GENEVA SCHOOL OF BOERNE

RHETORIC SCHOOL

2019-2020 STUDENT HANDBOOK



2019-2020 RHETORIC SCHOOL HANDBOOK
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RHETORIC SCHOOL HANDBOOK (SPARKNOTES VERSION)

For those who need the SparkNotes version of the Handbook, either because you know you're not going to read the real thing (honest motive), or because you only get it out when you are looking for loopholes (deceitful motive), here is our top ten:

1. This school is not for students who want to cruise. Know why you are here and buy into the goals and philosophy or you will be frustrated all of the time.
2. Too many rules? Most of the rules can be summed up in the following way: "Treat people the way you want to be treated" (Matthew 7:12). Just do that, and the rules will take care of themselves.
3. Instead of looking for loopholes in the dress code, just do the minimum.
4. Remember that study is hard work. It's not intended to be easy.
5. No whining. It's not the teacher's fault or your parents' obligation. Take responsibility for your own actions.
6. Plan well and in advance regarding your studies, projects, and homework or you will suffer.
7. Cell phones may only be used after 3:35pm, not before or during school hours. Also, if you want homework to take longer, have your phone out while you are doing homework.
8. More than eight absences in a class per semester puts you in danger of not earning credit for the class. Be on time to class because persistent tardies will earn demerits.
9. Five demerits in a semester lands you on behavioral probation, and some demerits carry over to the next semester.
10. Grades below a 70 do not earn credit. At either At-Risk Report time or Report Card time, two Ds (65-69) or one F (below 65) will put you on academic probation. So will a first semester or final year grade below a 70.

GENEVA SCHOOL OF BOERNE
RHETORIC SCHOOL
2019-2020 HANDBOOK

PURPOSE OF THE HANDBOOK

This handbook is presented to assist Rhetoric School (grades 9-12) students and parents with understanding where they are, what they are expected to accomplish, and how the campus operates. As a rhetoric 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, and remember that you will be held accountable for the material presented in this handbook.

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

[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. Material is subject to change and addition each year, so don't assume you know it all. All parents and students must sign the Handbook Acknowledgement Form *which, naturally enough, acknowledges that you have read the handbook, or at least, acknowledges that you know you are being held responsible for acting accordingly under its contents.]*

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; life-long 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

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?

"[Geneva School of Boerne] has chosen the path of cultural engagement, confidently and joyfully proposing the Christian worldview as an intellectually and morally superior alternative to the tired dogmas of secularism."
Shamelessly cribbed from Robert P. George's endorsement of Union University

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 Jesus Christ."* 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 God. 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

Even though we are first and foremost a Christian school, 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.

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 Greek or Anglo Saxon), 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."

We are training you to be Christian thinkers, not just competent test takers.

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 yet 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.

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, *human*ities). 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.

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."

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 core 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 News Flashes:

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 regard 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 [much more now since this article was first printed] 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."

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.

Yet another well placed (but probably more gratuitous) quote 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."

We believe that man was originally created in the image of God to enjoy fellowship with God and to have responsibility for the earth. God created male and female and He established marriage as a holy union between a man and a woman for the purposes of love, companionship, blessing, procreation and family. As such, it is a reflection and expression of His life-giving, self-giving and moral nature. Genesis 1:26-28; Genesis 2:18, 21-25; Mark 10:6-9, Psalm 139:13-16.

We believe that humanity was alienated from God by Adam's sin 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 a life-giving relationship with God and utterly lost. Genesis 2:15-17; Romans 3:11; Romans 5:12; Genesis 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 Jesus Christ is the head of "one holy catholic* and apostolic Church", the universal body of Christians. His authority is typically and practically expressed through local churches and through families. Parents are responsible to raise their children in the "discipline and instruction of the Lord". 1 Peter 2:4-6; Ephesians 4:11-16; Ephesians 5:21-6:4; Deuteronomy 6:4-7.

We believe the Holy Spirit witnesses to Jesus Christ, 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 16:13-14; John 16:8; Titus 3:5-6; 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.

**the word "catholic" as used in the Nicene Creed (from which this phrase is taken) means "universal"*

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 life-long 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 parents." 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.*

INTERACTION WITH THE BOARD OF TRUSTEES

Geneva's Board of Trustees is a strategic board and does not participate in school operations or routinely review decisions made by the Head of School. That said, the board utilizes a carefully defined appellate function in the Head Support and Evaluation Committee of the board. While the board expects the use of this process to be extremely rare, it believes it may be of value simply to have such a process in place. The Head of School will always be part of this process and will participate fully in any discussion of matters appealed to the committee.

Because the board appoints the Head of School with full responsibility to run the school and the head has the confidence of the board, it would be unusual for the appellate process to overturn a decision made by the head. However, there may be an instance when a review process of decision-making would be helpful to be sure all sides of an issue have been examined. The appellate process can be used by parents for significant disagreements, such as the expulsion of a child from school, or by a faculty member who may imminently be terminated or whose contract has not been renewed. The process is not intended to be used for daily operating

decisions or to challenge school policies. In all cases, it is expected that the complainant will have worked through the normal process of conflict resolution following the lines of communication as outlined in this handbook. The appellate process is to be used only by the person affected by the decision.

To appeal a decision, the person affected or his/her parent/legal guardian must submit a written, signed, and dated statement to the Head Support and Evaluation Committee chairperson. No oral or unsigned appeals will be considered. The written statement should describe what the problem is and include specific facts, dates and names, where relevant. The statement should include why the position of the school is perceived to be wrong.

Typically, the appeal will be reviewed in the next regularly scheduled meeting of the Head Support and Evaluation Committee, which meets with the Head of School in attendance. The head participates fully in this meeting. The committee normally meets once a month during the academic year.

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 individuals interested in volunteering at the school must pass a criminal background check and complete awareness training through Ministry Safe before being approved for volunteer work.

VISITING THE CAMPUS

Whenever visiting classrooms or volunteering during the school day (after 8:30 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.

In addition to signing in at the office, all visitors to the campus arriving after morning drop-off has concluded or before afternoon pick-up has begun will be required to check-in at the guard station. Those with approved permit tags will be allowed to proceed. Visitors without approved permit tags will be required to present an ID

such as a driver's license which will be scanned or manually entered into our Raptor Visitor Management System. The system check's the visitor's name and date of birth against a national database of registered sex offenders. No other data from the ID is gathered or recorded and the information is not shared with any outside agency. Once entry is approved, the system will issue a badge that identifies the visitor, the date, and the purpose for the visit. For practical reasons, the system will not be employed during high traffic days such as Grandparents' Day or Jogathon/EagleFest.

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, or trained school personnel approved to carry by the Board of Trustees.

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 him 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.

   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.

   The following govern all requests for a release from the tuition contract:

   a. The deposit is non-refundable. All fees are non-refundable.
   b. 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.
   c. 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:
      i. Death in the student's immediate family;
      ii. The student permanently moves more than 100 miles from Geneva School;
      iii. Medical necessity which renders the student unable to attend Geneva School or any other school;
      iv. Unexpected and substantial loss of income to primary wage-earner in student's immediate family; or
      v. 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.
   d. 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:

i. 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.

ii. 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.

iii. 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.

iv. 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.

v. 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

9. 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:
   a. Written request is made pursuant to subparagraph (b) above; **and**
   b. Tuition has been paid in full or the family is enrolled with FACTS (and current on all periodic payments); **and**
   c. The student's class is "full" (i.e., there are no spots available in that class) at the time the request is made; **and**
   d. 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**
   e. 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. You should know that your classroom attitude and behavior can be reflected in your daily class participation grades in each class.

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.
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.

A NOTE: "WHY ARE YOU HERE?"

The pressure of grades and getting into college can make students question whether the work it takes to succeed at Geneva is worth it. I am going to let you in on a little secret: if grades and college alone are what it is all about, then no, it is not worth it. Every student here could transfer to a public high school and most likely be wildly successful grade-wise, and probably with much less effort. They would doubtlessly also benefit from more electives, more AP choices, more extracurricular opportunities, and an equally promising prospect of college acceptances (and mom and dad would benefit from more money in their pockets).

One final far less gratuitous and very well-placed 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."

Students need to ask themselves why they are at Geneva. In Grammar school, students are here because that's what their parents want. And besides, little kids dressed the same and reciting things from memory is cute. In Logic School, it gets less cute and the demands ramp up. Students may start to wonder whether they will ever get used to the work flying at them from every angle, but since the parents still want them here, they stick it out. In Rhetoric School,

however, merely going through the motions of school doesn't work anymore. More than ever, it matters whether students know why they are at Geneva. In fact, given our size and the fact that many of our high school students have been here for their entire education, it is likely that some of our students don't know why they are here because they didn't purposefully decide to come when they got older.

Therefore, I encourage you (students and parents) to ask yourselves (or remind yourselves) why you are at Geneva. If your answer is the same as it was in Grammar School—that this is what the parents want—then Geneva is probably a miserable place for you. If the answer is like that of some Logic students—"I dunno, my parents want me here"—then Geneva is more like expensive babysitting. In Rhetoric School, students need to *want* to be here. Geneva can only accomplish its goal if students are willing to be patient with the academic process and diligent in honestly pursuing truth. The payoff for a Geneva education is in the long-term effect it has on students as thinking Christians, not the mere short-term benefit of making students attractive to a college. If a student is not willing to buy into this higher vision, this becomes a sort of expensive surrogate public school.

In his autobiography *Surprised by Joy,* C. S. Lewis claims that his greatest time of learning and growth was with a private tutor who challenged him at every turn, never letting him rest, demanding excellence and diligence in every scholastic venture. "The Great Knock," as Lewis called his tutor, might have been seen by some as a severe taskmaster. Lewis writes, "Some boys would not have liked it; to me it was red beef and strong beer."* For many students, Geneva is already "red beef and strong beer" because they *get it* and are starting to reap the benefits of vigorous and robust thinking. If you are not there yet, we hope you want to be, but know this: we will never be "canned corn and weak tea"—you can get that anywhere.

*Of course, this is not advocating under-age drinking. Lewis, as we all know, uses "red beef and strong beer" as a literary image to suggest hearty fulfillment. If that is lost on you, then you need to remain at Geneva until you learn to properly interpret literary imagery.

GRADUATION REQUIREMENTS

While your work in Logic School is important and prepares you for the rigors of Rhetoric School, once in Rhetoric School, things really count in that they are recorded on your permanent high school transcript. Therefore, you build your transcript and accumulate academic credits toward graduation in grades 9-12. In order to graduate, a student must successfully complete the required coursework and four years of credit-worthy academic study at the Rhetoric School level.

All students must complete a minimum of 27 credits, as outlined below, in order to graduate. Of course, these are minimum graduation requirements and all students will exceed these requirements after four years of Rhetoric school. Additionally, you are encouraged to take advanced courses beyond the graduation requirements as dictated by your academic interests or goals. No matter their credit accumulation, 12th grade students are required to maintain a 4.5 credit course load minimum their senior year.

Humanities: 8 credits

Fulfilled by two 1-credit classes (history and literature) of required humanities each year in grades 9 through 12.

Math: 4 credits

Fulfilled by four 1-credit math courses: 8th grade Algebra 1, 9th Geometry, 10th Algebra 2, and 11th Pre-Calculus. The 8th grade course is included in the student's transcript as a pass/fail and does not factor into the student's RS GPA. Students are encouraged to continue math studies their senior year.

Science: 4 credits

Fulfilled by four 1-credit science courses: 8th Conceptual Physics, 9th Pre-AP Biology, 10th Pre-AP Chemistry, and an 11th grade science choice. The 8th grade course is included in the student's transcript as a pass/fail and does not factor into the student's RS GPA. Students are encouraged to continue science studies their senior year.

Foreign Language: 3 credits

Fulfilled by three years of either Latin or Spanish.

Liberal Arts: 2 credits

Fulfilled by four required .5 credit classes: 9th Classical Rhetoric 1, 10th Classical Rhetoric 2, 11th Worldview Analysis, and 12th Senior Thesis.

Theology: 2 credits

Fulfilled by four required .5 credit classes: 9th Bible Interpretation, 10th Philosophy of Religion and Ethics, 11th Historical Theology, and 12th Apologetics

Fine Arts: 1 credit

Fulfilled by two years (9th and 10th grades) of fine arts (all fine arts classes are .5 credit)

Athletics: 1 credit

Fulfilled by either two seasons or two sports (one sport for one season is .5 credit)

Electives: 2 credits

Fulfilled by combinations of electives that are either 1 or .5 credit.

Regarding your foreign language credits, know that all graduates must have completed at least one year of high school-level Latin. On top of this, all graduates must have at least three years of high school-level instruction ***in any one foreign language***. Students who complete logic school Latin at Geneva have earned the required 1 credit of Latin, equivalent to high school level Latin 1. [These course grades do not factor in your transcript grade point average, but they do count as your Latin credit.] Therefore, having fulfilled the required Latin credit, you may choose to continue in Latin 2 and 3 in order to fulfill your foreign language requirement (and thus potentially fulfill it earlier), or you may choose to switch languages and study Spanish 1, 2, and 3 in order to fulfill your language requirement.

RHETORIC SCHOOL CURRICULUM OVERVEIW
CORE CURRICULUM:

Grade	Humanities (History and Literature)	Math	Science	Liberal Arts	Theology
9	Ancient and Classical	Geometry	Pre-AP Biology	Classical Rhetoric I	Bible Interpretation
10	Medieval to Early Renaissance	Algebra II	Pre-AP Chemistry	Classical Rhetoric II	Philosophy of Religion and Ethics
11	Renaissance To Early Modern	Pre-Calculus	AP Biology, AP Chemistry, AP Physics, Anatomy & Physiology, or Earth and Space Science	Worldview Analysis	Historical Theology
12	U.S. History And Literature	AP Statistics and/or AP Calculus	"	Senior Thesis	Apologetics

Humanities: All rhetoric students must complete four years of humanities studies, the cornerstone of your Geneva education. Humanities studies integrate two courses per year, one emphasizing history and cultural progression, the other focused on the literature of the periods studied. Both incorporate significant rhetorical components. The study of humanities also integrates biblical and doctrinal material as the significant ideas of western culture are discussed and evaluated. The same instructor teaches both components (history and literature), thus allowing for more integration of material.

Math: All rhetoric students must complete math studies through Pre-Calculus. Depending on the student's goals, he or she may continue with AP Statistics or AP Calculus AB.

Science: All rhetoric students must complete four credits of science. Students are encouraged to take science offerings beyond the required credits: Anatomy & Physiology (Regular and Applied), Earth & Space Science, AP Biology, AP Chemistry, and AP Physics 1.

Liberal Arts: All rhetoric students must complete four years of liberal arts studies as outlined above. Classical Rhetoric provides instruction and practice in classical forms of both written and oral persuasive expression, Worldview Analysis helps students learn the basics assumptions of various worldviews and hone the skills of discovering those assumptions and tracking them to their logical conclusions, and Senior Thesis provides guidelines and coaching on the way to the Senior Thesis presentation.

Theology: All rhetoric students must complete four years of theological training, incorporating biblical, theological, philosophical, and apologetics instruction.

Foreign Language: All rhetoric students must complete three years of high school instruction in one foreign language and have at least one high school credit of Latin. [See the discussion above concerning foreign language credits for more information.] Current offerings include Latin and Spanish. AP Latin and AP Spanish are also a part of the language track. Koine (biblical) Greek is offered only as an elective credit, not as a language track.

Fine Arts: Fine arts offerings include Band, Art, Guitar, Orchestra, Vocal Music, and Theatre (Performance or Tech Crew). "Theatre Competition," "Praise Ensemble," and "Jazz Ensemble" are additional fine arts electives available outside the normal fine arts period.

Athletics: Students in the rhetoric school do not take PE. Various sports are offered to fulfill the athletics requirement. This is to encourage the advantages of participating on a team, not to embarrass those who struggle with sports. Thus, for those of a less athletic bent, opportunities to serve as team managers or trainers are available. A strength and conditioning program option is also available. All sports are extracurricular (no time is scheduled during the day for athletics periods).

