



GENEVA SCHOOL *of* BOERNE  
PARENT/STUDENT HANDBOOK  
2025-2026 POLICIES AND PRACTICES



**2025-2026 GSB PARENT/STUDENT HANDBOOK**  
**POLICIES AND PROCEDURES**

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# 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.*

This handbook does not contractually bind Geneva School of Boerne and is subject to change without notice. All parents must sign and return the Handbook Acknowledgement Form acknowledging that you know you are being held responsible for acting according to its provisions.

## **I. ALL-SCHOOL POLICIES**

### **PORTRAIT OF A GRADUATE**

The school's Portrait of a Graduate serves as an idealized vision of what the school seeks to accomplish in the life of each graduating senior. This brief statement helps us to stay focused, recognizing that no one will ever perfectly fulfill 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.*

### **STATEMENT OF PURPOSE AND IDENTITY**

#### **(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.

### **FOUNDATIONAL STATEMENTS**

All Geneva parents have agreed at the time of admission that they will support Geneva in educating their child classically and acknowledge and that they support the Foundational Statements: Statement of Faith and Statement on Identity, Sexuality and Gender.

#### **A. STATEMENT OF FAITH**

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

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

We believe that man was originally created in the image of God to enjoy fellowship with God 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"*

## **B. STATEMENT ON IDENTITY, SEXUALITY AND GENDER**

We believe in the Lordship of Christ over all of life. We believe we are called to be faithful disciples of Christ, pursuing our callings in love and obedience until He comes again to consummate His kingdom. We believe that God's commandments are relevant and necessary to our present culture and that our faith should be visible in concrete models of personal and social behavior. We recognize that sins of a sexual nature often receive great attention, while other sins such as greed, slander, gossip, neglect of the poor, oppressed and marginalized do not. While rapidly changing cultural trends warrant an expanded statement on identity, sexuality and gender, we are concerned with the impact of all parts of our fallen nature.

Therefore, we submit to the following truths:

### **1. IDENTITY**

- God creates all people as divine image-bearers who have inestimable value and dignity from conception.
- All forms of mistreatment, oppression, cruelty, dehumanization, abuse and slander are an offense against God's sacred image in which all people have been made.
- A Christian's foundational identity is in Jesus Christ alone and is not found in a self-ascribed or cultural identity.

### **2. SEXUALITY**

- God decreed marriage to be a covenantal relationship between one man and one woman that reflects Christ's relationship with the Church.

- God's will for all people is chastity outside of marriage and fidelity within marriage. No affections, desires or commitments ever justify sexual acts outside of marriage.
- Geneva students, faculty and staff should resist any and all same-sex sexual attractions and refrain from all same-sex sexual acts or expressions.

### 3. GENDER

- God created male and female with the distinct and biological sex of each person immutably determined and manifested at conception by God.

### EXCERPTS FROM THE PHILOSOPHY OF DISCIPLESHIP (SEE APPENDIX FOR ENTIRETY)

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.<sup>1</sup> The school disciplines by teaching, mentoring, encouraging and assisting students. A necessary component of discipleship is discipline (*Heb. 12:5-11*).

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.

A discipleship-oriented approach considers difficult events (relationship problems, failures in the classroom, defeat in competition, etc.) as essential for spiritual growth and maturity. This approach provides a process for dealing with heart issues. It does so with the expectation that through partnership with parents, the matter will receive necessary attention. This approach does not expect perfection. Children are given freedom to interact with one another, make choices and face the consequences for those that are poor. They are properly supervised but not oppressively so. Geneva is not a good fit for students who need a heightened level of supervision because of their behavior. To increase the level of supervision to meet the needs of these students is to manage their behavior while depriving those who don't need it opportunities for growth.

At Geneva, discipleship-oriented discipline:

1. Addresses outward behavior with the goal of transforming the heart. Since discipleship-oriented discipline is aimed at changing hearts, students need to acknowledge that their bad behavior is a consequence of a sinful heart.
2. Values biblical confession and repentance.
3. Seeks to restore relationships.

With discipleship as the goal, the direction discipline takes is dependent, to a certain degree, on whether or not the student and parents are committed to the student growing in Christ, repenting of the sin committed, and seeking to restore the relationship with those hurt by their sin. Discipleship-oriented discipline does not eliminate the consequences of sin. Students may still experience detention, suspension, loss of extra-curricular privileges, etc. as a consequence for their actions. Eliminating consequences is not the goal of discipleship-oriented discipline. Christian maturity is the goal.

The headmaster determines the appropriate consequences needed for instilling discipline in school. During the course of investigating actions and events concerning possible student incidents, the school may seek to question students alone or in groups. The headmaster has full discretion in the questioning of students, and in the evaluation of events may conduct an investigation without parental notification or attendance. The 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.

Discipline shall be based on a careful assessment of the circumstances of each case. Factors to consider shall include the seriousness of the offense, the student's age, the frequency of misconduct, the student's attitude, and the potential effect of the misconduct on

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<sup>1</sup>Geneva's *Portrait of a Graduate* states, "A Geneva graduate is a disciple of Jesus Christ..."

the school environment.

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

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

Students are expected to represent Geneva 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 (applicable to Rhetoric School students) or that draws attention to Geneva in a negative manner. Such behavior may result in disciplinary action or a student's expulsion from the school.

### **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. Students are expected to represent Geneva in a positive manner even when they are not on school grounds and/or attending school functions. The school may hold students accountable for their off-campus and online conduct. 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 (applicable to Rhetoric School students) or that draws attention to Geneva in a negative manner. Such behavior may result in disciplinary action or a student's expulsion from the school.

### **GOVERNANCE**

Geneva School of Boerne is a private 501(c3) education ministry managed by the Board of Trustees and its appointed Head of School in accordance with the objectives and mission of the school as stated in the By-Laws of Geneva School of Boerne. Each board member serves a four-year term with the option of serving a second, two-year term.

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. Because the Board appoints the HOS with full responsibility to run the school and the HOS has the confidence of the board, it would be unusual for the Board to overturn a decision made by the HOS. Geneva's Board exists for the sole purpose of safeguarding Geneva's mission for the long term. It is fundamentally different from a public school board. Public school is funded by compulsory taxes in order to prevent taxation without representation. Public school boards are representative elected bodies. Geneva's relationship with parents is not compulsory but rather a voluntary contractual relationship.

### **INSTITUTIONAL STATEMENTS**

Geneva exists for the sole purpose of educating students Christianly and classically. Increasingly, many people look to institutions to make statements or take positions on issues that are outside the institution's core mission. Geneva tries very hard not to do so. Geneva is a school, not a church, political action group, public safety provider, hospital or mental health clinic. While we may use current events as fodder for age-appropriate classroom discussions, we expect our students to be able to engage thoughtfully with all perspectives, and we strive to do the same. We avoid making institutional statements about issues that do not directly affect our students and our ability to provide the Christ-centered, classical education that we have promised them.

### **ACCREDITATION AND AFFILIATION**

Geneva School of Boerne is a member of and accredited by the Society for Classical Learning (SCL) and Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools.

### **GENEVA COMMITTEES**

Geneva committees exist to assist the administration and enrich the classroom experience.

Geneva Booster Club (GBC) and Geneva Community Life (GCL) are open to all parents. All other committees are formed as needed each year and are subject to annual review. Membership on some committees is by appointment. Parents with questions about a particular committee should contact the Executive Assistant to the Head of School in The Old Admin and request the name of the chairman of that committee.

### **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, are 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 and Statement on Identity, Sexuality and Gender. Personal commitment to these foundational principles factors heavily when considering candidates for other positions of leadership.

### **CONFLICT RESOLUTION**

Christ provided a process in Matthew 18 that settled disputes with the goal of restored relationship. The Matthew 18 principle is simple: if one has a problem with another—whether he or she is a parent, administrator, teacher or student—then he or she should go directly to him or her and talk about it. As Christians we must refuse to resort to the destructive behavior of gossip. **If parents have a problem with a student, they should contact the student's parents and not confront the student himself or herself.** Sometimes, however, the problem cannot be solved at this level.

**If a parent has a concern about a class, team, or organization the first person to contact is the respective teacher, coach or sponsor.** The parent should begin this conversation with questions rather than accusations and a genuine openness to the possibility that there may be pertinent information that the parent does not know. If the situation cannot be resolved, then the parent needs to make an appointment for a meeting with the appropriate headmaster, Athletic Director or Fine Arts Director. At this meeting, both the parents and the teacher or coach should be there to discuss the problem. If no resolution occurs at this level, the disputing parties, along with the headmaster or director, meet with the HOS.

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 must document that the Matthew 18 process has been followed and describe why the position of the school is perceived to be wrong.

### **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. *In loco parentis* is Latin for "in the place of the parents." At Geneva, authority over students is understood as delegated authority. During the school day, the faculty and staff stand *in loco parentis*.

Because the home environment is vital to the well-being of our students, the school requires notification of any change in parents' marital or parental status including, but not limited to separation, divorce, re-marriage, a modification of child custody arrangements or any change in the child's primary living situation. The school must be notified of such changes within a reasonably practical time. This reporting will ensure that faculty and staff have the information necessary to act in the best interest of the student. Geneva will always continue to communicate with both parents regardless of custody agreements.

### **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: environmentalism, old earth/young earth, partisan politics, human sexual relations, Halloween, Santa, holiday or religious traditions, etc.

This policy is designed to respect the convictions of parents and teachers in various and sensitive subject areas, while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian worldview.

1. The course of teaching a class, a teacher sees that a subject has arisen which he or she has good reason to believe is controversial or obviously of a sensitive nature, and discussion of that subject will not help him or her achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all.
2. If a subject arises which the teacher has reason to believe is controversial and/or of a sensitive nature, and the discussion of that topic will help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:
  - a) As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
  - b) Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
  - c) As appropriate (i.e. developmentally and in relationships to the stated goals of the class), direct the students' attention to informed sources on each side of the subject concerned. This may be done in a variety of forms, such as, a research paper, guest speakers, reading differing authors, etc. The goal will be to strongly encourage the students to become knowledgeable of the most widely held views on the topic.
  - d) Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.
3. Due to the extremely sensitive and intimate nature of human sexual relations, discussion and instruction on this topic generally will be limited to Rhetoric School classes such as biology, and biblical principles and references, as they arise in appropriate class contexts.

## **PARENTAL COMMITMENTS TO GENEVA**

By enrolling their students at Geneva, parents commit to support the school and its mission.

Parents must:

- Support the school in its fulfillment of its purposes and principles, especially in the accordance with the Statement of Faith and the Statement of Identity, Sexuality, and Gender.
- Refrain from illegal or immoral behavior that reflects poorly on or is potentially disruptive to the Geneva community.
- Ensure that their student:
  - have the time, place, and parental support needed to complete their homework and studies
  - are picked up on time
  - arrive they are properly prepared for the day with proper attire, necessary supplies, appropriate meal(s) and necessary supplies
  - comply with the spirit and the letter of all Geneva rules and policies with appropriately respectful attitudes in accordance with biblical teaching
- Secure additional tutoring, testing or assistance for their students, especially when suggested by the Geneva administration.
- Honor their commitment to volunteer at least five hours a month per family and attend all mandatory events, including but not limited to parent orientation and parent-teacher conferences.
- Set an appropriate example to their students and all other students when on campus or at Geneva related events by:
  - refraining from inappropriate language
  - observing all school rules and policies
  - modeling appropriate conflict resolution in accordance with Matthew 18
  - demonstrating courtesy and respect to all people: including referees, coaches, and parents of opposing players during sporting events, staff members
  - refraining from gossip which is unbiblical and destructive to any Christian community
  - refraining from all alcohol and tobacco products on campus or at any Geneva off-campus event where students are present
  - dressing appropriately (with modesty) when visiting offices and classrooms or attending school related events.
  - Refraining from using a cell phone when driving on campus for the safety of the students and other adults.

## **PURPOSE OF GRADES**

The purpose of grades is to convey accurate information regarding student progress. As such:

1. It is important to resist grade inflation that, over time, inaccurately reports students as performing at a higher level than they actually are.
2. It is important that parents understand the information conveyed by grades.
3. It is important that parents, students, and teachers accept and value truthful information over inaccurate, inflated grades.
4. It is important that higher-level grades be reserved for performance that is significantly above expectations and requirements for grade level advancement. Performance that is acceptable but not significantly above expectations should not receive higher-level grades.
5. Low “B” and high “C” level grades should reflect performance that meets but does not exceed expectations.

Accordingly, Geneva assigns grades that generally reflect the following levels of subject matter mastery. Please note that these are very broad descriptions and it remains within the discretion of each teacher to interpret these guidelines as appropriate for the subject matter and grade level involved.

### **A (90–100) — Work at this level:**

1. Meets all standards for “B” work (below)
2. Shows attention to detail and care with presentation
3. Shows well developed structure and focus
4. Reveals precise and exact understanding of the material
5. Demonstrates an understanding sufficient to allow the student to raise new questions, demonstrates new insights or suggests new approaches
6. Shows confidence with the ideas explored
7. Contains some originality of thought and expression

### **B (80 – 89) — Work at this level:**

1. Meets all standards for “C” work (below)
2. Is organized and neat
3. Presents thoughts clearly with no ambiguity
4. Demonstrates understanding of the material
5. Omits very few important points or questions

### **C (70 – 79) — Work at this level:**

1. Demonstrates gaps in understanding of the material
2. Contains some structure and focus
3. Is only occasionally ambiguous or unclear
4. Covers most central points
5. Identifies the central questions

### **D (65 – 69) — Work at this level:**

1. Contains many errors or serious omissions in understanding
2. Shows poor organization
3. Has a lack of structure and focus
4. Has a high degree of ambiguity
5. Forces the teacher to guess at the student’s meaning

### **F (below 65) — Work at this level:**

1. Is rated as failing
2. Contains serious and extensive errors in the understanding of the material
3. Shows lack of conscientious engagement

4. Is sloppy in presentation
5. Demonstrates lack of care

## **GRADING POLICIES AND PROCEDURES**

To convey accurate information, grades must reflect:

1. A student's grasp of the subject matter content
2. A student's performance relative to his or her peers (a parent should be able to reasonably conclude from an "A" that the student is performing at a high level in comparison to his or her peers).
3. A student's likely ability to succeed in future academic endeavors at Geneva. For example:
  - a. A parent should reasonably conclude from "A" work that the student has the ability and skills necessary to continue to perform significantly above expectations both in the current grade level and at the next grade level.
  - b. A student whose ability in a subject area causes concern for the faculty member should not receive a "B" or an "A" in that subject matter because such a grade conveys subject matter mastery above grade level expectations to the parents.

## **ACADEMIC EXPULSION**

Multiple failing grades in a reporting term are often an indication of a serious academic problem, one that the school may not be equipped to help. Generally, a student in grade four or higher is not allowed to continue the current academic year at Geneva if he or she earns a "D" in three or more numerically graded subjects or an "F" in two or more numerically graded subjects in a quarter. 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 (if applicable) will be required for consideration for readmission.

## **SIBLINGS ON CAMPUS**

Due to safety and space concerns, siblings may not accompany parents volunteering on campus or attending house or class parties and events. Siblings must not be on the playground during school hours.

On occasion, siblings are welcome on campus during the school day. Examples would be: attending weekly Grammar Friday assemblies and EagleFest, eating with a parent and student at lunch or if the *The Landing* clearly states they may attend an event.

## **VOLUNTEERING AT GENEVA**

In the Parents' Agreement portion of the Geneva application, every family commits to serve regularly with their time, talent and treasure. All individuals must pass a criminal background check and complete awareness training through Ministry Safe before being approved to volunteer.

The school continually seeks ways to actively involve parents and grandparents in the programs and activities of the school. Here are a few examples:

- Supporting teachers in the classroom through GCL volunteer opportunities listed by "room moms" and LS/RS parent coordinators
- Attending weekly assemblies and school meetings
- Participating on field trips as drivers and chaperones
- Sharing career and life experiences and expertise with students
- Engaging in the annual Benefit and other large events which rely on assistance from parent volunteers
- Helping with in-class parties

## **OUTSIDE LITERATURE**

Students are not allowed to bring literature to school to pass out to other students. In addition, Geneva does not distribute materials from third party organizations unless that material has a clear connection to the school curriculum.

## **IMMUNIZATIONS**

The school recognizes that immunizations are not without risk. The requirements indicated here are determined by the State of Texas and are applicable to students in public as well as private schools. Parents are encouraged to discuss immunizations with their child's physician to determine the need for each of the indicated immunizations. Exemptions from these requirements are permitted when received in writing 1) from a physician stating the vaccine is medically contraindicated for the student, or 2) from parents indicating their decision not to immunize for conscience or religious reasons. The parent's form must be notarized.

Each student must have a copy of his or her immunization record on file in the school office showing that he or she is up to date with all required immunizations. Immunization records are required at the time of original enrollment and updated as needed. Students without complete immunizations records or a current notarized exemption form on file are not permitted to attend class.

The immunization requirements as indicated by the State of Texas for all public and private schools are updated on the following website:

[2025-2026 Texas Minimum State Vaccine Requirements for Students Grades K - 12](#)

## **ILLNESS OR ACCIDENT DURING THE DAY**

If a student is ill or injured at school, he or she is sent to the school nurse where the decision is made whether to contact the parent(s). 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 an ill student from school who has not visited the nurse.

For a serious illness or accident requiring a trip to the hospital, parents or guardian 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.

Students who contract head lice are sent home for treatment and welcomed back after treatment has been given and proven effective. Subsequent evidence of head lice will result in the student being sent home for three days and welcomed back after being cleared by the school nurse.

## **FOOD ALLERGY**

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, headmaster and teacher regarding any food allergies as well as provide medical written documentation. Precautions are taken to the best of the school's ability. To ensure safety and avoid the risk of cross-contamination, parents of Grammar School students with life- threatening food allergies are asked to provide a supply of safe snacks to be stored in the classroom to be served during on-campus activities permitting snacks. Additional information and guidelines are available from the school nurse.

## **MEDICATION**

All medication for Grammar School and Logic School students must be delivered to the school nurse in the original container with the student's name clearly labeled. All medication, including over-the-counter medicine in the original container, is kept in the

nurse's station. A Medication Dispersion Log is kept to document medicines given to students. Only medication provided by the parent is dispensed to his or her student.

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.

## **CAMPUS SECURITY**

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.

### **A. VISITING THE CAMPUS**

All visitors 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 a driver's license which will be scanned into our Raptor Visitor Management System. The system checks 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.

Parents must first sign-in at Grammar, Logic or Rhetoric Office buildings and obtain a visitor's name tag to wear while on campus, whenever visiting classrooms or volunteering during the school day. Family members and youth pastors need not make prior arrangements to visit during lunch, but must check in. **Geneva is considered a closed campus, so unless prior permission is granted by the headmaster, friends who are not Geneva students are not permitted on campus for visits during lunch or other free times during the school day.**

Those who do not sign in and/or are without a nametag will be directed to the appropriate school administration building to correct the matter. Parents on campus do not need to sign-in for morning assemblies or during other school events such as pep rallies, Grandparents' Day, EagleFest, parties, etc.

In accordance with the Gun-Free Schools Act and Texas Penal Code 46.03, Geneva is a "gun free" campus. Licensed carriers may not have or bring a concealed weapon or 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 officially approved to carry by the Board of Trustees.

### **B. 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 Grammar or Logic/Rhetoric administration building to sign out the student. Please refer to the specific school section for more details regarding school-specific protocol.

### **C. EMERGENCY 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 follow the emergency response plan according to the drill as instructed in the Emergency Guidebook available in each classroom.

### **D. SCHOOL CLOSING**

If Boerne Independent School District (BISD) schools close due to inclement weather, Geneva School is also closed. School social media, radio and T.V. 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, 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.

### **E. SEARCH AND SEIZURE POLICY**

To maintain order and discipline at Geneva School of Boerne and to protect the safety and welfare of students and school personnel, Geneva maintains the right to search any student, student belongings, student use areas, student lockers or student automobiles at any time without notice and without student or parent consent and may seize any illegal, unauthorized, or contraband materials discovered in the search. 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.

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 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. 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.

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 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.

A student's or parent's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action. Students will be responsible for any prohibited materials found in a search and such findings may be turned over to proper legal authorities for ultimate disposition.

### **ADMISSIONS**

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**

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 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.

Those on Academic or Behavioral Probation face the possibility of not being allowed to reenroll or having the decision delayed until the end of the school year. The school administration determines who may be allowed to reenroll early in the second semester. Those on probation may have their spot taken by a new applicant. If this happens and subsequently the probation is lifted, the student previously on probation will be placed in the wait pool for the next year.

To ensure a place for a student for the next year, a contract must be signed during the enrollment period 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. Any student who is not reenrolled by June 1 will be classified as withdrawn. Students who have withdrawn must re-apply if they wish to attend in the future.**

Geneva 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) seriously interfere with the school's ability to constructively partner with the parent.

*Because the home environment is vital to the well-being of our students, the school requires notification of any change in parents' marital or parental status including, but not limited to separation, divorce, re-marriage, a modification of child custody arrangements or any change in the child's primary living situation. The school must be notified of such changes within a reasonably practical time. This reporting will ensure that faculty and staff have the information necessary to act in the best interest of the student.*

## **TUITION ASSISTANCE**

Geneva offers tuition assistance to families with students in good standing and with a demonstrated financial need. Such assistance is granted on a year-by-year basis. Families seeking tuition assistance must apply each year for consideration. Applications for tuition assistance can be obtained from the Enrollment Coordinator and are due by the deadline during the fall semester. All information required to demonstrate financial need is held by the school in strict confidence and is only viewed by the Tuition Assistance Committee.

## **FINANCES**

Any questions about finances may be directed to Geneva's Accounting Director. 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 to the school. The following policy governs all issues regarding tuition, fees, collection and refunds.

All fees must be paid prior to participation in the activity, event or receipt of any items related to the specific fee. Parents are responsible for all fees incurred by students including, but not limited to missing/damaged books, uniforms, t-shirts, athletic fees and travel fees.

## **TUITION PAYMENTS AND DELINQUENCIES**

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 made by the due date per the reenrollment contract, or any other specific date established by the HOS in writing
- 2) parents enroll in FACTS Tuition payment plan and make timely scheduled payments.

Deposit amounts will be set by the Board and are non-refundable.

Any family whose tuition payments are 30 days or more past due must cure the delinquency within 30 days of notice by the school. 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 FACTS or limiting student's participation in extra-curricular activities.

If, after an additional 30-day period (90 days from initial delinquency and a period during which parents can apply for tuition assistance 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. 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.

In order for the student to be allowed to return to school, an authorized representative of the school must sign a document officially informing the HOS that the delinquency has been cured.

All payments must be received by 12:00pm on the due date for the student to return to campus the following day.

### **RELEASE FROM TUITION CONTRACT**

Once a family has signed a contract to enroll a student, the school expects the family to honor the contractual obligation to pay tuition due in full, regardless of circumstances and regardless of when the student withdraws. The school makes financial commitments based on the enrollment numbers and can face financial hardships when tuition contracts are not honored.

However, there are limited circumstances in which the school will consider a release from further financial obligations indicated in the tuition contract.

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

- The deposit is non-refundable. All fees are non-refundable.
- All requests for release from the tuition contract must be made in writing to the HOS. The HOS 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 HOS.
- 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 in a FACTS payment plan and is current on all scheduled payments AND the withdrawal is due to one of the following circumstances:
  - Death in the student's immediate family.
  - The student permanently moves more than 100 miles from Geneva.
  - Medical necessity which renders the student unable to attend Geneva or any other school.
  - Unexpected and substantial loss of income to primary wage-earner in student's immediate family.
  - 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, the family is not entitled to a tuition release.

A family who is "eligible" and makes a request pursuant to the conditions listed above, will be entitled to a release from the tuition contract as follows:

- 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.
- 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.
- If the request is made on or before July 31 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 more than 60% will be refunded.

- If the request is made after July 31 but before the first day of school of the upcoming school year, the family will be obligated to pay 80% of the total amount of tuition due and released from the remaining 20% of the total amount of tuition due. If a family has paid in full or has paid for more than 80% of the total amount of tuition due, then the amount more than 80% will be refunded.
- If the request is made on or after the first day of school of the current school year, no release from the tuition contract will be granted and the family will be obligated to pay 100% of the total amount of tuition due. No refund will be provided.
- Please note that a release from the tuition contract does not necessarily qualify a family for a refund of tuition paid. Information about a possible refund of tuition paid is included below.

## **REFUNDS WHEN FILLING VACATED SEATS FROM THE WAIT POOL**

In addition to release from the tuition contract and refunds for payments more than the obligated amounts, the school also provides a prorated refund (except non-refundable fees and deposit) **if each of the following conditions are satisfied:**

- Written request is made pursuant to the conditions listed above
- Tuition has been paid in full or the family is enrolled in a FACTS payment plan and current on all scheduled payments
- The student's class is "full" (i.e., there are no spots available in that class) at the time the request is made
- There is a qualified student (already applied, accepted and placed in a wait pool) to replace the withdrawing student at the time the request is made
- The qualified student accepts the vacated spot and enrolls in Geneva

## **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 that 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. Grammar School teacher birthdays and end-of-year gifts are celebrated by classes as a whole and are organized through Grammar School Room Moms. Beyond these opportunities, any personal or voluntary gift of appreciation to a teacher or staff member from an individual 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 *Teacher's Favorites List* for each member of the Geneva faculty and staff is located in the main office and the Grammar, Logic and Rhetoric School Admin offices

## **SCHOOL SONGS**

### **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*

### **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! Go! Fight! Win!*

## **Non Nobis**

*Non nobis Domine, Domine*

*Non nobis Domine*

*Sed nomini, Sed nomini*

*Tu o da gloriam.*

## **TRAVEL AND SCHOOL-SANCTIONED EVENTS**

These apply to Grammar School, Logic School, Rhetoric School, Athletics and Fine Arts.

