWeb will continue to be our student information portal for the management of family contact information, grades, lesson plans, discipline reports, etc. Parent Square simply will be the tool used to communicate just about everything else school-related.

A few of the most helpful tools in Parent Square are: online payment for things like lunch and fees; a volunteer and sign-up feature (no more SignUp Genius); messaging capabilities that will replace GroupMe for our sports teams and other extracurricular groups; a calendar sync function; and a robust search feature that replaces the frustrating search for missing emails and messages.

In addition to Parent Square, here are suggestions for staying informed:

- **Check the whiteboard posted near the Logic School bathrooms every day. You are held responsible for information on this board.**
- Keep up with the weekly Geneva *FYT* newsletter.
- Visit the Geneva website often (www.genevaschooltx.org).
- Visit the RenWeb calendar page often.
- Don't miss the weekly email update to your parents from the Headmaster's office: *Logically Speaking*

As you can see, there are lots of ways to stay informed about what's happening at Geneva.

STUDY HELPS

What follows are some helpful suggestions for study. None of these is foolproof and they should not be considered "rules" for studying. As you advance in your academic career, you will develop your own study habits, but like any habits, they can be good habits or bad habits. What we offer here are suggestions that might lead to good habits.

TAKING NOTES IN CLASS

Taking notes is an important skill that you cannot let slide. In many classes, much of the material for which you will be held accountable will come from notes you have taken during your teacher's lectures. Thus, here are some suggestions to improve your note taking abilities. By "suggestions," we mean that this is really important and you should treat this as if your life depended upon it.

1. Do not attempt to write down every word your instructor says. This will only lead to getting behind and frustrated. Rather, listen carefully and write down the important points of what is being said.
2. At a minimum, be certain to copy everything your instructor writes on the board, presents on an overhead, or shows on a powerpoint presentation. These are likely to be important points. However, the worst thing you can do is be so intent on copying that you miss what is being said by the instructor. Listen as you copy.
3. As you take notes, develop abbreviations of often used words so you don't have to write out every word. This will help you with speed in note taking. For instance, suppose your instructor says something like this: "An important result of the Norman Invasion of 1066 was that the English language was to be forever changed. The invaders from Normandy spoke French. Over time, the French of these new rulers combined with the Germanic language of old English and what we would come to recognize as English developed." Trying to write all of this down as it is being said would certainly be frustrating. Instead, you could write down something like:
 - a. Norman Inv. 1066.
 - b. Eng changed.
 - c. Normans spk Fr.
 - d. Fr + old Germanic = Eng.
 In any case, develop your own system and then follow number 4 below.
4. After school, make it part of your homework to rewrite or type out your lecture notes. At this point you can fill in your abbreviations or add insights while it is fresh in your mind. You will be surprised how much more information you can remember if you do this.
5. Don't ignore number 4. This is the most overlooked, but ironically, it is the most important.

To conclude the section on note taking, here are the four points (well, five) on note-taking written as if you were taking notes on it in class:

1. No write all
2. Copy board—impt
3. Use abrvs
4. Rewrite.
5. #4 most impt!

READING A BOOK

What we mean by this is that it is helpful to have a plan as you read a book. When you are not reading strictly for pleasure (which we hope you do often), having a plan aids you in getting the most out of your reading without becoming frustrated or too quickly bored.

For Non-Fiction or Textbooks:

1. Remember that textbooks and other non-fiction books are written by people. That is, these books didn't drop from heaven as authorless works of authority. These books are written by people who have definite ideas, prejudices, worldviews, and goals. Part of becoming someone who can say he or she is educated is getting to the point where you are not immediately in awe of a "textbook." Approach the textbook by saying, "Let's see what he or she (the author) has to say about this subject." Remember that the author was once in junior high or high school just like you. Of course, the author has probably studied more than you since then and has the right to be heard, but he or she is still a person, not a "they" or "book" of the famous phrases "they say" or "the book says."
2. Do not be passive as you read. The author is trying to convince you of something. Engage in conversation with the author.
3. Read the things most people normally skip before you try to read the book.
 - a. The Title: Note the title. Is there a subtitle? This normally provides a more detailed description of what is in the book.
 - b. The Author's Name: Is there any information on the author on the back of the book or in the Preface? Knowing more about the author can help your understanding of the material.
 - c. The Introduction: The introduction often provides the main idea and plan of the book.
 - d. The Table of Contents: This is the map of the book—look at the map before you travel and get a feel for where you are headed.
4. As you read the chapters, note the subheadings. These are like the map within a map. Also note things that are underlined or italicized or in bold type since these are likely to be important.
5. If you own the book, underline and annotate as you read. Don't just underline, but write yourself notes in the margin as to why you underlined. Write questions you have or mark the things with which you disagree and why. Look up words you don't know and write their definitions in the margin. It is during this stage of your reading that you begin to engage in conversation with the author. [If you don't own the book, keep track of these things in a notebook.]
6. At the end of each chapter, write a brief summary of the chapter either in the book or in your notebook. Look for the connections between the chapters.