Electives: Current elective options include Journalism and Advanced Journalism (Yearbook or Magazine), Humanities Lab (a discussion course in which students apply their learning to topics ranging from current events to cultural expressions), Dual Science Studies, Debate and Speech (novice through advanced), Koine Greek, Life and Works of Tolkien and Lewis, Music Theory (regular and AP), Political Economics, Creative Writing, Audio Engineering, Cinematography (regular and advanced), Introductory and AP Computer Science, AP U.S. Government, AP Microeconomics, AP Human Geography, and Dual Credit English through UTSA's Geneva Scholars Program.

"STEM" AND CLASSICAL CHRISTIAN EDUCATION

"Science, Technology, Engineering, and Mathematics" (STEM) is often misunderstood as being in opposition to a liberal arts education. While the subject matter may differ, the approach to both is the encouragement of rigorous thinking. At Geneva, we do not advocate the false dilemma of STEM versus the liberal arts. Instead, students are encouraged to excel across the board academically. Challenging AP course offerings in math and the sciences combine with time-tested training in the Classics to produce well-rounded students at home in either arena. Geneva alumni regularly go on to college to study engineering, pre-med, research sciences, and computer sciences.

AP COURSES

It should be remembered that AP ("Advanced Placement") courses are not the Holy Grail of education, but a useful means of taking advantage of challenging high school academics for college credit. Thus, we will seek to offer AP courses where they fit into our overall curricular goals but providing AP courses will not drive the program. Currently, we offer the following AP courses:
AP Biology
AP Calculus AB
AP Chemistry
AP Computer Science Principles
AP Human Geography
AP Latin
AP Microeconomics
AP Music Theory
AP Physics 1
AP Spanish Language and Culture
AP Spanish Literature and Culture
AP Statistics
AP U.S. Government and Politics
Though we do not offer AP courses in the core humanities, students may still choose to sit for these exams. All AP courses receive a .3 GPA enhancement on the Geneva transcript.

ADDITIONAL NOTE ON AP COURSE OFFERINGS AND AP EXAMS

Where AP courses are compatible with our curriculum, we are pleased to offer them. Therefore, the fields of math, science, and language study dominate our AP offerings because the terminal point for high school study coincides with our curricular goals. However, in the humanities, the cornerstone of a Geneva education, the AP curriculum would require us to alter our curricular goals. For this reason, we do not offer the same AP options in the humanities.

Nonetheless, knowing that our humanities curriculum may sufficiently prepare some students for certain AP exams, we offer certain additional exams to students who register (registration takes place in the fall of each year). Our normal class instruction will not alter to teach towards the exams, so students may need to supplement their preparation.

GENEVA SCHOLARS PROGRAM

In partnership with UTSA (University of Texas at San Antonio), we offer the Geneva Scholars Program, a dual-credit program in English. Students are able to take introductory college English courses on the Geneva campus and potentially fulfill the basic English requirements of most universities. Currently, this is an elective choice open only to seniors who must be admitted to UTSA as undergraduates in order to participate. This is an elective offering and does not replace the Geneva 12th grade humanities requirement. Students receive one GSB language arts credit with AP course GPA enhancement and 6 hours of college credits (two college courses). NOTE: This course requires admission to UTSA and paying tuition to UTSA above the Geneva tuition.

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?

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.

Plus, without Latin, you wouldn't be able to read this:
Macdonaldus Senex fundum habuit. E-I-E-I-O.
Et in hot 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

AN EVEN BETTER NOTE ON LATIN

The following is from Dr. Steven Jones, Chair of the Department of Classics and Biblical Languages at Houston Baptist University:

"You should take Latin." I bombard every student I meet on campus with this phrase. So much so that normally students see me coming and instead of running away turn to meet me and see how long it takes for me to turn any conversation into an apologia for the Latin language. They think they are impervious to my wiles. They think they won't be the ones to give in. But they are wrong. Eventually many relent. Frequently it's the ones who put up the biggest fights up front that tap out first. But what is my secret? How do I persuade? Here is my favorite approach: I tackle head on most people's chief complaint.

The most common objection students give to taking Latin is that they believe it is useless because it is a dead language. "Why should I learn Latin," students complain preparing to play what they believe to be their trump card,"…No one even speaks it anymore." Somehow most students think I have never heard about this. I somehow avoid the temptation to respond sarcastically with, "Wait, what? Are you serious? No one speaks it anymore? Why did no one tell me, the guy who spent all that time in graduate school studying this stuff. I've wasted my life."

Instead, my answer goes like this: You know what else is useless? Exercise. You go to a gym and lift weights repeatedly for no reason. At the end of the workout, you put the weights exactly where you got them. No work has been done. You didn't load a truck or build a wall. You DID nothing. When you run, you get on a tread mill or follow a path and ultimately end up exactly where you started. You didn't go on a journey. You WENT nowhere. So why did you do it? Because you valued training your body even when you accomplished no other visible work besides.

Latin is like a bench-press for your brain. It helps you build mental muscle and intellectual stamina that enables you to train your brain to learn other things. I agree with Dorothy Sayers who says, "Even a rudimentary knowledge of Latin cuts down the labor and pains of learning almost any other subject by at least fifty percent."

The fact that Latin is dead and not-spoken is an advantage. Spoken languages place a high priority on speaking quickly and simply. Reading a dead language enables the focus to be on reading deeply sentences of increasing levels of complexity. Instead of learning basic conversation, a third semester Latin student is already reading one of the classics of Western Literature like Vergil's Aeneid.

So, you should take Latin, for a lot of reasons, but start with because Latin will train your brain to absorb, organize, and assimilate massive amounts of information as well as to perform multiple simultaneous calculations. This is the reason that med schools and law schools love seeing Latin on a transcript***. In short, you should totally take Latin. It's good for the brain…and the soul.***

SENIOR THESIS

As already mentioned in this handbook (and reflected in the Liberal Arts credits), all Geneva students must also successfully complete their *senior thesis* in order to graduate. Briefly, what this entails is researching and writing a documented essay on a defensible thesis. This must also be memorized and delivered orally (and eloquently) before an audience of faculty, students, parents, and invited panelists. Upon completion of the oral presentation, the panelists question the presenter upon points that have been raised, whereupon the presenter demonstrates competency in fielding the questions by "thinking on his feet."

Each year, one senior receives the G.K. Chesterton Award as the Outstanding Senior Thesis Presenter. Based on their research, written work, and in-class presentations, the top twenty percent of senior thesis presenters are declared eligible for consideration for the GKC Award. The ultimate award winner is determined based upon the final presentation and defense.

The finalists are announced in the middle of the third quarter after the revised written theses and early oral presentations have been evaluated by the thesis teaching team. Finalists are determined through discussion and democratic vote of the thesis teaching team. Because GKC finalists must have the same panel of judges (in addition to their invited panelists), finalists must be determined early so that they can be scheduled to present when these judges can attend (and as a courtesy to the judges). Warning: If you forget these GKC guidelines and why they are in place, then come presentation time you might get upset because inevitably someone who is not a finalist "outshines" a finalist in the presentation. This is unavoidable, and it will happen, so remember the big picture.

Thesis FAQ:
Q1) Why does it have to be memorized?
A1) The senior thesis exercise follows and gives training in the Five Faculties of Classical Rhetoric, and memory is one of the five (Invention, Arrangement, Style, Memory, and Delivery). Classically trained students must demonstrate this faculty.
Q2) Why do we not offer a "senior project" instead of a senior thesis so that students can cap their Geneva careers by demonstrating areas of individual interest and strength?
A2) While we recognize that students possess varied and valuable talents and skills, the capstone of rhetoric training should be a substantive effort in rhetoric. Further explanation is available earlier in this handbook under the discussion of classical education.
Q3) Why is it so hard?
A3) It isn't. Most students regularly write 5-6-page essays for literature classes. The final thesis essay to be memorized is only ten pages. Students who are influenced by the hype or who do not meet deadlines or who flaunt guidelines are the ones who find the process "hard."
Q4) Why is there often such disparity between presentations?

A4) One of my favorite illustrations from C.S. Lewis regards his rebuttal of critics of Christianity who claim that if Christ is so transformative in people's lives, then why are so many Christians still such nasty people? Or put another way, why are so many non-Christians seemingly better people than many who claim to follow Christ? Lewis doesn't deny this reality, but he uses toothpaste to help us understand why. Just because a toothpaste brand advertises that it will make everyone's smile brighter does not guarantee that all who use the toothpaste will have equally bright teeth. It all depends on what you are starting with. So Lewis, having typically British teeth, although using the toothpaste religiously, might never have a smile equal to that of a healthy young bush native who has never even heard of toothpaste. The application, of course, is that discipleship is not a zero-sum game and uniformity of sanctification among Christ's people should not be expected—it all depends on what you are starting with. The same is true of senior thesis presentations. Some expect all thesis presentations to be uniformly similar and are disappointed that some are better than others. They forget that every senior has a different starting point, and thus, the end-product is going to be different as well. We require that every senior present a thesis; not just those with already healthy rhetorical teeth, so to speak.

Because most of the requirements for the year-long course in senior thesis are meeting submission deadlines, failure to meet these deadlines results in the loss of off-campus privileges for the offending student until the work is completed and submitted. The senior thesis course is evaluated as pass/fail, with students receiving ongoing feedback of either "high pass," "pass," or "resubmit."

STANDARDIZED TESTING

Rhetoric School on-campus standardized testing lines up as follows:
Grade 9: PSAT 9 in November
Grade 10: PSAT in October and PreACT in November
Grade 11: PSAT/NMSQT in October and SAT in March
With the aid of our College Counselor, students schedule their own sittings for the SAT, ACT, and CLT (Classic Learning Test).

The PSAT is the warm up for the SAT. Taking the PSAT in your freshman and sophomore years serves as a sort of practice run for taking the PSAT in your junior year when it counts for determining National Merit Award status.

COLLEGE PREP

Guidance counseling for college admissions is provided by the College Counselor/Academic Advisor**.** Beginning in 9th grade, students are given guidelines and cumulative notebooks for preparation. Naturally, this preparation time ramps up significantly during the junior and senior years. Additionally, juniors can apply (at a reduced cost) to benefit from the services of "Get a Direction College and Career Guidance Center," a program designed to identify which degree plan best matches their interests, natural talents, and God-given abilities.

TECHNOLOGY AND PRINTING

Individual classes are able to reserve portable computer lab time for research and instruction. All students are held to the terms of the Acceptable Use Policy. 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.

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

TRANSFERRING CREDITS

Students who are transferring to the Geneva Rhetoric School from another school or home school may receive credit for work completed previously when Geneva receives sufficient documentation of their previous work.

The Rhetoric School headmaster is authorized to accept this work toward Geneva graduation requirements provided the work is of a similar nature, i.e., similar course objectives and similar time of study. Transfer credits are recorded on the college transcript and designated with the letter "T" but are not used in calculating the overall GPA. Only the credit, not the grade, is recorded on the transcript. Only classes taken at Geneva are used in calculating the overall GPA. In addition, students must be on track to complete 12 credits of classes taken at Geneva to be considered for valedictorian or salutatorian at the conclusion of the fall semester of the senior year.

Admission to the Geneva Rhetoric School is selective and transferring can be difficult. Because the *process* of a Geneva education, not just credits, is what is important, no students may transfer in as seniors and only students who come from classical Christian schools similar to Geneva may transfer in as juniors.

ADDING OR DROPPING CLASSES

In Rhetoric School, the first five days of the school year are designated the add/drop period. During this time, you may evaluate your workload and other responsibilities and possibly withdraw from a course and add another without academic penalty. In order to drop or add a class, you must submit an Add/Drop Form within the first five days of the start of the course. This form must then be approved by the teacher(s), your parents, and the Academic Advisor. You must remain in attendance in the class to be dropped until notified by the office that the drop and subsequent add are approved.

Students may not drop a required course (those necessary for fulfilling graduation requirements). Therefore, only electives, fine arts, and core courses taken beyond the graduation requirements (including extra language courses) are eligible for the add/drop period.

WITHDRAWING FROM A COURSE

Under some circumstances, withdrawal from a course is permitted. The parameters for withdrawal from a course are as follows:

1. The student must be either a junior or senior.
2. The course must be in excess of the minimum graduation requirements in that field of study. *Only after meeting graduation requirements* in a field is a course in that field eligible for withdrawal. No core classes are eligible for withdrawal.
3. After the withdrawal, the student course load must still meet the minimum (6.5 credit load for juniors; 4.5 credit load for seniors).
4. The student's transcript will record either a WP (Withdraw/Pass) or a WF (Withdraw/Fail) for the course, depending on the grade at the time of the withdrawal.
5. Withdrawal requests must be submitted on or before the midpoint of quarter two. No students may withdraw from a course after this time. Withdrawal request forms are available in the office.
6. Detailed reasons for the withdrawal request must be given.
7. Withdrawal requests must be agreed to and signed by parents, the instructor of the class, and by the college advisor. Any one of these has veto power to stop the withdrawal process. Once the request form is completed, the Rhetoric School Headmaster must give final approval to the withdrawal.

GRADING PHILOSOPHY

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. 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 normally 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 "excell-ent," that is, it excels.

That being said, we do not strive for a "bell curve" of grades in an attempt to manipulate the grade spectrum. If most of the students make an A on a given assignment or in a given class, so be it. Alternately, if most make a C, then so be it. Grades are individual to the student's work; they are not data to be manipulated by the administration.

AN IMPORTANT NOTE TO RHETORIC STUDENTS ABOUT GRADES

If you are not careful, you can develop an unhealthy fixation upon grades. To be sure, grades are important in relation to future college plans, but you must be a person of faith. What that means is that you do your best, plan appropriately, and trust God with the outcome. When that gets out of whack, you can become a worry-wart at best and an idolater at worst. Therefore, students are encouraged to heed Jesus' words: "Seek ye first the Kingdom of God and His righteousness, and all these things shall be added unto you." Geneva paraphrase: do your best to the glory of God and let the grades take care of themselves. If this perspective is not established and constantly reestablished, any education, let alone a Geneva education, will become a worry and a nightmare and will suck any joy out of learning and growing. Idolatry (including the worship of grades) is dangerous to humans for a reason.

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 (GPA) AND GRADE SCALE

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

Range	Letter	GPA Value	AP Value
95-100	A	4.0	4.3
90-94.99	A-	3.7	4.0
87-89.99	B+	3.4	3.7
83-86.99	B	3.1	3.4
80-82.99	B-	2.8	3.1
76-79.99	C+	2.4	2.7
70- 75.99	C	2.0	2.3
65-69.99*	D	1.0	1.3
Below 65	F	0.0	0.0

*Although any grade below a 70 is considered failing for the purposes of earning credit for the class, a student earns grade points for grades above 65 for the purposes of GPA. In other words, at Geneva, you always want to earn at least a 70 if you want to earn credit.

GPA CALCULATION AND STUDENT TRANSCRIPTS

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

For students in Rhetoric School, 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. [The exceptions to this are for valedictorian, salutatorian, and automatic college admission status.]

In Rhetoric School, all courses except athletics are included in GPA calculation on the report card as well as the college transcript. In Rhetoric School, students passing an athletics offering are awarded credit (.5). The grade is recorded as "PASS" on the report card and college transcript but is not included in the calculation of the GPA or overall GPA.

Physics (8th grade), Algebra I (8th grade), Latin IA (7th grade) and Latin IB (8th grade) are also recorded on the college transcript. Physics and Algebra I are included as they are recognized as a high school level classes by most colleges and universities. Physics and Algebra I are required courses for graduation and so are credited on the transcript. Latin IA and IB are also included since, together, they equal a year of high school level Latin and fulfill Geneva's graduation requirement for one year of high school level Latin. As they apply toward the school's graduation requirements, they are credited on the college transcript. However, as these courses (Physics, Algebra I, Lain IA, Latin IB) are not taken at the high school level, they are not included in the overall GPA calculation on the college transcript.