### **A. FIELD TRIPS**

Classes may schedule curriculum-specific field trips during the year. Field trips are supervised by faculty members and parent volunteers. Transportation is provided by Geneva buses, volunteer parents in private cars and special group transportation arranged by the school. 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 needed to make these experiences possible and successful. The teachers need parents to assist as chaperones, drivers, facilitators, etc. to ensure these experiences are safe and affordable. Basic guidelines for field trips are as follows:

1. All drivers must be at least 25 years of age and have provided the school with a copy of their driver license and current insurance.
2. Siblings are not permitted on school-sponsored trips.
3. Admission and other costs for drivers and chaperones assigned by the school are typically covered by the school (exceptions are made known prior to the event).
4. In Grammar School, a minimum of two adults in every vehicle is required for carrying students. In Logic and Rhetoric School, one adult is required for carrying students.
5. No adult is permitted in a vehicle with less than two students.
6. Students under 12 years old are not permitted in seats with air bags.
7. In order to determine the suitability for volunteering and/or mentoring in a school setting, Geneva 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 records. When the record check is complete, the forms are destroyed. Additionally, all drivers will be required to have a clean MVR (Motor Vehicle Record) on file. We follow the Child Passenger Safety Best Practice Recommendations provided by the Texas Dept. of Public Safety for use of booster seats. Children in K-1 are required to be in a car seat for all field trips. Failure to provide a booster seat will prohibit a student from attending the field trip.
8. All drivers and chaperones must complete the Chaperone Standards and Agreement Form and have a current background check and Ministry Safe training on file with the school.
9. Students on Behavioral Probation are not allowed to participate in any Geneva field trips, class trips, overnight trips, etc.

### **B. TRAVEL/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, the following apply for Grammar School:
  - a. Staff and chaperones must restrict students of the opposite sex from entering each other's rooms.
  - b. Students will stay in a room with their parent(s) unless special permission has been given by the school.
  - c. No member of the Geneva staff is to room with a student or students, unless the student is the staff member's own child.
4. Regarding sleeping arrangements in hotel rooms the following applies for Logic and Rhetoric School:
  - a. Staff and chaperones must restrict students of the opposite sex from entering each other's rooms.
  - b. No adult or chaperone including Geneva faculty or staff is to room with a Logic or Rhetoric School student unless he or she is the chaperone's child. Exception: when a location requires an adult to room with students (i.e Lone Hollow Ranch).
5. Contracts regarding student behavior must be signed and submitted prior to the overnight event. A mandatory meeting must be attended to serve as a chaperone for overnight trips.
6. Specific chaperone duties for each overnight event are to be conveyed by the Geneva staff person in charge.
7. All travel fees must be paid prior to travel, or the school may restrict travel.
8. See #7 in Field Trips for driver requirements.
9. Students on Behavioral Probation are not allowed to participate in any Geneva field trips, class trips, overnight trips, etc.

### **C. 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 that are organized by a faculty or staff member acting in his or her official capacity, approved by the headmaster, encouraged in school communications, or receive financial support from the school. School-sanctioned events should be consistent with the mission and philosophy of the school.

1. School-sanctioned events require the attendance of a faculty or staff member or designated parent.
2. No alcohol may be served or consumed by parents at any school-sanctioned event at which students are present.
3. School-sanctioned activities are generally limited to students who are currently enrolled at the school. The headmaster may grant exceptions.
4. School-sanctioned activities should be communicated to students and families in a timely manner.
5. 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.
6. Only school-sanctioned events are placed on the school calendar and receive support from the school.
7. The headmaster must approve all proposed activities, determine the number of chaperones required and approve a date for the event.



## GENEVA SCHOOL OF BOERNE GRAMMAR SCHOOL

## II. GRAMMAR SCHOOL HANDBOOK

### ACADEMICS INFORMATION AND POLICIES

#### A. GRADES IN K-PREP, KINDERGARTEN AND FIRST

In K-Prep, kindergarten and first grade, students receive quarterly reports that indicate the skills and concepts taught. The grades are as follows: **M**, **D**, **B** or **NT** (see descriptions below). First grade report cards are delivered through FACTS. K-Prep and kindergarten report cards are handwritten and not delivered through FACTS.

Grammar School students develop at different rates and so require thoughtful evaluation. Our evaluation addresses whether concepts have been learned or require more practice and support. The following scale helps communicate the evaluation between school and home:

**M** (*meets expectations*) – given to students who meet grade level skills and concepts independently and consistently.

**D** (*developing*) – given to students who are developing grade level skills and concepts. Some extra support and practice is required.

**B** (*below expectations*) – given to students working below grade level expectations. Frequent support is needed.

**NT** (*not targeted*) – skill or concept has not been targeted for assessment during the reporting period. Progress reports and teacher recommendations for extra practice or support will be provided when necessary.

#### B. ACADEMIC GRADES IN GRADES 2-5

##### 1. GRADING SCALE

The below letter grading scale is used in Grammar School for most subjects. Some subjects may receive a developmental grade of M, D, B:

| <i>Range</i> | <i>Letter Value</i> | <i>Definition</i>      |
|--------------|---------------------|------------------------|
| 90-100       | A                   | Excellent              |
| 80-89        | B                   | Surpassing             |
| 70-79        | C                   | Satisfactory           |
| 65-69        | D                   | Unsatisfactory         |
| Below 65     | F                   | Unacceptable (failing) |

##### 2. BEHAVIORAL EVALUATION

The “M, D, B” scale is used for behavioral evaluation. Geneva places a high emphasis on the behavior of students and their efforts to learn and apply biblical standards. It is important to evaluate students and convey information to parents regarding behavioral aspects of their student’s growth. Behavior is a daily cumulative grade for all classes including art, Latin, motor lab, music, lunch, and PE. Cumulative behavior is reported in the homeroom in FACTS according to the following scale:

- **M** – Our standard at Geneva is high and we desire students to ultimately **Meet the Expectations**, both

consistently and independently, that we have placed before them. This score may take several quarters to earn.

- **D** – We recognize that students may need more time to reach this goal. Therefore, you will notice the mark of **Developing** on some of your student's grades. This means that they are not there YET but with additional correction, practice, support and effort they may obtain the high standard of Geneva. Expect to see D marks on the report card.
- **B** – If your student receives a mark of **Below Expectations**, we are communicating that your student requires frequent support and correction. Consider it a gift to know the areas in which they need to grow and improve. Early intervention and correction are effective in the learning process and will lead to future success.

### **3. ART, MUSIC, MOTOR LAB, PHYSICAL EDUCATION AND SCIENCE**

The "M, D, B" scale above is also used for assessing Grammar students' participation in science, fine arts, motor lab and physical education classes.

### **C. ACADEMIC PROBATION IN GRAMMAR SCHOOL**

Academic Probation is a means of informing a student that his/her lack of progress in the classroom is to be taken seriously. 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 if he or she earns a "D" in any two subjects in a quarter or an "F" in any one subject in a quarter. Parents are required to attend a conference with the headmaster to discuss action steps to help the student succeed. We desire to come alongside developing students and partner with families in this endeavor.

Once the failing grades are brought to a passing level and no other grades or combination of grades warrant probation, the student is removed from academic probation. Evaluation of eligibility will take place at the scheduled reporting dates – the Progress Report dates (mid-quarter) as well as the Report Card dates (end of quarter) as listed on the school calendar. Students who are placed on academic probation at the end of the school year will remain on academic probation at the start of the following school year. Under such circumstances, the earliest the student may regain eligibility is the midpoint of the first quarter (the Progress Report date in early October) or in some cases may not be allowed to re-enroll for the following school year.

### **D. HOMEWORK/HABIT WORK**

Homework and habit work are essential tools for completing unfinished work or practicing skills and teaching personal responsibility and diligence. Homework is generally assigned for one of five reasons:

1. Daily habit building
2. To provide extra practice with new concepts, skills or facts
3. Repeated, short periods of practice or study of new information, which is often a better way to learn than one long period of study
4. Completion of assignments for students who, although given adequate time, were unable to accomplish the assignment in class
5. To encourage parent participation in the student's education which keeps parents informed as to the current topics of study in the class

The amount of homework and habit work varies from grade to grade and from student to student. In the early grades (K-2<sup>nd</sup>), work consists of math facts, reading, and studying. Parents are encouraged to read with their students and review relevant material.

In third through fifth grades, work averages approximately 1 to 1.5 hours a night. Homework is not assigned over the weekend except for long-term projects. During the school day, Wise Time is provided in each class for students to complete work.

Please note that the amount of homework for students depends on how well they use time in the classroom as well as on their personal pace. Some students process quickly and do not need as much time to complete assignments whereas other

students process slower and take additional time to complete tasks. If your student has multiple subject assignments other than reading, math facts and studying for tests please make an appointment with the classroom teacher.

Geneva expects families to prioritize academic mastery over extracurricular activities whether offered by Geneva or outside groups, especially for students who need extra time to complete assignments.

#### **E. TUTORING**

If a student is encountering difficulty in a particular subject, the first step is to seek extra help from the teacher involved. A student who has questions or needs assistance may make an appointment with any teacher at another mutually convenient time. Homeroom teachers may tutor students in their classes for a short duration only (no more than five tutoring sessions per subject). Tutoring may take place before, after or during the school day. Students in need of more assistance may arrange for tutoring for pay with another Geneva teacher or seek outside, professional tutoring. The student's current teacher may not provide tutoring for pay.

#### **F. TEXTBOOKS AND SUPPLIES**

Textbooks and resource books are issued at the beginning of the school year and at other times during the year as requested by the teacher. Beginning in second grade, students take ownership of some of their classroom books (purchased through tuition) so that they may be taught the skills of annotating and have these books for future reference. These books become the student's property at the end of the school year. 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.

#### **G. LIBRARY**

All Grammar School classes have a scheduled weekly instructional visit to the library. The students are allowed to check out books. All library books are due two weeks prior to the end of the school year. The school encourages donations of quality, unabridged and appropriate literature in accordance with our guidelines. Please consult with the librarian regarding book donations and volunteer opportunities. Parents will be charged for lost books.

#### **H. OUTSIDE LITERATURE**

Students are not allowed to bring literature to school to pass out to other students. In addition, Geneva does not distribute materials from third party organizations unless that material has a clear connection to the school curriculum.

### **ATTENDANCE**

#### **D. DAILY SCHEDULE**

|                                |        |
|--------------------------------|--------|
| Faculty devotions              | 7:30am |
| Open for students              | 7:50am |
| Classes begin                  | 8:15am |
| Pick-up begins for GS students | 3:15pm |
| Final student pick-up          | 3:40pm |
| Charge for late pick-up begins | 3:45pm |

This schedule is subject to change. Any changes are communicated from the Head of School.

#### **E. ARRIVAL: 7:50 TO 8:10AM**

Arrival time for Grammar students is between 7:50am and 8:10am. Students are dropped off where the headmaster greets students and remain outside until 8:00am when they are dismissed to class. Any student arriving before 7:50am must be accompanied and supervised by an adult until the teachers on duty arrive. Students should not be dropped off to wait alone at the flagpole if a teacher or staff member is not yet on duty. **Teachers are not responsible for students on campus until 7:50 am unless prior arrangements are made between the teacher and parent and approved by the headmaster.**

Grammar School teachers are in their classrooms to welcome students from 8:00am until class begins at 8:15am. However,

**please plan on 8:10am as the latest drop-off time.** After 8:10am, please park and check in at the Grammar School Office. Students use this time to unpack, study, prepare for the day, greet their classmates, or get special help from their teacher. **DO NOT drop off students if a school employee is not outside and on duty.**

#### **F. TARDINESS: 8:14-10:00AM**

In Grammar School, a student is considered tardy when he or she arrives between 8:14 and 10:00am. Students who arrive between 8:00 and 8:14am have the opportunity to prepare for the day which is an important factor for success in the classroom. Students are dependent on parents to arrive to school on time. Parents are asked to be punctual. Doing so sets a good example for students and demonstrates the importance of education. **Tardy Grammar School students must be accompanied to the main office by a parent to obtain a late arrival slip. Once the student has received a late arrival slip, the parent must accompany the student to the classroom.**

A Grammar School student who misses instruction due to tardiness will be responsible for the work missed and may miss recess that day to complete the work.

If a student arrives to the classroom after 10:00am, the student is counted absent.

When a Grammar School student has been tardy three times during a quarter, a call is made from the headmaster to the parents of the student to inform them of the situation. Parents are expected to remedy the situation.

In severe cases where tardiness is habitual, a formal meeting will take place. If not corrected, Geneva reserves the right to suspend, expel or refuse re-admittance.

#### **G. ABSENCE**

A Grammar School student is considered absent if the student does not attend, if he or she arrives after 10:00am, or if he or she leaves campus for the day before 1:00pm. On early dismissal days, students who attend less than two hours are counted as absent for the day.

The following guidelines are observed:

- a. Obtaining the missed assignments is necessary for a student's progress and is the student and parents' responsibility. If the teacher(s) schedule(s) allow and a parent makes a request before 9:00am, daily work assignments and books are prepared to be picked up in the main office before 4:00pm. Students are responsible for returning missed work in the time set by the teacher. If there is a medical reason preventing the student from completing the assignment in the time allocated by the teacher, parents must notify the teacher in writing prior to the due date of the work.
- b. A record of attendance for each student is kept. The total number of days absent and days present is recorded on the student's quarterly report card. Parents are asked to keep in mind these facts as they consider family trips, outside of school holidays, that lead to absences:
- c. Students can rarely be absent without a negative effect on their progress.
- d. Asking the teacher to help a student catch up on missed work creates an additional burden on teachers.
- e. If a family trip is planned (unexcused), please notify the Grammar School office and the teacher in writing at least seven days in advance. This is considered an unexcused absence from school. Students will fill out an absence form that is signed by the teacher(s) and headmaster. The teacher will gather as many assignments as possible for the student to take prior to the trip. Parents are responsible for ensuring that all class work and homework is completed and given to the teacher on the first morning of their return. Tests will not be given early. If the absence coincides with the last week of a quarter (end of a grading period), a student must take all tests and complete assignments prior to the absence. The school calendar provides many opportunities for family trips. Please refrain from taking additional days.

#### **H. ATTENDANCE**

Regular school attendance is necessary to a student's progress in school. Because each class period contributes significantly

to the curriculum objectives of Geneva, and because the instructional program is progressive and sequential, student attendance in all prescribed classes is critical. Students on class field trips are considered present even though not physically on campus.

If a student reaches six absences (planned or unplanned) in a quarter, a parent conference is scheduled with the headmaster and teachers to determine the student's ability to complete the work necessary to pass the quarter.

**A parent must come to the main office to sign out a student before taking the student off campus prior to 3:15pm. Leaving early (before 3:15pm) is highly discouraged. A student leaving early may miss Wise Time, specials or important academic instruction. Repeated, early dismissals of students are disruptive to the entire class. Please schedule extracurricular lessons and appointments for a time that does not require repeated, early dismissals.**

**A student who misses an excessive number of classes may not be available to advance.**

## **I. DISMISSALS**

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 not go to the classrooms to pick up their students.**

Parents arriving late (after 3:40pm) must notify the school. Students who have not been picked up by 3:45pm are taken to the Grammar School office. Late parents are charged a fee of \$5 per student per every 5-minute increment that a student is left at school after 3:45pm. This fee is billed to parents on a monthly basis. Occasionally, everyone is delayed by an unanticipated event. Therefore, parents are not charged the first two times their student is picked up late.

If a carpool forms, the main office must be notified. Any deviation from the student's regular means of transportation must be communicated to the main office. This is for the safety of all of our students.

**In the case of a last-minute change requiring a student to be picked up by another parent or someone not in the normal carpool, parents must notify the office no later than 3:00pm. Notification to the staff once the dismissal routine has begun delays the process for all involved and is therefore not permitted. If such notification has not occurred by 3:00pm, drivers are required to park and wait until the end of the dismissal period after which the staff can properly attend to the situation.**

**Any change to a student's normal pick-up arrangement MUST be communicated by email in advance to all of the following: Grammar School Headmaster, School Secretary, Grammar School Administrative Assistant, teacher and the child's daycare if applicable.**

## **J. EARLY DEPARTURES**

Early departures of students are disruptive to the entire class. Additionally, a student leaving early will miss important components of his/her Geneva education such as art and music docent lessons, fine arts classes, library, and in some cases core subject instruction. Please schedule extracurricular lessons and appointments for a time that does not require repeated, early departures.

If for any reason a student must be picked up from school prior to 3:00pm, an advance email to all three of the following is **required**: homeroom teacher, School Secretary and Grammar School Administrative Assistant. This is critical in allowing efforts to be made to understand where the student will be at the time of early departure, having the student prepared with their belongings regardless of where on campus he/she may be, and most importantly, **minimizing classroom disruption**. The parent or guardian picking up a student early must come to the main office to sign out a student before taking the student off campus prior to 3:00pm. **After 3:00pm, student pickup will have to wait until the regular dismissal time starting at 3:15pm.**

**Patterns of early departure or consistent appointments made at the same class time will result in a conference with the Grammar School headmaster.**

## STUDENTS' DAY AT SCHOOL

### K. 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 on the teacher's voicemail or email. Teachers will return phone calls as soon as their schedules permit (usually within 24 hours). Parents must refrain from calling or texting **teachers and staff members** on their personal phones. Teachers are busy during the school day teaching and focusing on students so should not be checking or responding to text messages. Any business related to school should be communicated **ONLY by school email or a phone call to school**. Any urgent communication needs during the school day should be directed to the Grammar School Office.

### L. 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 office. Because the office staff is limited, the school cannot be responsible for delivering items to students during the school day. If a student believes that an item may have been brought to the office for him or her, the teacher may permit the student to go to the office and inquire about the item. Please do not use a teacher's personal email account or cell phone number to communicate school business. Please send emails to their Geneva email address or call the school office to leave a message.

### M. LOST AND FOUND

Articles found on campus are turned in to the lost and found bins located in the nurse's office or by the Logic and Rhetoric administration building. Please check these bins periodically for any missing items. The bins are cleaned out regularly, and unclaimed items are donated or discarded.

**All clothing, lunch bags, water bottles, student-owned books, book bags, etc. must be clearly marked with the student's name. Permanent marker or iron-on labels work best.**

### N. LUNCHES AND SNACKS

Parents are required to provide a lunch (including a drink) for their student. Hot lunch is available for those who have purchased the lunch by the due date. Lunches brought from home cannot be refrigerated or microwaved, so items must be brought that do not require special preparations. A soft insulated lunch container and a freezer pack are good for keeping lunches cool.

In the event that a student has no lunch, the student may call a parent to have a lunch brought. Lunches must be delivered to the bench outside the office and must be clearly labeled with the student's name. Students who expect a lunch delivery are allowed to stop by the office at the start of the lunch period to inquire about the delivery if needed. If a lunch has not been delivered by the start of the student's lunch period, they will wait in the MPB until a lunch is delivered or until the start of lunch recess.

**Due to the possibility of adverse reactions from food allergies, students may not share lunches.**

Parents are encouraged to join their students for "Lunch Al Fresco." Lunch Al Fresco is outdoor seating at the playground picnic tables on designated days for each grade level that will be communicated at the start of the school year. Preschool-aged siblings are allowed to attend and to sit with the parent and student during lunch.

During lunch recess, siblings **may only be on the playground under direct supervision by the parent due to safety reasons**. Lunch Al Fresco is intended for the student alone to have lunch with their family. Lunch Al Fresco will be held on designated days, by grade level Tuesday-Friday, usually beginning the third week of school. Following lunch, students must stay with the parent until their classmates arrive at the playground for lunch recess.

## **O. FOOD, CHEWING GUM AND DRINKS**

Students are not allowed to chew gum on campus. Other food and drink may be consumed only at lunch or at an appropriate snack time designated by the teacher. Parents are asked to send a healthy, substantial mid-morning snack for their student(s). In addition, students should bring a water bottle (no glass containers) every day. Water is preferred and soda is not allowed. Please refrain from sugary snacks and drinks.

## **P. RECESS AND PHYSICAL EDUCATION**

Involvement in outdoor activities is an integral part of education at Geneva for all students. The school seeks to train the body, as well as the mind, soul, and spirit. Students participate in a variety of outdoor programs. Students may be excused from outdoor activities due to health reasons but must provide a dated note to their teacher signed by the parent or guardian indicating the specific reason for not participating. Those students who are excused from participating either observe class or act as scorers or timekeepers. Exceptions may be made depending on the nature of the illness and weather conditions.

If there are medical reasons for restricting a student's involvement in outdoor activities, parents must provide a doctor's statement indicating the reason. Participation in non-Geneva extra-curricular activities is not accepted as a valid reason for a student to be excused from physical education.

Whether as players or spectators, Geneva students and parents are expected to display team spirit, loyalty, and good sportsmanship at all times. Good sportsmanship means that students and parents:

- Never hiss, boo, or make disparaging remarks about the opposing players, referees, teammates or teachers.
- Play hard, making every effort to win, but never violating the rules.
- Never attempt to injure opponents.
- Acknowledge good play, whether by a Geneva player or an opposing player.
- Never boast in winning or make excuses in losing.
- Accept responsibility for own mistakes.
- Practice safety and follow the instruction of the teacher or coach.

More information about good sportsmanship may be found in the school's *Athletics Handbook*.

## **Q. HOLIDAY OBSERVANCES**

Teachers and students are not to criticize parents or families for their private choices regarding holidays. Likewise, parents may not impose or promote their views on specific holidays to other students by snacks, gifts, or other materials distributed to students in the classroom. Class parties are not mandatory and are always subject to the discretion of the teacher and headmaster.

**Halloween** – Geneva does not celebrate Halloween. Parents may not send their student to school dressed in a costume or send candy or other Halloween related items.

**Thanksgiving** – Each Grammar School class may celebrate the time for giving thanks with a finger-food lunch provided by class parents. Teachers plan a writing or art activity that expresses a student's thankfulness to God.

**Christmas** – The Geneva community rejoices and gives thanks in the incarnation of Christ during the Christmas season, as we should throughout the year. Each class may have a party. The school also celebrates with a school-wide program listed on the school calendar.

**Easter** – As with Christmas, it is appropriate to remember an aspect of God's grace during a special time of the year. Therefore, during Easter season, the truths of Jesus' death and resurrection for the salvation of His people are taught. The school celebrates as a community with a traditional Flowering of the Cross assembly during Holy Week. We observe Good Friday and Easter Monday as school holidays.

**St. Valentine's Day** – St. Valentine's Day is acknowledged and celebrated with Valentine's cards and class parties. While this is a secular celebration, the school chooses to emphasize the love that Christ commands all Christians to have for one another.

Room Moms should consult with the teachers and each other prior to planning any party. Classes do not have to have identical parties, but an effort should be made to create a reasonable parity among the classes.

#### **R. BIRTHDAYS**

A meaningful way to celebrate a student's birthday is to donate a book to the school library in the student's name and read to the class from the donated book. If parents wish to donate a book, please check with the school librarian for suggested titles.

Parents may also provide a snack for their student's class on that day during their normal snack/lunch time or at another time convenient for the teacher. If a parent wishes to provide a simple snack, they are asked to notify the teacher in advance. The parent is solely responsible for set-up and complete clean up. Where applicable, the party may be in honor of several students, possibly by the week.

#### **S. INVITATIONS**

Invitations to a student party may be distributed in class **only** if the student is inviting the entire class. If he or she is not inviting all students in the class, then parents must send the invitations outside of school.

#### **T. OTHER IN-CLASS PARTIES**

Aside from birthday and holiday parties, there should be no more than three class parties per year. Parties may be used to celebrate an accomplishment of the class. The teacher is responsible for all activities related to an in-class party, even if the students do the planning. This is to be coordinated with a Room Mom.

#### **U. MONEY AND ELECTRONICS AT SCHOOL**

Students may not bring money to school except on Fridays when ice cream may be purchased for \$1.00. Exceptions involving school projects or excursions are communicated by the teacher in advance.

Students may not bring electronics such as cell phones, smart watches, iPads and game players to school. A student may bring a camera to school for any special school projects if the teacher and parents both allow the student to do so. No other electronic equipment may be brought on campus unless permission is granted by the headmaster in advance.

Students may not bring small electronics on field trips. The only exceptions to this rule are cameras, for which the student is solely responsible.

#### **V. ROOM MOMS**

Every Grammar School class has a Room Mom. Volunteers are invited to serve in this capacity by the headmaster and the Geneva Community Life (GCL) Room Mom Coordinator at the beginning of each school year. Room Moms have a unique opportunity to minister to the teacher and families in their assigned class. In agreeing to this privilege, Room Moms also seek to help set a tone of and model Christ-like love, unity, obedience and submission on the Geneva campus.

#### **W. BACKPACKS AND LUNCHBOXES**

Backpacks and lunchboxes/bags may be of any color, pattern, and size but must not include cartoon or celebrity images. College logos are acceptable.

### **STUDENTS' CONDUCT AT SCHOOL**

#### **X. CORAM DEO**

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. Obedience in Grammar School is acknowledged with praise and a special quarterly recognition, called a *Coram Deo* (Latin word for in the presence of God) is given to

students who exhibit exemplary behavior.

## Y. GENEVA CULTURE AND RULES

### Grammar School Culture Points

1. Love and respect others as God commands.
2. Measure your words.
3. Greet Headmaster and teachers each morning.
4. Stand and greet visitors.
5. Respond with “Yes” or “No Ma’am/Sir” to every adult.
6. Wait attentively to be addressed before speaking.
7. Maintain eye contact when listening or speaking.
8. Stand and answer questions in complete sentences.
9. Show respect to others on all walkways.
10. Honor God by being good stewards of the campus.