Books of Fiction: Books of fiction that you read at the Geneva School of Boerne are not assigned merely because they are good stories, although most are at least that. These books are read for the significant ideas or themes that the author explores and for how the books have impacted readers through the ages. With this in mind, we provide these helps for reading fiction.

1. Most of the suggestions listed above for reading non-fiction also apply to fiction.
2. Read the material, if any, on the back cover of the book. This sometimes gives helpful insights about the plot or characters or its impact upon other readers.
3. If there is an introduction, do not skip it. If it is by the author, he or she may reveal the intent for writing the book or helpful suggestions in reading the book. If it is by someone other than the author, these same things may be explored, along with why the book has been regarded as significant and what themes are presented.
4. Keep a list of characters and significant events as you read. Ask yourself why certain events happen and what may be the role of certain characters. Through the plot, what values and ideas are being defended or attacked? Do you agree or disagree? Why? Keep track of all of this through margin notes or in a notebook.

Questions to Ask of the Author of Any Book: Whether the book is a work of fiction or non-fiction, every author has beliefs and a worldview that will come out in what and how he or she writes. Therefore, you should read critically and try to figure out what the author thinks about the following questions:

1. What does the author believe about God? Does he or she believe God exists? If so, in what kind of God does the author believe? [Answering these questions reveals the author's Theology.]
2. What does the author believe about ultimate reality? Is there anything beyond the physical universe? Is the physical universe all there is? Can creation happen? [Answering these questions reveals the author's Metaphysics.]
3. What does the author believe about knowledge and how we come by it? Does he or she believe in absolute truth? Does he or she believe there are things that are true whether anyone believes them or not? [Answering these questions reveals the author's Epistemology.]
4. What does the author believe about morality (right and wrong) and making judgments? Are right and wrong the same for everybody? Upon what standard do we base our judgments? [Answering these questions reveals the author's Ethics.]
5. What does the author believe about the nature of humanity? Are people the end result of evolution? Do people have any worth? [Answering these questions reveals the author's Anthropology.]
6. What does the author believe about the point of history? Do things happen for a reason? Is time linear or cyclical? Do historical events matter? [Answering these questions reveals an author's Teleology.]

Whether you understand the specialized words after each question or not, you need to know that the combination of what someone believes about these six things is what makes up a person's worldview. Becoming a good reader means, among other things, that you keep these questions in mind so that you do not become a victim or mindless follower of the latest idea you happen to read.

GENERAL STUDY SUGGESTIONS

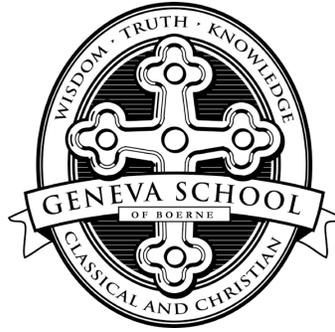
The following items are in no particular order and are not guarantees of success in studying. They are merely helpful pointers on the way to developing good study (homework) habits. In Logic School, you can expect an average of one and a half to two hours of homework per night, while this average may jump significantly in Rhetoric School. Since each student is different, we can't tell you exactly how much homework you will have. As a general rule, know that the amount of outside-the-class study (homework) increases with each year of schooling since the demands of the subjects become greater. This is true on into college and later schooling (graduate school) as well. So, the sooner you develop good study habits, the better. Many students get blown away by college because they never develop good study habits. Don't be one of them.