GPA is calculated by multiplying the GPA values of the grades earned in the class by the appropriate weighted credits for the course, 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 SEMESTER CREDIT	CALCULATED VALUE	GPA
Algebra 2	1	95	4.0	x	.5	2.0	11.725
Band	.5	98	4.0	x	.25	1.0	÷
Literature	1	87	3.4	x	.5	1.7	3.25
History	1	84	3.1	x	.5	1.65	=
Rhetoric	.5	92	3.7	x	.25	.925	**3.61**
Yearbook	.5	97	4.0	x	.25	1.0	
Chemistry	1	89	3.4	x	.5	1.7	
Latin 3	1	93	3.7	x	.5	1.85	
					TOTAL 3.25	TOTAL 11.725	

The overall GPA is calculated by adding all of the calculated values at the end of each semester for courses taken in Rhetoric School at Geneva (except athletics) and dividing by the total of the weighted credits for the courses (again, excepting athletics). On the Geneva RS transcript, credits are earned on a semester basis, and thus, overall GPA is calculated from semester grades. In order to pass a course, a student's average of both semester grades must be a 70 or higher.

Transfer credits are recorded on the college transcript and designated with the letter "T" but are not used in calculating the overall GPA. Only classes taken at Geneva are used in calculating the overall GPA.

SparkNotes version of all of this GPA stuff: 1) Since the courses are weighted differently, you can't just add up your eight grades and divide by eight to get your average. 2) Semester grades are what are recorded on your transcript and are what potential colleges will see and they determine your final grade in the course. Semester grades are important, so don't slack off on the semester exams which count 15% of your semester grade. 3) In order to pass a course, your average of both semester grades must be a 70 or higher.

SEMESTER GRADES AND FINAL EXAMS

The school year at Geneva is divided into four academic quarters, two quarters per semester. In Rhetoric School, semester grades are determined by averaging the two quarter grades within the semester, along with the following final exam requirements for core courses:

Grades 9 and 10	First semester final exam may be given in core courses. If given, this exam carries no weight in determining the semester grade. Second semester final exam will be given in core courses. This exam factors 15% of the second semester grade in the course.
Grades 11 and 12	First semester final exam will be given in core courses. This exam factors 15% of the first semester grade in the course. Second semester final exam will be given in core courses. This exam factors 15% of the second semester grade in the course.

In grades 9 and 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. However, grades 11 and 12 have a first semester exam week during which course work is either suspended or significantly curtailed.

A final exam week is scheduled for the end of the school year (end of second semester) for all rhetoric students. During this week all second semester final exams are given and all other course work is suspended. The short of it is that semester exams matter and should not be taken lightly.

AP EXAMS AND SENIOR FINALS

Students taking AP courses sit for their AP exams in May. These exams are administered on campus. Under most circumstances, the AP exam completes the course work for an AP course.

Seniors are eligible for second semester final exam exemption if the following conditions are satisfied:

1. Academic: The student must have a cumulative (year-long) minimum average of 80 in the class.
2. Attendance: The student must not have been absent from the class more than eight (8) times during either semester.
3. Assembly: The student must not have missed more than three (3) assemblies either semester.
4. Attitude: The student must not have been on academic or behavioral probation at any time during the senior year.

For seniors unable to exercise this exemption, test times are arranged ahead of time with the course instructor.

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**

Additionally, the student with the highest overall GPA (see parameters below) for his or her Rhetoric School career will be awarded the honor of being named the class valedictorian upon graduation. 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.

VALEDICTORIAN AND SALUTATORIAN

The awards of valedictorian and salutatorian are awarded to the students earning the top two GPAs for each graduating class. In the event of a tie, the student with the largest body of coursework (that is, the more aggressive transcript) earns the higher ranking. In other words, students are rewarded for taking more coursework and thus, potential valedictorians should concentrate on increasing their studies, not working percentages. Students must have a minimum of 12 credits of classes taken at Geneva (by the end of semester one of their senior year) to be considered for valedictorian or salutatorian.

FACULTY COMMENDATIONS

At the conclusion of each quarter, the RS faculty are asked to nominate students for Faculty Commendation. To make this list, a student must be nominated by at least half of his or her teachers for displaying 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.

AQUILA AWARD

At the conclusion of each school year, the faculty and staff vote for the male and female students they believe best exemplify what it means to be an outstanding Geneva student. In Rhetoric School, these honorees receive the Aquila (*Aquila* is Latin for "eagle") Award, the school's highest honor. The names of these outstanding young men and women are recorded on a perpetual plaque in the L/R admin building.

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 rhetoric school, 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 the grades of "D" or one At-Risk Report that informs of an "F," the student is placed on academic probation until the grades are brought up to a passing level.

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 (as recorded on the report card). 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 the grades are brought up to a passing level.
- 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 the average of the first and second semester grades is below 70. 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 via At-Risk Reports), the end of each quarter (four times per year via Report Cards), the first semester grade (at mid-year), and the final grade (at year's end). Failure to meet academic standards for any of these checkpoints results in the student being placed on academic probation.

Students on academic probation are not allowed to participate in any Geneva extracurricular activities (including sports) and remain on probation until probationary conditions are met. If a student fails to meet the conditions, 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.

Juniors and 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.

ACADEMIC EXPULSION

Multiple failing grades in consecutive reporting terms are often an indication of a serious academic problem, one that the school may not be equipped to help. Generally, a student in Rhetoric School is not allowed to continue the current academic year at Geneva if he or she earns multiple Ds and Fs in consecutive quarters. Under such circumstances, the student is often better served in another academic setting.

The expulsion of a student for academic reasons, either mid-year or at the end of an academic year, does not release the parents from any tuition contract in effect.

A student expelled for academic reasons is eligible for consideration for readmission after they have had at least one full academic year away from Geneva and if they show evidence of improvement in their academic performance. Admissions testing and interview will be required for consideration for readmission.

LATE OR MISSED WORK

LATE HOMEWORK OR DAILY WORK:

Students, not teachers, are responsible to keep up with their work, and that means (as a minimum) turning assignments in on time. Teachers may offer grace based upon circumstances, but "the letter of the law" is as follows for late work:

1 day late 20 points deducted
2 days late 40 points deducted

More than 2 days late a 0 is assigned for missing work.

Quick Reference Guide for Late or Missing Work:

1. **Students (not teachers) are responsible for keeping up with missed work and scheduling missed tests.**
2. **Homework: 1 day late minus 20; 2 days late minus 40; after that, a zero.**
3. **Essays: 1 day late minus 30; after that, a zero.**

A "day" is defined as the next class period the class meets. For example, an assignment is due on Monday and the student neglects to turn in the assignment. When the student turns in that assignment on Wednesday (the next time the class meets), the assignment is marked down 20 points for being late. The same assignment is turned in on Friday (the next time the class meets) and the assignment is marked down 40 points.

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 extenuating circumstances, 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.

MISSED ASSIGNMENTS AND EXTRACURRICULAR INVOLVEMENT:

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. Again, this is the student's advance responsibility, not the teacher's belated problem.

HOW NOT TO HANDLE LATE ESSAYS OR PROJECTS*:

1) Convince your parents that you should stay home on the due date in order to complete it. Since your parents give the okay, the absence will be excused, and the submission won't be considered late since you weren't at school to submit it and you didn't, after all, *plan* to be out—it just happened and the teacher will be none the wiser.
2) Similar to the above, but with the added spice of martyrdom: not only do you convince your parents that you should stay home, you get them to be your champion against the teacher and the school by persuading them of how unfair the due date is and how nobody is ready and how…you get the idea. This deflects all responsibility

off of you and you get the satisfaction of watching as your parents put the screws to the teacher and the administration.
3) Tell the teacher that your printer is broken and that you will email it to him or her. Even better: say that you already emailed it. Then, when the teacher looks for the email and doesn't find it you can still say that you sent it. This makes it a case of technical malfunction and basically puts the burden on the teacher, not you. Plus, you get the added bonus of an extra day to complete the assignment until the email or printer magically works again.

*Just so you know, the above examples are sneaky, deceptive Honor Code violations.

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."

HOMEWORK

While homework should never be "busy work," know that as you advance through your academic life the amount of self-study will increase. This is especially the case when all core courses are taught at an honors level and therefore more is expected of the student.

In Rhetoric School, students should expect on average about 30 minutes of homework per night per class. These homework times are averages. Some students will take longer than others to complete the same work and some will take less, and some classes don't meet every day. 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. Students should expect more than 30 minutes per night for Advanced Placement (AP) courses.

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 will 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. If 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. Expect lots of writing in Rhetoric School.
3. 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. Because they cannot read your minds, it is your responsibility to go home understanding what it is you are to accomplish. It is usually not the teacher's fault if you get home and complain to your parents that you "don't understand the homework."
4. 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 will not check your planners.
5. 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.
6. Take advantage of the study helps at the end of this handbook.
7. Note that your planner is called a PLAN-ner and has date boxes printed so you can plan your assignments and schedule your time.
8. 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.
9. If your normal study habit is to have your parents look and tell you what to do, expect the results of #8 in addition to developing dependent and crippling habits.

Here's the biggest and most important piece of advice we can give you regarding homework:
If you want your homework time to increase exponentially, then by all means keep your phone out and text, tweet, Instagram, etc. the whole time while you are trying to do your homework.

Here's the biggest and most important piece of advice we can give you regarding homework: if you want your homework time to increase exponentially, then by all means keep your phone out and text, tweet, Instagram, etc. the whole time while you are trying to do your homework. [I've read this somewhere before.]

"You know you are studying hard enough for your exams if it hurts; if you are miserable. I wish you a week of great pain—I think you are strong enough to push yourself till it hurts."
Headmaster F. Washington Jarvis on exam week for his students at Roxbury Latin School

Finally, when you find yourself in the occasional times when stress and fatigue mount, remind yourself of the following words that St. 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. Therefore, at your seemingly lowest point of homework oppression, it is really because your privileges have temporarily piled up.

SECRET REVEALED

Revealed here for the first time is the secret to learning, making good grades, and having less homework. We did a study of these strange students who seem to do be able to do this, and here is what we discovered: *they are*

engaged and pay attention in class. Many students suffering under homework oppression and subsequent ignorance are doing so because they have to re-teach themselves when they get home.

EXAMS

Teachers do their best to ensure 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 pileups, 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.

CONTROVERSIAL SUBJECTS

Controversial subjects are those subjects which Christian families and churches commonly consider divisive or very sensitive, whether or not the introduction of the topic was planned by the teacher or brought up by a student. Some examples of controversial subjects might include old earth/young earth theories, partisan politics, human sexual relations, holiday or religious traditions, etc.

In Rhetoric School, care is taken to insure respect for differing views and for the persons holding those views, but healthy discussion and disputation is part of who we are. Therefore, no attempt is made to label certain subjects as "off limits," but every effort is taken to keep discussions on a mature level and informed by biblical principles.

TUTORING

If a student is encountering difficulty in a particular subject, the first step is to seek extra help from the teacher involved. Teachers are more than willing to schedule extra time before school, during lunch, or during study halls. In any case, students should approach the teacher and make an appointment for the mutually convenient

time. Teachers may tutor students in their classes for a short duration only and may not accept payment. Students in need of more assistance must seek outside, professional tutoring.

Additionally, many of our upperclassmen are willing to tutor. Students who might desire help from a peer should notify the teacher or the office. Students who wish to offer some time to tutor others should notify the office as well.

TEXTBOOKS

Textbooks and resource books are issued at the beginning of the school year and at other times during the year as required by the teacher. Students are informed regarding which books are their property and which are the property of the school. In most cases, students are provided with a home copy of the larger textbooks so that lugging them back and forth from school is unnecessary (and so they don't remain in a weather-affected lockers). Students are required to replace or pay for any school-owned textbooks, library books and supplies given to them if they become damaged or lost.

RESEARCH RESOURCES

Given the ubiquity of the internet these days, most students are used to research being just a click away; however, students in rhetoric school may wish to avail themselves of the following research resources:

- The LS/RS admin conference room contains many books and periodicals available for checkout. The RS subscribes to many periodicals of varying interests and worldviews: *The Atlantic, Christian Scholar's' Review, Christianity Today, Discover, First Things, The Mars Hill Audio Journal, National Review, The New Republic, The New Yorker, Salvo, Scientific American, The Times Literary Supplement, Time Magazine, Touchstone, The Washington Examiner, and World Magazine.*
- The school subscribes to an online research database service that all families can access from their various devices. There are articles and entries and other texts from reliable scholarly sources across sixteen databases. To get to the GSB portal for these databases, simply go this website: http://galepages.com/gen7580. You may be asked for the password at the portal page or you may be asked for the password from the database sites, or both. Whenever prompted, the password is **library**.
- For our juniors and seniors with laptop privileges, Wi-Fi is available in the Lyceum and LR Admin. Wi-Fi use is subject to the rules and restrictions of our acceptable use policy and all regulations regarding electronics on campus.
- Many of our teachers have quite significant libraries in their rooms or offices and are usually willing to recommend books for checkout. All of our teachers are valuable research allies who should not be overlooked.

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.

WRITING LAB

For students who would like assistance with writing assignments (or who just want tips on good writing), there are frequent lunchtime Writing Lab sessions during which teachers and good student writers are available. See the white board and weekly calendar for days and times. No appointment is necessary. Additionally, students whose essays show marked deficiencies are required to attend Writing Lab sessions in order to receive directed assistance and coaching.

ATTENDANCE POLICIES

Class attendance has much to do with your success as a student. Even the missed class time caused by reasonable 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. The record of tardies and absences is kept for each student in each class. Additionally, Rhetoric School students should remember that their record of absences and tardies costs their house valuable points.

Summary Attendance Guide
Absences: Students who miss more than eight (8) days per semester are in jeopardy of losing credit for course work.
Tardies: Three tardies in one class in one quarter earns a detention. After two tardy-detentions in one quarter, one more tardy in any class places the student on behavioral probation.

Tardies: In the case of tardies (those for which there is no reasonable excuse), every third tardy for a class or late school arrival earns a demerit and before-school detention. Earning two detentions for tardies in one quarter places the student on warning. One additional tardy in the same quarter results in the student be placed on behavioral probation. Tardies are cumulative for the individual classes per quarter and start over after a detention has been served (i.e., a student would earn a detention for being tardy to a particular class his third and sixth times per quarter). Students who arrive late to school without a doctor's note or an accompanying parent (who explains a doctor's visit or unforeseeable emergency…not just, "He had permission to sleep in today") are counted as tardy.

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 Dean of Students. 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 Dean of Students 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). NOTE: Given the generous number of credit-allowable absences

(eight per semester), college visit absences are included in this number. When a student reaches six (6) absences for a course or courses for a semester, the student is placed on warning. In addition to the risk of losing course credit, more than eight absences in a course for a semester places the student on behavioral probation.

Tardy Absences: This hybrid is the result of students missing first (or even second) period for reasons that would normally qualify for a tardy, but since they missed the entire period, they are counted absent and "loophole" their way out of the consequences that incur with tardies. Therefore, in the case of such absences, they are counted as tardies for detention purposes (see parameters above under Tardies).

Planned Absences: 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, college visits, 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, let your teachers and the office know of the date(s) you will be absent.
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.

Always Remember:
1. **It is the student's responsibility, not the teacher's, to secure notes and assignments missed during absences.**
2. **Being absent doesn't automatically give you "extra days" added on to due dates or exam dates that have been published in advance.**

1. Parents should call or email (email is preferable) the RS officer to report when their students are absent for unplanned reasons.
2. On the first day you return to school after the absence, you should bring to the office a note from your parents explaining the absence.
3. 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.
4. 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.
5. 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.

Skipping a class or classes earns two demerits and a five-day before-school detention.

Excused versus Unexcused: We do not use the traditional "excused" versus "unexcused" absence policy. Except for skipping, all 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 honor code. [These words are repeated under the "Honor Code" heading in this handbook.]

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 retroactive 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: debate tournaments, fine arts meets, etc.

CONDUCT AND DISCIPLINE

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

PHILOSOPHY OF DISCIPLESHIP

Every Christian is called by God to be a mature follower or disciple of Jesus Christ (Eph. 4:11-16). Geneva School of Boerne has determined that discipleship is a critical component of the education each student receives. The school disciples by teaching, mentoring, encouraging and assisting students. A necessary component of discipleship is discipline (Heb. 12:5-11).