Grammar School has four general school rules. They are summarized in the acronym **READ**:

|          |                                |
|----------|--------------------------------|
| <b>R</b> | <i>Respect for authority</i>   |
| <b>E</b> | <i>Esteem others</i>           |
| <b>A</b> | <i>Admit to wrongdoing</i>     |
| <b>D</b> | <i>Diligence in all things</i> |

The school aspires to Philippians 4:8: *Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things.*

## Z. DISCIPLINARY ACTION

Grammar School students and parents are required to sign and return a “Discipline Contract” at the beginning of each school year. There are four levels of disciplinary action in Grammar School:

**Level One: Classroom Discipline** – The vast majority of everyday discipline problems are dealt with at the classroom level. Teachers use FACTS as the means to communicate a daily assessment of a student’s behavior. If a behavior infraction occurs, FACTS will automatically send parents an email notification that will include an explanatory note from the teacher. At the discretion of the teacher or headmaster, time may be subtracted from recess or community service assigned for each infraction. Teachers use a visual reminder (such as a clip) to keep students aware of their behavioral standing for that day. Clip move forms will be filled out by the student and teacher. Parents should discuss the behavior at home with the student, sign the form and return the following day. Program details are given by teachers to students and parents at the start of each school year.

**Level Two: Office Visits** – A student’s continued inability to adhere to the Geneva culture and standards warrants a visit to the headmaster’s office. These consistent behavioral problems are addressed as follows:

After eight “clip” moves within a quarter from M (*meets expectations*) to N, the student will be sent to the headmaster’s office.

After two “clip” moves within a quarter from M (*meets expectations*) to U (Unsatisfactory), the student will be sent to the headmaster’s office.

In addition, five basic behaviors automatically necessitate discipline from the headmaster instead of the student’s teacher:

1. Purposeful, verbal injury to others (i.e., name-calling).
2. Fighting, or any physical force used with the intention to harm or intimidate another student or staff member.
3. Outright disobedience or disrespect shown to any adult. The staff member on duty is the judge of whether

disrespect or disobedience has been shown.

4. Dishonesty in any situation while at school, including lying, cheating, and stealing.
5. Obscene language, including taking the name of the Lord in vain or being flippant with the Lord's name (i.e., "Oh my God," "My Lord"), as well as repeated use of crude language (i.e., "What the . . ." or words such as "frickin").

All referrals to the headmaster result in the student calling his or her parent, preferably the father, to discuss the reason for the visit and non-corporal disciplinary action (such as community service or writing lines). The headmaster may choose to send the student home or relegate to in-school suspension for the remainder of the day. An instance of cheating results in a zero for the assignment.

**Level Three: Formal Parent Conference** – If the actions outlined above do not resolve the problem, upon the second office visit, the student is placed on Behavioral Probation (see section "G" below) and the student's parent(s) are asked to come to school to meet with the school administration and the teacher to discuss the student's behavior and to create a behavior plan to solve the problem. The school and parents will work together to help the student. If necessary, the headmaster will send the student home for a period not to exceed three days to give the student and parent(s) time to correct the matter.

**Level Four: Suspension and Expulsion** – In the unusual event that efforts to give instruction and direction to a student fail and parents are unable to correct disobedient or disruptive behavior, expulsion is considered.

#### **D. 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 at all grade levels are placed on Behavioral Probation upon their second office visit in a school year. In addition, students in Grammar School are placed on Behavioral Probation if they earn a "U" for *Personal Character* on their Report Card at the end of each quarter. Behavioral Probation lasts a minimum of four weeks and for a longer period of time depending on the severity or repetitive frequency of the behavior. The length of probation is determined by the administration in consultation with the faculty.

**Grammar School students on Behavioral Probation are not allowed to participate in on or off campus activities such as field trips, including overnight trips.**

At the end of the probationary period, the student is released from probation if he or she has not earned additional office visits, 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 office visits.

A student cannot reenroll for the following year while they are on Behavioral Probation. Decisions about future enrollment may be made only upon the student successfully working him or herself off 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.

#### **E. BEHAVIORAL 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. Expulsion for behavioral reasons is permanent and readmission is not an option. Attending Geneva 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 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 HOS.

Examples of such major offenses include acts or threats endangering the lives of other students or staff members, bringing an unauthorized weapon, including but not limited to a gun, onto school property, gross violence, vandalism of school property, violation of civil law or any act in clear contradiction to scriptural commands.

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

Wrongful behaviors such as the use of profane language, disrespect to a faculty member, cheating, use of tobacco products, vaping, 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.

#### **F. PLAYGROUND AND FIELD GUIDELINES**

Grammar School students have recess 2-3 times each day depending upon grade level. For all students, recess or down time is not as structured as the classroom. It is often during such times that conflicts arise between students. For this reason, guidelines for recess are important and are conveyed to students repeatedly throughout the year. The guidelines for the playground are as follows:

1. Love and respect others as God commands.
2. Keep all mulch in the bordered play areas. Do not pick up, throw or discard mulch.
3. Start at one end of the obstacle course structure and keep moving in one direction. No stopping or sitting on the structure or jumping off.
4. No more than four students on the Loopy Whoop at a time. Do not push the structure to make it go around. The purpose of this piece of equipment is to learn to use your own momentum. Take one turn on the Loopy Whoop then give another group an opportunity.
5. Seesaw: Two students at a time on each seesaw. No bouncing. Both students should get off at the same time. (Students in line should stay outside the boundaries while waiting to use the seesaws.)
6. Do not participate in any fighting-type activities, verbally or physically.
7. Swings: Swing forward or backward while sitting. Do not grab on to the poles, stand on the swings or crash the swings into each other.
8. Display good sportsmanship while playing any organized sport such as basketball, football, kickball, etc.
9. When on the field (behind the MPB) stay on the grass. No playing in the street, parking lot, or against the fence. No climbing trees. Play in parking lot only when street is barricaded, and an adult is present. When on the playground, children must stay where they can be seen.
10. When recess is over, walk quietly and line up immediately following the teacher's instruction.

**Supervision** – Recess and lunchtime are supervised by teachers, coaches and volunteers. Volunteers are needed to allow teachers to have some time to eat, plan, and fellowship with one another. Volunteers, teachers and coaches on duty must attend to the students' safety and needs during this time. Therefore, they are asked to walk around and monitor student activity while refraining from conversations (either on cell phones or with other parent supervisors, coaches or teachers) that may distract them from attending to the students' needs.

## DRESS CODE

The purpose of uniforms is to promote a distraction-free learning environment. Consistently following the code benefits the students and school as a whole. Failure to comply may result in a student waiting in the office for the violation to be corrected. Infraction forms are emailed by the teacher. Parents and students are expected to correct the issue by the following day.

### A. REGULAR UNIFORM

Regular uniforms are worn on all non-P.E. days (3 days a week, including Assembly Days)

#### 1. GIRLS' REGULAR UNIFORM

Girls *must* wear:

- a. K-Prep: Flynn O'Hara's short sleeve Peter Pan collar blouse with piping.
- b. Kinder-fifth: Flynn O'Hara's white, short-sleeved, sailor collar middie blouse with navy trim and GSB logo on back left corner of collar (optional substitution for blouse: short sleeve Peter Pan collar blouse with piping).
- c. Kinder-fifth: Navy sailor tie to be worn with blouse above (with either culottes or jumper).
- d. K-Prep-fifth: Flynn O'Hara's navy & white houndstooth culottes or jumper worn with modesty shorts (culottes and jumper must reach to within 2 inches of the top of the knee).
- e. K-Prep-fifth: Solid white or navy knee-hi or bobby socks that are clearly above the ankle (i.e. 1 inch above the ankle for bobby socks).
- f. K-Prep-fifth: Solid white or solid navy tights.
- g. K-Prep-fifth: Navy and white saddle shoes (hard or soft soled).

Girls *may* wear:

- a. Flynn O'Hara's navy crewneck sweatshirt with GSB logo (grey sweatshirt for P.E. days only).
- b. Flynn O'Hara's navy cardigan with GSB logo at left chest over heart.
- c. Solid white turtleneck as an undergarment layer on cold days – not to be worn alone (no tie required with turtleneck).
- d. Navy and/or white hair accessories (no other colors allowed).
- e. A small pair of gold or silver stud earrings and/or a small cross or other Christian symbol necklace.
- f. A neutral-colored watch with no audible alarms, **ANALOG only**; digital and smart watches (such as Fitbit and iPhones) are NOT allowed.

**Please note:**

- a. Undergarments must not show through uniforms
- b. Girls may not wear bracelets, colorful or dangling earrings, wristbands, anklets or other accessories
- c. Girls may wear navy or white solid headbands. No jewels or extra colors.
- d. Girls may not dye their hair unnatural colors or wear cosmetics
- e. Girls may wear **ONLY** easily removed, sheer, neutral-colored nail polish (no colors or bright white)
- f. Socks and ties may be monogrammed with navy or white thread only

#### 2. BOYS' REGULAR UNIFORM

Boys *must* wear:

- a. White short-sleeved or long-sleeved piqué polo shirt with GSB logo on left chest over heart (purchased from Flynn O'Hara).
- b. Navy shorts or navy pants purchased from Flynn O'Hara or identical to Flynn O'Hara's shorts and pants.
- c. Dark brown flat or woven leather belt.
- d. Solid white or solid navy socks that are clearly above the ankle (i.e. 1 inch above the ankle or crew).
- e. Dark brown leather shoes. Boys' shoes must not be athletic shoes or have contrasting trim.

Boys *may* wear:

- g. Flynn O'Hara's navy crewneck sweatshirt with GSB logo (grey sweatshirt for P.E. days only).
- h. Flynn O'Hara's navy cardigan with GSB emblem at left chest over heart.
- i. Solid white turtleneck as an undergarment layer on cold days – not to be worn alone.
- j. A small cross or other Christian symbol necklace.
- k. A neutral-colored watch with no audible alarms, **ANALOG only**; digital and smart watches (such as fitbits and iPhones) are NOT allowed.

Please note:

- a. Boys may not wear earrings, bracelets, wristbands, anklets, necklaces (other than the cross necklace specified above), or other accessories
- b. Boys' hair must be cut short and not touch their collars or eyebrows. Hair must be neat, clean, and blended with no mohawks, faux-hawks, mullets or hard-part cuts
- c. Boys may not dye their hair or wear cosmetics

## **B. OUTERWEAR**

When the weather requires an additional outer layer, the acceptable outerwear for either boys or girls is the Flynn O'Hara's navy jacket with GSB logo. Hats, gloves and scarves should be solid navy or solid white and may be purchased at the store of your choice. Parents may also purchase approved jackets from Lands' End. In the event of rain, only solid color raincoats may be worn.

## **C. P.E. UNIFORMS**

Students have P.E. twice a week. On P.E. days only, boys and girls *must* wear:

- a. Flynn O'Hara's grey gym shirt with "Geneva" on front
- b. Flynn O'Hara's grey crewneck sweatshirt with "Geneva" on front (hoodie sweatshirt is permissible for Logic and Rhetoric schools only)
- c. Flynn O'Hara's navy gym shorts with "Geneva" on front left leg. Must reach within two inches above the knee.
- d. Flynn O'Hara's navy sweatpants or wind pants (nylon) with GSB logo (may be worn over shorts and removed if weather warms)
- e. White athletic socks that are clearly above the ankle (i.e. 1 inch above the ankle or crew)

## **D. SHOES**

- 1. Approved Boys' Shoes:
  - a. Dark brown leather, slip-on or laces. Light brown or tan shoes are not acceptable. Avoid contrasting colors.
  - b. Athletic Shoes (for P.E. days only): All-white, all-navy or navy and white combination only (without other colors, without characters, and with non-marking, non-skid soles)
- 2. Approved Girls' Shoes:
  - a. Navy and White Saddle Shoes (Keds or other brand)
  - b. Athletic Shoes (for P.E. days only): All-white, all-navy or navy and white combination only (without other colors, without characters, and with non-marking, non-skid soles)

## **E. SPIRIT DRESS DAYS**

On occasion, students are invited to participate in days in which they are not required to wear the school uniform. On those days, students may wear a Geneva T-shirt or sweatshirt with jeans or Geneva P.E. shorts (no yoga pants, leggings, running or sport shorts). Jeans should not have holes, rips or "fashionable" tears. P.E. shorts must reach within 2 inches above the knee. Students may wear sneakers and socks of their choice. These guidelines are also for Field Day and Greeter reward days.



GENEVA SCHOOL OF BOERNE  
**LOGIC SCHOOL**

### III. LOGIC SCHOOL HANDBOOK

#### ACADEMIC INFORMATION AND POLICIES

##### A. CLASSROOM EXPECTATIONS FOR LEARNING

At Geneva School of Boerne, it is essential that students remain engaged while in the 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 suffers. 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 for everyone.

In class, it should be apparent that a student is engaged. Expectations of the student are:

1. Attend class with the proper materials (texts, notebooks, pen, etc.)
2. Be prepared by having read or completed any assignments.
3. Actively participate in class discussions.
4. Show respect for the teacher and fellow classmates by not talking out of turn or being disruptive.
5. Teachers may have particular policies regarding classroom behavior and etiquette. Be sure to observe these policies.

##### B. CURRICULUM

Here is a brief overview of the curriculum for Logic School. For a more accurate rendering see our Curriculum Guide

| GRADE | HISTORY                       | LANGUAGE ARTS                | BIBLE                | MATH        | SCIENCE                              | LATIN          | LOGIC          |
|-------|-------------------------------|------------------------------|----------------------|-------------|--------------------------------------|----------------|----------------|
| 6     | Modern History (1834-1918)    | Literature, Grammar, Writing | The Biblical World   | Reveal Math | Earth Science                        | Intro to Latin | Intro to Logic |
| 7     | Modern History (1918-Present) | Literature, Grammar, Writing | God and Our World    | Pre-Algebra | Life Science                         | Latin 1A       | Informal Logic |
| 8     | Foundations of History        | Literature, Grammar, Writing | Church and Our World | Algebra 1   | IPC Integrated Physics and Chemistry | Latin 1B       | Formal Logic   |

### C. CREDITS

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

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

Completion of Algebra 1, eighth grade Integrated Physics and Chemistry, and Latin (as explained above) with passing grades earn high school credits. The student's college transcript will record the credits, but no grades. Only grades earned in Rhetoric School are on a transcript.

All Logic students take P.E. and can join Logic School sports beginning in 7th grade.

All Logic students take a Fine Art elective which include Band, Art, Orchestra, Guitar and Vocal Music.

### D. STANDARDIZED TESTING

In addition to regular exams given in all courses, Logic School students also take yearly standardized tests. Students in all three grades will take the CLT (Classical Learning Test) and the NLE (National Latin Exam). Standardized tests are not the final measure of any student's worth or intelligence. However, standardized tests are one way of measuring academic progress and potential in relation to peers in the school and the nation.

### E. REPORT CARDS

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

### F. GRADE POINT AVERAGE OR GPA IN LOGIC SCHOOL

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

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

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

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

### G. GPA CALCULATIONS AND STUDENT TRANSCRIPTS

Grade Point Average (GPA) is calculated at the end of each quarter and semester for students in Logic and Rhetoric Schools. The quarterly GPA is used for determining eligibility for the Headmaster's List and is recorded on the report card. This differs from Rhetoric School where overall GPAs are calculated each semester.

GPA is calculated by multiplying the GPA values of the grades earned in the class **by the appropriate weighted credits for the course (see above)**, adding the calculated values and dividing by the sum of the weighted credits.

#### **H. HEADMASTERS 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

#### **I. FACULTY COMMENDATIONS**

At the conclusion of each quarter, the LS faculty are asked to nominate students for Faculty Commendation. This recognition is given to a maximum of 20% of the grade and is deliberated during a grade-specific meeting with teachers of required academic courses (i.e. Humanities, Science, Bible, Math, Language, and Rhetoric). Exceptions to the 20% rule may be granted on occasion. Students earn eligibility for this recognition by demonstrating the following traits:

- Performing at or above his or her academic potential
- Displaying exemplary behavior
- Possessing genuine curiosity and a positive attitude towards school

#### **J. EAGLE AWARD**

At the conclusion of each school year, the faculty vote for the eighth grade male and female students they believe best exemplified the virtue and academic engagement of what it means to be an outstanding Geneva student. The Logic School recipients are awarded the Eagle Award. The names of these outstanding young men and women are recorded on a perpetual plaque in the LS Office.

#### **K. AT-RISK GRADE REPORTS**

An At-Risk Grade Report is emailed in the middle of each quarter to the parents of students whose grades are either failing or are at risk of failing for that quarter. As noted in this handbook, in the School of Logic, a grade of D or below (69 or below) is rated as failing.

Therefore, an AT-RISK Report indicates one of two things:

1. A grade of 69 or below in one or more courses, or
2. A grade of a low C in one or more courses and a risk of failing.

If, in a single quarter, a student is issued two AT-RISK Reports that reflect grades of "D" or one at-risk report that informs of an "F," the student is placed on academic probation until at least the end of the quarter.

#### **L. 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:

a. The student earns a "D" (65%-69%) in any two subjects in a quarter or an "F" (64% or below) in any one subject in a quarter. The student will be on academic probation until at least the midpoint of the following quarter, or perhaps longer if poor performance persists.

b. 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."

c. The student fails a course for the first semester. 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).

d. The student fails a course for the second semester. 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) if no remedial efforts are completed (see below).

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

Students on academic probation are not allowed to participate in any Geneva athletic or Fine Arts events and competitions such as athletic games or scrimmages, Fine Arts competitions or events, or academic competitions (excluding 8th grade Oratory and Debate). Students also cannot attend any of these events if they occur during the school day. Students are expected to attend athletics and Fine Arts practices unless otherwise specified by the students' coach, parents, teacher or Logic School administration. In such cases where a student is not permitted to attend practice for the purposes of focusing on academics, then students will be directed to a scheduled study hall during athletic times. Once the school day is completed, students may leave study hall and continue to practice at the permission of the athletic coach. Students on academic probation are also not permitted to attend school field trips (excluding Washington D.C. trip) or participate in any field day activities.

Students must remain on probation at least one-half quarter, unless all grades are not passing at the expiration of the probation. After one-half quarter, grades are checked weekly to assess the student's eligibility to be removed from academic probation. Probation continues until grades are brought to a passing level. Students who are placed on academic probation at the end of the school year must participate in remedial academic strategies before the following school year. These remedial academic strategies will be determined by the Logic School Headmaster and tailored to each individual student. Remedial academic strategies may include tutoring, summer courses, extra-coursework, etc. A meeting with the Logic School Headmaster and the students' parents will occur prior to the beginning of the summer break to discuss and determine the course of action. Failure to meet these remedial opportunities may result in the student being placed on academic probation in the first quarter of the following school year. Eighth grade students who are placed on academic probation at the end of the school year will defer to the requirements of the Rhetoric School for the summer and following Freshman year.

Once the above conditions are met, the student is removed from academic probation, at which time eligibility for prohibited activities is regained. A student may be reconsidered for eligibility if his or her grades are at a passing level by the time at the end of one-half quarter.

If a student is placed on academic probation, a notification will be made to the parents when the final report card goes out, confirming the probationary status. The notification will require student and parental acknowledgement. The Logic School Headmaster has discretionary authority on all academic probationary cases for the purposes of supporting a students' academic success.

## **M. HOMEWORK**

In Logic School, students should expect an AVERAGE of an hour and a half to two hours of homework per night. These homework times are AVERAGES. Some students will take longer than others to complete the same work and some will take less. Additionally, on some evenings, homework may exceed these estimates while on others it may be far below them.

There are 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.
2. Projects and essays
3. Extracurricular activities\*

\* We want students to be involved in extracurricular activities. These activities however require time that can cut into study time, sometimes quite significantly. The workload and due dates are the same whether students participate in extracurricular activities or not. We expect academic work to take precedence over extracurricular activities. Students who take longer to complete homework should compensate by reducing extracurricular commitments.

#### **N. LATE OR MISSED WORK**

Students, not teachers, are responsible for keeping up with their work and turning in assignments on time. This includes turning in any assignment per the instructor's requirements and submitting any missed work prior to a planned and excused absence. Failure to submit any work ahead of a planned and excused absence means the assignment will be counted as a late grade (see policy below).

When a zero is recorded in FACTS an email will be automatically sent to the parents to inform them of the student's missing assignment. To get partial credit, the assignment must be turned in by the beginning of the next class period. The assignment grade will be reduced by 20 percent. Assignments not turned in by the next class period will receive a permanent zero (0) without the potential for recovery. A maximum of 3 late homework assignments will be accepted each quarter per class. Beyond 3 late assignments, a permanent zero (0) will be given without the potential for recovery.

Missed work is different from late work, for missed work involves being absent when an assignment is given or collected on the original due date. In general, students are given an additional class period for each day of a particular class they miss when an assignment is given or collected. Students who are absent on the day when work is assigned will have one additional class period following their return to turn in the assignment. Students who are absent on the day when work is collected will be required to turn in the assignment the next time the class meets and they are present.

#### **O. 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 pile ups, but completion dates for these assignments are normally known well enough in advance for proper planning on the student's part to prevent a heavy load.

#### **P. A NOTE ON STUDY GUIDES**

Providing Study Guides before exams is a teacher's prerogative, not a requirement. 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.

#### **Q. MISSED EXAMS**

Students who miss an exam but were present the class period before the exam are required to take the exam at lunch the day they return to school (whether or not the class meets) unless they schedule a time to make up the exam with their teacher. Students who miss multiple class periods leading up to an exam will need to communicate with their teacher, understand their teacher's expectations for getting caught up, and schedule a date to make up the exam with the teacher. Exams may be scheduled and taken early, with the teacher's approval, if the student

knows he or she will be absent on the day of the exam. If a student misses more than one exam when they are absent, he or she will take one exam at lunch a day until all exams are made up, or unless he or she schedules a makeup time with the teacher.

A student who misses class the class period before an exam must still take the exam on the originally scheduled date if he or she is present on the day of the exam. Patterns of absences on exam days may result in academic and/or behavioral consequences. **Missing a makeup exam will result in an automatic 10 percent reduction on the exam grade. Students who are absent from a class period in which an exam is given but are present for other class periods on the same day, will be required to take the exam during lunch, study hall, or after school. Failure to do so may result in academic consequences.**

## R. QUIZZES

Quizzes are formative assessments to measure students' learning progression toward mastery.

Students who are absent on the day a quiz is given must schedule with their teacher a time to make up the quiz before returning to the class in which the quiz was given. Students who are absent from the class period before a quiz is given, but present for the class period in which the quiz is given, may or may not, at the teacher's discretion, be required to take the quiz alongside everyone else. The determination is made, in large part, on whether new material that was introduced during the previous class is prevalent on the quiz. Quizzes may be scheduled and taken early, with the teacher's approval, if the student knows he or she will be absent on the day of the quiz.

In general, students need to coordinate with their teacher(s) to determine a time and location to make-up a missed quiz. Ultimately, teachers will determine when and where quizzes will be made up. Failure to make-up a quiz according to the teacher's expectations will result in an academic consequence.

## S. LATE PROJECTS AND ESSAYS

Given that projects and essays are assigned in advance with definite due dates, 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. Any time after that, a grade of 0 will be assigned. It is not acceptable to say things like "I have it on this flash drive and just need to get Mrs. Harrild to print it for me" or "I have done it but forgot it so I will email it to you when I get home."

## T. FACTS

FACTS 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 a student is the ability to check (or double-check) assignments in classes and keep track of grades. FACTS is not an academic planner, but properly consulted, it is a useful tool.

## ATTENDANCE POLICIES

Presence is the foundational requirement for all Logic School students. At Geneva, each student is a contributor, not simply an observer, to the learning taking place in each classroom. Therefore, a students' absences have a wider impact than simply on themselves. Tardiness and absences should be rare.

### A. MORNING ARRIVAL AND PROCEDURES

First thing in the morning, students should retrieve their books and supplies for their first **two** classes and be in their first period class by 8:15am. Due to the limited space in the locker pods, students are not permitted to hang out in the locker pods before school.

Arrival time for Logic students is between 7:50am and 8:10am. Students are dropped off where the headmaster greets students and remain outside until 8:10 when they are dismissed to class. Any student arriving before 7:50am

must be accompanied and supervised by an adult until the teachers on duty arrive. Students should not be dropped off to wait alone at the flagpole or on the Logic School campus if a teacher or staff member is not yet on duty. Teachers are not responsible for students on campus until 7:50am unless prior arrangements are made between the teacher and parent and approved by the headmaster. Logic School teachers are in their classrooms to welcome students from 8:00am until class begins at 8:15am. Students use this time to unpack, study, prepare for the day, greet their classmates, or get special help from their teacher. However, please plan on 8:10am as the latest drop-off time. After 8:15am, please park and check in at the Logic School office. DO NOT drop off students if a school employee is not on duty.

## **B. TARDIES**

In the case of tardies, every fifth tardy, including late school arrivals, earns one (1) demerit and detention. Tardies are cumulative between classes (i.e. a student earns a demerit and detention for being tardy five times to any combination of his or her classes, including assembly and devo). Students who arrive late to school are counted as tardy (or absent, depending on the time of their arrival). Tardies are reset at the beginning of the semester. Students who arrive late to school with a doctor's note or note from their parent explaining a doctor's visit or unforeseeable emergency will not be counted tardy. Waking up late or forgetting something at the house is not an "unforeseeable emergency." Parents will receive automated email notifications of tardies.

## **C. ABSENCES**

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

## **D. PLANNED ABSENCES**

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

1. As soon as possible, inform the school of the absence by emailing the Logic School Executive Assistant.
2. Notify all affected teachers in advance either in person or by email.
3. Teachers will let students 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 the student returns to school.