1. Schedule your time. Plan study/homework time into each day. Write homework, project, essay, and reading assignment deadlines into your schedule planner when you receive them. Write exam dates in as soon as you know them. Do not rely on RenWeb to be your only planner, but check RenWeb.
2. Study someplace free of distraction so that you can devote your whole mind to what you are doing. By doing this, you will remember more of what you are studying and you will likely finish more quickly.
3. Normally, you should study some in each subject each day. This is not always possible, but reading assignments and essays and projects should be spaced out in order to prevent things from backing up on you.
4. When you have homework in multiple subjects on one night, you should prioritize. It is normally a good idea to study math and languages first since these require frequent exercises. Then move on to science and then humanities subjects like literature or history. Don't forget to copy your notes (see the section on taking notes).
5. Study your foreign language (especially Latin) everyday. Languages only become easier through repetition. Review your vocabulary flashcards and chants (conjugations, declensions, etc) everyday and do your assigned exercises. There are no shortcuts to learning a language. By the way, the same is true of math. In the case of languages and math, getting behind in any one lesson will make future lessons even more difficult.
6. When it comes to studying for exams, do not wait until the last minute. If you have taken the steps already suggested, the material will be fresh in your mind already and you will not have to cram. Often, rewriting or re-typing your notes once again can aid in memory. Do not depend upon or wait for study guides when preparing for exams. This can become crippling in that you study the study guide and not the course, making you a mere test taker and not a learner.
7. For all of your courses, it is important to keep all of your notes, handouts, assignments, quizzes, papers, and tests in a notebook throughout the year so you can refer back when preparing for major exams like semester or final exams. A few weeks before a major exam, begin to check through and organize the material. Check for missing notes or handouts and make arrangements with fellow students or your teacher to fill the gaps. Always make sure you schedule enough time to study thoroughly.

We will say it again:

Study is hard work.

The Geneva School of Boerne is not *Sesame Street*, and we do not use cute puppets to trick you into learning or entertain you into the truth. Resist equating hard work or working through difficult concepts with being “bored.” Chances are, you’re not bored; you may be frustrated that it is not entertaining. Part of growing up and getting the most out of your education is getting to the point where learning is exciting in and of itself. We are not necessarily here to provide you the fun of consuming entertainment, but the joy of working through a challenge. There is nothing wrong with entertainment and everybody likes to have fun, but lasting rewards come to those who can think deeply, who can make connections, and who can rise to the challenge of learning something new every day. Our prayer is that you rise to the challenge.



GENEVA FIGHT SONG

We are the Geneva Eagles

We're flying high

We soar above the others

Into the sky

Noble and bold

Are our navy and gold

We are the Geneva Eagles

Just watch us fly!

G-S-B!

GENEVA ALMA MATER

Grace to you, Geneva

Laud Him in all you do

Wisdom, truth and knowledge

Steadfast and true

And to God be the glory

Forever keep shining bright

And may God bless Geneva

With Him as our Guiding Light

LOGIC SCHOOL STUDENT HANDBOOK IN ONE PAGE
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PHILOSOPHY AND IDENTITY

We are a classical and Christian private school. We assume you want to be here, you want to learn, you want to work hard, and you want to serve Jesus Christ as Lord. The goal is to forge you into the best thinker you can be for the Kingdom of God, not simply to make sure you pass to the next grade or get into college.

DRESS CODE

Our school dress code encourages you to express your ideas and personality through the tools of logic and rhetoric. Jeans and Geneva-T days are earned.

ACADEMIC INFORMATION AND POLICIES

Though grades are not the final measuring stick of whether we accomplish our goal at Geneva, they are useful for you and for us to check progress. Do your best and don't drop below a 70, because that doesn't earn credit at Geneva. Three 8th grade classes count as high school credit (Algebra 1, Physics, and Latin), but no college will ever see your logic school grades. Therefore, use logic school to develop good study habits. If you slack off in logic school, your intellectual muscles will not be ready for rhetoric school. School is your job and most of the time study is hard work.

Keep your planner up-to-date and plan well, or you can find yourself behind. Take advantage of your study halls and you will have less homework. Keep track of your work and turn it in on time or you will lose points on the work. Don't be tardy or you will earn before-school detentions. If you are absent, meet with the teacher when you return and find out about your work.

CONDUCT AND DISCIPLINE

Treat everyone on campus the way you want to be treated. Resist the temptation to cut corners and cheat. If you earn five demerits in a semester you will be on behavioral probation—you don't want to be on behavioral probation. You earn demerits by being tardy to a class three times in one semester, getting in trouble, or violating the dress code three times in one semester.

INSTITUTIONAL POLICIES

First thing in the morning, be at your class or devotion group by 8:15am and don't be tardy. During the day, don't hang out in the locker room and don't have your cell phone with you until after school. Cell phones should be kept in your locker during the day. Having your cell phone during the school day earns two demerits. All other electronics are unauthorized. You are responsible to keep a lock on your locker. During lunch, spend the first part eating and then play or study. Keep the campus clean by throwing away your trash and any other trash you see.

STUDENT LIFE

Make sure you read the white board in front of the Logic School restrooms every day and make sure your parents read emails so you know what is going on.