Discipline is conducted at Geneva with an eye toward developing disciples of Jesus Christ. The biblical authority for making disciples rests with parents who are admonished to teach diligently God's word to their children (Deut. 6:4-9) and churches who are commanded to make disciples of all nations (Matt. 28:18-20). Geneva is neither the family nor the church and as such does not possess the parental or ministerial authority vested in those institutions. Geneva does, however, have an obligation, rooted in the authority delegated to it by parents, to come alongside them and the church to help disciple students who will leave this place as more mature followers of Jesus Christ.

During the school day, faculty and staff stand *in loco parentis* (Latin for "in the place of a parent"), temporarily taking the role of the student's parent. This delegated authority is the basis for the partnership between the school and the home—a partnership that keeps responsibility for the student's upbringing with the parent. Therefore, successful resolution to behavioral problems requires school and parental cooperation. For the school personnel to stand *in loco parentis*, the school and the home must be in agreement regarding values, goals and desires for the child. When the school and the home do not agree, the relationship between the two is strained and the child misses out on important discipleship opportunities and is ultimately not well served.

For more information, see "Philosophy of Discipleship" in the admission section of the school's website.

THE THREE ASSUMPTIONS OF RHETORIC SCHOOL

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 to 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.

HONOR CODE

To aid in guarding the three assumptions outlined above, Geneva's Rhetoric School students operate under an Honor Code system. Like the "Portrait of a Graduate," the ideals are lofty and no one can attain perfectly to the standards. However, it is a useful document to remind ourselves of the high ideals for which we desire to be accountable. The Honor Code Pledge is printed below, followed by a brief explanation.

To My School I Hereby Pledge:
Out of the threefold desire to honor God, respect my school, and value my classmates, I pledge, as a student at the Geneva School of Boerne, to strive to do my best in all things. As a student leader, I promise to abide by all school policies. I will not lie, steal, or cheat, nor tolerate these behaviors by my classmates. In confirmation of my pledge to you and my accountability before the Lord Jesus Christ, I profess that in all of my school work, my name affirms my honor; in all of my dealings, my word is my bond.

All students pledge to each other and the entire school community to do their best. The motivation for such a pledge is to honor God and respect both the school and fellow students. All Rhetoric School students are leaders in that younger students look to them as examples, so as a minimum, Rhetoric students should abide by school policies and not do things (like lying or cheating) that would undermine the academic endeavor or reputation of the school. Additionally, students should not put up with things like cheating from classmates and should confront them about such behaviors. Doing such a thing takes guts because no one wants to be known as a snitch, but a loving rebuke from a friend is better than the harsher penalties and embarrassment of being caught. Geneva is not a police-state with "Big Brother" looking down to spot infractions, so accountability to one another is necessary to maintain a healthy and honorable academic community. To remind themselves of this pledge, students should remember that putting their name on their school work is like saying, "This is my signature that affirms my honor and the school may depend on this being my own work done to the best of my abilities." Likewise, students should be dependable when they give their word—Geneva should not be a place that has to depend on notarized contracts in order to take someone at his or her word.

Cell Phone Temptation
Cell phones should not be out or used until after school. It is an honor code violation to use a cell phone during the school day. Avoid the temptation by turning your phone off or leaving it in your car.

To formalize the fact that we operate under an Honor Code, students sign the Honor Code Pledge at the beginning of the school year and this signed pledge is displayed in the administration building. By signing the

code, students are not declaring that they are perfect; rather, they are declaring that, despite knowing what sinners they are, they count the school and what we do here important enough to be held to these standards. It is like wedding vows: despite the fact that everyone at a wedding knows that neither partner can perfectly fulfill the vows, the participants count their partner and the institution of marriage as important enough to make vows to which they wish to be held accountable.

HOW PARENTS CAN VIOLATE THE HONOR CODE

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 honor code.

RHETORIC SCHOOL DISCIPLINE

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 Dean of Students, in possible consultation with the Headmaster, determines the appropriate consequences for needed discipline in school. [Under most circumstances, the Dean of Students handles student discipline issues.] During the course of investigating actions and events concerning possible student incidents, the school may seek to question students alone or in groups. The Dean of Students (and/or Headmaster) has full discretion in the questioning of students, and in the evaluation of events may conduct their investigation without parental notification or attendance. The Dean of Students (and/or Headmaster) will strive to adapt individual discipline procedures and processes to the needs of the student and communicate expectations and findings to parents in a timely manner. Failure of parents or students to cooperate fully in related investigative or disciplinary proceedings by the school may result in further disciplinary action.

Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case. Factors to consider shall include: a.) the seriousness of the offense; b.) the student's age; c.) the frequency of misconduct; d.) the student's attitude; and e.) the potential effect of the misconduct on the school environment.

DISCIPLINARY ACTION

For students in Rhetoric 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,

- A student's behavior is largely reflected in his or her class participation grades and/or the earning of demerits (see below).
- Most issues remain at the classroom level.
- However, should this prove ineffective, the teacher may send the student to the Dean of Students' office or the Headmaster's office for disciplinary action.
- Under the Dean of Students' or Headmaster's discretion and direction, the student receives disciplinary action and then is instructed either a) to immediately call his or her parent(s) and explain the nature of the infraction and the punishment decided, or b) to wait and tell his or her parent(s) at home.
- On a less gravitas-laden point: good behavior is rewarded with house points and squirrelly behavior costs your house points.

DEMERITS

For Ease of Reference:
Five Demerits in a Semester = Behavioral Probation

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 normally cleared after each semester and students start each semester with a clean slate, so to speak. However, if you earn four or five demerits, then you will start the next semester with one carry-over demerit (if you earn five, you are also on behavioral probation). This demerit can carry over into the next school year as well.

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
- Repeated dress code violations
- Cell phone usage during the school day

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

- Violating the student driver contract
- Skipping class
- Cheating
- Plagiarism

The above are just examples of demerit-worthy offenses. In other words, the list is not exhaustive. Additionally, office visits earn from one to three demerits, depending on the Dean of Students' or Headmaster's estimation of the severity of the offense.

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 normally placed on Behavioral Probation if they reach 5 demerits during any semester. However, the Headmaster or Dean of Students can place a student with fewer than five demerits on behavioral probation if the situation merits such discipline. 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. Rhetoric students on Behavioral Probation are not allowed to participate in any Geneva extracurricular activities, including sports. Seniors on Behavioral Probation also lose their off-campus privileges during the probation period.

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 demerits or office visits.

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 before school at 7:30am in either the Dean of Students' office or the LR admin building. Detentions are normally assigned (but not exclusively so) for attendance violations like unexcused

absences or tardies. The time is meant to be an inconvenience and the session is mostly a waste of time (traits that resemble the effect of tardiness on the teacher and the rest of the class).

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. Think of it like a "time out" on steroids.

The Dean of Students or Headmaster determines the length of the suspension (one day minimum to five day maximum). While serving a suspension, the student may receive zeroes 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 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. Expulsion for behavioral reasons is permanent and readmission is not an option. 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.

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.

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.

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.

If an incident involving threats or harassment is confirmed, school leadership (Head of School or Headmaster) will notify parents of the victim(s).

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 Rhetoric School, cheating results in a zero for the assignment, a possible one-day suspension (depending on circumstances and frequency), and two demerits. Repeated cheating may result in expulsion from Geneva.

PDA
Refrain from inappropriate public displays of affection. In other words, no "PDA." This is not because we are naïve and don't realize that attraction leads to physical contact. Instead, the no PDA rule is so the rest of us aren't embarrassed and made to feel uncomfortable. It has the added benefit of protecting students' (especially girls') reputations.

Cheating includes (but is not limited to) things like looking onto another's exam, "cheat sheets" (or nowadays, "cheat phones"), asking another who has taken an exam already (that you haven't) what is on the exam, telling another what is on an exam, copying someone else's work, and plagiarism (see below). Of course, there are other forms of cheating, but these are the most common.

PLAGIARISM

"Plagiarism" is a form of academic dishonesty and intellectual theft that violates long-held and widely recognized principles of academic integrity. Plagiarism includes, but is not limited to:

- Failing to credit sources in a work in order to pass it off as one's own work;
- Having someone else complete assigned work and then passing it off as your own;
- Plagiarism may occur with respect to unpublished as well as published material: this includes the act of copying another student's work or other unpublished document and submitting it as one's own individual work without proper attribution;
- Intentional Plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author;
- Inadvertent Plagiarism involves the inappropriate, but not deliberate use of another's words, ideas, or data without appropriate attribution, failure to follow established rules for documenting sources or from being insufficiently careful in research and writing;
- Paraphrased Plagiarism involves paraphrasing without acknowledgment of ideas taken from another that the reader might mistake for your own;
- Plagiarism Mosaic involves the borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source;
- Insufficient Acknowledgment involves the partial or incomplete attribution of words, ideas or data from an original source. (From the *UTSA Writing Program Student Handbook*)

I guess you could say, "When in doubt, cite." One final word on this: with the internet at your fingertips, the temptation to plagiarize can sometimes seem overwhelming. When tempted, remember that your teachers also

have internet tools to detect plagiarism. Though the fear of getting caught is not the highest moral motivation, it is effective.

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.

For Students' Eyes Only

Statements you should convince your parents to believe when you tell them:
"The teacher didn't cover that."
"They never told us it would be on the exam."
"Everyone in the class failed it."
"I looked in Lost and Found and it wasn't there; someone must have stolen it."
"The teacher doesn't like me."
"I asked for help, but the teacher refused."
"No one knew that would be on the test."
"I didn't know I had to make up the work I missed after being absent."
"That's not how we went over it in class."
"It's not just me; no one understands it."
"Everyone else does it but I'm the only one who gets in trouble."
"No one knew it was due today."

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 and nobody wants a police state in which everyone fears "big brother" looking over their shoulders. The reality, however, is that sometimes students make poor choices and the school must respond accordingly for the good of all. Your teachers and administrators would much rather be about the business of academics, but they can only do that when student behavior is acceptable. 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 and administration, 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.

BEHAVIOR SUMMARY

If all of this is too much to keep track of and you need a shorthand way to remember how to behave, treat people the way you want to be treated (Matthew 7:12).

INSTITUTIONAL POLICIES

RS SCHEDULE

The RS school day begins with first period at 8:30am and dismisses at 3:35pm. Juniors and seniors should note that AIM begins at 8:00am on Wednesdays.

DRIVING ON CAMPUS

Driving on campus is a privilege that students can lose if they operate their vehicles in a dangerous or disruptive manner. Students who drive to school must have the following on file in the office (all forms are available in the office):

1. **Parental Authorization Form:** a form that records signed parental authorization for the student to drive to and from school. Must be renewed each year.
2. **Student Driver Contract:** a contract to be signed by the student driver and his or her parents that demonstrates understanding of and agreement with Geneva School's student driver safety policies and consequent disciplinary actions for infractions. Must be renewed each year.
3. **Driver's License Copy:** this must be kept current as license status changes

For Parents' Eyes Only

Statements you should never believe when your student tells them to you:
"The teacher didn't cover that."
"They never told us it would be on the exam."
"Everyone in the class failed it."
"I looked in Lost and Found and it wasn't there; someone must have stolen it."
"The teacher doesn't like me."
"I asked for help, but the teacher refused."
"No one knew that would be on the test."
"I didn't know I had to make up the work I missed after being absent."
"That's not how we went over it in class."
"It's not just me; no one understands it."
"Everyone else does it but I'm the only one who gets in trouble."
"No one knew it was due today."

So there is no confusion, below are the points to which the Geneva student driver agrees in the Driver Contract:

- I understand that I am responsible for safe driving practices while on the Geneva School of Boerne campus.
- As such, I will obey all posted speed limits and will do nothing to "show off" with my vehicle. I will give the right of way to pedestrians at all times.
- While on campus, my car stereo will not be audible outside the vehicle. I will not use my cell phone when driving on campus, nor will I have headphones on, so that I might be alert and aware of my surroundings.
- I will not use my car as a school locker. I will park my car in the morning and not return to it, barring unforeseen circumstances, until it is time to depart the campus. I will not go to my car during the school day without prior permission from a school administrator.
- I will not loiter, nor encourage classmates to loiter, in or near my vehicle or the parking lot.
- Should I need to leave campus early for any reason, I will sign out at the school office and, if returning, sign in upon my return.
- I will park only in the designated parking reserved for Rhetoric students and I will display my parking permit while in the lot. [Student parking is in the gym parking lot; specifically, of the three bays of parking in the lot, the two closest to Cascade Caverns Road.]
- I will not drive through the drop-off or pick-up zones used by parents.
- I acknowledge that a copy of my driver's license has been provided to the school administration.
- I invite being held to the highest standards and thus, I understand that violations of any of the above or of any other safe driving practice or state motorist law might result in the loss of my campus driving privileges, either temporarily or permanently, depending on the circumstances.

Failure to comply with the Student Driver contract is an Honor Code violation that results in demerits and may result in the loss of driving privileges on the GSB campus.

STUDENT PARKING

Student parking is in the gym parking lot; specifically, of the three bays of parking in the lot, the two closest to Cascade Caverns Road. Student drivers must have a Geneva parking permit. The permits are issued new each school year when a student's driving records are up-to-date. Seniors enjoy the privilege of designated spots. These spots are reserved during school hours only.

STUDENT DRIVERS AND AWAY EVENTS

In cases in which students are participating with a Geneva team at an away game or event, students are not permitted to drive themselves or fellow students to the event. Rather, all participating students are to be transported via the approved team transportation. In the case of home games or events or practices, approved student drivers may drive themselves to our home campus.

In the cases of practices or rehearsals being held at venues off campus, approved student drivers are permitted to drive themselves to and from the practice or rehearsal.

Geneva student drivers are not permitted to drive on any field trips.

STUDENT DRIVERS AND 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.

SENIOR OFF-CAMPUS PRIVILEGES

With parental permission, students in 12th grade are, on most days, permitted to leave campus for lunch and periods during which they have no classes scheduled. Additionally, students in 12th grade may arrive later or leave earlier if their schedules warrant. Seniors must have the Senior Off-Campus Parental Authorization form on file in the office and must obtain a special Senior Parking Pass (in addition to the regular student parking pass). All student driver rules outlined above pertain. Seniors should note that this is a privilege that can be lost (either temporarily or permanently) if the privilege is abused or if other discipline or academic issues warrant. Such issues include, but are not limited to:

- Earning a tardy warning (the off-campus privilege is revoked for two weeks)
- Earning an attendance warning (the off-campus privilege is revoked for two weeks)
- Missing more than three assemblies in a semester (the off-campus privilege is revoked for two weeks)
- Earning either academic or behavioral probation (the off-campus privilege is revoked for the entirety of the probation period)
- Late senior thesis assignments (the off-campus privilege is revoked until the assignment is completed and submitted)
- Abuse of the privilege: taking an underclassman off-campus for lunch, hanging out in your car in the parking lot, reckless driving, etc. (the off-campus privilege is revoked for a minimum of two weeks, but can be permanent, depending on the severity of the offense)

Four good ways (but not the only ways) for a senior to lose off-campus privileges:

1. **Allow an underclassman to accompany you off-campus for lunch;**
2. **"Loan" your senior parking pass to an underclassman;**
3. **Be persistently tardy for classes and/or miss assembly times.**
4. **Miss a thesis submission deadline.**

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 internet and social media have rendered cell phones far from innocuous. 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

In Rhetoric School, students may use a cell phone only after school. Before school and during school hours, the cell phone should remain off (not merely placed in vibrate or silent mode) and stored out of sight. Cell phones should never be used inside locker rooms or restrooms, even after school.

Rhetoric School Cell Phone Quick Reference:

1. **Allowed ONLY after school (after 3:35pm); not before**
2. **Should be OFF during the day and stored out of sight.**
3. **Should NEVER be used in the athletic locker room or restroom.**
4. **Confiscation for using your phone during the day= 1 demerit**

The student who possesses a cell phone is responsible for its care. The Geneva School of Boerne or its agents is not responsible for preventing theft, loss, damage, or vandalism to cell phones brought onto its property.