## **E. UNPLANNED ABSENCES**

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

1. Parents should email the Logic/Rhetoric assistant and the Logic School executive assistant to report their student's unplanned absence.
2. The student will be held responsible for all work assigned prior to the absence or posted on FACTS. Given that tests, 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 the student returns to school after the absence.

3. The student is responsible for obtaining missed assignments from the teacher, a fellow student, or FACTS. In most circumstances, work is due on the day the class meets again and the student is expected to take all scheduled quizzes or tests.
4. If there is a medical reason preventing a student from completing an assignment in the time allocated by the teacher, it is the parents' responsibility to notify the teacher prior to the due date of the work.

#### **F. UNEXCUSED ABSENCES**

Examples of unexcused absences:

- Skipping class
- Leaving campus without signing out at the Logic/Rhetoric Office

Unexcused absences earn three demerits and receive three Monday or Wednesday seventh period detentions. Further offenses may result in suspension.

#### **G. ABSENCES AND EXTRACURRICULAR ACTIVITIES**

Just because a student is involved in a school activity (athletics, fine arts, academics, 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 responsibility, not the teacher.

#### **H. ABSENCES AND ATHLETIC PARTICIPATION**

Student-athletes must attend at least three 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 apply for student participation in competitions outside of athletics: academic competitions, fine arts, etc.

### **CONDUCT AND DISCIPLINE**

#### **A. HONOR CODE**

The Logic School Honor Code:

Honor god.  
At all times, in all places.  
Love one another.  
With my words, through my actions.  
Accept responsibility.  
In scholarship, virtue and service.

#### **B. DISCIPLINE**

For students in Logic School, discipline is designed to aid the student in taking personal responsibility for his or her actions. For disciplinary actions:

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

If a student commits an egregious act, the headmaster can impose suspension and even suggest expulsion immediately. Examples of such serious misconduct might include acts or threats endangering the lives of other students or staff members, gross violence, vandalism of school property, violation of civil law, or any act in clear

contradiction to Geneva's policies. Also, students may be subject to school discipline for serious misconduct which occurs on or off campus, online, and/or after school hours.

### C. INFRACTIONS AND DEMERITS

Behavioral infractions and demerits are earned for conduct violations and are the primary means of monitoring student alignment with the rules, standards, and expectations of the Logic School. Infractions and demerits can be assigned by any faculty or staff member. What should be remembered is this: **six demerits earned** places the student on **behavioral probation** (see below for details on probation) **and 12 demerits earned** (2x on Behavioral Probation) may result in **behavioral expulsion**.

Infractions are minor offenses that accumulate into demerits as outlined below. Demerits result from the accumulation of infractions or are given immediately for more significant violations of the rules, standards, and expectations of the school as outlined below. Once a student acquires six demerits, he or she is placed on Behavioral Probation. **Students on Behavioral Probation are ineligible to participate in extracurricular competitions, performances, or events during their probation period.** See the section on Behavioral Probation below for further details. If a student continues to acquire demerits, he or she may be subject to additional consequences, depending on the severity and frequency of the student's behavior, including suspension and/or expulsion.

Infractions and demerits do not reset at semester.

Some examples of infraction-worthy offenses include, but are not limited to:

- A dress code violation
- Chewing gum
- Skipping assigned lunch duty
- Disruptive, inappropriate, or disrespectful behavior (of a minor form) in class, on the boardwalk, during assembly or lunch, or during some other school-related activity.

Once a student acquires three infractions, he or she will receive one corresponding demerit along with detention and/or additional consequences as determined by the headmaster.

Following the third infraction for dress code violation, students will receive a demerit and, for any future dress code violations, be unable to return to class until the violation is corrected. Any work missed as a result of being unable to return to class due to dress code violation could result in academic penalties.

In addition to students receiving demerits through the accumulation of infractions, students may receive demerits without previous infractions for the following behavioral violations (see below).

Some examples of **one-demerit** offenses include, but are not limited to:

- An office visit resulting from disruptive, inappropriate, or disrespectful classroom behavior
- Accumulating five combined tardies
- Accumulating three dress code violations

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

- Cell Phone Usage (see Cell Phones/ECD's)
- Truancy (skipping class/unaccounted for attendance)
- Academic Dishonesty (cheating, plagiarism, etc.)
- Disrespectful or inappropriate behavior or language of a significant/serious nature

More serious five-demerit offenses include: physical assault, inappropriate touching, plagiarism and other forms of cheating (e.g. telling another student who has not taken an exam what is on it) or failing to attend Detention.

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

|      |                                                     |
|------|-----------------------------------------------------|
| 6    | Demerits = Behavioral Probation                     |
| 7-11 | Demerits = Extended Behavioral Probation/Suspension |

If a student receives a demerit for accumulating five combined tardies or three infractions, an email notification will be sent to the parents regarding the demerit. An ABC Form will not be sent home.

#### **D. BEHAVIORAL PROBATION**

Behavioral probation is a means of warning students of their seriously inappropriate actions. It is intended to convey to students that unless significant improvement occurs, they will be unable to continue at Geneva. **Students are placed on Behavioral Probation if they reach six demerits during the school year.** 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. **Logic students on Behavioral Probation are not allowed to participate in any Geneva extracurricular activities, including sports, National Junior Honor Society, Student Government, field trips, class trips, overnight trips, etc.** Students who are placed on behavioral 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.

At the end of the probationary period, the student is released from probation if he or she has not earned an additional demerit during the set probationary period, 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 a second four-week probationary period and remains in effect until the conditions are met. **Students placed on a second probation face suspension or behavioral expulsion.**

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 Behavioral Probation. **Future enrollment of a student who ends the year on Behavioral Probation is determined after the conclusion of the school year and takes into account the student's and parents' ability and motivation to correct problematic behavior.**

#### **E. DETENTION**

All detention sessions are either during lunch or study hall in a designated classroom. This could mean the student on detention will miss his or her athletic period (seventh/eighth grade) that day. Detentions are normally assigned (but not exclusively) for repeated tardies and dress code violations. If a student earns three demerits, he or she will receive a detention. Detention is meant to be an inconvenience and the session is spent on activities that are educational, yet tedious by design. If a student fails to attend their assigned detention session (i.e. skips a detention), he or she will be given five demerits and be placed on Behavioral Probation.

#### **F. 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
4. to allow for parental discussion and familial restoration and healing

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

## **G. BEHAVIORAL 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. 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 HOS.

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 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.
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 (HOS 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.

Additionally, wrongful behaviors such as the use of profane language, disrespect to a faculty member, cheating, fighting, 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.

## H. CHEATING

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

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

## ELECTRONICS ON CAMPUS

A growing body of research documents the negative impact of technology in general and cell phones in particular in adolescent, educational, emotional and physical development. For those reasons, no Logic student is allowed to bring personal electronics on campus. Further, we **STRONGLY** urge parents to refrain from giving their children cell phones while still in Logic or Rhetoric Schools. Parents who ignore this request would do well to read *The Anxious Generation* and *The Tech Exit*.

### A. CELLPHONES (ECDs)

An ECD (Electronic Communication Device) is any device that is designed to receive and/or send an electronic signal. **Logic Students may not have any ECD on the Geneva campus.** ECDs are **never permitted** on boardwalk spaces, in classrooms, etc. ECDs may NEVER be used by students in any of the locker rooms or bathrooms on campus! **Apple watches, Fitbits and similar time-keeping devices are ECDs and are not permitted on campus.**

Geneva School of Boerne and its agents are not responsible for preventing theft, loss, damage, or vandalism to cellular telephones or ECDs if brought onto its property. Students are required to leave their ECDs at home and rely on using school phones for communicating with parents before, during, or after school. Phones are available in the Logic/Rhetoric Office and in the competition gym.

This means parents/guardians will have to communicate in advance and plan their drop off and pick up. What's more, if a parent/guardian needs to communicate with the student then they need to contact the Rhetoric School Office at 830-755-6101. Administrators are reachable by phone and by walkie-talkie throughout the school day.

Failure to comply with the above conditions will result in the ECD being confiscated and the student receiving three demerits and detention. **To retrieve the ECD, a parent of the student will need to come to the LS/RS Admin Office between the hours of 8am and 4pm.**

### B. GENERAL APPEAL REGARDING ECDs

Research has documented the sometimes permanent damage that cell phones, social media, video games, screen-based activities and unrestricted internet access do to adolescents. Rapidly increasing student depression, anxiety, technology addiction, lack of empathy and increase in mean and vindictive behavior are all documented outcomes of teen cell phone, internet and video game use. The scientific research confirms what we have experienced. These devices shape our students in ways diametrically opposed to how we want them shaped. Parents are urged to be aware of what the consumption of the latest technological gadget might unleash in their student's life. Additionally, parents and students need to understand the seriousness of this policy and its strict enforcement.

### C. ECD ETIQUETTE

During school events like concerts or games, students should not have ECDs, and it is good manners for adults to put ECDs away and not talk or text. Additionally, during off-campus field trips, ECDs are NOT allowed. All chaperones will have a phone as means for contact.

### D. EARPHONE POLICY

Headphones or earbuds may not be worn on the LS campus during the school day. The confiscation of headphones and iPods from students who are in violation of the above policy follows the same guidelines as outlined regarding the confiscation of cell phones and ECDs. **To retrieve the ECD and headphones, a parent of the student will need to come to the LS/RS Admin office between the hours of 8am and 4pm.**

## **LOCKERS AND PERSONAL PROPERTY**

Locker pods are assigned by grade at the beginning of the school year. Each student is assigned a locker. What students place in their lockers is considered personal property. Students should arrive early enough in the morning to place their items in the locker. The lockers are for storing school supplies, a lunch box, water bottle and a small gym bag. All academic materials will be kept by the student in a backpack or in the appropriate classroom. No student may open another student's locker or take items out of another student's locker. Students are individually responsible for their personal property. The administration will not conduct manhunts and seizures if you are missing something. Lockers are subject to search by the faculty or administration at any time. No decoration of the locker is permitted.

### **A. STUDENT SALES OF FOOD AND DRINK**

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

### **B. BACKPACKS, SPORTS GEAR AND MUSICAL INSTRUMENTS**

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

### **C. 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 administration office 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 Office to sign him or her back in school.** The student will then proceed to his or her appropriate class.

## **LOST AND FOUND**

Lost and Found items are located in the two benches outside of the LS office. Lost and Found is emptied at the end of every month (unless it becomes too full) and items are either donated to charity or the Geneva used-uniform store.

## **LUNCH**

Logic students eat lunch in the Lyceum and/or outside in designated area.

**Students must remain on the LS campus during lunch and may not visit the GS or RS campus without permission. Students are not permitted to go to the gym during lunch.** Logic students may only visit the LS Office during lunch to contact their parents or retrieve an item. There are usually two teachers or coaches on lunch duty. On Thursdays there are two to three parents on duty. The simple rule is stay where someone on duty can see you at all times.

Each day, one devo group is responsible for lunch clean up. This entails cleaning the Lyceum tables, throwing away any trash that was left, wiping the tables down and sweeping the floors. Additionally, groups should check the Logic School basketball court, picnic table area and boardwalk for trash. Groups on clean-up duty should be in the Lyceum no later than 11:30am (seventh/eighth lunch) or 12:15pm (sixth lunch). Students record their attendance by initialing the roll sheet in the Lyceum. Students who are late or absent from cleaning may receive an infraction or demerit, in the case of multiple tardies/absences.

## STUDY HALL

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

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

## BOARDWALK PASSES

During class periods, should students need to be outside the classroom (restroom visit, for example), they must sign out on the Boardwalk Pass document with time of departure, destination, and time of arrival upon their return to 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.

## UNIFORMS

Uniforms establish a common level of modesty for all students and eliminate some of the most powerful weapons used to fragment school community and unity. All schools have a dress code. The difference is in who establishes it. Be aware that at Geneva all faculty are charged with enforcing the dress code. If a young woman feels awkward about having a male teacher correct her for a uniform violation, she should be careful not to violate the uniform policies.

### A. DRESS CODE

If an item is not listed here, you should not wear it. See the school website for the Uniform Guide\*

In Logic School, students wear three different uniforms each week: the Dress uniform, the PE uniform and the standard dress uniform. **All uniform items may be purchased from Land's End School Uniforms.**

Monday – Assembly Dress (6th-8th Grades)

Tuesday – Standard Dress for 6th Grade/PE Dress for 7th & 8th Grade

Wednesday – PE Dress for 6th Grade/Standard Dress for 7th & 8th Grade

Thursday – Standard Dress for 6th Grade/PE Dress for 7th & 8th Grade

Friday – PE Dress for 6th Grade/Standard Dress for 7th & 8th Grade

#### 1. PE UNIFORM

- a. Land's End Uniform gray t-shirt with GENEVA on front (shirt may be worn untucked)
- b. Land's End Uniform navy athletic short with GENEVA on front. Shorts may not be rolled.
- c. Land's End Uniform gray crew neck or hoodie sweatshirt with GENEVA or LOGIC on front.  
*NOTE: No other sweatshirts may be worn, and hoods may not be worn in class*
- d. Land's End Uniform navy warm-up jacket with EAGLES on the front.

- e. Land's End Uniform navy warm-up or wind pants with EAGLES on the front. (The older version with GSB on the front are also allowed)

*NOTE: No other warm-up pants/sweatpants are allowed*

- f. Athletic shoes and plain white socks with no logos, no-show socks are not allowed

## 2. **JEANEVA DRESS OR SPIRIT DRESS (WEDNESDAYS WHEN ANNOUNCED\*)**

### a. Jeaneva Dress

- Devo Group shirt or any Geneva Spirit or Logic School t-shirt
- *NOTE: No Rhetoric School Spirit or House shirts may be worn*
- Jeans – denim blue only, no rips or holes
- Any athletic shoes or closed toe shoes

### b. Spirit Dress - a theme will be announced

- Shirts or accessories (jewelry, hats, socks, etc.) that go directly with the theme
- Accepted norm for pants are jeans. If you have shorts or a skirt that goes directly with the theme, then they must be at least as long as your P.E. shorts or uniform skirt

## 3. **COLD WEATHER**

- a. Land's End Uniform navy v-neck or cardigan to be worn over a shirt, blouse, or navy polo
- b. Land's End School Uniforms white turtleneck under the GENEVA or LOGIC sweatshirt or cardigan
- c. Solid white or navy Under Armour type shirt worn under PE t-shirt or navy polo
- d. Solid navy winter coat/jacket/windbreaker/raincoat
- e. Solid navy beanie, scarf or gloves
- f. Rainboots only on rainy days (It is wise to pack your school shoes)
- g. UGG style BOOTS may only be worn when the temperature is 35 degrees or below at the start of school.  
No UGG slippers or slide-ons

## 4. **BLAZER POLICY ON DRESS UNIFORM DAYS**

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

## **B. GIRLS' DRESS CODE**

### 1. **GIRLS ASSEMBLY DRESS**

- a. Land's End navy blazer (or one *identical*), all Geneva awarded lapel pins may only be worn on the blazer.
- b. Land's End School Uniforms white blouse
- c. Land's End Uniform khaki skirt (skirts must be credit card length from the knee)
- d. Modesty shorts must be worn under skirts.
- e. Solid navy or white knee-high socks\* (must reach the bottom of the knee)
- f. Black or brown leather dress shoes with heels no higher than 1.5" and non-slip soles (Sperry Topsiders are a popular choice)

**\* Socks must be worn all the way up; they may not be scrunched**

### 2. **GIRLS STANDARD DRESS**

- a. Land's End Uniform khaki or plaid skirt (skirts must be credit card length from the knee)
- b. Land's End Uniform white blouse or navy polo with the GSB emblem sewn over the heart. Shirts *must* be from Land's End uniforms or be *identical* to them
- c. Land's End Uniform gray crew neck or hoodie sweatshirt\* with GENEVA or LOGIC on front
- d. Knee socks (see above) or bobby socks in solid navy, white or black with no logos. No-show socks are not allowed
- e. Solid navy, white, or black tights. Leggings may be worn in lieu of tights BUT they must be solid with no

- cut-outs or visible logos and be worn with matching knee socks
- f. Black or brown leather dress shoes\*\* with heels no higher than 1.5” and non-slip soles (Sperry Topsiders are a popular choice)

**\*No other sweatshirts may be worn. Hoods may not be worn in class.**

**\*\* No booties, Hey Dudes, sneakers or athletic style shoes. UGG style BOOTS may only be worn when the temperature is 35 degrees or below at the start of school**

### 3. **GIRLS ACCESSORIES**

- a. Gold, silver, black, brown, navy or white hair accessories (no bandanas)
- b. Small earrings and one small necklace, no chokers. No large hoops or dangling earrings.
- c. Earrings may not go above the earlobe
- d. Awareness band or small friendship bracelet (no metal), limited to two
- e. Hats are NOT allowed to be worn on campus before school or during school hours
- f. Sunglasses are NOT to be worn on campus before school or during school hours
- g. Hair must be neat and a natural color. Girls may not dye their hair unnatural colors
- h. No beads or ornamentation (i.e. tinsel) worn in hair
- i. Girls may not wear visibly heavy cosmetics

## **C. BOYS DRESS CODE**

### 1. **BOYS ASSEMBLY DRESS**

- a. Lands’ End navy blazer (or one identical), all Geneva awarded lapel pins may only be worn on the blazer
- b. White long-sleeved button-down oxford shirt to be worn tucked in
- c. Khaki twill pants (plain or pleated front trousers). NO five-pocket jeans-style
- d. Brown or black leather belt. No large buckles or embellishments
- e. Logic School navy and gold striped tie or bow tie
- f. Navy or white socks with no logos, no-show socks are not allowed
- g. Brown leather dress shoes

### 2. **BOYS STANDARD DRESS**

- a. Khaki pants (see above) or shorts
- b. Brown or black leather belt (see above)
- c. Land’s End Uniform navy polo with the GSB emblem sewn over the heart to be worn tucked in. Shirts must be from Land’s End uniforms or be identical to them
- d. Land’s End Uniform gray crew neck or hoodie sweatshirt with GENEVA or LOGIC on front
- e. Navy or white socks with no logos, no-show socks are not allowed
- f. \*NOTE: No other sweatshirts may be worn. Hoods may not be worn in class
- g. Brown or black leather dress shoes with non-slip soles (Sperry Topsiders are a popular choice). Boots may be worn under pants with pant legs worn out
- h. \* NOTE: No sneakers or athletic style shoes, no Hey Dudes

### 3. **BOYS ACCESSORIES**

- a. One small necklace
- b. Awareness band or small friendship bracelet (no metal)

### 4. **BOYS HAIR**

- a. Must be neat and a natural color
- b. May not touch the collar of the shirt or cover the eyes
- c. May not be with extreme transitions (shaved on sides to long hair on top)
- d. No facial hair allowed, clean-shaven

## **D. DRESS CODE AREAS OF “STRUGGLE”**

Following are common areas of non-compliance to the dress code:

1. **Boys** – keeping shirt tucked in; forgetting belt, tie or both; hair length

2. **Girls** – improper hair accessories or jewelry; skirt length, PE shorts rolled
3. **Both** –improper gym shorts (must have the “Geneva” name); improper shoes; improper cold weather jackets

#### **E. DRESS CODE VIOLATIONS**

If a student is found with a dress code violation, they will receive an infraction and a lunch detention. Following the third infraction for a dress code violation, students will receive a demerit and be unable to return to class until the violation is corrected. Any work missed as a result of being unable to return to class due to a dress code violation could result in academic penalties.

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

### **STUDENT LIFE**

#### **A. SCHEDULE**

The LS school day begins with morning assembly/devo at 8:15am and dismissal at 3:30pm.

##### **MONDAY-THURSDAY**

|                 |                                |
|-----------------|--------------------------------|
| 8:15-8:30am     | Morning Gathering/Devo         |
| 8:35-9:25am     | First Period                   |
| 9:30-10:20am    | Second Period                  |
| 10:20-10:35am   | Morning Break                  |
| 10:35-11:25am   | Third Period                   |
| 11:25am-12:05pm | Lunch/Recess                   |
| 12:05-12:55pm   | Fourth Period                  |
| 1:00-1:45pm     | Fine Arts/Study Hall/P.E.      |
| 1:50-2:40pm     | Fifth Period                   |
| 2:45-3:30pm     | Fine Arts/Study Hall/Athletics |

##### **FRIDAY**

|                 |                      |
|-----------------|----------------------|
| 8:15-8:30am     | Morning Gathering    |
| 8:35-9:25am     | First Period         |
| 9:30-10:20am    | Second Period        |
| 10:20-10:35am   | Morning Break        |
| 10:35-11:25am   | Third Period         |
| 11:25am-12:05pm | Lunch/Recess         |
| 12:05-12:55pm   | Fourth Period        |
| 1:00-1:45pm     | Fine Arts/P.E.       |
| 1:50-2:35pm     | Study Hall/Fine Arts |
| 2:40-3:30pm     | Sixth Period         |

## **B. SPECIAL ASSEMBLY SCHEDULE**

Occasionally, we have special afternoon assemblies such as pep rallies, or we may need to have dual period assemblies or all-school assemblies. Because these do not fit into the regular schedule, special assembly schedules are in operation on those days.

## **C. DEVOTION**

All Logic School students are in a devotional group comprised of students of the same gender from each of the nine Logic classes. These devotion groups read the Bible, study devotion material, pray together and bond as a Christian community. **Attendance is mandatory for all students and tardies are awarded to students who are not on time.**

## **D. SPORTS**

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

## **E. CLUBS**

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

## **F. HILL COUNTRY DAILY BREAD**

Geneva School of Boerne has partnered with local ministry Hill Country Daily Bread to provide our Logic School students with an opportunity to volunteer in helping those in need. On specifically assigned Monday assemblies throughout the school year, different Logic School Devotion groups will report to the Hill Country Daily Bread facility to work. On these service days, the students assigned to work are permitted to wear jeans, sneakers and a devo t-shirt or sweatshirt to school.

## **G. COMMUNICATIONS**

ParentSquare is a platform that serves our school community by streamlining and consolidating both what we communicate and how we communicate.

ParentSquare does NOT replace FACTS. FACTS will continue to be the student information portal for the management of family contact information, grades, lesson plans, discipline reports, etc. ParentSquare will be the tool used to communicate school-related information to groups of parents.

In addition to ParentSquare, here are suggestions for staying informed:

- Check the outdoor whiteboard every day. Students are held responsible for information on this board.
- Keep up with *The Wingspan* and *The Landing* which are published on Fridays.
- Visit the FACTS calendar page often.



GENEVA SCHOOL OF BOERNE  
**RHETORIC SCHOOL**

#### IV. RHETORIC SCHOOL HANDBOOK

##### ACADEMIC INFORMATION AND POLICIES

##### A. CREDITS AND COURSES

###### CORE CURRICULUM

| GRADE | HUMANITIES                    | MATH                                                    | SCIENCE                                                               | LIBERAL ARTS                               | THEOLOGY                               |
|-------|-------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------|----------------------------------------|
| 9     | Ancient and Classical         | Geometry                                                | Biology                                                               | Composition incorporated into Humanities   | Bible Interpretation                   |
| 10    | Medieval to Early Renaissance | Algebra II                                              | Chemistry                                                             | Composition incorporated into Humanities   | Pauline Ethics                         |
| 11    | Renaissance to Early Modern   | Pre-Calculus and College Algebra                        | AP Biology, AP Chemistry, AP Physics, Anatomy & Physiology or Physics | Worldview (S1) and Classical Rhetoric (S2) | World Religions and Christian Theology |
| 12    | Modern United States          | OnRamps Statistics, AP Calculus, and/or College Algebra | AP Biology, AP Chemistry, AP Physics, Anatomy & Physiology or Physics | Senior Thesis                              | Apologetics                            |

##### B. GRADUATION REQUIREMENTS

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 29.5 credits, as outlined below, in order to graduate. Additionally, students are encouraged to take advanced courses beyond the graduation requirements as dictated by their academic interests or goals. No matter their credit accumulation, 12<sup>th</sup> grade students are required to maintain a 5.5 credit course load minimum their senior year.

###### Humanities: 8 credits

All Rhetoric students must complete four years of humanities studies, the cornerstone of a 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. Fulfilled by two 1-credit classes (history and literature) of required humanities each year in grades 9 through 12.

**Math: 4 credits**

All Rhetoric students must complete four credits of math. Fulfilled by four 1-credit math courses: eighth grade Algebra 1, ninth Geometry, 10th Algebra 2, and 11th Pre-Calculus. The eighth-grade course is included in the student's transcript as a pass/fail and does not factor into the student's Rhetoric School GPA. Students are encouraged to continue math studies their senior year with AP Statistics and/or AP Calculus AB.

**Science: 4 credits**

All Rhetoric students must complete four credits of science. Fulfilled by four 1-credit science courses: ninth Biology, 10th Chemistry, and two science electives. These offerings include the following: Anatomy & Physiology (I and II), AP Biology, AP Chemistry, AP Physics, and Physics. Students who completed Conceptual Physics or IPC at Geneva in 8th grade may count it as one of their two science electives. This course will be added as Pass/Fail credit and will not impact cumulative GPA.

**Foreign Language: 3 credits**

All Rhetoric students must complete three years of high school instruction in any one foreign language and earn at least one (1) high school credit in Latin. 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.

Students who complete Latin in the Logic School at Geneva have earned the required 1 credit of Latin, equivalent to high school level Latin 1, although the grades do not factor into students' GPA on their transcript. Having fulfilled the required Latin credit, students may choose to continue in Latin 2 and 3 or switch languages and study Spanish 1, 2, and 3 to fulfill their language requirement.