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. "That's my mom texting me" is not an excuse to use a cell phone.

Failure to comply with the above conditions will result in the cell phone being confiscated and the student receiving one demerit. To retrieve the phone, a parent or legal guardian of the student will need to come to the LS/RS Admin office between the hours of 8am and 4pm. The fact that cell phones are not merely distractions, but potential vehicles for academic dishonesty, accounts for the stiff consequences for not complying with cell phone regulations.

GENERAL APPEAL REGARDING CELL PHONES

Cell phones are not just "phones." In fact, the phone is probably just an app on most people's phones that they hardly use. Because cell phones are hand-held computers, various forms of cheating and bullying are made more tempting with these devices. In order to protect the students and the faculty and staff, we have implemented these policies. [Something to think about: What does it say about where we are when asking students to refrain from phone-time for a few hours per day is considered severe?]

Parents are encouraged to be aware of what the unrestricted consumption of the internet and social media 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 who must monitor their use of such technology.

Easy Lesson in Theology:

Cell Phone = Devil*

***Okay, maybe it's not the devil, but it can be a hand-held portal of evil into your life that can distract you from reality, alienate you from your parents, pull you away from friends, dominate your time, entice you towards sin, demand your attention, take over your life, and...on second thought, we stand by our original equation: it's the devil. [Without incredible theological maturity and ethical discipline on the part of the owner, this operates just like the devil.]**

PARABLE REGARDING CELL PHONES

Given the nature of the internet capabilities and data capabilities of today's smart phones, the situation is often akin to a situation like this: Imagine a place where there are children who are placed under the care of guardians for a good portion of the day. Further imagine that many (perhaps most) of the parents of these children have given their children one poisonous viper each and have additionally given their children permission to take the vipers with them when they are under the care of the guardians. You probably see where this is going, but the scenario doesn't end here. Now imagine that all parents (those whose children have vipers and those who don't) have an expectation that the guardians are also to keep their children from getting snake-bitten. To be sure, some parents have defanged their children's vipers while others have removed the venom glands, but a good many vipers arrive with their full lethality intact.

Though admittedly fanciful, smart phones make this the daily situation at a school like ours. What makes it even worse is that many students are hooked on venom. Not only are they constantly bitten, they are dependent and find it difficult NOT to entice the viper. That is why we seem to ask the impossible and ask the students to put the snakes away during the day. Parents can help by partially domesticating their child's viper through the use of accountability software.

CELL PHONE ETIQUETTE

During school events like concerts or games, it is good manners to put phones away and not talk or text. Additionally, during off-campus field trips in which the devices are allowed, phones should be put away and used only for contacting parents or taking photos.

EARPHONE POLICY

Phones and other devices also play music. With music comes headphones or ear buds. These may be worn to listen to music only after 3:35pm if a student has to remain on campus. Otherwise, nothing should be in your ears except wax and perhaps a bug or two. 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 we feel compelled to listen at all times. The confiscation of headphones and earphones from students who are in violation of the above policy follows the same guidelines as outlined regarding the confiscation of cell phones.

CAMERA POLICY

If a student must have a camera on campus for some purpose, he or she must seek permission from the Headmaster or Dean of Students. Designated photographers for the newspaper, yearbook, or cinematography should have their "press badge" with them indicating permission to have a camera on campus. Of course, cell phones are most people's cameras today, so a combination of this policy with the cell phone policy is enforced in those cases.

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). Their use in the classroom, however, is at the discretion of the individual class instructor. Additionally, laptop computers and tablets on campus should only be used for educational purposes. Playing games, viewing saved media (movies, etc.), listening to saved media, accessing the internet for purposes other than research, checking emails, and the like are not acceptable usages.

On-campus laptop and tablet usage must abide by the Geneva School of Boerne Acceptable Use Policy.

The student who possesses a laptop computer or tablet is responsible for its care. The Geneva School of Boerne or its agents is not responsible for preventing theft, loss, damage, or vandalism to laptop computers or tablets brought onto its property.

The confiscation of laptop computers or tablets from students who are in violation of the above policies follows the same guidelines as outlined regarding the confiscation of cell phones. Additional disciplinary actions may also be taken.

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 and the Headmaster or Dean of Students. Once permission is secured, the student may only use the laptop in the class for which special permission was granted.

E-READERS

If a student in rhetoric school is using his or her E-Reader to actually read a book, such a device is allowed on campus. E-Readers may not substitute for the course texts provided by the school. Note that the Laptop and Tablet Policy guidelines and restrictions apply.

ACCEPTABLE USE POLICY

The Acceptable Use Policy for computers and internet-capable devices is posted in the office. Failure to comply with 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.

COPIES

The office staff is not permitted to make copies for students (things like missed notes, a lost worksheet, etc.). Students should hand-copy missed notes or make off-campus copier arrangements.

LOCKERS AND PERSONAL PROPERTY

Students in grades 9, 10, and 11 are assigned lockers. Seniors are not assigned lockers. What students place in their lockers is considered personal property—property for which students are individually responsible. The administration will not conduct manhunts and seizures if you are missing something. Because of this, students in Rhetoric School are strongly urged to keep a lock on their lockers or simply not use a locker and plan each day for carrying items in their backpacks.

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. All unauthorized outside decorations will be removed.

Since the lockers are outside, the belongings left in the lockers are subject to possible damage due to weather (and bugs and mice and raccoons!). Therefore, students store belongings at their own risk. Should school-owned textbooks be damaged due to weather, the student is responsible for replacement costs.

BACKPACKS, SPORTS GEAR, AND MUSICAL INSTRUMENTS

Backpacks may be used to carry school materials to and from the campus and between classes. Sports gear and bags should not be 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.

SCHOOL CLOSINGS

If Boerne Independent School District (BISD) schools close due to inclement weather, Geneva School is also closed. Radio and TV stations usually broadcast these closings by 7:00am. On occasion, Geneva may need to close while BISD is on holiday or elect to close school contrary to BISD's plans. In the event of any closing or delayed start at Geneva School, the school will utilize the *Parent Alert* system to notify parents. This system sends messages by phone, text and email to the addresses provided by parents.

SECURITY ON CAMPUS

Off-duty Kendall County Sheriff's Officers serve as the campus security guards. They office in the guard house building and patrol the school grounds from 7:45am to 3:45pm each school day. The officers are in marked cars and full uniform and also monitor vehicular access to the campus during school hours.

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 web sites, 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.

Student drivers who must leave the campus early and/or return should adhere by the policy in the student driver agreement. In such cases, a parental note explaining the circumstances is necessary.

DISMISSAL

Due to the need to clear the fire lane quickly in case of an emergency, parents must not leave their cars unattended, even briefly, in the drop-off/pick-up zones. Parents may park in the gym parking lot to wait to pick up their Rhetoric School students.

CONTACTING THE SCHOOL

During the school year the office is open from 8:00am to 4:00pm Monday through Friday. At other times, people calling the school may be connected to a voice mail system through which a message can be left. Parents wishing to speak with individual teachers may leave a message with an office attendant or email the teacher. Teachers will return phone calls as soon as their schedules permit (usually within 24 hours). Parents are asked to refrain from phoning teachers at home.

MESSAGES AND DELIVERIES

Only in the case of emergency are classes interrupted to deliver messages from home. In such cases, parents may call the office to have the message delivered to their student. In the event that a parent needs to deliver an item to a student, the parent must leave the item in the school office.

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 or Dean of Students, friends who are not Geneva students are not permitted on campus for visits during lunch or other free times during the school day.

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, or trained school personnel approved to carry by the Board of Trustees.

LOST AND FOUND

Items in Lost and Found are collected in bins in the storage building at the end of the boardwalk between the Milton and Sayers buildings. Lost and Found is emptied at the end of every month and unclaimed items are either donated to charity or the Geneva used-uniform store.

LUNCH

On most days, rhetoric school students may eat their lunches in the RS side of the Lyceum, on the tables outside the Lyceum, or on the boardwalks in the common areas of the RS campus. Students may also eat in classrooms if

the teacher gives his or her permission. Should there be inclement weather (rain, extreme cold, etc.) during lunch period, students are required to eat and stay in a classroom or the Lyceum until the weather passes. Since teachers are in the classrooms, they cannot monitor the campus; hence, the need for remaining in the classrooms or the Lyceum. Students must remain on RS campus during lunch and may only visit the grammar campus or MPB with permission. Microwave ovens are available in the Lyceum and in designated classrooms for student use during lunch.

During lunch, students must remain on locations of the LS/RS campus that are within sightline of the lunch monitors. Therefore, unless a monitor is present, students should not be behind buildings out of sight during lunch. Off-campus lunch privileges are reserved for seniors only.

All student organizations should use the lunch period for meetings.

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 the school but occasionally it may have to be provided by volunteer parents in private cars. 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. Appropriate attire is required on all field trips.

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. General 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 groups/vehicles.
3. Regarding sleeping arrangements in hotel rooms, no chaperone is to room with a rhetoric school student unless he or she is the chaperone's child.
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 (for example, guests invited to dances).
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

In Rhetoric School, students are responsible for keeping track of and dispensing their own medications. Under special circumstances, parents may request that a student's medication be dispensed from the office, but it is not required.

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

The number of class periods per week is designed so that juniors and seniors may take the maximum number of courses they desire; this leads to the consequence that most underclassmen (and less aggressive upperclassmen) have many study halls throughout the week. If students make proper use of these study halls, they can greatly reduce the amount of work they take home. 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. The first 25 minutes of the study hall period is silent and reserved for individual work.
3. The remainder of the period, students may work in groups provided it is school work that allows such collaboration and any talking is in quiet whispers that are not a distraction to others.
4. 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.
5. With athletic office approval and under strict guidelines, student athletes may use study hall times for weight training and conditioning.

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

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 popular 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, or conversely, some students use the situation to show they are aloof to conforming. In either case, 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 ourselves.

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 handbook, 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.

If that doesn't do it for you, take heart in the fact that everyone else in school looks just as dorky as you do, so you aren't going to stick out. When in doubt,

Dork it up!

RHETORIC SCHOOL DRESS CODE

In Rhetoric School, there are two uniforms: the Standard Uniform and the Dress Uniform. The standard uniform is usually worn Tuesday thru Thursday, but there may be days when special occasions or events dictate that the dress uniform must be worn. In such cases, the students will be informed in advance. Thus, for 9th, 10th, 11th, and 12th grades for 2019-2020:

Monday: Dress Uniform
Tuesday thru Thursday: Standard Uniform
Friday: JEANeva Fridays for RS (see instructions below)

RHETORIC SCHOOL STANDARD UNIFORM FOR GIRLS (TUESDAY THRU THURSDAY)

Rhetoric School Girls ***must*** wear:

- Dennis Uniforms' white or blue ¾ sleeved blouse or white short sleeve blouse or blue long sleeve blouse
- Dennis Uniforms' navy or plaid skirt with modesty shorts (skirt must reach to within 2" of the top of the knee)
- Any socks (but no patterned tights or hosiery)
- Shoes that do not intentionally call attention to themselves that are mostly brown or black (RS girls may ***not*** wear athletic shoes or heels or boots or Uggs or similar footwear (unless it's really cold, in which case, girls may wear warm footwear like Uggs))

Rhetoric School Girls ***may*** wear:

- Dennis Uniforms' navy v-neck pullover *over* the blouse
- A Geneva sweatshirt of some kind *over* the blouse
- In case the italics above aren't clear, sweatshirts and sweaters are outerwear, not a replacement for the blouse
- Rain boots on rain days only
- On cold days, girls may wear navy or white "under armor" beneath their blouse
- On cold days, girls may wear navy or black sweats under their skirt
- Small earrings
- Small necklace
- A wristwatch
- House scarf

Note:

- Undergarments must not show through outerwear
- Girls may not wear bracelets that "clink" or rattle on the desk or table, anklets, gauges, anything that requires a piercing other than the earlobe, sunglasses, or other accessories
- Girls may not dye their hair unnatural colors or wear visibly heavy cosmetics (in other words, girls may have fun augmenting their beauty, but they should not look like clowns)

RHETORIC SCHOOL STANDARD UNIFORM FOR BOYS (TUESDAY THRU THURSDAY)

Rhetoric School Boys ***must*** wear:

- Blue or white button-down long-sleeved oxford shirt purchased from Dennis Uniforms or similar to Dennis Uniforms' shirt; or the Dennis Uniforms' light blue or white polo shirt. Shirts must be tucked in at all times.
- Khaki pants purchased from Dennis Uniforms or similar to Dennis Uniforms' pants
- Brown or black belt
- Socks

- Shoes that do not intentionally call attention to themselves that are mostly brown or black (RS boys may ***not*** wear athletic shoes)

Rhetoric School Boys ***may*** wear:

- Dennis Uniforms' v-neck pullover *over* the shirt
- A Geneva sweatshirt of some kind *over* the shirt
- In case the italics above aren't clear, sweatshirts and sweaters are outerwear, not a replacement for the shirt
- On cold days, boys may wear navy or white "under armor" beneath their shirt
- Cowboy boots that fit the already specified footwear criteria
- Plastic awareness wristbands
- A wristwatch
- A small necklace

Note:

- Boys may not wear earrings, gauges, bracelets, anything that requires a piercing, makeup, sunglasses, or other accessories
- Boys' hair must be cut short enough that it does not reach below their collars or cover their eyes when combed straight down
- Boys may not dye their hair unnatural colors or wear caps
- Boys must be clean shaven
- Sideburns may not extend below the bottom of the ear (no chops)

RHETORIC SCHOOL DRESS UNIFORM (REQUIRED ON MONDAY)

Rhetoric school students, both male and female, ***must:***

- Wear a navy blazer purchased from Dennis Uniforms or similar to the Dennis Uniforms' navy blazer. These blazers are ***required*** to have the appropriate House crest patch. Geneva awarded lapel pins only may be worn on the blazer.

Girls ***must:***

- Wear the Dennis Uniforms' plaid skirt (not the navy skirt)
- Wear the house scarf
- Wear solid navy or white knee-high socks or tights (dress uniform day only)

Boys ***must:***

- Wear the button-down oxford shirt and the house tie.

COLD WEATHER AND JACKET POLICIES

No matter the temperature, the standard uniform is the standard uniform and all other clothing should be an augmentation of that, not a replacement. With that being said:

- All sorts of warm undergarments may be worn under the standard uniform (hence the term *under*garment).
- Only Geneva school or sports sweatshirts or navy sweater may be worn over the shirt/blouse.
- Girls may wear navy or black sweatpants under their skirt and warm footwear like Uggs or something similar. Rain boots are okay on days *when it is raining.*
- Jackets and Coats: The Dennis outerwear jacket, the Land's End navy jackets and fleeces, Geneva letter jackets, or authorized Geneva team jackets are approved for wearing throughout the day.
- If you choose to wear or purchase a non-approved coat or jacket, you may wear it for arrival and dismissal, but it must be put away during the day.
- Exceptions: 1) Any rain jacket may be worn *when it is raining.* 2) JEANeva Fridays: Any jacket or coat may be worn.

- Just because a jacket is navy blue does not make it authorized outerwear.
- To be clear, RS students may wear any jacket they please *only on JEANeva Fridays*. Geneva-approved jackets must be worn on all other days.
- If cost is what is keeping you from obtaining approved Geneva outerwear, let us know. We will work something out.

DRESS CODE VIOLATIONS

Teachers send offending students to the Dean of Students for their "red card" (students carry it with them so that they don't get dinged for the same offense more than once on the same day) and for their consequences. For a first offense, the student receives a warning and house point deduction (-10). For a second offense, the student receives an increased house point deduction (-20), a demerit, a before-school detention, and his or her parents are contacted. For a third offense, there is an even higher house point deduction (-30), another detention, another demerit, another parent phone call, and a conditional suspension (the student may not return to school on subsequent days until the offense is corrected). Habitual dress code violations beyond this results in the student being placed on behavioral probation. Hint on how to avoid dress code violations: just do the minimum…dress the way you are expected to dress.

Rhetoric School Dress Code Areas of "Struggle:"
The following seem to be the areas in which rhetoric school students "struggle" the most with dress code compliance:

- **Boys: keeping the shirt tucked in (it is time for many of our guys to move up to men's sizes of shirts); forgetting either a belt or tie or both; hair length; shaving**
- **Girls: improper hair accessories or jewelry; skirt length (it is also time for many of our girls to move up in sizes); neckline**
- **Both: losing or forgetting the crest on the blazer (clutch-backs for the pins on the crests are available in the office); improper shoes; improper jackets**

RS JEANEVA FRIDAYS

Unless otherwise announced in advance, Fridays are designated JEANeva Fridays for RS. On these days, RS students should wear

1. Blue jeans (and we should add, BLUE jeans with *no holes or rips or "fashionable" tears*…no shorts or capri pants or sweat pants or warm-ups or yoga pants or overalls…just INTACT BLUE JEANS ONLY);
2. Shoes…Sneakers or boots or sandals are fine;
3. A Geneva t-shirt or sweatshirt of some kind (teams and groups may wear their shirts/jerseys…JEANeva Fridays are also team dress days…No tank-top Geneva jerseys unless there is a t-shirt underneath);
4. If cold, students may wear any jacket/sweater. This is allowable only on JEANeva Fridays. Geneva outerwear guidelines apply on all other days.

FREE DRESS DAYS

"Free dress days" are actually merely extra earned JEANeva dress days or spirit days. See the parameters above.

One final word about dress code matters. This is what the dress code uniform policy is ***not*** for:

- To suppress your personality. If a uniform suppresses your personality, you don't have a personality.
- To squelch your individuality. If your individuality depends on clothing, you're not much of an individual.
- To stop your freedom of expression. That's why you're in a classical school—to allow the tools of logic and rhetoric to help you express yourself.
- To make you look like a dork. This is not the intent, just an unfortunate cultural side-effect, and besides, everybody looks as dorky as you do. Dork it up!

To be arbitrarily mean…okay, maybe this one.

STUDENT LIFE

SPORTS

Sports available for rhetoric students include football, volleyball, basketball, baseball, soccer, softball, swimming, cross country, track, tennis, golf, and cheerleading. The athletics office administers registrations and policies.

TAPPS

Varsity sports participate in Classification 4A of TAPPS (Texas Association of Private and Parochial Schools). In addition to athletic competitions through TAPPS, students in Rhetoric School can also participate in TAPPS Fine Arts and Academic competitions.

DEBATE AND SPEECH

Students who wish to compete on the debate and speech team are required to take the Debate or Speech elective. Debaters compete against a broad range of schools, not just TAPPS schools. Students who might be interested should know that as far as the demands on the student are concerned, competitive debate is like being in a varsity sport all year (and beyond).

STUDENT SENATE

Beginning in ninth grade, students have the opportunity to participate in student government—our Student Senate. The Mission Statement for the Student Senate reads:

The Student Senate of the Geneva School of Boerne serves the Rhetoric School student body in order to exercise responsibility, mold Godly character, and create a more effective learning environment where students realize the importance of a Christian and classical education.

Through the student senate, students take an active role in determining the culture of the campus by deciding upon, planning, and implementing traditions, clubs, social events, dances, banquets, and ministry projects. Additionally, to some degree, the student senate may affect policy through representing concerns of the student body to the administration. Most importantly, however, the student senate has the responsibility of maintaining the "feel" and direction of the school through servant leadership. Senators are chosen to represent both their grades and their houses (one representative from each grade per house).

NATIONAL HONOR SOCIETY

The National Honor Society is a national organization that recognizes scholarship, service, character, and leadership. Application packets for interested juniors and seniors are available in the spring.

HONOR COUNCIL

The purpose of the Honor Council is to preserve the integrity of the Honor Code at the Geneva School of Boerne. Under most circumstances, Honor Code violations and discipline are handled swiftly by the Dean of Students or Headmaster and Honor Council action is not necessary. However, on occasion, the headmaster or dean may request Honor Council involvement in either fact gathering or informal questioning of a student under suspicion of a violation. At no time does the Honor Council serve either as a police force or a court room. Rather, the Honor Council serves in an advisory capacity to the headmaster and dean. Additionally, the Honor Council is responsible for meeting to discuss and implement ways to promote honor and integrity on the Geneva School of Boerne campus.

The Honor Council consists of five voting members (two juniors and three seniors) and two non-voting advisory members (one freshman and one sophomore).

CLUBS

Students who wish to start a club should secure a faculty advisor and submit a written proposal to the Headmaster. Current clubs include the Science Fiction/Fantasy Club, Spanish Club, Culinary Club, Shooting Club, Astronomy Club, and Leadership Club.

MONDAY ASSEMBLY

All students in the School of Rhetoric are required to attend the Monday Assembly. In other words, this is not an optional period but a real period at which attendance is recorded. Assembly times can be used for general announcements, messages from the Headmaster, devotional instruction, reports from the Student Senate, 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.

MODIFIED SCHEDULES

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, modified schedules are in operation on those days. You will be notified in advance of these days and of the different class times.

A.I.M.

All 11th grade students and 12th grade students who desire participate in A.I.M.: Adopt, Integrate, and Mentor. Grammar school classes grades K through 5 adopt rhetoric students (or perhaps it's the other way round). This allows for integration of age levels on the campus and provides opportunities for mentorship. Lasting bonds are often forged and it does students good to know that little ones are looking to them as heroes. Though engagement varies during the year, the regular AIM time is Wednesday mornings at 8:00am in the student's assigned grammar school room. Though students may record this time as service hours, this does not earn house points for service hours. However, students can cost their houses points by being late. Students should be aware that this is a part of the school day and is not optional. Students are marked tardy for being late to AIM. On the other hand, students can earn their houses points through commendations for excellent service to the AIM grammar classes and students.

SERVICE HOURS

Students in Rhetoric School are encouraged to keep track of their service hours. Though at this time there is not a service hour graduation requirement at Geneva, conscientious students recognize the need for a service-hour laden resume. To help keep track of these hours, Service Hour Verification forms are available from the LS/RS administration office and may be returned to the box in the office. In addition to aiding a student's college resume, service hours earn the student's house valuable points. Only those hours recorded on Service Hour Verification forms will count towards house points. Though there are occasional group service projects in Rhetoric School, the primary emphasis is placed upon the student and his or her own motivation and heart.

Service opportunities become available and are advertised through several vehicles: student senate, student committees, administration, GCL, houses, Booster Club, etc. Of course, students are also encouraged to pursue serving others through their churches' ministries or through other agencies or from personal conviction. In other words, service should be an ongoing part of who we are as disciples of Christ. Indeed, if Christ's words are true, servants is primarily who we are.

One further word needs to be offered regarding service and service hours. True Christ-like service is, by nature, selfless. Keeping track of one's selfless service seems, therefore, selfish. There is no way to avoid this self-contradictory logic, but with the right motivation, it need not be true in practice. Students are encouraged to serve out of love, compassion, obedience, and duty and allow the hours and resume and points to take care of themselves. When this gets turned around, students run the risk of becoming what Jesus condemned the most: hypocrites and Pharisees.

RHETORIC SCHOOL HOUSE SYSTEM



Chaucer Lewis Milton Sayers

Reminiscent of traditional British public schools, all Geneva rhetoric students (and all LS/RS faculty) are divided into Houses. To be sure, in the traditional boarding schools the students actually lived in and with these houses, but our system is a bit less ambitious. Besides the natural fun that comes along with such a system, the house system affords additional opportunities for

- Nurturing relationships across rhetoric school grade levels
- Leadership, friendly competition, and service
- Faculty involvement with students on a different relational level
- Positive peer pressure and mentorship

The Geneva Rhetoric School Houses include the following:

CHAUCER HOUSE. Named after Geoffrey Chaucer (1343-1400), philosopher, scholar, translator, and poet/writer. Most famous for *The Canterbury Tales*, he is often called the father of English literature because he pioneered the use of English instead of Latin as a medium for literary art and as a means of scholarship. *Chaucer: Champion of the English Language.*

MILTON HOUSE. Named after John Milton (1608-1674). A writer of often quite fiery theological argument and political activism, he is best known for *Paradise Lost,* a retelling in classical epic form of the story of the Fall of Man. This combination of the epic form and biblical material has rendered Milton's *Paradise Lost* one of the foundational works of western culture. *Milton: Champion of the Biblical Epic.*

SAYERS HOUSE. Named after Dorothy Sayers (1893-1957), author, playwright, theologian, and translator of Dante's *Divine Comedy.* Perhaps best known for her Lord Peter Wimsey mystery novels, she is also one of the champions of the classical Christian education movement. Her 1947 Oxford address entitled "The Lost Tools of Learning" spawned what we see today as the resurgence of the classical method. *Sayers: Champion of the Classical Method.*

LEWIS HOUSE. Named after C.S. Lewis (1898-1963), author, literary scholar, and Christian apologist. He is probably best known for his children's classic *The Chronicles of Narnia*, but he is widely regarded as the most influential Christian voice of the 20th century. His works on the Christian faith continue to show Christianity's relevance in the worldwide marketplace of ideas. *Lewis: Champion of the Christian Worldview.*

STUDENT PLACEMENT IN HOUSES: To insure that houses are not "stacked," an anonymous selection committee of faculty places the students into their houses, doing their best to insure an equal distribution of students. Selections are not discussed and selections are final. Factors considered when placing students in houses include academic aptitude, athletic ability, extracurricular engagement, gender, and personality. As in traditional British house systems, family members are in the same house. All faculty members are placed in a house as well. For students and faculty, once a member of that house, always a member of that house. Because we have chosen to place family members in the same house, grammar and logic school students who have siblings in a house already know their future house affiliation. Incoming freshmen discover their house affiliation in the spring of their 8th grade year at a special House Induction Assembly. Uniform accessories distinguish members of houses.

HOUSE ORGANIZATION: There are two basic levels of organization: student and adult. Students elect students from their house for each grade to serve as house captains. The twelfth grade rep is the senior house captain. All house captains serve as student senate representatives, thus affording one student from each house in each grade as representatives in the student government. Further house organization is left to the individual house (most go with traditional student council officer positions), thus affording even more avenues for student leadership. All faculty members are in a house, but two full-time faculty members are chosen to be the House Deans. Parent volunteers also have the opportunity to serve as house parents. The senior house captain (with the Deans' input and supervision) presides at all house meetings which are held as needed during assembly periods. Most are planning meetings for the various responsibilities/activities of the houses.

COMPETITION BETWEEN THE HOUSES: Of course, much of the impetus behind the system is ongoing friendly competition. Houses earn points towards earning the honor of being the "House of the Quarter" and each year one house is awarded "House of the Year." All faculty and administration are involved in the constant rewarding or docking of points based on individual student behavior and attitude. [Point breakdown: +/- 10 points for individual acts.] House deans receive copies of all teachers' point tally sheets. To help curb system manipulation, students should be mindful of the following:

- A teacher may ask you to do something for house points, but asking for points from the teacher because you think you've done something noteworthy can actually cost you points.
- When you actually ask for points, "selfless" acts become selfish.
- Grumbling about who got points or how they have been given or taken is the surest way to lose points.
- The best points are awarded when you are not aware of it.
- Instead of worrying about how to earn points, simply stop being a knucklehead and costing your house points.

House point totals are posted on a weekly basis so that students know where they stand; however, final point tallies for determining the House of the Quarter must await bonus quarter-ending points. The point system operates as follows:

- Each quarter, the houses start fresh with 0 points.
- Daily behavior and attitude points or deductions are tallied on a weekly basis and these ongoing point standings are posted.
- To aid in knowing where points have been gained or lost, points in these weekly postings are categorized under three broad headings: dress code, behavior, and service/spirit.
- To prevent point stacking, only a fixed number of points are available each week for dress code and spirit.
- Any special house competition points are awarded as needed on an ongoing basis and do not factor into House of the Quarter status, but towards determining House of the Year status.
- Bonus quarter-ending house points are awarded for highest house GPA, most faculty commendations, most service hours, most extra-curricular participation, fewest absences, and fewest tardies.

The house with the most points becomes the House of the Quarter for the subsequent quarter.

COMMUNICATIONS

Here are suggestions for staying informed:

- Check the white board posted on the boardwalk every day. You are held responsible for information on this board.
- Don't miss the weekly ParentSquare post from the Headmaster's office: *The Bald Eagle.*
- Read our student magazine, *The Geneva Quarterly.*
- Keep up with the weekly Geneva i*FYI* newsletter.
- Visit the Geneva website often (www.genevaschooltx.org).
- Visit the RenWeb calendar page often.
- Read the quarterly *Eagle Eye* newsletter.

PARENTSQUARE

ParentSquare does not replace RenWeb. RenWeb is our student information portal for the management of family contact information, grades, lesson plans, discipline reports, etc. ParentSquare is the tool used to communicate just about everything else school-related.

A few of the most helpful tools in Parent Square include the following: online payment for things like lunch and fees; a volunteer and sign-up feature; messaging capabilities that 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.

Students in grades 9-12 can set up their own Parent Square accounts (aka StudentSquare). All RS athletic teams, extracurricular groups and fine arts classes utilize Student Square in lieu of Group Me for messaging purposes.

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 or puts on a screen. 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 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. 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 Back of the Book and Front and Back Flaps (if any): These often provide "big picture" summaries of the material in the book.
    d. The Introduction: The introduction often provides the main idea and plan of the book.
    e. 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.
3. 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.
4. Do not be passive as you read. The author is trying to convince you of something. Engage in conversation with the author. 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.]

5. 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 that the material universe is all there is? 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 supernatural possible? 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 a significant part of 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. 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. Before you ever get to homework, pay attention in class. Be engaged.
2. 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.
3. Put away your phone. Avoid it like the plague.
4. Study someplace free of distraction (see number two) 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.
5. Never have your phone out; it will double the time it takes to complete your homework.
6. 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.
7. 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).
8. Resist the temptation to text and/or check your phone. Not only will it increase the time you spend trying to complete your homework, it will distract you from concentration.
9. Study your foreign language every day. Languages only become easier through repetition. Review your vocabulary flashcards and chants (conjugations, declensions, etc) every day and do your assigned exercises. There are no short-cuts 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.
10. 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 retyping 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.
11. 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.
12. For essays, do not wait until the night before the essay is due to start writing your essay. This prevents your best thinking and excludes the necessary time to have others read and edit your essay before submission.

We will say it again:
Study is often hard work. Don't be afraid of hard work.

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

ADDENDUM

RHETORIC SCHOOL
CURRICULUM GUIDE 2019-2020

This guide is intended to aid Geneva Rhetoric School students in their course selections for the 2019-2020 academic year. Registration forms are due on or before **Thursday, April 18, 2019.**

Read the Instructions: Carefully read the Curriculum Guide and the registration form before completing the form. Incomplete or incorrectly filled-in forms can delay or sabotage (i.e. you may end up in a class you never intended) your registration.

Don't Panic: Take your preference selection seriously and then trust God. You may get every first preference you want or you may not, so make sure your preferences accurately reflect your desires. No matter what, however, you will benefit from any elective class you are in.

Class Placement: Class placement priority is assigned on the following two criteria (listed in the order of importance): 1) merit (based on transcripts, past work, and qualifications) and 2) upper classmen over lower. [*Order of submission is not a criterion.*] However, some electives necessitate more stringent placement criteria like an application or interview or audition or a combination of these. These are noted in the course description and on the registration form. In any case, all applications for such courses are available in the L/R admin and should be submitted *with* the registration form. Do not give the applications to the teachers. They must be submitted to the office along with your registration form. Auditions and interviews will be scheduled after April 18.

COURSE-PREFERENCE REGISTRATION DOES NOT GUARANTEE PLACEMENT IN A COURSE OR EVEN THAT A COURSE OFFERING WILL MAKE.

NOTE: Students should fill in their registration forms based on what they wish to take, not based on when they think a course is scheduled during the day. In other words, students should not assume that they are ineligible for a class because they think it will meet at the same time as some other class they need or wish to take—the schedule is in flux from year to year. Simple version: Don't try to anticipate the schedule; register based on your actual needs and preferences.