**Rhetoric: 1.5 credits**

All Rhetoric students must complete two years of liberal arts studies. Fulfilled by two required classes: 11<sup>th</sup> Classical Rhetoric, and 12<sup>th</sup> Senior Thesis. The Rhetoric track provides instruction and practice in classical forms of both written and oral persuasive expression. Senior Thesis provides guidelines and coaching on the way to the capstone Senior Thesis presentation.

**Theology: 2 credits**

All Rhetoric students must complete four years of theological training, incorporating biblical, theological, philosophical, and apologetics instruction. Fulfilled by four required .5 credit classes: ninth Bible Interpretation, 10<sup>th</sup> Pauline Ethics, 11<sup>th</sup> World Religions and Christian Theology and 12<sup>th</sup> Apologetics.

**Fine Arts: 2 credits**

Fulfilled by two years (9<sup>th</sup> and 10<sup>th</sup> grades) of fine arts. Fine art offerings include Band, Art, Guitar, Orchestra, and Vocal Music. "Chamber Orchestra," "Praise Ensemble" and "Jazz Ensemble" are additional fine arts electives available outside the normal fine arts period and do not fulfill the fine arts credit requirement.

**Athletics: 1 credit**

Students in the Rhetoric School do not take P.E. Various sports are offered to fulfill the athletics requirement. This is to encourage the advantages of participating on a team. Opportunities to serve as team managers or trainers are available to fulfill the athletics requirement. All sports are extracurricular (no time is scheduled during the day for athletics periods). Fulfilled by either two seasons or two sports (one sport for one season is .5 credit).

**Electives: 4 credits**

Fulfilled by combinations of electives that are either 1 or .5 credit. Elective offerings vary from year to year and are detailed in the Rhetoric School Curriculum Guide for the current school year.

**C. AP COURSES**

Geneva offers Advanced Placement (AP) courses that fit into the overall curricular goals of the Rhetoric School. AP courses offer students opportunities to potentially earn college credit after learning the advanced material. All AP courses receive 1 credit (unless noted otherwise) and a .3 GPA enhancement on the Geneva transcript.

Students do not have to take an AP course in order to sit for the exam. Registration for all AP Exams occurs in the fall and each exam incurs an additional fee.

**D. DUAL CREDIT COURSES**

In partnership with Colorado Christian University (CCU), students are offered college credits for selected courses approved by CCU for dual credit status. The courses approved for dual credit are not separate courses from those offered to all Rhetoric students, but a recognition that these courses and the courses' teachers have met CCU's standards to be offered for college credit through course equivalencies. As stated on the university's website, "CCU is a four-year liberal arts university accredited by the Higher Learning Commission; therefore, their credits transfer to many colleges and universities nationwide." Depending on the college or university and the student's major, some courses may not transfer directly to the course equivalency in the student's undergraduate program; however, even in such circumstances, the credits are generally accepted for electives and thus still benefit the student in starting and more efficiently completing their degree. In order to earn the dual credit from CCU, students must enroll in the program and pay the enrollment fee to CCU, which is greatly discounted when compared with the average cost of college credits.

In partnership with the University of Texas at Austin, students also have the opportunity to take the UT OnRamps Statistics course (Elementary Statistical Methods) for college credit.

#### **E. SENIOR THESIS**

All Geneva students must also successfully complete their *senior thesis* in order to graduate. The school prioritizes the Senior Thesis program in order to move students toward the idealized individual reflected in the school's Portrait of a Graduate. The project requires seniors to research and write an academic paper on a defensible thesis of the student's choosing. Students are expected to develop a cogent argument that addresses a topic of public concern, interacts with scholarly sources, and urges a course of action; they are then required to present that argument from memory before an audience and a panel. Upon completion of the oral presentation, the invited panelists, alongside a faculty member, question the student on points that have been raised. This is an opportunity for the student to demonstrate their depth of knowledge while also fleshing out practical applications.

Given that Senior Thesis is a graduation requirement, failure to meet thesis deadlines will also result in the loss of off-campus privileges for the offending student until the work is completed and submitted.

#### **F. TRANSFERRING CREDITS**

Students who are transferring to the 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.

Students who transfer to Geneva with at least one year of high school credit from another institution will provide an official copy of their high school transcript from their prior school. These credits will not be transferred onto the Geneva transcript but rather the entire transfer transcript will be submitted along with the official Geneva transcript for the purposes of college admissions. Only classes taken at Geneva are used in calculating the overall GPA.

Admission to the 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 apply for transfer admission after sophomore year. Students who transfer from classical Christian schools similar to Geneva may appeal for the opportunity to apply as upperclassman.

#### **G. ADDING OR DROPPING CLASSES**

In Rhetoric School, the first five academic days of the school year are designated as the add/drop period. During this time, a student might possibly withdraw from a course and/or add another without academic penalty. It should be noted that it is much more difficult to drop from a class than to add a class. In order to drop or add a class, students must submit the appropriate Add or Drop Form within the first five academic days of the school year. These forms must then be approved by the teacher(s), the student's parents, and the College and Academic Advisor. You must remain in attendance in the class to be dropped until notified by the office that the drop is 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. Additionally, dropping a course must be for a substantive reason—not wanting to get up early or stay too late are not substantive reasons.

#### **H. 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 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.
2. After the withdrawal, the student course load must still meet the minimum (5.5 credit load for seniors).
3. 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.
4. Withdrawal requests must be submitted on or before the last Monday of the first quarter. No students may submit requests for withdraw from a course after this time. Withdrawal request forms are available in the office.
5. Detailed reasons for the withdrawal request must be given.
6. Withdrawal requests must be agreed to and signed by parents, the instructor of the class, and by the College & Academic 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.

## I. STUDY HALL

If students make proper use of 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 read.
2. The first half of the study hall period is silent and reserved for individual work.
3. During the remainder of the period, the teacher may allow students to work in groups provided it is schoolwork that allows for 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 authorization from the visited teacher must be obtained and given to the study hall teacher directly through a written note, phone call, or in-person conversation.

While absences from study halls are calculated differently than other courses, parents and students must follow the same protocols for leaving campus as at any other time during the day. While missing a study hall for a doctor's appointment is a better option than missing an academic class, repeated absences from study halls, even with parent approval, is discouraged. In rare circumstances, a student's family and the school may come to an agreement for regularly occurring absences from a study hall due to extenuating circumstances. However, families should reach out to the Rhetoric Headmaster for such agreements prior to the absences taking place.

## ACADEMIC STANDING

A student's academic standing is a reflection of his or her overall progress through the academic program of the Rhetoric School. Students are expected to remain in Good Standing and do so by successfully completing their coursework and progressing toward graduation. Failure to do so may result in Academic Probation and Dismissal.

|                      |                |                               |                               |
|----------------------|----------------|-------------------------------|-------------------------------|
| <b>GOOD STANDING</b> | <b>AT-RISK</b> | <b>ACADEMIC<br/>PROBATION</b> | <b>ACADEMIC<br/>DISMISSAL</b> |
|----------------------|----------------|-------------------------------|-------------------------------|

|                                                                                                     |                                                                                                                                                                                                          |                                                                                                                                                                                                                                |                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Students successfully pass all courses and maintain a semester and cumulative GPA of 2.4 or higher. | Students are issued an "At-Risk Report" mid-quarter for a current failing grade (below 70) in one or more courses, or, at the teacher's discretion, a near failing grade in one or more courses (70-75). | Students earn a "D" (65-69) in two or more courses for the quarter or a single "F" (below 65) in one or more courses for the quarter. Academic Probation is also earned by a single failing grade (below 70) for the semester. | Students fail multiple courses across consecutive grading periods. Students become ineligible to enroll for the following year. |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|

## A. REPORT CARDS

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

### 1. Quarter and Semester Grades

The school year at Geneva is divided into four academic quarters, two quarters per semester. Quarter grades and GPA for each quarter are included on the report card but only semester grades are included on the transcript and in the calculation of the cumulative GPA. Semester grades are calculated as follows:

Courses with finals:

Semester 1 Grade =  $(42.5\% * Q1) + (42.5\% * Q2) + (15\% * \text{Final Exam})$

Semester 2 Grade =  $(42.5\% * Q3) + (42.5\% * Q4) + (15\% * \text{Final Exam})$

Courses without finals:

Semester 1 Grade =  $(50\% * Q1) + (50\% * Q2)$

Semester 2 Grade =  $(50\% * Q3) + (50\% * Q4)$

### 2. Final Exams

In Rhetoric School, final exams are given at the conclusion of each semester. The following guidelines apply when determining when a student must sit for a final exam.

- **Schedule**

For the first semester, all students will take finals during the last school days of the semester per the published finals schedule. For the second semester, all students taking 9-11 grade level courses will take finals during the last school days of the semester per the published finals schedule. Second semester finals for senior level courses will take place during the last week of senior classes. Courses offered for dual credit may require seniors to attend classes beyond the last week of senior classes and take the final during the last school days of the semester. Seniors may also be required to stay past senior finals for AP courses.

- **Courses** - The following courses require final exams at the end of each semester:

- History
- Literature
- Math
- Science
- Language
  - Final exams for language courses being taken after all graduation requirements have been met may be determined by the teacher of the course.
- Dual Credit Courses

- **Senior Exemptions** - In courses which are *not* being taken for dual credit, seniors taking senior level courses may be eligible for final exam exemptions for any class where the following "2A" conditions are satisfied:
  - Academic: The student must have a cumulative (semester) average of at least 90% in the class.
  - Attendance: The student must have attended at least 90% of the class each semester.

- In order to receive an exemption for any given exam, the student must complete an application for exemption which can be obtained from the Rhetoric Office. Confirmation for any exemption will be given to the student by the Rhetoric Headmaster and Academic and College Advisor.

## B. 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 <sup>1</sup> | ADV VALUE <sup>2</sup> |
|--------------------|--------|-----------|-----------------------|------------------------|
| 95-100             | A      | 4.0       | 4.3                   | 4.15                   |
| 90-94              | A-     | 3.7       | 4.0                   | 3.85                   |
| 87-89              | B+     | 3.4       | 3.7                   | 3.55                   |
| 83-86              | B      | 3.1       | 3.4                   | 3.25                   |
| 80-82              | B-     | 2.8       | 3.1                   | 2.95                   |
| 76-79              | C+     | 2.4       | 2.7                   | 2.55                   |
| 70-75              | C      | 2.0       | 2.3                   | 2.15                   |
| 65-69 <sup>3</sup> | D      | 1.0       | 1.3                   | 1.15                   |
| Below 65           | F      | 0.0       | 0.0                   | 0.0                    |

<sup>1</sup> All courses with the AP designation earn an automatic enhancement of .3 for GPA calculations.

<sup>2</sup> All courses with the Advanced designation earn an automatic enhancement of .15 for GPA calculations.

<sup>3</sup> 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.

## C. GPA CALCULATION AND 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 and the salutatorian. The overall GPA is also required for consideration for admission to most colleges and universities. Due to the school's smaller grade sizes, Geneva 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.

Algebra I (8<sup>th</sup> grade), Conceptual Physics or IPC (8<sup>th</sup> grade), Latin IA (7<sup>th</sup> grade) and Latin IB (8<sup>th</sup> grade) are also recorded on the college transcript. Algebra I is included as it is recognized as a high school level class by most colleges and universities. Algebra I is a required course for graduation and so it is 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 (Algebra I, Latin IA, Latin IB) are not taken at the high school level, they are not included in the overall GPA calculation on the 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<br>÷<br>3.25 |
| Band       | .5            |  | 98    | 4.0       | x | .25                      | 1.0              |                     |
| Literature | 1             |  | 87    | 3.4       | x | .5                       | 1.7              |                     |
| 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   |        |
|           |    |  |    |     |   | 3.25 | 11.725 |        |

The overall GPA is calculated by adding all 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.

## D. AWARDS AND COMMENDATIONS

### 1. 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.

### 2. VALEDICTORIAN AND SALUTATORIAN

The awards of valedictorian and salutatorian are awarded to the students earning the top two GPAs for each graduating class. The valediction is awarded to the highest overall GPA of a graduating senior as determined at the conclusion of the first semester in the senior year. The title of salutatorian is awarded to the second highest overall GPA as determined at the conclusion of the first semester in the senior year. 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. Beginning with the class of 2027, students must have attended Geneva from at least the beginning of their ninth-grade year through senior year to be considered for valedictorian or salutatorian.

The state of Texas awards Highest Ranking Graduate to the student with the highest academic standing at the completion of all eight semesters of high school. Students with this designation qualify for a freshman year, full-tuition scholarship that can be used at any Texas public institution of higher learning. In most cases, the named valedictorian will receive this designation, but it is contingent on the GPA calculation at the conclusion of eight full semesters.

### 3. FACULTY COMMENDATIONS

At the conclusion of each quarter, the RS faculty are asked to nominate students for Faculty Commendation. This recognition is given to a maximum of 20% of the grade and is deliberated during a grade-specific meeting with teachers of required academic courses (i.e. Humanities, Science, Bible, Math, Language, and Rhetoric). Exceptions to the 20% rule may be granted on occasion. Students earn eligibility for this recognition by demonstrating the following traits:

- Performing at or above his or her academic potential
- Displaying exemplary behavior
- Possessing genuine curiosity and a positive attitude towards school

### 4. G.K. CHESTERTON AWARD

The G.K. Chesterton Award is given each year to the Outstanding Senior Thesis Presenter. These students are eligible for consideration for the award based on their research, written work, and presentation. This does not

necessarily mean that students under consideration have the top grades in the Senior Thesis class. Rather, they are nominated for this honor if they show an outstanding depth of analysis combined with the ability to present their thoughts in a winsome and persuasive manner. The ultimate award winner is determined by separate judges based solely upon the final presentation and defense.

## **5. AQUILA AWARD**

At the conclusion of each school year, the faculty and staff vote for the senior male and senior female students they believe best strive towards the standard set by the school's *Portrait of a Graduate*. . The criteria includes not only academic excellence, but also extracurricular involvement, behavioral integrity, and leadership amongst their peers. 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 Rhetoric Office.

## **6. GENEVA GUILD**

Students who have successfully completed every semester at Geneva from kindergarten through the twelfth grade are named as members of the Geneva Guild. Guild members are honored at graduation with a white honor cord.

# **E. REALIGNMENT AND CORRECTIONS**

## **1. AT-RISK GRADE REPORTS**

An At-Risk 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 (below 70) is rated as failing. Therefore, receipt of one of these reports can indicate one of two things:

1. The student has a current failing grade (below 70) in one or more courses
2. The student currently has a near failing grade (70-75) in one or more courses and may be at risk of failing

These reports are issued each quarter so that students know they need to improve their work to increase before the quarter report cards are posted. At-Risk Reports, in and of themselves, do not necessarily entail academic or behavioral consequences. However, students involved in extracurricular activities will have their grades checked weekly following the mid-point of each quarter to ensure eligibility to participate in competitions, performances, and other activities. A student involved in extracurriculars or wanting to miss class during a school day and failing more than one course during a grading period will be ineligible to compete or perform for seven days from the start of ineligibility.

## **2. AT-RISK BEHAVIORAL REPORTS**

An At-Risk Report is emailed in the middle of each quarter to the parents of students who have acquired three (3) or more demerits within a semester. As noted in this handbook, five demerits places a student on Behavioral Probation for a minimum of four weeks. These reports are issued each quarter so that students know they need to improve their attention to rules, expectations, and standards. While receiving an At-Risk Behavioral Report does not place a student on Behavioral Probation, it may, depending on the standards and expectations of certain clubs or positions of student leadership, prevent a student from continuing in a club or leadership role, temporarily or permanently.

## **3. ELIGIBILITY FOR EXTRA-CURRICULARS**

Students involved in extracurricular activities are expected to maintain good and, at minimum, passing grades. Students involved in extracurriculars, and those intending to miss class for a school sanctioned event, will have their grades checked weekly following the mid-point of each quarter, to ensure eligibility to participate in games, competitions, performances, and other related activities. A student failing more than one course (two or more) during a grading period will be ineligible to compete or perform for seven days from the start of ineligibility. For example, if a student athlete is failing two courses at the start of week six, he or she will be ineligible to compete for seven days. He or she can still practice and may still attend competitions provided they do not take him or her out of class, but he or she will be encouraged to spend additional time with teachers and tutors to bring up the grades. When grades are checked at the start of week seven, if he or she is no longer failing two or more courses, he or she will be eligible to compete that week.

## **4. ACADEMIC PROBATION**

Academic Probation is a means of warning students of their seriously inadequate academic 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” (65-69) in any two subjects in a quarter or a single “F” (below 65) 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 (approximately four weeks).
- 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 the first semester places the student in danger of not earning credit for the year. The student will be on Academic Probation until at least the midpoint of quarter three (approximately four weeks).
- The student fails a course for the second semester. At Geneva, no credit is granted for a course grade below 70. The student will be on Academic Probation until at least the midpoint of the following quarter (quarter one of the following year). Students who fail a required course must either take an approved summer course to earn the missing credit or retake the course the following year (if available).
- Incoming ninth graders who failed a course in eighth grade must do summer work to complete the course requirements before the beginning of the school year to advance to the next grade level. Students will be on Academic Probation until at least the midpoint (approximately four weeks) of the following quarter (quarter one).
- All new or returning students with an integration plan or required summer work must complete their plan or work in accordance with the plan’s timeline and stipulations. Failure to do so will result in automatic Academic Probation and requirement to serve lunch detentions daily until the plan and/or work is completed.

In each case, to be removed from Academic Probation, the student must have passing grades in all classes.

Students on Academic Probation are not allowed to participate in any Geneva extracurricular activities (including sports games and scrimmages) and remain on probation until probationary conditions are met. For sports or other activities, this means that any student on Academic Probation may not compete in games or competitions nor travel to away games or competitions during the school day. Seniors on Academic Probation lose off campus privileges during the probationary period. If a student fails to meet the conditions, probation continues until grades are brought to a passing level. Unless they are receiving tutoring or some other grade-enhancing training during practice times, students on Academic Probation are still expected to practice with their teams but may not participate in games until the probationary period is completed.

## **5. ACADEMIC DISMISSAL**

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 dismissal 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 dismissed 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.

## **ASSESSMENTS AND ASSIGNMENTS**

### **A. HOMEWORK AND DAILY WORK**

Homework and daily work are those assignments given by teachers for previewing, practicing, or assessing skills and knowledge during a unit. Homework and daily work are given to facilitate learning in conjunction with learning during class time; therefore, students are expected to be present in class and stay up to date with their assignments.

### **B. PROJECTS AND ESSAYS**

Projects and essays are, in most classes, major summative assignments designed to assess a student's learning and knowledge applied to a particular question or task. Students must write essays in accordance with the requirements of their teachers, which may involve writing by hand or on a shared document.

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 without exception. If a student has an unplanned absence on the day a project or essay is due, he or she must turn it in the day he or she returns to campus. Planned absences, including school-related absences or scheduled appointments, require that a student submit the project or essay in advance or on the original due date, even if the student is not present.

### **C. LATE WORK (HOMEWORK, DAILY WORK, PROJECTS AND ESSAYS)**

Students, not teachers, are responsible for keeping up with their work, and that means (at a minimum) turning assignments in on time. **All late work (homework, daily work, projects, essays, etc.) is given an automatic standard deduction of 30 percent (or "points" if out of 100).**

The late work policy for homework and daily work is as follows:

- Standard deduction of 30 percent (or "points" if out of 100) if not submitted when it is due.
- Two days to turn in the homework or daily work for a maximum score of 70 percent (or "points" if out of 100).
- If the homework or daily work is not submitted by the end of the second day after it is due, it will be given a permanent zero (0) without the potential for recovery.

The late work policy for projects and essays is as follows:

- Standard deduction of 30 percent (or "points" if out of 100) if not submitted when it is due.
- Five days to turn in the project or essay for a maximum score of 70 percent (or "points" if out of 100).
- If the project or essay is not submitted by the end of the fifth day after it is due, it will be given a permanent zero (0) without the potential for recovery.

A "day" is defined as a school day (any day that school is in session), and not as the next class period a particular class meets. For example, if a "daily work" or "homework" assignment is due on Monday and the student does not turn in the assignment, he or she will have until the end of the day on Wednesday to turn it in for partial credit (i.e., up to 70 percent or "points" if out of 100). After Wednesday, the assignment would not be given any credit. Weekends, however, do not count toward the accumulation of days, nor do school holidays. In a second example, if a "daily work" or "homework" assignment is due on Friday, and the student does not turn in the assignment, he or she must turn it in by the end of the day on Tuesday to receive partial credit.

Late projects and essays, while receiving the same automatic standard deduction of 30 percent (or "points" if out of 100), have a longer period of acceptance (i.e., five days) due to their significance and weighting. For example, if a "project" or "essay" is due on Monday and the student does not turn in the assignment, he or she will have until the end of the day on the following Monday to turn it in for partial credit (i.e., up to 70 percent or "points" if out of 100). After the following Monday, the assignment would not be counted for any credit.

The responsibility for completing and turning in late work is on the student. The student may turn in late work to the teacher (preferred option) or, if they are unable to find the teacher, the Rhetoric School Office where it will be recorded and given to the teacher. The late work policy goes into effect regardless of the student's attendance following the missed assignment. If, for example, the student is present and does not turn in a "daily work" or "homework" assignment due on Monday, he or she will have until the end of the day on Wednesday to turn it in, whether or not he or she is at school on Tuesday and Wednesday. Since "days" are counted as days school is in session, an absent student may email late work to his or her teacher to prove it is completed within the first or second day, and then submit it in person when he or she returns to school. Teachers are expected to enter the student's grade as "M" in the gradebook until the student turns in late work.

### **D. MISSED WORK (HOMEWORK, DAILY WORK, PROJECTS AND ESSAYS)**

Missed work is different from late work, for missed work involves being absent when an assignment is given or collected on the original due date. In general, students are given an additional class period for each day of a particular class they miss when an assignment is given or collected.

Although some absences may be unplanned (i.e., illness, family emergency, etc.), others are known in advance (i.e., athletics, college visits, etc.), and the student should proactively communicate with his or her teachers and submit assignments according to the teacher's expectations. If a student has a known upcoming planned absence, he or she should get the assignment(s) ahead of the absence in order to be able to turn the assignment(s) in on time. Failure to do so may result in late penalties and academic consequences.

- **Absent When Assignments (Homework, Daily Work) Are Given.** Students who are absent on the day when work is assigned will have one additional class period following their return to turn in the assignment. For example, if a class meets on Tuesday, Wednesday, and Friday, and an assignment is given on Tuesday and due on Wednesday, a student who was absent on Tuesday and returns on Wednesday will have until Friday to turn in the assignment without penalty. Teachers may use their discretion in cases where further information is warranted and must be considered.
- **Absent When Assignments (Homework, Daily Work) Are Collected.** Students who are absent on the day when work is collected will be required to turn in the assignment the next time the class meets and they are present. For example, if a student is present on Tuesday, when an assignment is given, and absent on Wednesday, the day the assignment is due, the student will be required to turn in the assignment on Friday, which, in this example, is the next day the class meets. Teachers may use their discretion in cases where further information is warranted and must be considered. Teachers are expected to enter the student's grade as "M" in the gradebook until the student submits his or her missed assignments.

If a student is absent when a project or essay is assigned, he or she will, in general, be required to turn in the assignment at the original due date, unless extenuating circumstances warrant otherwise. See Rhetoric School Projects and Essays above.

The Missed Assignments policy will apply to School-Related Absences as well as all other Absences.

## **E. QUIZZES**

Quizzes are formative assessments to measure students' learning progression toward mastery.

### **1. MISSED QUIZZES**

Students who are absent on the day a quiz is given must schedule with their teacher a time to make up the quiz before returning to the class in which the quiz was given. Students who are absent from the class period before a quiz is given, but present for the class period in which the quiz is given, may or may not, at the teacher's discretion, be required to take the quiz alongside everyone else. The determination is made, in large part, on whether new material that was introduced during the previous class is prevalent on the quiz. Quizzes may be scheduled and taken early, with the teacher's approval, if the student knows he or she will be absent on the day of the quiz.

### **2. MAKE-UP QUIZZES**

In general, students will need to coordinate with their teacher(s) to determine a time and location to make-up a missed quiz. Ultimately, teachers will determine when and where quizzes will be made up. Failure to make-up a quiz according to the teacher's expectations will result in an academic consequence.

## **F. EXAMS**

Teachers attempt 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.

### **1. MISSED EXAMS**

Students who miss an exam but were present the class period before the exam are required to take the exam at lunch the day they return to school (whether or not the class meets) unless they schedule a time to make up the exam with their teacher. Students who miss multiple class periods leading up to an exam will need to communicate with their

teacher, understand their teacher's expectations for getting caught up, and schedule a date to make up the exam with the teacher. Exams may be scheduled and taken early, with the teacher's approval, if the student knows he or she will be absent on the day of the exam. If a student misses more than one exam when they are absent, he or she will take one exam at lunch a day until all exams are made up, or unless he or she schedules a makeup time with the teacher.

A student who misses class the class period before an exam must still take the exam on the originally scheduled date if he or she is present on the day of the exam. Patterns of absences on exam days may result in academic and/or behavioral consequences. **Missing a makeup exam will result in an automatic 10 percent reduction on the exam grade. Students who are absent from a class period in which an exam is given but are present for other class periods on the same day, will be required to take the exam during lunch, study hall, or after school. Failure to do so may result in academic consequences.**

## **2. FINAL EXAMS**

See the Academic Standing section for more information concerning Final Exams.

## **3. AP EXAMS**

Students taking AP courses may 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. Students in AP courses are not required to take the AP exam. As mentioned above (see AP Courses), students do not have to take an AP course in order to sit for the exam.

Registration for all AP courses takes place in the fall, and each AP exam incurs an additional fee.