All students and their parents are welcome to discuss course offerings and possible tracks with Mrs. Ward, our Academic Advisor, or with Mr. Shelton.

This guide is divided into the following sections:

I. CORE COURSES
II. ELECTIVES
    A. ELECTIVES OPEN TO GRADES 9-12
    B. ELECTIVES OPEN TO GRADES 10-12 ONLY
    C. ELECTIVES OPEN TO GRADES 11-12 ONLY
    D. ELECTIVES OPEN TO GRADE 12 ONLY
III. FINE ARTS OFFERINGS
IV. LANGUAGE OFFERINGS
V. SCIENCE OFFERINGS FOR GRADES 11-12 ONLY
VI. A NOTE ON AP COURSE OFFERINGS AND AP EXAMS
VII. A NOTE ON SCHEDULING AND STUDY HALLS
VIII. STATEMENT OF UNDERSTANDING AND EXPECTATION

I. CORE COURSES

All students are automatically registered in core classes, so these courses are not listed on the registration form.

9TH GRADE CORE COURSES

Credit Requirements for 9th Grade: Freshmen must have a 7.0 credit course load minimum. Therefore, students must register for .5 credits (at least one elective) worth of coursework beyond the 6.5 credits of mandatory coursework. Therefore, freshmen must choose a *minimum of one elective* but may take two. Core courses in which freshmen are automatically registered are listed below.

Humanities I
History: Ancient and Classical: This course is a study and analysis of history from the earliest civilization through the Roman Empire. (1 credit)
Literature: Ancient and Classical: In this course students read, discuss, and analyze classic works of ancient literature. Anticipated works for this course include Homer's *Iliad and Odyssey*, Sophocles' *Theban Trilogy*, and Virgil's *Aeneid.* (1 credit)

Geometry: Students in this course will learn to apply geometric concepts, to develop the skills of logical thinking, deductive proofs, and reasoning through the examination and use of geometric postulates and theorems, and to use algebraic methods to determine missing measurements and quantities for constructed and real-world applications. (1 credit)

Pre-AP Biology: This course is designed to prepare students to take advanced biology later in their high school career. Students will develop an understanding of the nature of scientific discovery, the limitations of the scientific method, the diversity of life, the understanding of one's place in nature, and the biological basis of problems in medicine, public health, and agriculture. (1 credit)

Classical Rhetoric I: This course is an introduction to the study of classical rhetoric: the art of persuasive writing and public speaking. Students will learn to analyze sources critically, formulate sound arguments in defense of their claims, and persuasively articulate their arguments in written and spoken word. (.5 credit)

Bible Interpretation: This course is the first required course in the theology sequence of the rhetoric school curriculum. Having studied the Old and New Testaments in logic school, this course continues this development by training students to properly interpret and apply the truth of scripture to a modern context. (.5 credit)

Fine Arts: All students in ninth grade must take a fine arts class (fine arts class descriptions are provided later in this guide). (.5 credit)

10TH GRADE CORE COURSES

Credit Requirements for 10th Grade: Sophomores must have a 7.0 credit course load minimum. Therefore, students must register for .5 credits (at least one elective) worth of coursework beyond the 6.5 credits of mandatory coursework. Therefore, sophomores must choose a *minimum of one elective* but may take two. Core courses in which sophomores are automatically registered are listed below.

Humanities II
History: Medieval to Early Renaissance: The purpose of this course is to examine the foundation of Medieval Europe between the end of classical antiquity and the year 1500 and also to explore the beginnings of the Renaissance. (1 credit)

Literature: Medieval to Early Renaissance: Students in this course read works of literature from Medieval Europe through the Renaissance. Anticipated works to be studied include Boethius' *Consolation of Philosophy, Beowulf, Sir Gawain & the Green Knight,* Dante's *Inferno,* and Chaucer's *Canterbury Tales.* (1 credit)

Algebra II: Algebra II is the cornerstone for higher level mathematics. In this course graphing of various functions including linear, quadratic, exponential, logarithmic, and polynomial is emphasized. (1 credit)

Pre-AP Chemistry: This course includes the study of the basic principles of inorganic chemistry. It will explore the make-up of God's world by recognizing the amazing composition, organization and function of atoms, molecules and chemical compounds surrounding us, and understanding how these interactions plus the energy involved drive His universe. (1 credit)

Classical Rhetoric II: This course is a contemporary study of classical rhetoric. Students will persuasively articulate their arguments in a variety of forms. (.5 credit)

Philosophy of Religion and Ethics: Is our mind the same thing as our brain? Is it rational to believe we have souls? Are we free agents? How can we be if God foreknows and foreordains everything we will ever do? Are there any good reasons for thinking that God exists? And how should Christians think about certain issues in ethics such as abortion and homosexuality? This course surveys answers to these philosophical questions from a distinctly Christian perspective. (.5 credit)

Fine Arts: All students in tenth grade must take a fine arts class (fine arts class descriptions are provided later in this guide). (.5 credit)

11TH GRADE CORE COURSES

Credit Requirements for 11th Grade: Juniors must have a 6.5 credit course load minimum. Therefore, students must register for 1.5 credits worth of coursework beyond the 5 credits of mandatory coursework. [Exception: If you fulfilled your language requirement in 10th grade and are not taking a language, you are required to have only a 6.0 credit course load minimum, but at least two elective choices.] Therefore, juniors must choose a *minimum of 2 electives* (may include a fine art or a language course taken beyond graduation requirements), but may take more if their schedule allows. Core courses in which juniors are automatically registered are listed below.

Humanities III
History: Renaissance to Early Modern: Students in this course will learn to evaluate and critically respond to the art, science, philosophy and politics of the western world from the time of the reformation to the aftermath of World War I. (1 credit)
Literature: Renaissance to Early Modern: This course focuses on the great works of English literature from the Renaissance to the Modern period. Students in this course will read, mark, and discuss Milton's *Paradise Lost*, Shakespeare's *Hamlet* and *The Tempest,* Shelly's *Frankenstein* as well as selected poetry. (1 credit)

Pre-Calculus: Pre-Calculus is intended to provide the mathematical background necessary for calculus. Concepts are explored from an algebraic, graphical, and numerical perspective. (1 credit)

Science: Students in 11th grade must take a science course. 11th grade science options are described later in this guide.

Worldview Analysis: This course emphasizes critical analysis, active observation, and logical thinking. Upon completion of the course students should be able to determine the worldview assumptions latent in most forms of cultural expression. The texts for this course include *The Universe Next Door, Mere Christianity, The Question of God, Silence, Amusing Ourselves to Death,* and *Brave New World.* (.5 credit)

Historical Theology: Students explore the development of Christian doctrine from the early church to the present day. (.5 credit)

12TH GRADE CORE COURSES

Credit Requirements for 12th Grade: Seniors must have a 4.5 credit course load minimum. Therefore, students must choose, at a minimum, 1.5 credits worth of coursework beyond the 3 credits of mandatory coursework. [Exception: If you have already taken Apologetics as an elective, you need not take the senior Apologetics course. However, in such a case, you must register for 2 credits worth of coursework instead of 1.5.] Core courses in which seniors are automatically registered are listed below.

Humanities IV
History: United States: The aim of the course is to examine the political and ethical foundations of American democracy. In order to do this adequately we will begin our study with a return to the ancient civilizations of Greece and Rome. Both of these cultures laid important foundations for the American experiment; thus they must be understood in order to rightly understand American history. (1 credit)
Literature: United States: Students in this course will study three works from ancient Greece and Rome (*The Republic* Plato, *The Nicomachean Ethics* Aristotle, and *On Government* Cicero) along with various works of American literature including but not limited to *The Scarlet Letter* Nathaniel Hawthorne, *To Kill a Mockingbird* Harper Lee, *The Great Gatsby* F. Scott Fitzgerald, *Death of a Salesmen* Arthur Miller, *The Road* Cormac McCarthy. (1 credit)

Senior Thesis: This course provides scheduled time for students to explore and prepare their senior thesis, which represents the culmination of a Geneva student's education. (.5 credit)

Christian Apologetics: Students examine both classic and contemporary defenses of the Christian faith in the marketplace of ideas. (.5 elective credit)

II. 2010-2020 ELECTIVES

Electives are listed alphabetically by grade eligibility. See the credit requirements (listed above with each grade) for the number of electives you should take.

A. ELECTIVES OPEN TO STUDENTS IN GRADES 9-12

Cinematography: Film as Rhetoric: Students will learn the history of film, film analysis, and cinematography skills. Additionally, since the course incorporates the execution of film projects, much of the class functions like a film production company. As a production company, one of the primary functions is to produce films for the TAPPS short film narrative (and documentary) competitions. This class will likely require time outside of the classroom and the occasional Saturday and/or night shoot. Because of the competitive and time-consuming nature of this limited-availability class, selection is determined based on a *written application* (available in the admin) and an *interview*. (1 elective credit; AP course GPA enhancement for executive producers)

Humanities Lab: Issues and Events: This is not a "lab," per se, but a discussion oriented class intended to integrate what the students are learning in other classes. Students bring their learning to bear around topics ranging from current events to cultural expressions. Through student presentations that get the discussion started, students are able to decide the topic or range of discussion. Students may take this course as many times in successive years as they desire. (.5 elective credit)

Introduction to Competitive Debate: All debate classes meet together but differ significantly in their level of required commitment. This elective is open to students who have not taken a competitive debate class before and is designed to introduce novice debaters to competitive argument. Students and their parents should be aware that this will necessitate a minimum of 6 weekend tournaments in the San Antonio Area. Attendance at the Geneva Novice Debate Camp (fee applies) in early August and at summer practices beginning in mid-August is required (these are coordinated with athletics schedules). Prospective students are required to *interview with one of the debate coaches*. (1 elective credit)

Introduction to Competitive Speech (subset of the debate team): All speech classes meet together but differ significantly in their level of required commitment. This elective is open to students who have not taken a competitive speech or debate class before and is designed to introduce novice orators to competitive speaking. *Students are required to interview with one of the debate coaches.* Students and their parents should be aware that this will necessitate a minimum of 6 weekend tournaments in the San Antonio Area. Attendance at the Geneva Novice Speech Camp (fee applies) in early August and at summer practices beginning in mid-August is required (these are coordinated with athletics schedules). (1 elective credit)

Jazz Ensemble: This class is for those students interested in Jazz Ensemble. *All registrations must be approved by the band director and may involve an audition.* This class is in addition to, not a substitute for, required fine arts credits for grades 9 and 10. (.5 elective credit)

Journalism/Student Magazine: Students learn the basics of journalism, layout, and the production of our award-winning student magazine. Not choosing this elective does not necessarily preclude contributing to the magazine. All 9th through 12th grade students are eligible for this class, but space is limited due to the nature of the class. For this particular limited-availability class, selection is determined based on a *written application* (available in the admin) and an *interview.* (1 elective credit; AP course GPA enhancement for senior editors)

Journalism/Yearbook: Students will learn the ins and outs of putting together a yearbook, meeting strict deadlines and running a business. From design and photography to copywriting and sales, they will work with the ultimate goal of producing and editing yet another award-winning yearbook. All 9th through 12th grade students are eligible for this class, but naturally, space is limited due to the nature of the task. Class meets several times a week but outside work is required to complete the book. For this particular limited-availability class, selection is determined based on a *written application* (available in the admin) and an *interview.* (1 elective credit; AP course GPA enhancement for senior editors)

Journalism/Yearbook Staff Photographer: Students interested in supplementing the photography of the yearbook staff will sign up to cover events held during the school day and some events outside of school. They will meet for class periodically with notice from the adviser. Staff photographers will report to a yearbook editor for assignments and to upload photos. In order to receive credit, students will be required to sign up and cover a predetermined number of events each quarter. The student will have to miss a class or portion of a class from time to time to cover events on campus and must be prepared to make up that work. For this particular limited-availability class, selection is determined based on a *written application* (available in the admin) and an *interview.* (Yearbook staff photographers who fulfill their obligations will earn .5 elective credit; however, since this is not a scheduled class, this .5 credit does not count towards the student's credit course load minimum (in other words, you must take another elective besides this).)

Music Theory: Music theory, one of the seven liberal arts of the Middle Ages, is the study of the relationships between musical harmonies. Geneva's music theory course will give students the opportunity to study these relationships through ear training, sight singing, counterpoint studies, score reading and analysis, and composing. The main objective for the student is not just to interpret music--*that* is the task of the performer--but to actually communicate musically: to develop a modicum of fluency in the language of music. (.5 elective credit)

Political Economics: This is a survey course in the study of political economy. Students will explore basic economic concepts, study the history of economic thought, and reflect on policy implications. A major emphasis will be placed on weighing competing concepts of social justice and Christian responsibility related to economic activity. Students also maintain a business on campus that raises money for third-world entrepreneurs. For this particular limited-availability class, selection is determined based on a *written application* (available in admin). (.5 elective credit)

Praise Ensemble: This class is for those students interested in Praise Ensemble. Selection to this class is based upon *audition.* Note that scheduling difficulties often require that this class meet during some lunch periods during the week. This class is in addition to, not a substitute for, required fine arts credits for grades 9 and 10. (.5 elective credit)

Theatre Competition: The purpose of this class is to prepare and present One Act Play for TAPPS Competition in the fall and solo and duet acting along with poetry and prose for the Academic TAPPS competitions in the spring. Students will research and evaluate ensemble and solo pieces for this style of acting. Spots are limited and entry into this *very selective* class is by *audition.* This class will require outside class commitments. This class is in addition to, not a substitute for, required fine arts credits for grades 9 and 10. (.5 elective credit)

B. ELECTIVES OPEN TO STUDENTS IN GRADES 10-12 ONLY

Audio Engineering: This class teaches a basic understanding of electricity and acoustical physics. The student should expect to work 'labs' in which classroom study is put into use at various events throughout the school year. Examples of these events are Grammar, Logic, and Rhetoric assemblies, Fine Arts Concerts, Theater Performances (plays and musicals), Eaglefest, Christmas Programs, Benefit, etc. Your performance at these events will be graded. Space is limited due to the nature of the class. For this particular limited-availability class, selection is determined based on a *written application* (available in the admin) and *possible interview.* (.5 elective credit)

Competitive Debate: All debate classes meet together but differ significantly in their level of required commitment. This full credit elective is open to students in 10th grade and above who wish to make a serious commitment to the Geneva Debate Team. Competitive Debate students are required to compete at a minimum of 8 weekend tournaments. Students who qualify for the Texas State Tournament will letter in debate and are required to attend. *Permission from one of the Geneva debate coaches and a possible interview* are required for this class. This class is easily coordinated with spring sports and can be coordinated with either fall or winter sports but not both. Team members are required to attend practices beginning mid-August. (1 elective credit)

Competitive Speech (subset of the debate team): All speech classes meet together but differ significantly in their level of required commitment. This full credit elective is open to students in 10th grade and above who wish to make a serious commitment to the Geneva Speech Team. Competitive Debate students are required to compete at a minimum of 8 weekend tournaments. Students who qualify for the Texas State Tournament will letter in debate and are required to attend. *Permission from one of the Geneva debate coaches and a possible interview* are required for this class. This class is easily coordinated with spring sports and can be coordinated with either fall or winter sports but not both. Team members are required to attend practices beginning mid-August. (1 elective credit)

Creative Writing: This elective course is part workshop and part seminar course in two areas of creative writing: Poetry and Creative Nonfiction. This course is designed for aspiring writers and will feature creative writing assignments as well as the reading and discussion of examples from the two genres. Throughout the course, students will submit their writing exercises to be work-shopped by their teacher and their peers. (.5 elective credit)

Introduction to Computer Science: This course is designed to introduce students to the basics of computer programming in general and the Python programming language in particular. Students will learn to solve

problems using coding algorithms and tools, alone and as part of a team. This course serves as the pre-requisite for the AP Computer Science Principles course, and as such, students should expect a rigorous workload. (1 elective credit)

Introduction to Koine Greek: This course is designed to give students an introduction to biblical Greek so that they can pursue New Testament translation. Though a language, this course does not count as a language credit because it is for personal enrichment in New Testament studies. (.5 elective credit)

C. ELECTIVES OPEN TO GRADES 11 AND 12 ONLY

Advanced Competitive Debate: All debate classes meet together but differ significantly in their level of required commitment. This full credit, advanced level course uses the AP grading scale and is reserved for 11th and 12th grade students who are serious about competitive debate. Advanced Competitive debate should be viewed as combining the academic workload of an AP level class with the extracurricular commitment of a 3 season varsity sport. These Varsity Team members should expect to attend 10 tournaments or more and will be focused on qualifying for the Texas State Tournament, Nationals, and the Tournament of Champions. *Prerequisites for this course are one year of Competitive Debate and permission of one of the Geneva debate coaches and a possible interview.* This course is difficult to combine with either a fall or winter sport and impossible to combine with both. Team members are required to attend practices beginning mid-August. (1 elective credit with AP course GPA enhancement)

AP Computer Science Principles: This course was offered in 18-19 without the newly established pre-requisite course. Therefore, the AP class, per se, will not be offered in the 19-20 school year. However, for those who took the 18-19 AP course and wish to continue their studies, the advanced class described below is offered this year only.