## **4. STANDARDIZED TESTING**

Rhetoric School on-campus standardized testing lines up as follows:

Grade 9: CLT 10, CTP

Grade 10: PSAT in October, CLT 10 in Spring Semester

Grade 11: PSAT/NMSQT in October and school day SAT in March

With the aid of the College & Academic Advisor, students schedule their own sittings for the SAT, ACT, and CLT (Classic Learning Test).

## **G. ACADEMIC DISHONESTY**

Academic dishonesty is any form of work done with seeking or giving an unfair, unapproved advantage on an assignment or assessment. This type of work is called dishonest because the student in question seeks to receive credit for work that is not their own or the result of their own honest, hard work. Most instances of Academic Dishonesty involve intent to cheat, although some forms do not take intent into consideration (see Plagiarism below). Instances of Academic Dishonesty are taken very seriously as they undermine the mission of the school in nearly every way. In most cases, there will be both academic and behavioral consequences for students who engage in Academic Dishonesty. Students should always seek to do honest, hard work, and hold one another accountable to this standard. In every way, it is better to receive a lower grade for honest work than to engage in dishonest work in an attempt to receive a higher grade.

Academic Dishonesty is a term for a broad range of ways that a student may cheat, plagiarize, or seek some unfair, unapproved advantage in his or her academic work. Listed below are general instances of Academic Dishonesty along with the corresponding consequences.

## **H. CHEATING**

Cheating on assignments and/or assessments includes, but is not limited to, copying another's work, using "cheat sheets" or pre-written answers, receiving information related to the contents of an exam, or having another person complete work on one's behalf. In these instances, the individual(s) who receive and/or provide information deemed as cheating are subject to consequences.

In Rhetoric School, cheating results in an automatic zero for the assignment without the possibility of resubmission. Cheating also results in three demerits. Additional consequences, such as suspension, may be implemented depending on the severity of the situation. Repeated instances of cheating may result in expulsion from Geneva.

## I. PLAGIARISM AND USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

Plagiarism is a form of Academic Dishonesty and intellectual theft that violates long held and widely recognized principles of academic integrity. Plagiarism may occur whether the student intended to plagiarize or not ("Intentional Plagiarism" and "Inadvertent Plagiarism"); therefore, familiarity with research, citation, and writing requirements is vital for students to ensure they are completing and submitting honest work. Plagiarism may occur with respect to unpublished as well as published material. This includes the act of copying another student's work or some other unpublished document and submitting the work as one's own without proper attribution. Plagiarism includes, but is not limited to, failing to properly credit or cite sources, having someone else complete assigned work, or utilizing generative AI or software/programs like ChatGPT for essays, projects or other assignments or assessments (see below).

According to the University of Oxford's Students' Website, plagiarism is defined as follows: "Presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition, as is the use of material generated wholly or in part through use of artificial intelligence...Plagiarism can also include re-using your own work without citation...The necessity to acknowledge others' work or ideas applies not only to text, but also to other media, such as computer code, illustrations, graphs etc. It applies equally to published text and data drawn from books and journals, and to unpublished text and data, whether from lectures, theses or other students' essays. You must also attribute text, data or other resources downloaded from websites" ("Plagiarism").

Plagiarism can take many forms, including intentional or unintentional plagiarism, encompassing whether or not the student intended to plagiarize. If you are wondering whether plagiarism, and the corresponding consequences, can take place without the student intending to plagiarize, the answer is yes. The following definitions from Harvard University's College Writing Program's website quoted below should help students understand the different forms of plagiarism—all of which center on not properly citing or acknowledging sources—so that they can avoid all forms of plagiarism in their work.

- "Verbatim Plagiarism: If you copy language word for word from another source and use that language in your paper, you are plagiarizing *verbatim*" ("What Constitutes Plagiarism?"). This is straight-forward plagiarism often occurs when a student copies and pastes a statement from another source and fails to provide proper citation.
- "Mosaic Plagiarism: If you copy bits and pieces from a source (or several sources), changing a few words here and there without either adequately paraphrasing or quoting directly, the result is *mosaic plagiarism*" ("What Constitutes Plagiarism?"). This type of plagiarism often occurs when a student strings together statements or ideas from multiple sources and fails to provide proper citations, believing that putting others' ideas together in a unique sequence is sufficient to avoid plagiarism.
- "Inadequate Paraphrase: When you paraphrase, your task is to distill the source's ideas in your own words. It's not enough to change a few words here and there and leave the rest; instead, you must completely restate the ideas in the passage in your own words. If your own language is too close to the original, then you are plagiarizing, even if you do provide a citation" ("What Constitutes Plagiarism?"). This type of plagiarism often occurs when a student fails to use quotes or provide proper citations due to the assumption that changing a few words, while still leaving the majority of the original author's statements intact, is sufficient to avoid plagiarism. Students must put another author's ideas or words completely into their own words rather than simply change a few words, and still, of course, provide proper citation.
- "Uncited Paraphrase: When you use your own language to describe someone else's idea, that idea still belongs to the author of the original material. Therefore, it's not enough to paraphrase the source material responsibly; you also need to cite the source, even if you have changed the wording significantly" ("What Constitutes Plagiarism?"). This type of plagiarism is essentially *idea plagiarism* and often occurs when a student takes an idea (or ideas) from another source and fails to provide proper citation or acknowledgement. While there are some ideas or facts that do not need to be cited due to their long-standing universal acknowledgment (i.e., if stating that the earth rotates around the sun, no citation is needed), it is always better to provide a citation or check with your teacher ahead of time if you are in doubt as to whether or not a citation is needed.
- "Uncited Quotation: When you put source material in quotation marks in your essay, you are telling your reader that you have drawn that material from somewhere else. But it's not enough to indicate that the material in quotation

marks is not the product of your own thinking or experimentation: You must also credit the author of that material and provide a trail for your reader to follow back to the original document" ("What Constitutes Plagiarism?"). This type of plagiarism often occurs when a student puts quotes around large portions of his or her work and fails to properly cite the source, incorrectly assuming that quotations without proper citations are sufficient to avoid plagiarism.

- "Using Material from Another Student's Work: In some courses you will be allowed or encouraged to form study groups, to work together in class generating ideas, or to collaborate on your thinking in other ways. Even in those cases, it's imperative that you understand whether all of your writing must be done independently, or whether group authorship is permitted. Most often, even in courses that allow some collaborative discussion, the writing or calculations that you do must be your own. This doesn't mean that you shouldn't collect feedback on your writing from a classmate or a writing tutor; rather, it means that the argument you make (and the ideas you rely on to make it) should either be your own or you should give credit to the source of those ideas" (Harvard University). This type of plagiarism often occurs when a student turns in work done by another student when the teacher required each student to complete his or her own work.<sup>2</sup>

Use of generative artificial intelligence (AI) for crafting or producing responses, essays, papers, projects, or other assignments is not allowed. Use of generative AI falls under the category of Academic Dishonesty and will result in an automatic zero with three demerits. Due to generative AI's general ease of accessibility and difficulty to be detected, papers will routinely be run through generative AI detection software.

In Rhetoric School, plagiarism results in an automatic zero for the assignment without the possibility of resubmission. Plagiarism also results in three demerits. Additional consequences, such as suspension, may be implemented depending on the severity of the situation. Repeated instances of plagiarism may result in expulsion from Geneva.

As a final note on Academic Dishonesty, students are encouraged to remember the many verses from Scripture addressing the call to speak and live honestly and truthfully. Cheating and plagiarism are forms of lying and deceit and should be avoided at all costs. Far better to receive a lower grade for honest, hard work than a higher grade resulting from dishonesty, for the Lord sees and knows all things. Although cheating on an assignment may seem like a small matter, remember the words of Christ: "One who faithful in a very little is also faithful in much, and one who is dishonest in a very little is also dishonest in much" (Luke 16:10).

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<sup>2</sup> "Plagiarism." *University of Oxford*, <https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>. Accessed 08 July 2025.

"What Constitutes Plagiarism?: Harvard Guide to Using Sources." Harvard University, <https://usingsources.fas.harvard.edu/what-constitutes-plagiarism-0>. Accessed 08 July 2025.

## RHETORIC SCHOOL DRESS CODE

In Rhetoric School, there are three uniforms: the Standard Uniform, the Dress Uniform and the JEANeva Uniform. The standard uniform is usually worn Tuesday, Thursday and Friday, but there may be days when special occasions or events dictate that the dress uniform must be worn instead. In such cases, the students will be informed in advance. Thus, students in grades 9-12, for 2025-2026:

**Monday:** Dress Uniform

**Tuesday, Thursday and Friday:** Standard Uniform

**Wednesday:** JEANeva Dress

### A. STANDARD UNIFORM FOR GIRLS (TUESDAY, THURSDAY AND FRIDAY)

- White or blue blouse or polo from Land's End School Uniforms (current provider) or Dennis Uniforms (previous provider) or identical match.
- Navy or plaid skirt (with shorts) from Land's End School Uniforms (current provider) or Dennis Uniforms (previous provider). Skirts must be a credit card length from the knee.
- Brown or black loafers or white, navy, or brown athletic shoes (no other colors), and white or navy socks.
- *Permitted Outerwear on Tuesday, Thursday and Friday includes:*
- Navy or gray v-neck sweater from Land's End School Uniforms (current provider) or Dennis Uniforms (previous provider) or identical match
- Any plain navy or black coat (no words/logos).
- Land's End School Uniforms (current provider) or Dennis Uniforms (previous provider) jacket or fleece with the Geneva logo.
- Navy, gray or gold Geneva sweatshirt or hoodie (no other Geneva sweatshirts)
- Geneva letter jacket

**In Addition to the Dress Code requirements, Rhetoric School Girls *may* wear:**

- Rain boots on rainy 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 tights under their skirt (no sweatpants)
- Small earrings. Medium to large hoops not allowed. Excessive number of earrings not allowed.
- Small necklace
- A wristwatch. Smart watches not allowed.
- 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 ear, sunglasses, caps or other accessories
- Girls may not dye their hair unnatural colors or wear visibly heavy cosmetics

### B. STANDARD UNIFORM FOR BOYS (TUESDAY, THURSDAY AND FRIDAY)

- White or blue button-down shirt or polo from Land's End School Uniforms (current provider) or Dennis Uniforms (previous provider) or identical match- *must be tucked in*
- Khaki pants or khaki colored Carhartt style pants with brown or black belt
- Brown or black loafers or boots or white, navy, or brown athletic shoes (no other colors)
- *Permitted Outerwear on Tuesday, Thursday, and Friday includes:*
- Navy or gray v-neck sweater from Land's End School Uniforms (current provider) or Dennis Uniforms (previous provider) or identical match
- Any plain navy or black coat (no words/logos).
- Land's End School Uniforms (current provider) or Dennis Uniforms (previous provider) jacket or fleece with the Geneva logo
- Navy, gray or gold Geneva sweatshirt or hoodie (no other Geneva sweatshirts)

- Geneva letter jacket
- **In Addition to the Dress Code requirements, Rhetoric School boys *may* wear:**
- Cowboy boots that fit the already specified footwear criteria
- A wristwatch. Smart watches not allowed.
- A small necklace

**Note:**

- Boys may not wear earrings, gauges, bracelets, anything that requires a piercing, makeup, sunglasses, caps or other accessories
- Boys' hair must be short enough that it does not reach below their collars. Additionally, their hair must not cover their eyes or ears when leaning their head forward. That means it must be short enough not to do so or they must use enough hair grooming product to keep it in place. Curly hair must not be longer than two inches from the scalp.
- Boys may not dye their hair unnatural colors
- Boys must be clean shaven
- Sideburns may not extend below the bottom of the ear (no chops)

**C. DRESS UNIFORM FOR GIRLS (MONDAY)**

- Blazer from Land's End School Uniforms (current provider) or Dennis Uniforms (previous provider) or identical match
- White or blue blouse (short sleeve or  $\frac{3}{4}$  sleeve) from Land's End School Uniforms (current provider) or Dennis Uniforms (previous provider) or identical match
- Plaid Skirt from Land's End School Uniforms (current provider) or Dennis Uniforms (previous provider) (must also wear shorts). Skirts must be a credit card length from the knee.
- House scarf
- Navy or white knee socks (no logos)
- Brown or black loafers or flat dress shoes (no athletic or "dress sneakers")
- *Permitted Outerwear on Monday includes:* The blazer will be students' outerwear unless weather conditions are extreme. The Rhetoric School Office will notify students in advance.

**Note:** Students may not substitute a letter jacket, sweater, or sweatshirt for the blazer unless instructed. Students may wear a navy or gray v-neck sweater under their blazer without prior approval.

**D. DRESS UNIFORM FOR BOYS (MONDAY)**

- Blazer from Land's End School Uniforms (current provider) or Dennis Uniforms (previous provider) or identical match
- White or blue long-sleeved button-down shirt from Land's End School Uniforms (current provider) or Dennis Uniforms (previous provider) or identical match-*must be tucked in*.
- Khaki dress slacks or pants (Carhartt or other khaki colored denim not allowed on this day) with brown or black belt
- House tie
- Brown or Black loafers or boots (no athletic or "dress sneakers")
- *Permitted Outerwear on Monday includes:*
- The blazer will be students' outerwear unless weather conditions are extreme. The Rhetoric School Office will notify students in advance.

Note: Students may not substitute a letter jacket, sweater or sweatshirt for the blazer unless instructed. Students may wear a navy or gray v-neck sweater under their blazer without prior approval.

**E. JEANEVA UNIFORM FOR GIRLS AND BOYS (WEDNESDAY)**

JEANeva Wednesdays are more relaxed in terms of the dress code. Although the dress code is more relaxed, the guidelines listed below must still be followed. On these days, Rhetoric School students may wear:

- Jeans (hence, "JEANeva")—no rips or holes; blue, black and white allowed.

- Geneva t-shirt
- Any tennis shoe, boot, or loafer (colors outside of black, brown, grey, navy or white are allowed)—no sandals, crocs or backless shoes or slippers.
- *Permitted outerwear on Wednesday includes:*  
Any Geneva sweatshirt or hoodie  
Letter jacket

Note: Students may choose to wear the Standard (or Dress) Uniform on Wednesdays if they do not wish to wear jeans and a Geneva shirt.

## **F. COLD WEATHER AND JACKET POLICIES**

No matter the temperature, students are expected to be in proper attire according to the Dress Code guidelines for that day. Some additional notes to include here regarding cold weather include:

- All sorts of warm undergarments may be worn under the Standard Uniform
- Girls may wear navy or black tights or leggings under their skirt and warm footwear. Rain boots are acceptable on days it is raining.
- Students may wear any plain navy or black coat (no words/logos) or Lands' End fleece with the Geneva logo, Geneva letter jackets, or authorized Geneva team jackets throughout the day. This allowance applies to the Standard Uniform and JEANeva Uniform.

Students may only wear non-approved coats/jackets for arrival and dismissal but must put them away during the day. The exception here is that any rain jacket may be worn on days it is raining.

## **G. HOUSE INDUCTION, FIELD DAY AND QUIDDITCH ATTIRE**

On school days with house events, students may be allowed to wear t-shirts and shorts. T-shirts must be a normal fit and not torn, cut or ripped. Tanks, cuts, rips and/or midriffs are not allowed.

## **H. DRESS CODE VIOLATIONS**

If students are not wearing the correct uniform in full, they should self-report and pick up a red card from the Rhetoric Office. Students who do not self-report will be referred to the office by a faculty or staff member. Students are given one free self-report each semester. Following the free self-report each infraction is paired with a corresponding lunch detention. See the section on Infractions and Demerits below for more detail.

Following the second infraction for dress code violation, students will receive a demerit and, for any future dress code violations, receive an additional demerit and be unable to return to class until the violation is corrected. Any work missed as a result of being unable to return to class due to a dress code violation will result in academic penalties.

Be aware that at Geneva, all faculty are charged with enforcing the dress code. If a young woman feels awkward about a male teacher correcting her for a uniform violation, she can avoid the situation by being careful to not violate the dress code.

## **CONDUCT AND DISCIPLINE**

### **A. HONOR CODE PLEDGE**

Geneva's Rhetoric School students operate under an Honor Code system. The Honor Code is printed below:

**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 schoolwork, 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. To remind themselves of this pledge, students should remember that putting their name on their schoolwork 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.

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. Students also recite the Honor Code each Monday during assembly.

Students who are members of the National Honor Society will be formally removed from membership for significant violations of the Honor Code.

## **B. 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,

- Most issues remain at the classroom level and are corrected by the teacher.
- Teachers may send students to the headmaster’s office (or dean of students’ office) for disciplinary action for behavior that is not quickly realigned following correction, or misaligned behavior of a more serious nature.
- Under the headmaster’s (or dean of students) 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 consequence, or b) to wait and tell his or her parent(s) at home.
- Infractions and demerits are assigned by the headmaster or dean of students.

## **C. INFRACTIONS AND DEMERITS**

Behavioral infractions and demerits are earned for conduct violations and are the primary means of monitoring student alignment with the rules, standards, and expectations of the Rhetoric School.

All infraction and demerit-worthy offenses are brought to the Rhetoric School Office and recorded under the direct supervision of the headmaster and/or dean of students. Every infraction results in a corresponding lunch detention. Every demerit results in additional consequences, including, but not limited to, lunch detention(s), morning detention(s), suspension, or Behavioral Probation.

Infractions are minor offenses that accumulate into demerits as outlined below. Demerits result from the accumulation of infractions or are given immediately for more significant violations of the rules, standards, and expectations of the school. Once a student acquires five demerits in a semester, he or she is placed on Behavioral Probation. Students on Behavioral Probation are ineligible to participate in extracurricular competitions, performances, or events for the period of their probation. See the section on Behavioral Probation below for further details. If a student continues to acquire demerits, he or she may be subject to additional consequences, depending on the severity and frequency of the student’s behavior, including suspension and/or expulsion.

Infractions and demerits are cleared at the end of each semester.

Some examples of infraction-worthy offenses include, but are not limited to:

- A dress code violation
- A cell phone going off in a student’s backpack (this offense may result in multiple infractions or demerits depending on the circumstance). The student’s cell phone will be collected and delivered to the Rhetoric School Office. Parents are required to come to the Rhetoric School Office and retrieve the student’s cell phone.
- Tardiness to Assembly
- Eating lunch in an unopened area.
- Visting one’s car without prior approval.

Each infraction results in a corresponding lunch detention. For certain violations, once a student acquires more than two infractions during the course of a semester, he or she will receive one corresponding demerit along with additional consequences as determined by the headmaster and/or dean of students.

In addition to students receiving demerits through the accumulation of infractions, students may receive demerits without previous infractions for the following behavioral violations (see below).

Some examples of **one-demerit** offenses include, but are not limited to:

- An office visit resulting from disruptive, inappropriate, or disrespectful classroom behavior or language. This same standard applies to Assembly.
- Accumulating more than two dress code violations during a semester and any subsequent dress code violations.
- Accumulating five combined tardies during a semester
- Any “public display of affection” (PDA)
- Certain violations of the Student Driver Contract

Some examples of **two-demerit** offenses include, but are not limited to:

- Carrying (in hand, pocket, etc.) or using a cell phone on campus during the day
- Excessive or repeated instances of “public displays of affection” (PDA)
- Disrespectful or inappropriate behavior or language of a significant/serious nature

Some examples of **three-demerit** offenses include, but are not limited to:

- Truancy (skipping class/unaccounted for attendance)
- Academic Dishonesty (cheating, plagiarism, etc.)
- Disrespectful or inappropriate behavior or language of a significant/serious nature

Violations of the Student Driver Contract may earn more than one demerit, depending on the severity of the violation.

#### **D. BEHAVIORAL PROBATION**

Behavioral Probation is a means of warning students that their actions are seriously misaligned with standards and expectations of the Rhetoric School. 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 five demerits during any semester. However, the headmaster or dean of students can place a student with fewer demerits on Behavioral Probation if the situation merits such a consequence.

Excessive absences (more than 15% of a class) place a student on Behavioral Probation. Students may lose credit for a course if their absences exceed 25% of a class (see Attendance policies below).

Behavioral Probation resulting from excessive absences (more than 15% of a class) lasts a minimum of two weeks. Continued absences after a student is placed on Behavioral Probation will result in a continuation or additional time of probationary status.

Behavioral Probation resulting from the accumulation of demerits or an egregious behavioral offense will last a minimum of four weeks. The length of probation is ultimately determined by the RS headmaster and/or dean of students. Rhetoric students on Behavioral Probation are not allowed to participate in any Geneva extracurricular activities. For sports or other activities, this means that any student on Behavioral Probation may not participate in games or scrimmages or travel to away contests/competitions during the school day. Participation in practices is determined on a case-by-case status based on the reason for a student's probationary status. During Behavioral Probation, students are required to spend one week in detention. Seniors on Behavioral Probation lose their off-campus privileges during the entire duration of their probationary period. This loss of off-campus privileges includes leaving campus for lunch (i.e., seniors on Behavioral Probation may not leave campus during lunch or off-periods).

At the end of the probationary period, the student is released from probation if he or she has clearly demonstrated a desire to change and receives a good report from each of her or his teachers. Release from Behavioral Probation is also contingent upon the student acquiring no additional demerits during the probationary period. Students who earn a demerit while on Behavioral Probation will serve an additional week of probation due to a lack of change in behavior (even if the demerit is for a different offense). Probation may be extended until all conditions are met, and the student demonstrates significant improvements. Students on Behavioral Probation may face suspension or expulsion for additional demerit-worthy offenses.

A student is not allowed to re-enroll for the following year while he or she is on Behavioral Probation. The decision regarding the reenrollment of a student who ends the year on Behavioral Probation is made by the administration 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.

#### **E. DETENTION**

Most detention sessions occur during lunch, taking priority over any clubs, meetings, or events the student in detention may have had previously scheduled. From time-to-time, depending on circumstances, students may be assigned morning detention by the Rhetoric headmaster and/or dean of students.

#### **F. 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 allow the student to reflect on the behavior and the consequences, hopefully leading to repentance; and 3) to allow for parental discussion and familial restoration and healing. Suspensions may be "off campus" or "on campus" depending on the offense and circumstances surrounding the offense.

The 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, or participation grades, but may make up missed homework, quizzes and exams.

At the conclusion of a suspension, the student and his or her parents/guardians will meet with the headmaster and discuss how to successfully realign with all standards and expectations.

#### **G. 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 to ensure the safety and well-being of the school. Expulsion for behavioral reasons is permanent and readmission is not an option. Attending Geneva 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.

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 post or send pornographic images—including nude, semi-nude, or material of a sexual nature—to another student.
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. Credible reports and/or reasonable suspicion of illegal drug use or misuse/abuse of legal drugs may result in a school investigation involving, but not limited to, student drug testing.

Additional, wrongful behaviors such as the use of profane language, significant disrespect to a faculty member, cheating, use of tobacco products, possession or distribution of pornographic images, fighting, sexual immorality, stealing, or vandalism may be 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.

#### **H. PUBLIC DISPLAYS OF AFFECTION (PDA)**

During the school day and at all school sponsored events students must refrain from inappropriate public displays of affection. In other words, no "PDA." Excessive or repeated instances of PDA will earn demerits.

#### **I. SEXUAL ACTIVITY AND PREGNANCY**

In alignment with the Word of God, Geneva students are called to live sexually pure lives. This calling is in direct contrast to the licentiousness of the world and what is accepted as normal in our culture today. In Ephesians 5:3, we read, "But sexual immorality and all impurity or covetousness must not even be named among you, as is proper among saints." Other translations phrase the verse, "But among you there must not even be a hint of sexual immorality." The Apostle Paul originally gave this teaching to first-century Christians living in a licentious and sexually perverse culture not radically different from our own. Sexual activity before or outside of marriage is a particularly damaging sin, as we read in 1 Corinthians 6:18-20, "Flee from sexual immorality. Every other sin a person commits is outside the body, but the sexually immoral person sins against his own body. Or do you not know that your body is a temple of the Holy Spirit within you, whom you have from God? You are not your own, for you were bought with a price. So glorify God in your body." Geneva students are called to a higher standard and must live out this standard in every area of their lives.

Pregnancy is the natural result (or "consequence") of sex. Outside of marriage, the sexual act, rather than any resulting pregnancy, is the damaging sin and error of primary concern. Even in cases of unintended pregnancy (which the world views as the "worst" thing that can happen as a result of sex), the school affirms the goodness of life and believes that taking the next right step, rather than continuing down a path of sin, will result in greater blessing. While the school will determine how to navigate reports of sexual activity between students, this type of behavior is out of alignment with the standards and expectations of students enrolled at Geneva, and as a result, may result in disciplinary action. Sexual activity that results in pregnancy will be navigated with great care and respect for the students, families and larger school community. In the case of student pregnancy, both the mother and father will enter an amended enrollment agreement leading to unenrollment from Geneva.

#### **ATTENDANCE POLICIES**

Presence is the foundational requirement for all Rhetoric School students. At Geneva, each student is a contributor, not simply an observer, to the learning taking place in each classroom. Therefore, a student's absences have a wider impact than simply on themselves. Tardiness and absences should be rare.

##### **A. TARDIES**

In the case of tardies, every fifth tardy, including late school arrivals, earns one demerit and lunch detention. Tardies are cumulative between classes (i.e., a student earns a demerit and detention for being tardy five times to any combination of his or her classes). Students who arrive late to school are counted as tardy (or absent, depending on the time of their arrival). Tardies are reset at the beginning of each semester.

##### **B. ABSENCES**

Students must attend at least 85% of an individual course's scheduled classes each semester to not be in jeopardy of being placed on Behavioral Probation. Extreme circumstances that may cause a student to justifiably drop below 85% attendance will be taken into consideration by the RS headmaster. Examples of extreme circumstances include significant illness, catastrophic injury, or death of a family member.

A student who falls below 85% attendance in any course will be placed on Behavioral Probation for a minimum of two weeks. If a student's attendance drops below 85% but remains above 75%, the student may, after review of the circumstances by the RS headmaster, still earn credit for the course. Under most circumstances, students who drop below 75% attendance will not receive credit for course work. Non-calculating absences (see below), including school-related absences (absences that are the result of Geneva curricular or extracurricular obligations such as athletic events or debate tournaments) do not count towards the total number of absences.

### **C. PLANNED ABSENCES**

Planned absences are absences known in advance. In the case of planned absences, especially those involving three (3) or more consecutive days, students should:

1. Let their teachers and the Rhetoric School Office know of the date(s) they will be absent.
2. Receive any assignments to be completed before or during the absence along with any special instructions. Teachers may require work to be completed in advance or submitted on the day students return to school.

Note: Parents are required to notify the Rhetoric School Office for any absence, planned or unplanned, apart from school-related absences.

### **D. UNPLANNED ABSENCES**

Unplanned absences are unforeseeable absences. Examples may include illnesses or family emergencies. In the case of unplanned absences, the following must occur:

1. Parents must call or email (email is preferable) the Rhetoric School Office in the morning to report when their students are absent for unplanned reasons. Failure to notify the Rhetoric School Office will result in the student being designated as truant.
2. Students, if possible, should contact their teachers by email and ensure they understand the expectations prior to their return. Students must prepare for their return by ensuring that they are up to date with assignments, and plan to follow all Missed Assignment policies (see above).

### **E. CALCULATING VS. NON-CALCULATING ABSENCES**

Parents are required to notify the Rhetoric School Office whenever their student will be absent from school. There is no difference between "excused" and "unexcused" absences. Except for skipping (which falls under truancy), all absences are considered "excused" in the traditional sense, but *they are still counted as absences* and accumulate towards the limit of allowable absences.

However, there is a difference between calculating and non-calculating absences. All absences, except for family emergencies, major family events such as weddings or funerals, college visits (see below), or doctor visits with a note from the doctor's office are considered to be calculating absences. Family emergencies and major events, college visits (see below) and doctor's visits with a note from the doctor's office are considered to be non-calculating absences.

Juniors and Seniors are allowed two non-calculating absences per year for college visits. Sophomores are allowed one non-calculating absence per year for a college visit. Additional non-calculating absences for college visits may be granted but must be approved by the Rhetoric headmaster and/or college and academic advisor prior to the absence. These absences should be handled as described above in "Planned Absences." Students must turn in written proof of the college visit to the college and academic advisor in order for the absence to be recorded as non-calculating.

### **F. TRUANCY**

Truancy (skipping class/unaccounted for attendance) earns three demerits and three days of lunch detention. Students who are truant from class/school do not receive the same allowances for missed work under the Missed Assignment policies. While parents can cover for their students, we encourage them not to do so in cases of truancy, as such undermines the school's policies and forfeits the potential character development that would otherwise occur.

### **G. LATE ARRIVAL FROM SCHOOL-SANCTIONED EVENT**

In the event that, on a school night, a student athlete (or similar competitor) returns after midnight to the school from an away contest, the athlete/participant will be granted one grace period for showing up to school the next morning. In other words, students do not have to arrive until second period. This does not excuse students from work that is due or assigned; this merely precludes absences or tardies.

## **H. ABSENCES AND ATHLETIC PARTICIPATION**

Student athletes must abide by all relevant TAPPS and Geneva requirements for attendance to be eligible for games, competitions and contests.

## **I. 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.

## **TECHNOLOGY ON CAMPUS**

### **A. CELL PHONES AND SMART WATCHES**

Cell phones are the greatest obstacle we face to fostering a healthy student culture. Students are not allowed to have cell phones on campus. Additionally, smart watches may not be worn.

Research has documented the sometimes-permanent damage that cell phones, social media, video games, screen-based activities and unrestricted internet access do to adolescents. Rapidly increasing student depression, anxiety, technology addiction, lack of empathy and increase in mean and vindictive behavior are all documented outcomes of teen cell phone, internet and video game use. The scientific research confirms what we have experienced. These devices shape our students in ways diametrically opposed to how we want them shaped. Parents are urged to be aware of what the consumption of the latest technological gadget might unleash in their student's life. Additionally, parents and students need to understand the seriousness of this policy and its strict enforcement.

### **B. CAMERA POLICY**

If a student must have a camera on campus, he or she must seek permission from the headmaster or dean of students. Designated student photographers for the magazine, yearbook or other class or club should have their "press badge" with them indicating permission to have a camera on campus. Cell phones may not be used as cameras.

### **C. LAPTOP, COMPUTER, TABLET AND E-READER POLICY**

The use of laptop computers or tablets on campus for writing essays or working on projects is a privilege reserved for Rhetoric School seniors. Their use in the classroom, however, is at the discretion of the individual class instructor. Laptop computers or tablets are not allowed during study halls. Additionally, laptop computers and tablets on campus should only be 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. Geneva 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 regarding the confiscation of cell phones. Additional disciplinary actions may also be taken. Students in grades 9 and 10 may not bring laptops or tablets to campus. Students in grade 11 may not bring laptops or tablets to campus except in rare circumstances given prior approval by the headmaster.

### **D. ACCEPTABLE USE POLICY**

A different set of rules are necessary in classes – such as computer science – where the use of electronics is a core requirement of the subject, the computers used in class are not provided as an escape from the curriculum, but as tools to engage with it. As such, students are required to observe the following rules when using computers in class:

1. Any non-curricular use of computers is prohibited during class time. This includes, but is not limited to video gaming, social media, sending personal email/instant messages, and accessing internet resources unrelated to class work. Such use will result in loss of computer access and issuance of two demerits. Subsequent offenses may

receive additional penalties. In essence, we will treat using the computer for non-school use the same as if the student pulled out his cellphone in the middle of humanities class.

2. Modifying or damaging the computer is prohibited. Such behavior - while appealing to the juvenile sense of humor of some students - wastes the instructor's time and makes the school computers less useful to other students. Prohibited behavior includes (but is not limited to): installing unapproved software, downloading files, changing the desktop background, altering/deleting other students' files, or altering the operating system/network in any way.

Violating this policy will result in two demerits and two detentions, during which the student will be made to undo any changes made to the system.

3. In addition to the above, students will be punished more severely for violating these policies in particularly egregious ways. Accessing pornography or other material inappropriate for school, 'hacking' or other illegal activity, any behavior which permanently damages a school device or the network, or repeated violations of a less severe nature will be referred to the administration and punished accordingly.

## **SCHEDULE**

Class times for Rhetoric students begin at 8:30am and end at 3:35pm. Juniors and seniors should note that AIM begins at 8:00am on Wednesdays.

|               |                 |
|---------------|-----------------|
| First Period  | 8:30-9:30am     |
| Assembly      | 9:35-10:00am    |
| Second Period | 10:05-11:05am   |
| Third Period  | 11:10am-12:10pm |
| Lunch         | 12:10-12:55pm   |
| Flex          | 12:55-1:25pm    |
| Fourth Period | 1:30-2:30pm     |
| Fifth Period  | 2:35-3:35pm     |

### **TUESDAY, WEDNESDAY AND FRIDAY**

|                |                 |
|----------------|-----------------|
| First Period   | 8:30-9:20am     |
| Second Period  | 9:25-10:25pm    |
| Third Period   | 10:30-11:20am   |
| Fourth Period  | 11:25am-12:15pm |
| Lunch          | 12:15-1:00pm    |
| Fifth Period   | 1:00-1:50pm     |
| Sixth Period   | 1:55-2:45pm     |
| Seventh Period | 2:50-3:35pm     |

## **E. MONDAY/THURSDAY ASSEMBLY**

Assembly is the intentionally dedicated time every week for the entire Rhetoric School to come together for worship, community, and culture-building traditions. All students in the Rhetoric School (grades 9-12) are required to attend the Monday and Thursday Assembly periods. These are not optional periods but real periods at which attendance is recorded. At various times throughout the year, special assemblies will be called that involve the entire Geneva student body. Students will be notified in advance of these assemblies and the attendant change of schedule.

## **F. MODIFIED SCHEDULES**

Occasionally, there may be special afternoon assemblies like Pep Rallies or a need to have dual period assemblies. Because these do not fit into the regular schedule, in order for all classes to meet, modified schedules will be in operation on those days. Students will be notified in advance of these days' uniform expectations and the different class times.

## **TRANSPORTATION**

### **A. 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's student driver safety policies and consequent disciplinary actions for infractions. (Must be renewed each year).
3. **Driver's License Copy:** a current copy must be kept on file as license statuses change

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.
- I must check out at the office when I leave campus and check back in at the office when I return to campus.
- 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.
- 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.

## **B. LEAVING CAMPUS DURING SCHOOL HOURS**

Should a student need to leave campus early for a valid reason (i.e., a doctor's appointment, orthodontist visit, etc.), his or her parent should check in at the Rhetoric Office (if the student does not drive) or email the RS Office (if the student will drive himself) in order to sign out the student. Other than emergency situations, checking a student out of school may not be done over the phone. If the student is leaving during a class period, he or she will be paged to come to the admin building. The parent should come to the RS Office, not 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.

**Reminder:** Student drivers must have written permission (email from parent/guardian) sent to the Rhetoric School Office before they leave AND must physically sign out in the Rhetoric School Office.

## **C. RETURNING TO SCHOOL DURING SCHOOL HOURS**

If the student is returning to school that same day, the parent should either escort the student to the RS Office in order to sign him or her back in school or notify the school of the student's expected return time. The returning student must come to the office before returning to class. All students must either be with a parent or have a note upon returning to campus. The student must bring a note from the doctor's office with them upon returning to campus for their absence to be counted as "non-calculating." Doctor's notes won't be accepted after one week from the appointment.

## **D. 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 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.

## **E. 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.

## **F. STUDENT DRIVERS AND PASSENGERS**

Geneva 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.

## **G. 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. 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:

- Absences from more than five combined assemblies, house meetings, or required student meeting times outside of class in a semester. In this case, the off-campus privilege is revoked for two weeks. Additional absences will result in disciplinary action and/or additional losses of privileges.
- Earning either academic or behavioral probation. In this case, the off-campus privilege is revoked for the entirety of the probation period.
- Late submission of a Senior Thesis assignment. In this case, the off-campus privilege is revoked until the assignment is completed and submitted. Additional late submissions of Senior Thesis assignments will result in disciplinary action and/or additional losses of privileges.
- Abuse of the off-campus privilege. Abuse of the off-campus privilege includes, but is not limited to, taking an underclassman or senior who has lost the off-campus privilege off-campus for lunch, hanging out in your car/another person's car in the parking lot (see above), and reckless driving.
- In this case, the off-campus privilege is revoked for two weeks. Depending on the severity of the situation, the off-campus privilege may be revoked for a longer period of time, including the entire semester or year.

## **PROPERTY AND RESOURCES**

### **A. LOST AND FOUND**

Items in Lost and Found are collected in a bin near the front of the Rhetoric School Office. The school is not responsible for securing the Lost and Found bin. 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.

### **B. EMAIL 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.

### **C. 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.

#### **D. 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. Students in Rhetoric School are required to keep a lock on their lockers and must provide the lock combination or a copy of the key to the Rhetoric School Office.

Lockers are subject to search by the faculty or administration at any time. Students may decorate the inside of their 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 or other items be damaged due to weather, the student is responsible for replacement costs.

#### **E. 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.

#### **F. 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 locker). 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.

#### **G. RESEARCH RESOURCE**

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

- The school subscribes to an online research database service that all families can access from their various devices. To get to the GSB portal for this database, simply go to this website: [JSTOR.org](http://JSTOR.org) and type in the username: [genevaschoolboerne](http://genevaschoolboerne) and the password: [library22](http://library22).
- For seniors with laptop privileges, Wi-Fi is available in the Lyceum and Rhetoric Office. Wi-Fi use is subject to the rules and restrictions of our acceptable use policy and all regulations regarding electronics on campus.
- Many teachers have quite significant libraries in their rooms or offices and are usually willing to recommend books for checkout. All teachers are valuable research allies who should not be overlooked.

#### **LUNCH**

Most days, Rhetoric School students may eat their lunches in the RS side of the Lyceum, at the tables outside the Lyceum, at the picnic table near the basketball court, 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. Students must remain on the RS campus during lunch and may only visit the Grammar School campus, Logic School campus, gym or MPB with permission from the Rhetoric Headmaster or Dean of Students. Microwave ovens are available in the Lyceum and in designated classrooms for student use during lunch. Student organizations use the lunch period for meetings. **Off-campus lunch privileges are reserved for seniors only.**

Students in grades 9-11 should not be signed out by parents for lunch. Doing so undermines the senior only privilege of off-campus lunch, creates unnecessary security and accountability issues, and creates a cultural division between students whose parents often sign them out for lunch and those who don't. As mentioned in the "Returning to School During School Hours" section above, students will need to be accompanied by a parent to return to campus after lunch if their parents choose to sign them out for lunch through the standard sign-out procedures.

#### **COMMUNICATION**

##### **A. 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 voicemail 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 may not contact teachers using their personal email or phone number.

## **B. 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. If a parent needs to deliver an item to a student, the parent must leave the item in the school office.

## **C. STAYING INFORMED**

- Check FACTS to see upcoming assignments and assessments
- Check the white board posted on the boardwalk every day.
- Read the ParentSquare post from the headmaster's office: *The Bald Eagle*.
- Read the weekly Geneva newsletter, *The Landing* on ParentSquare.
- Visit the ParentSquare calendar regularly.
- Read the school's *The Eagle Eye* publication.
- Read our student magazine, *The Geneva Quarterly*.

## **D. PARENTSQUARE**

ParentSquare does not replace FACTS. FACTS 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.

Students in grades 9-12 can set up their own ParentSquare accounts (aka StudentSquare). All RS athletic teams, extracurricular groups and fine arts classes have access to StudentSquare.

## **E. FACTS**

FACTS 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 is the ability to check (or double-check) assignments in classes and keep track of grades

In addition to FACTS students should also keep their own calendar of upcoming assignments and assessments by hand. Too much dependence on FACTS by either students or parents can lead to inattentiveness in the classroom and failure to take control of one's academic life. Students should be so on top of their assignments and schedules that should FACTS disappear, they would not be affected.

## **F. 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 ensure 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.

## **STUDENT LIFE**

### **A. EXTRACURRICULAR ACTIVITIES**

#### **1. 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.

## **2. 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.

## **3. 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).

# **B. COMMUNITY AND MENTORSHIP**

## **1. STUDENT SENATE**

Beginning in 10th grade, students can participate in the Student Senate. The Mission Statement for the Student Senate reads:

*The Student Senate of 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 standards and direction of the school through servant leadership. Each senator is, by default, a member of what was formerly called the “Honor Council”, and responsible for facilitating the student body’s adherence to the Honor Code. Senators are chosen to represent both their grades and their houses.

## **2. 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.

## **3. CLUBS**

Students who wish to start a club should secure a faculty advisor and submit a written proposal to the headmaster. Clubs must have a faculty or staff sponsor and maintain an updated list of members.

## **4. AIM**

All 11th grade students and selected 12th grade students participate in AIM—Adopt, Integrate, and Mentor. Grammar School classes grades K through 5 adopt Rhetoric students as their leaders/buddies. 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. Students should be aware that this is a part of the school day and is not optional. All attendance policies apply to AIM.

## **5. SERVICE HOURS**

Students in Rhetoric School are encouraged to keep track of their service hours. There is not a service hour graduation requirement at Geneva, but students are encouraged to give back to our school community and the community at large. To help keep track of these hours, Service Hour Verification forms are available from the Rhetoric 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.

One further word needs to be offered regarding service and service hours. True Christ-like service is, by nature, selfless. 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.

## 6. RHETORIC SCHOOL HOUSE SYSTEM



Reminiscent of traditional British schools, all Rhetoric students (and all 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.

### **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.

### **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.

## **A. STUDENT PLACEMENT IN HOUSES**

To ensure that houses are not “stacked,” an anonymous selection committee of faculty places the students into their houses, doing their best to ensure 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 eighth grade year at a special House Induction Assembly. Uniform accessories distinguish members of houses.

## **B. 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 12<sup>th</sup> 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.

## **C. 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 point awards or deductions are tallied on a weekly basis and these ongoing point standings are posted. Teachers submit house point tally sheets every Thursday so that house point standings can be posted on Fridays.
- 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. Only these week-to-week student points are what count towards earning House of the Quarter.
- To prevent point stacking, only a fixed number of points are available each week for dress code. Additionally, on the house point tally sheets, teachers may only grant 10 points or deduct 10 points for any student for any act.
- 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.

- Everything else like big events, homecoming stuff, lunches, induction, Quidditch, field day, goodies for the teachers, decorating my office, tailgates, service projects, etc. are tallied by the administration during the year and go towards House of the Year standing.

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

## **7. COLLEGE PREP**

Guidance counseling for college admissions is provided by the College and Academic Advisor. Beginning in 10th grade, students are given guidelines and cumulative notebooks for preparation. Naturally, this preparation time ramps up significantly during the junior and senior years.

College Advising at Geneva School of Boerne starts with the understanding that every student is made in *imago dei* – created in the image of God. The purpose of the College Advising office is to partner with students and their families to help identify the students' God-given giftings and aspirations and to help match the students to the colleges that best fit their academic, career and spiritual goals.

Our process is guided by scripture, with an emphasis on Psalm 139. Through scripture, we know the following truths about God and His role over our process:

### **God's Design**

God knit you together – Psalm 139:13

### **God's Sovereignty**

God ordains all your days – Psalm 139:16

God has prepared you to do good works – Ephesians 2:10

### **God's Peace**

God knows your heart – Psalm 139:23

God's peace guards your heart and mind – Philippians 4:7

### **God's Glory**

Not to you but to God's name be the glory – Psalm 115:1

You have been made for the good of others and to reflect God's glory. Your life is in His gracious and capable hands. Knowing this means you can approach the college admission process with the peace that passes all understanding and the joy of discovery because living for His purposes is deeply satisfying. Having confidence that God individually cares for you means resting in knowing He is perfectly leading and guiding you and has a place for you in your next stage of life. This should change how you handle the fear, pressure and anxiety normally associated with this process.

## **8. 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.



## GENEVA SCHOOL *of* BOERNE **ATHLETICS**

### **V. ATHLETICS HANDBOOK**

#### **ATHLETICS PHILOSOPHY STATEMENT**

Sports are powerful. They are a crucible in which our young men and women have the opportunity to prove themselves. They are a force in our students' lives because they allow them to test themselves against each other in a public arena where some will win and some will lose. The wins and losses of the playing field, track, pool, course or court simulate the wins and losses that our students will face in their future lives and begin to produce now the stamina needed to prepare for and weather them. They also have the ability to allow students to experience the God given joy of their athletic ability. When we enjoy God, we bring Him glory. When we bring God glory, we enjoy Him more.

Anything powerful can be used for good or evil. Our own experiences in local arenas demonstrate that arrogance, selfishness, envy, anger and nearly every other vice flourish in every sport, at every age, and every competition level.

**For these reasons, at Geneva we play sports for only one purpose: to develop virtue in our athletes, coaches, spectators, and parents.**

#### **WHO WE ARE**

##### **FORTITUDE: WE ARE COURAGEOUS**

Our players must develop courage: the courage to try out for the team, to expose one's skill and lack thereof to teammates and ultimately spectators; to face difficult, older, or stronger opponents; and to risk defeat. Our parents demonstrate courage in allowing their athletes to risk themselves in competition, physically and emotionally. Our coaches demonstrate the courage to be honest with players and parents, holding both accountable with love. |

##### **PRUDENCE: WE ARE WISE.**

We seek the wisdom to judge rightly; to remember in all circumstances that athletics matter but are not the ultimate goal. We desire to be wise in how we allow athletics to shape us and those for whom we are responsible.

##### **JUSTICE: WE ARE HUMBLE.**

We desire the maturity to reject envy and pride. Rather, we admire what a teammate or opponent does well. We quickly and genuinely give others credit while honestly recognizing where we fall short. We refuse to make excuses and we embrace every opportunity to learn. We give credit and take blame.

##### **TEMPERANCE: WE ARE DISCIPLINED.**

We value the daily self-control that embraces hard and mundane practice and sacrifices for future improvement. In the heat of competition, we resist the impulse to be less than who we know we should be in word or deed. We know that the discipline of the tongue is as important as the discipline of the body.

##### **FAITH: WE ARE CONSTANT.**

We have confidence that God will work all for good and we remember this even when His goodness is not immediately evident. We desire to respond with faithfulness by being who He has called us to be at all times and in all places. All our competitions are opportunities to win and lose to the glory of God. In all scenarios we desire to image His character in each victory and defeat.

##### **HOPE: WE ARE CONFIDENT**

We remind ourselves of the words of Romans 5:3-5 "And not only that, but we also glory in tribulations, knowing that tribulation produces perseverance; and perseverance, character; and character, hope. Now hope does not disappoint, because the love of God has been poured out in our hearts by the Holy Spirit who was given to us." We know that our choices under hardship forge our character. Godly character will give us hope. Worldly character leads ultimately to despair. We choose hope.

## **LOVE: WE ARE GENEROUS.**

Ultimately, athletics must shape us to love: love our teammates even though we did not choose them as friends, love our bodies and the God who made them, love the discipline that allows us to improve, love the correction of the coach or official that reveals our shortcomings, love the opponent who allows us to test ourselves and in turn is tested by us.

## **WHO WE ARE NOT**

We are not teammates, competitors, coaches or spectators who condone unvirtuous behavior. While we compete hard, even fiercely, we always do so within the spirit and the letter of the rules. We do not take the cheap shot, taunt or belittle each other, officials, opponents or opposing fans. We do not run up the score. We are not concerned with our own statistics. We are not prideful or boasting privately or publicly.

Within this framework:

## **LOGIC SCHOOL: DEVELOP AND RECRUIT**

Logic School sports have two purposes: 1) to develop the skills and competencies of young athletes, including those who do not yet know that they are athletes; and 2) to serve as the recruiting grounds for our high school athletics program. For these reasons, Logic sports and PE are focused on athletic skills development and improvement. Rhetoric varsity sports coaches are involved in developing those programs and relationships with the athletes in them. Logic coaches must balance the long-term needs of the athletics program by developing *all* the athletes on their teams. This will typically mean that coaches will give all athletes some opportunity to play in competition, but those opportunities may not be equal.

**We do not recruit athletes from outside of Geneva.** Our admissions standards remain the same for all students regardless of athletic ability.

## **RHETORIC SCHOOL: COMPETE WITH HONOR**

The Romans took the concept of virtue from the ancient Greece word “arete” which meant excellence at what a thing was designed to do. Rhetoric athletics are designed for competition, and we expect Rhetoric athletes to be excellent competitors.

We expect our Rhetoric athletes to be self-disciplined and courageous and therefore we expect their collective effort to yield results that exceed their individual abilities. We expect them to “punch above their weight.” We play Rhetoric sports to win but never at the expense of honor. We expect our Rhetoric athletes to compete fiercely but with generosity to each other and opponents. We expect them to be virtuous.

We will win and lose with honor, humility, and generosity. We will always remember that no victory is an individual’s because no one competes without the support of the team, coach, fans, school, and parents that make the opportunity available. And no loss is someone else’s fault. Each could have done more and all share in the need to learn and improve.

## **SPECIFICS (IN ALPHABETICAL ORDER)**

### **ACCOUNTING AND BUDGETING**

All sources of revenue for school-sponsored athletics are accounted for in accordance with the financial guidelines of the school and subject to review by the HOS who has overall authority and oversight for such funds. This includes funds raised by the Geneva Booster Club, participation fees, ticket, concession and apparel sales, gifts and other fundraising activities.

All monies used in funding GSB athletic programs come through the school’s budget and are deposited into the school’s checking account. Funds are dispersed from the same account. All expenditures for team equipment, uniforms, practice facilities, game facilities and any other expenses are paid through the school funds. Coaches may pay for limited expenses out-of-pocket for convenience reasons but are reimbursed through the school’s financial systems. Any funds donated to the athletic program are deposited into the school’s checking account, and a receipt is given to donors for tax deduction purposes. All athletics related purchases must come from and be approved by the athletics department, items purchased through donation are considered property of the athletics department.

### **ACTIVITIES**

Athletics programming for grades 7-12 are executed under the direct supervision of the Athletic Director and are for sports in which Geneva has voluntarily aligned with a governing body such as ISAL or TAPPS.

### **Logic School (grades 7-8) school-sponsored sports and activities**

| <b>FALL AND WINTER</b> | <b>FALL</b>                             | <b>WINTER</b>        | <b>SPRING</b>                                             |
|------------------------|-----------------------------------------|----------------------|-----------------------------------------------------------|
| Cheerleading           | Volleyball<br>Cross Country<br>Football | Basketball<br>Soccer | Track and Field<br>Baseball<br>Softball<br>Golf<br>Tennis |

### **Rhetoric School (grades 9-12) school-sponsored sports and activities:**

| <b>FALL AND WINTER</b> | <b>FALL</b>                             | <b>WINTER</b>                    | <b>SPRING</b>                                             |
|------------------------|-----------------------------------------|----------------------------------|-----------------------------------------------------------|
| Cheerleading           | Volleyball<br>Cross Country<br>Football | Basketball<br>Soccer<br>Swimming | Track and Field<br>Baseball<br>Softball<br>Golf<br>Tennis |

### **AGE AND GRADE ELIGIBILITY**

For participation in Logic School athletics, students must be in the grades 7 or 8. When necessary for the development of a Logic School team, sixth grade students of high academic standing may be invited to participate with a seventh/eighth team. Depending on roster size, available uniforms and needs of the team, the use of sixth grade students may involve a try out and evaluation process. Tryouts and team selection are not open to appeals.