Advanced Computer Science: This course is open only to students who successfully complete the 18-19 AP Computer Science course and who wish to continue their studies in this field. In this course, students use their knowledge of programming to create sophisticated programs ranging from encryption and binary mathematics to simple robotics and game design. Students work together on long-term projects of their own design, and are expected to take initiative to solve problems creatively. Expect a rigorous, college-level treatment of the material with a commensurate workload. (1 elective credit with AP course GPA enhancement)

AP Human Geography: This course in an introduction to the study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the tools and methodology employed by geographers. (1 elective credit with AP course GPA enhancement)

AP Microeconomics: This curriculum covers all of the material outlined by the College Board as necessary to prepare students to pass the AP Microeconomics exam. Economics helps explain the choices and tradeoffs people make in their daily lives. Students learn how markets work and why they sometimes fail. (1 elective credit with AP course GPA enhancement)

AP Music Theory: Students interested in AP Music Theory may read the "Music Theory" entry (above) for a general introduction to the nature of this course. However, being an AP course, the level of commitment and involvement is ramped up considerably in order to meet the College Board Advanced Placement guidelines. This course also serves as preparation for the AP exam through which students may receive college credit. (1 elective credit with AP course GPA enhancement)

AP Statistics: This curriculum covers all of the material outlined by the College Board as necessary to prepare students to pass the AP Statistics exam. Statistics is the science of learning from data (numbers with a context).

As the textbook indicates, "A solid understanding of statistics will enable you to make sound, data-based decisions in your career and everyday life." In the first quarter students learn how to plan and conduct a statistical study and how to analyze data. The remainder of the class focuses on probability and estimation. At the end of this course students will be able to evaluate statistic-based claims and conclusions in various arenas of life. Prerequisite: Pre-Calculus suggested. **NOTE:** Eleventh grade students may choose to take AP Statistics as one of their elective choices, but because such students will be in two math courses concurrently, they must be approved through an *interview* process. (1 math credit with AP course GPA enhancement)

AP United States Government and Politics: This curriculum covers all of the material outlined by the College Board as necessary to prepare students to pass the AP U.S. Government and Politics exam. Students learn what the government does, why it does it, and what they can do to change it. Students analyze primary texts dating from the United States' founding to today and read a contemporary Political Science textbook. This course focuses on the modern structure of government and does not study the history of American politics or wade into modern political controversies. (1 elective credit with AP course GPA enhancement)

Dual Science Study: Students in 11th and 12th grades only may opt to use an elective choice to study two sciences concurrently (an AP and a non-AP; not two AP sciences). Note: not all possible dual science tracks may be accommodated. After students register, variables such as teacher availability, time availability, and space limitations will determine the final possible tracks. See the science offerings in this guide for descriptions and prerequisites. (elective sciences earn 1 science credit)

Fine Arts: See the section on Fine Arts below. This is an elective for 11th and 12th grades only. "Fine Arts" is a *requirement* in 9th and 10th grades and does not count as an elective credit. (.5 fine arts credit (grades 9-10) or .5 elective fine arts credit (grades 11-12))

Modern World Literature: Students who take this course will read, mark, and discuss twentieth century Literature of European, Eastern, African, and American writers of English poetry and prose. Our aim will be to understand texts written and published that might slip through the cracks of the standard curriculum of the Western Tradition. Sample titles include Vladimir Nabokov's *Pale Fire*, Chinua Achebe's *Things Fall Apart*, Shusaku Endo's *The Sea and Poison*, and Kurt Vonnegut's "Harrison Bergeron." Students may take this course more than once in successive years. (.5 credit)

Tolkien & Lewis: Christian Mythmakers: Students will explore the lives and writings of J. R. R. Tolkien and C. S. Lewis, two of the most influential Christian writers of the 20th century. Study, discussion, and creative participation will each play an important part as we search out the influences of Tolkien and Lewis, and delve deeply into their beliefs about God, art, heaven, and a good cup of tea. Students may take this course more than once in successive years. (.5 elective credit)

D. ELECTIVES OPEN TO GRADE 12 ONLY

Students in 12th grade need not take an additional math course, but may choose to do so.

AP Calculus AB: This curriculum covers all of the material outlined by the College Board as necessary to prepare students to pass the AP Calculus AB exam. This course is divided into two semesters and is designed to acquaint students with calculus principles such as derivatives, integrals, limits, approximation, and applications and modeling. During this course students will gain experience in the use of calculus methods and learn how calculus methods may be applied to practical applications. Prerequisite: Pre-Calculus and an *interview.* (1 math credit with AP course GPA enhancement)

NOTE: Registering for both AP Calculus and AP Statistics may be possible for some seniors, though not all schedules can accommodate the load.

UTSA Dual Credit English: Students in 12th grade can earn 6 hours of college credit (2 courses equivalent to Freshman Composition 1 and 2) that fulfills most colleges' freshman English requirements. These courses are standard across most college curricula and are thus usually accepted as transfer credits if the student's grade is not deficient. Called the "Geneva Scholars Program," this *requires admission to UTSA and paying tuition to UTSA above the Geneva tuition.* In addition to registering with Geneva, interested students should contact Mrs. Ward directly on or before April 10 for UTSA admission details. These classes (Comp 1 Fall semester; Comp 2 Spring semester) are heavy in written rhetoric and will meet on the Geneva campus. Prerequisite: admission to the program via admission to UTSA. Note: This is an elective offering and does not replace the Geneva 12th grade humanities requirement. (1 GSB language arts credit with AP course GPA enhancement and 6 hours of college credits)

III. 2019-2020 FINE ARTS OFFERINGS

Grades 9 and 10 must *choose a Fine Art. Grades 11 and 12* may *choose Fine Arts as an elective.*

All Fine Arts earn .5 fine arts credit.

Art: The goal of our art classes is to create works of beauty that reflect the Creator. Drawing skills are a major focus and accurate "seeing" and drawing from life and copying Master drawings are taught. Students will also study painting using watercolor and acrylic. At least one piece of 3D art will also be created. Students are required to purchase and maintain a weekly sketchbook journal and all RS students are expected to enter work in TAPPS competition. For this particular limited-availability fine arts class, selection is determined based on a *written application* (available in the admin) and the *student's prior work.* Based on previous work and skill-level, students are divided into introductory and advanced sections.

Band: The purpose of band is to glorify God by playing skillfully and to support our school. Students will be required to submit Smart Music assignments ($40 + microphone/yr), perform at football games and designated basketball games, and play in several concerts (Christmas, Benefit, etc.). Rhetoric students will participate in TAPPS Instrumental Competitions. Some instruments are available to rent from school, otherwise students provide and maintain their own instruments.

Guitar: The focal point of the guitar class at Geneva is three-pronged: we seek to *emphasize the ability to read music*, develop advanced playing technique, and develop advanced artistic thought processes. These goals are achieved through learned musical pieces, performances, and music theory. Some time is devoted to special projects designed to allow the students to express their artistic thoughts. Students will participate in the Christmas Program, TAPPS competition, and the Benefit. The student should be aware this class is music-reading intensive. Prerequisite: some previous guitar instruction/experience. Students should have a classical guitar and footstool. Based on previous work and skill-level, students are divided into introductory and advanced sections.

Orchestra: Orchestra's focus is on glorifying God through performance and study. This class is for intermediate to advanced students. Students must maintain their own instruments. Students will play a variety of musical styles and participate in several concerts as well as prepare for competition in TAPPS. Students will study music history and music theory as it pertains to their craft.

Theatre (Performance): The objective in Theatre is to create and participate in the presentation of public performance. Students will prepare and deliver different scripts with the goal of improving effective verbal and visual communication. *Though class time is provided, the nature of Theatre demands rehearsal time beyond the classroom.* Entry into this class is by *audition.*

Theatre (Technical): This is for students interested in the "tech crew" side of theatre: makeup, lighting, sound, sets, etc. *Though class time is provided, the nature of tech crew demands attendance at rehearsal times beyond the*

classroom. Entry into this class is by *application* and *possible interview.*

Vocal Music: Vocal music class offers students the opportunity to study music through singing. The main objective for the student is to grow in his or her musical appreciation and ability. The student will gain a better understanding of the repertoire, of his or her own vocal range, of music theory, of sight singing, and of performance techniques. Preparation for TAPPS Competition is also part of the class.

IV. 2019-2020 LANGUAGE OFFERINGS

All graduates must complete at least one year of high school-level Latin. Students who complete 8th grade Latin at Geneva have earned the required 1 credit of Latin, equivalent to high school level Latin 1. Additionally, all graduates must also complete at least three years of high school-level instruction in any one foreign language (Latin 1, 2, and 3 or Spanish 1, 2, and 3).

Students who transfer to Geneva without a Latin 1 credit must take Latin 1 through an approved online course. See the Academic Advisor for approved programs.

All languages earn 1 language credit.

Latin 2: Pre-requisite of passing grade in Latin 1
Latin 3: Pre-requisite of passing grade in Latin 2
AP Latin: Prerequisite of a recommendation from your Latin 3 instructor. This is a rigorous curriculum equivalent to a year-long intermediate college Latin course, ending with the AP Latin exam. (1 language credit with AP course GPA enhancement)

Spanish 1: Beginning Spanish with no prerequisite
Spanish 2: Pre-requisite of passing grade in Spanish 1
Spanish 3: Pre-requisite of passing grade in Spanish 2
AP Spanish Language and Culture: Prerequisite of a recommendation from the Spanish 3 instructor. This is a rigorous curriculum equivalent to a year-long intermediate college Spanish course, ending with the AP Spanish exam. (1 language credit with AP course GPA enhancement)

V. 2019-2020 11TH AND 12TH GRADE SCIENCE OFFERINGS

Students must have 4 credits of science in order to graduate, three of which are Biology, Chemistry, and Physics. 11th and 12th grade students who took 8th grade science at GSB have a Conceptual Physics credit in addition to Pre-AP Biology (9th grade) and Pre-AP Chemistry (10th grade). Depending on future pursuits, students are encouraged to earn science credits beyond the minimum. Also note that Dual Science is an elective offering for 11th and 12th grades; however, due to scheduling conflicts, students may not take two AP sciences in the same year.

Students who transfer to Geneva without a Physics credit must take Physics either as an AP course or through an approved online course. See the Academic Advisor for approved programs.

Anatomy and Physiology: Essential principles of human anatomy and physiology are presented with a focus on the structure and function of the human body and mechanisms for maintaining homeostasis within it. Included in this course will be the study of body orientation, cells and tissues, and an overview of the integumentary, endocrine, digestive, urinary, immune, nervous and reproductive systems. This course will also include fetal development and a section on drug targets as associated with neurons. Prerequisite: Pre-AP Biology. (1 science credit)

Applied Human Anatomy and Physiology [Note: This course is for 12th grade students only]: This course is a study of applied human anatomy with a focus on the musculoskeletal and cardio-respiratory systems. Students will learn the basic anatomy of the muscular and skeletal systems, the functional movement of joints, and how both systems apply to movement. Students will be expected to exhibit a basic understanding of care and prevention of athletic injuries and complete 20 hours of training (present at games as a trainer) in the first semester. Students will also learn the basic anatomy and physiology of the cardiac and pulmonary systems on the demands of exercise. Students will also exhibit a basic understanding of the current research in cardio pulmonary diseases/disorders as well as emergency cardiac pulmonary care. The course will conclude with a study of communicable diseases. Prerequisite: Pre-AP Biology and completion of Anatomy and Physiology and /or AP Biology. (1 science credit)

AP Biology: AP Biology is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. This course follows the College Board Advanced Placement guidelines in preparation for the AP exam through which students may receive college credit. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Topics include biological molecules, cells, heredity, evolution, organisms, plants, and populations. Laboratory and field experience are a vital component of this course. Prerequisites: Pre-AP Biology and Pre-AP Chemistry. (1 science credit with AP course GPA enhancement)

AP Chemistry: AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college. This course follows the College Board Advanced Placement guidelines in preparation for the AP exam through which students may receive college credit. The importance of the basic aspects of chemistry has brought about a need for an increasing emphasis on concepts beyond the content of the general chemistry course. In AP Chemistry topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the concepts of thermodynamics are presented in considerable depth. Challenging laboratory experiments are an integral and exciting part of this course offering. Prerequisites: Algebra 2 and Pre-AP Chemistry. (1 science credit with AP course GPA enhancement)

AP Physics 1: AP Physics 1 matches a year-long, college-level survey course that utilizes algebra and trigonometry. The Advanced Physics course includes topics in both classical and modern physics. Topics include the following: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. This course follows the College Board Advanced Placement guidelines in preparation for the AP exam through which students may receive college credit. Recommended Prerequisite: Pre-Calculus; however, juniors with strong Algebra skills can succeed while taking Pre-Cal. (1 science credit with AP course GPA enhancement)

Earth and Space Science: This course covers the Earth's lithosphere, atmosphere, hydrosphere, and the solar system. During this course, students analyze and describe natural processes and human influence on planet Earth. Topics covered include, but are not limited to: minerals, rocks, plate tectonics, weathering and erosion, oceanography, weather and climate, and astronomy. No prerequisites. (1 science credit)

VI. A NOTE ON AP COURSE OFFERINGS AND AP EXAMS

Where AP courses are compatible with our curriculum, we are pleased to offer them. Therefore, the fields of math, science, social studies, and language study dominate our AP offerings because the terminal point for high school study coincides with our curricular goals. However, in the humanities, the cornerstone of a Geneva education, the AP curriculum would require us to alter our curricular goals. For this reason, we do not offer the same AP options in the humanities.

Nonetheless, knowing that our humanities curriculum may sufficiently prepare some students for certain AP exams, we offer certain additional exams to students who register (registration will take place in the fall of 2019). Our normal class instruction will not alter to teach towards the exams, so students may need to supplement their

preparation. Additionally, students must pay the AP exam registration fees (fees are covered for exams that terminate Geneva AP courses).

New this year: The College Board now requires students to register for AP exams in the fall instead of in the spring. That means that students will have to register in September of 2019 for exams to be given in May of 2020.

VII. A NOTE ON SCHEDULING AND STUDY HALLS

Once all of the registration forms have been processed, we send out emails to each family confirming the classes for which we believe the students have registered. This allows us to detect errors before the scheduling process. After the emails have been confirmed, the schedule is made. What students sign up for not only determines the schedule, but also the class sections. The number of class periods per week is designed so that juniors and seniors may take the maximum number of courses they desire; this leads to the consequence that most underclassmen (and less aggressive upperclassmen) have many study halls throughout the week. If students make proper use of these study halls, they can greatly reduce the amount of work they take home.

VIII. STATEMENT OF UNDERSTANDING AND EXPECTATION

On the back of the registration forms is the Statement of Understanding and Expectation. Basically, this asks students and parents to acknowledge 1) that despite completing the registration form, this does not guarantee that a student will be placed in the course or even that the course will make, and 2) that they understand that Rhetoric School is hard work and they (students and parents) welcome the call to do hard things.