For participation in TAPPS, students must be less than 19 years old on September 1 preceding the TAPPS contest. Eighth grade students are not eligible to participate on high school teams.

### **ANNUAL ATHLETICS MEETING**

Each year the Geneva Athletics Program will hold an all sports meeting to discuss policy changes and updates and to convey points of interest regarding the mission and execution of the athletics program. This meeting will be held prior to each sport season. Attendance by all athletes and parents is highly encouraged. The Annual Athletics Meeting is for all current student-athletes in grades 7-12 and parents.

### **AWARDS BANQUETS**

Each team may plan and produce their own individual banquet and celebration at the end of their season. At these team banquets, coaches may give awards of their choosing to their student-athletes.

### **COACHES**

Successful athletic programs start with quality coaches. We believe coaches are one of the most significant components to the athletic program and therefore seek to hire Christian role models who are committed to fulfilling the mission of the school, desire to disciple our student-athletes and serve their families, and who are knowledgeable in their sport.

Each coach is prayerfully and thoughtfully considered, recruited, interviewed and hired and therefore has authority over the student-athletes in each given sport. Parents and student-athletes must trust that coaches try to make the best decisions for the team as well as the individuals that make up the team. Coaches are with the team daily in practice and in competition, evaluating character and performance, and therefore make judgment decisions based on what they feel is in the best interest of the team. Playing time, players' positions and strategy should be left to the discretion of the coach. Parents should help their student understand that being a team member means accepting the coach's decisions even when he or she does not agree with them.

It is also important to remember that neither coaches nor parents are infallible evaluators of talent, nor are perfect play-callers. A team does not function well with non-coaches trying to coach. Parents should not place a child in a tough spot of deciding whether to listen to the coach or his or her parent. Yielding to authority is a biblical lesson that students benefit from for years to come.

The coach's classroom is the court or field, usually with undefined walls, making it easy for parents to naturally move close to the action. Parents should be interested, supportive observers from a distance. The coach needs room to instruct and the players to perform without distraction from the stands. Distraction only yields poor results.

## **CODE OF CONDUCT**

Being a Geneva athlete is a privilege. Student-athletes shall conduct themselves in a way that brings positive recognition to God, the school, the team, the sport and themselves. A Geneva student-athlete reflects the mission and identity of the school, no matter where he or she is. Student-athletes are expected to behave at all times with consideration for others in thoughts, words and deeds, and student-athletes must abide by the school's stated rules and any other rules stipulated by athletic department staff members.

Athletes and parents are asked to be particularly mindful in signing their respective codes of conduct seen in Appendix C and D of this handbook.

## **COACHES CONFLICT OF INTEREST**

Coaches are placed in a position of authority and have the responsibility to make important decisions regarding team selections, playing positions and playing time. In addition, parents often wish to give their student-athlete every advantage to make a team and secure a playing position and playing time. One possible conflict of interest can arise when school coaches provide private lessons for pay to current players or prospective players to their team. To avoid such conflict, Geneva coaches are barred from giving private lessons for pay to current players on their team or students who could play for them within two years. For those students who do not meet the criteria of being a current player or one who is two years out, to avoid the appearance of impropriety, all Geneva coaches must have the arrangement approved in advance by the athletic director in order to provide paid private lessons.

## **COMMUNICATIONS**

The Athletics Department makes regular use of email for communicating important information regarding schedules, deadlines and such. Parents without access to email should contact the athletic director's assistant to determine the best way to obtain the information. Game and event times and locations are also placed on the school's web site under the "Athletics" tab. In addition, coaches will communicate directly with athletes and athletes should be a conduit of communication from the coach to the parent. Athletes should be attentive to the instructions of the coach.

The school seeks to regularly promote the athletics program in the local media. All press releases must be approved by the Athletic Director or his/her appointed contact person within the athletic department. Parents and coaches are asked not to damage the relationship the school is developing with local media by harassing them for lack of press coverage of our athletic events. Also, parents and coaches should never contact opposing schools, officials or the TAPPS office to voice complaints over athletic contests, opposing players, coaches, fans or officials. All concerns and/or opinions should be communicated directly to Geneva's athletic director who will make the determination as to how to proceed.

## **DUAL SPORTS**

We encourage athletes to be well-rounded, participating in different activities both athletically and otherwise, especially early in their athletic careers. Different sports challenge athletes in different ways and the skills developed through the training methods used in one sport often help the athlete in another sport. While Geneva **supports and encourages** the interest and activity of athletes to engage in multiple sports throughout the year, the school and programs have grown in a manner that makes multiple sport participation during the same season difficult. Multiple sports participation during the same season is not highly encouraged. Athletes who do choose to participate in multiple sports during the same season may be subject to the discretion of each coach regarding varsity team selection or a reduction of playing opportunities based on commitment, availability and team needs. This also applies to individual sports which are often limited in their district, region or state entry options. Athletes who choose to participate in multiple sports at the same time may be setting themselves and their team up to struggle in both. Good, open communication between the student-athlete, his/her parents and the two coaches involved is tantamount, and a priority must be declared in case of scheduling conflicts and agreed upon by the coaches.

## **GAMBLING**

Gambling is not tolerated. Violation results in disciplinary action.

## **HAZING**

Hazing is defined as subjecting someone to indignity, fright, abuse or threat and is not tolerated. Violation results in disciplinary action.

## **LOCKER ROOMS**

Locker rooms must be maintained and cared for by the student-athletes. Coaches will work with their teams to maintain and care for the locker room spaces.

The following are mandatory locker room expectations:

- Student-athletes are to respect Geneva's facilities and keep them neat.
  - Cell phones, smart watches, tablets, laptops and other internet-accessing electronics are not allowed in the locker room. Violations result in disciplinary action.
  - The doors should not be tampered with in a way to keep them from locking or closing all the way
  - No horseplay is allowed in the locker room, i.e., pushing, shoving, wrestling, or throwing of objects
  - Music selection, language and actions should seek to be in line with the discipline and expectations of young Christ-followers
  - Access to the locker room is limited to before school and after school. Outside of normal scholastic team use the locker room is off limits during the school day
  - Coaches will take a weekly sweep of the locker rooms and discard all dirty towels. Unclaimed clothing will be turned in to the lost and found or discarded.
  - Locker preference is given first to sports in season
  - Interior locker "cage" locations are designated for sport teams who utilize the gymnasium
- Failure to adhere to these expectations could result in individual or team disciplinary actions.

## **INJURIES**

When available, an athletic trainer is responsible for the treatment and rehabilitation of injured athletes. The trainer should be notified in the event of any injury requiring treatment. If a trainer is not available, the coach must be informed of any injury requiring treatment. Injured athletes must be seen by a certified athletic trainer or doctor for evaluation before being released for participation and no treatment and/or rehabilitation program may be discontinued unless authorized by the certified athletic trainer or doctor.

Injured athletes, regardless of grade, are still required to attend practice unless treating and/or rehabilitating an injury or as approved by the coach. Athletes missing a practice or a game for treatment must first get permission from their coach.

If a Geneva athlete has possibly sustained a concussion, coaches are required to follow the Geneva Concussion Management Protocol which is also in accordance with the TAPPS protocol. This document assists coaches in identifying signs and symptoms which may indicate that an athlete may have suffered a concussion, and how to manage the situation when an athlete shows any signs or symptoms of a concussion. If it is determined by a medical doctor that an athlete has sustained a concussion, the athlete must follow the "return to play" criteria before being cleared to continue play. The Geneva Concussion Management Protocol is included at the end of this handbook.

## **MISCONDUCT**

Competition is by its very nature an emotionally charged endeavor. A coach, player or parent who exhibits poor behavior to the point that the individual must be removed from the event will face further penalty. The following guidelines are in place to address such ejections:

### **1. STUDENT-ATHLETE**

Geneva follows the policy of our varsity league, TAPPS, for all school-sponsored sports programs by suspending a student-athlete who is ejected from a contest for unsportsmanlike conduct from the next scheduled contest. As an ejection is an official's decision, it may not be appealed to the league or school. In addition to the automatic suspension, the coach is to confer with the athletic director to determine the need for further disciplinary action. Such

action may include but is not limited to suspension from multiple contests or removal from the team. The goal for any such action is to correct the behavior and return the player to a good standing with the team, school and league.

Varsity athletes participating in TAPPS who are ejected from a contest must have the incident reported to the league office by noon the next day. In addition to the mandatory one game suspension, the school is assessed a \$50 fee for the first offense with an increase of \$50 for each subsequent occurrence of ejection by the student-athlete. For those ejected in the state semifinals or finals, the school is fined \$150. The athletic director will review each incident resulting in a suspension and fine. The fine will be passed along to the student/parent for payment.

## **2. COACHES**

Geneva follows the policy of our varsity league, TAPPS, for all school-sponsored sports programs by suspending a coach who is ejected from a contest for misconduct from the next scheduled contest. As an ejection is an official's decision, it may not be appealed to the league or school. In addition to the suspension, the school administration may execute further disciplinary actions including but not limited to suspension from multiple contests or removal from the position.

Those who coach at the varsity level within TAPPS are required to notify the league office by noon the following day of any ejection from a contest for unsportsmanlike conduct or in the case of a football coach, for three or more 15-yard unsportsmanlike penalties during a contest. Such coaches also face further disciplinary actions from TAPPS including private or public reprimands, fines, mandatory training and appearance before the TAPPS Executive Board.

All GSB coaches participating in TAPPS must be familiar with the league rules and attend preseason rules meetings as well as any other training required by the league.

## **3. PARENTS**

Any Geneva parent removed from an athletics event by an official due to unsportsmanlike conduct is barred from attending the next contest in which the parent's student-athlete is participating. Further incidents of misconduct by the parent may lead to the parent's student(s) being denied re-enrollment to the school or having their enrollment in the school terminated.

## **OUT-OF-SEASON EXPECTATIONS**

During the school year, student-athletes are expected to give the in-season sport in which they are participating their full attention and commitment. Any organized training for another sport or team during the season in which an athlete is participating (such as an open facility or league) must be discussed with the current in-season coach at the start of the season.

- TAPPS rules dictate the following for out-of-season sports during the school year at the high school level:
- School coaches may not coach students in grades 9-12 from their own school on a non-school team, with the exception of the coach's own adopted or birth children.
- Students in grades 9-12 may not play for a school coach on a non-school team from the beginning of TAPPS activities, as indicated on the TAPPS calendar until the end of the school year.
- School equipment, name or identity, shall only be used for non-school teams/leagues if approved by TAPPS and the athletic director.
- No TAPPS school team may participate in pre-season (before starting date for germane activity), or post-season activity (after district certification deadline or elimination from state playoff or after play-offs for germane sport).
- EXCEPTION: Zero-hour rules allow out-of-season activity in place of a scheduled P.E. period. This activity can take place one hour prior to or following the school day and can be conducted by a coach.

During the summer, athletes in grades 9-12 are expected to work on and develop their athletic abilities. Geneva will offer a full array of athletic camps and clinics, strength and conditioning programs and sport-specific training. Understanding that family and personal time take priority during the summer, there are various opportunities for student-athletes to train when they can. If a student-athlete is in town and not committed to a family activity, it is assumed that he/she is engaged in some sort of personal strength and speed development program on his/her own or through a skills camp.

## **PARENTS OF ATHLETES**

Parent participation is integral to the Geneva athletics program. The school's athletic department depends upon parents coming alongside all sports teams to serve in one or more of a variety of volunteer positions throughout the year. Team moms, travel coordinators, drivers, overnight chaperones, statisticians, videographers, concessions, admissions, field/gym preparation or close down are just a few of the opportunities that provide much needed help and good community time between parents. Serving the athletic department also sets a good example for our student-athletes.

Most young people participate in sports for the following reasons: have fun, develop that natural desire to play, make new friends or be with their friends, be part of a team and compete. "To win" or "to be a champion" is certainly the goal of most teams; however, placing value primarily in victories and individual success cuts against the true reason Geneva offers athletics. Athletes must hear from parents and coaches that value in athletics is found in the process of competing to the best of one's ability and competing in a manner that honors God.

Parents who may choose to observe team practices are invited to do so with the expectation that they refrain from disrupting tryout or practice sessions and from interacting with players and/or coaches.

Geneva strives to create an atmosphere of modesty and good stewardship. To this end, parents are not allowed to give coaches expensive or extravagant gifts. At the end of the athletic season, team parents may organize a gift for the coach. Throughout the year, simple gifts or acts of kindness are also acceptable. Such gifts, if purchased, should not exceed \$10.

### **1. PARENT/COACH RELATIONSHIP**

Many issues can be resolved or altogether avoided through clear and consistent communication. It is important that coaches and parents respectfully communicate the expectations and philosophies they hold for one another.

#### **Communication you should expect from the coach:**

- Coach's philosophy of coaching
- Coach's expectations for team members and parents
- Discipline or protocol for unmet expectations and the effect on playing time, etc.
- The location and times of all games and practices (may be tentative)
- Approximate leave and return times for all away games
- Team requirements (i.e., additional fees, special equipment, off-season expectations)
- Procedures to follow for injuries

#### **Communication the coach should expect from the parents:**

- Notification well in advance of any scheduling conflicts
- Any specific concerns regarding a coach's philosophy or expectations
- A respectful conversation regarding any concerns not specifically covered

#### **Appropriate issues to discuss with a coach:**

- Concerns regarding your child
- Concerns about your child's behavior

#### **Issues not appropriate to discuss with a coach:**

- Team strategy
- Play calling
- Playing time
- Other athletes

#### **In the event of a conflict, the following protocol should be observed:**

1. Questions or concerns your student-athlete may have with a coach, teammate or program culture should first be brought to the attention of the coach or teammate directly by the athlete. If the athlete is not sure how to respectfully approach the coach or teammate, he or she can come to the Athletic Director or other staff for advice. It is our desire that athletes are disciplined in the biblical model for reconciliation and learn to confront their issues responsibly (Matthew 18).
2. If the issue cannot be resolved or adequately addressed, then an appointment may be made with the parent, athlete and coach 24 hours after the incident of concern and with much prayer and thought.

3. If the issue is still not resolved, then a meeting should be held between the parents, athlete and coach with the Athletic Director facilitating the discussion.

## **2. ATHLETICS PARENT VOLUNTEERISM**

Hosting home games can take considerable resources. Home events must be properly staffed with score keepers, clock operators, gate keepers and concessions workers. Each sport has additional roles that must also be covered for a smooth and successful operation (i.e., line judges, chain crew, video, stats). Coaches will work with team parents to organize these responsibilities. Please be open and available to support our teams.

The inability to secure volunteer help from parents can hinder the opportunities for our athletes to participate. All parents are expected to assist in the operations of games and in the transportation of students, especially at the Logic School level where school sponsored transportation is less available. If coaches are unable to secure the assistance of parent help, they may be required to cancel upcoming games or significantly reduce game opportunities.

## **PARTICIPATION**

Athletic activities may not take priority over the academic programs of Geneva. These activities must conform to Geneva's philosophy and standards, except those leagues and organizations that Geneva has agreed to participate in and where Geneva does not have unilateral authority.

## **STUDENT-ATHLETE**

Each student must agree and meet the following conditions before the first day of participation in any given sport:

- Acknowledgment of having read and understood the Athletics Handbook
- Agreement and signature to comply with Athlete Code of Conduct
- A current (within the last 12 months) Sports Physical Examination from a physician
- TAPPS Acknowledgement of Rules (for those at the Rhetoric School level)
- Signature of any individual sport programs handbook if provided
- All Required TAPPS documents such as Medical History, Sudden Cardiac, Concussion Awareness and Steroid Use Agreement

Student-athletes cannot participate in an athletics practice or competition until all of the necessary forms are completed, signed and on file in the Athletics Office.

All student-athletes must adhere to the school's code of conduct. Any violation will result in a period of probation or suspension, the length of which is determined by the school administration, with possible dismissal from the athletic program.

Any dismissal will result in the student-athlete being withheld from any and all practices and games for the remainder of the season. Reinstatement may be considered for the following season and all decisions regarding reinstatement of student-athletes are determined by the school administration.

When at any school-sanctioned event (defined as those events organized by the school, approved by the administration and encouraged in school communications), exemplary Christian behavior of all involved is expected so that we may reflect well our Lord and school. This involves modeling the school's code of conduct and abstaining from drinking, drugs, smoking, profanity, immodesty and gossip.

In addition, students must abide by the following to participate in athletics:

- Good academic and behavioral standing. (See Academic Probation and Behavioral Probation sections for more information on requirements)
- Clearance from previous sports. Student-athletes cannot join a sport if they have an outstanding balance for participation fees or uniform/equipment not returned from a previous sport.
- Student-athletes must attend at least three consecutive academic periods on the day of a practice or game in order to play. The only exception to this rule is if the absence is caused due to a school event (field trip, college visit, etc.). For athletic events requiring the student-athlete to miss a whole day of school, the student must attend at least three consecutive academic periods the previous school day.

- When class is in session student athletes are expected to be in class and on time following away games from the previous night. Student-athletes are also not excused to leave class earlier than the communicated dismissal times for away games.
- Attain medical clearance if injured and wanting to be able to rejoin the team in full participation.

Teachers are notified by the administration as soon as possible of any upcoming absences due to game schedules. Individual teacher's policies for makeup work apply.

In addition to the guidelines established here for participation, Geneva coaches are encouraged to communicate expectations with their players regarding attendance at practices and games and commitment to the team and season. Dates and times of games and practices should be shared with student-athletes and parents, including possible time commitments over school holidays. These items should be addressed before the first practice begins. With such timely information, parents and student-athletes should enter into the season with a willingness to modify family plans to fulfill the commitment. All contracts must be approved in advance by the athletic director.

Commitment to practice and games is a significant factor in determining athletic contest participation and playing time. Each coach will have discretion to define participation expectations and the consequences of missing practices or games for any excused or unexcused purposes. The parents and athletes understand that missing practices or games, for any reason, can affect a coach's decision to play, start or utilize an athlete in a game, meet or match.

Geneva has the right to deny re-enrollment, terminate enrollment or dismiss students from school-sponsored athletics based on parental behavior.

## **PARTICIPATION FEES**

Participation fees are charged for school-sponsored athletics teams to help cover the cost of the facility rentals, officiating fees, league membership, entry fees and basic equipment costs. The Geneva Booster Club also makes available financial assistance to help cover the participation fees for those in need. Such assistance is based solely on need and is handled by the school administration. Those in need of assistance for participation fees should contact the Athletics Office or Business Office. Athletes will not be allowed to participate in the sport if participation fees are not paid prior to the first day of practice. Due dates for sports participation are set by the Business Office. Families will be invoiced and notified of the past due date. Refunds due to injury will be determined on a case-by-case basis.

## **RESOLVING CONFLICTS**

In the event of conflicts, concerns or miscommunication between coaches and athletes, athletes should engage in conversation directly with coaches. Geneva coaches are professionals and have a sincere desire to excel in their job. Athletes should also communicate directly with coaches regarding concerns about team dynamics, locker-room issues, team philosophy and team culture. Direct communication between the coach and athlete must take place before involving the parents.

If the conflict is not resolved by communication between the coach and athlete, a meeting should be set up with the student-athlete, a parent and the coach. Please call or email the coach to arrange a convenient time for a phone conversation or meeting. Parents should exercise the 24-hour rule – wait 24 hours before placing a call *or sending an email*. Too often our emotions get the best of us. And remember, before or after practices or games is never an appropriate time to approach a coach with a complaint or criticism. Coaches are happy to meet with you, but it may be a few days before a convenient time can be arranged.

A meeting with the coach is an opportunity to exchange information and respectfully discuss any concerns or questions that you may have. The meeting should promote better understanding and communication but should not be a forum for trying to convince the coach that your student-athlete should be playing more, playing a different position or that the coach should be employing a different strategy.

If there is a significant issue that a parent believes requires additional discussion, then the athletic director should be contacted to meet with the parents, coach and the athlete to resolve the issue. If issues cannot be resolved after the meeting with the athletic

director, then a meeting involving the HOS, along with the Athletic Director, coach and parents should take place. Any unresolved or escalated issues should then be taken to the HOS.

When contacting a coach regarding conflict resolution, parents and athletes must use the coach's Geneva issued email address (@genevaschooltx.org). It is never appropriate to contact a coach on his personal email or phone device. Special care and attention should be applied to respect the coach's private and personal time. Parents should never approach a coach during or immediately following a game and should respect the designated coaching spaces at all times. It is never appropriate to yell instructions or voice disagreements to a coach during or immediately following a game or in the open public.

### **SCHEDULING OF GAMES, EVENTS AND PRACTICES**

All scheduling of athletic games and events takes place through the Athletic Director's office and requires coordination with the school calendar. Careful attention is given to major school events on the calendar such as the Jogathon or periods of heavy testing such as the final week of the first semester. The school administration identifies and communicates periods during the school year (days) in which athletic competitions may not occur and practice times may be curtailed or shortened to allow students to succeed in their studies. The school recognizes that scheduling is more an art than a science, requiring coordination with the other schools in the leagues. Geneva is committed to attending all league meetings with the necessary information to allow for the best possible outcome for our students. The Athletic Department will cancel games and events only as a last resort as such changes reflect poorly on our school.

Practice days and times are scheduled through the Athletic Director's office. In establishing the practice schedule, care and consideration is given to matters concerning the student's academic load and schedule, the availability of facilities, the need for transport to sites off campus or back to school later in the day (often by parents), team preparedness for success and the need for proper training, as well as the schedule for upcoming games and player need for rest. During periods of intense competition such as the playoffs, players and parents should accept the fact that more time may be needed for practice, including on the weekend or during holidays. At the varsity level, these dates for playoffs are known in advance. Players should only commit themselves to a team that has a reasonable chance at making the playoffs if they are prepared to put in the necessary practice, no matter the impact on holiday trips or other student activities.

The Athletic Department does its best to schedule games and practices well in advance of the season. Because we cannot control league changes or changes made by an opponent when we travel to their home court/field, changes to schedules will inevitably occur.

If student athletes return home from an away contest on a school night later than midnight, they will be allowed one grace period for returning to school the next day. Student athletes will receive 1 grace period for coming past midnight and will receive an additional grace period for every hour additional hour, up to a maximum of three grace periods. For example, an athlete returning home at 1:30am would be allowed two grace periods.

### **SEVERE/INCLEMENT WEATHER**

Any changes to published schedules due to bad weather are updated on our website or X feed as soon as an affirmative decision can be made and are communicated to players and parents by email or phone when possible.

If lightning is present within a dangerous radius during an outdoor event, all parties must be moved indoors. The event may only be resumed if 30 minutes have passed since the last visual evidence of lightning.

For outdoor practices, heat and humidity are closely monitored. When possible, practices and training are scheduled for the coolest times of the day. Precautions with outdoor practices and training are to be taken when the heat index reaches 95 degrees. These precautions include mandatory water breaks every 30 minutes for 10 minutes duration, removal of helmets and other equipment while not involved in contact and providing ice-down towels for cooling. Other precautions may include postponing practice and training to later in the day as well as reducing the time of outdoor training and practices. When the heat index reaches 95 degrees, it must be re-checked every 30 minutes. If the heat index reaches 104 degrees, all outdoor practices and training must stop. Athletes must be watched and monitored closely for heat-related illnesses at all times.

## SPORTSMANSHIP

During home contests, we serve as hosts to the visiting team, its students, spectators, and officials. They are our guests and should be treated accordingly. At away contests, we are expected to act as invited guests. We should treat the home school's personnel and facilities with care and respect. As participants and spectators, we want to cheer for our team, not against the opponent, being modest in victory and gracious in defeat. Additionally, we should regard the rules of the game as an agreement, the spirit and letter of which we should not evade or break. Officials are to be treated with respect and we should accept absolutely and without quarrel the final decision of any official.

Any member of the Geneva community who is a participant or spectator at an event who uses profanity or engages in inappropriate behavior, such as fighting or similar misconduct, will be dismissed from the event and is subject to disciplinary action by the school.

## SPORTS PHYSICALS

Student-athletes participating in school-sponsored athletics must have a current sports physical on file with the Athletics Office in order to participate. The sports physical must be renewed each year and is valid for 12 months. The sports physical form, available from the Athletics Office, must be completed by a licensed physician. No student-athlete will be allowed to participate in practice or tryout for a sport until they have a current physical (completed and signed by a doctor within one year) on file in the Athletic Office.

## STUDENT SCHEDULE CONFLICT PRINCIPLES

- Teachers, coaches, staff and directors (from here forward "adults") must build meaningful schedules for their programs in advance of expecting a student to commit to it. We can only hold students accountable for managing their schedules if we communicate to them what participating in an activity will require of them.
- Each student is responsible for managing commitments that conflict with one another. It is not the responsibility of the adults to anticipate or initiate conversations with a student or parents about his or her individual conflicts. Students need to initiate (with help from the adults) all conversations with adults before they commit.
- The affected adults together are responsible to determine what a student's commitment balance will be between two or more programs. This must happen in a face-to-face meeting between the affected adults. Students do not get to decide which games, practices, rehearsal, etc., they will or will not participate in.
- Prior approval from both adults is required when a student seeks two different primary roles. This is what requires the student to take responsibility to manage their commitments. The adults can only approve of what they know. The hierarchy of priorities will influence what activities some students can and cannot do. If the schedule conflicts at crucial times when both activities necessitate the student's involvement simultaneously, the student will need to choose to only be involved in one.

## GENEVA WAY OF RESOLVING SCHEDULE CONFLICTS:

| DEMAND | ARTS                      | ATHLETICS                              | ACADEMICS                                    |
|--------|---------------------------|----------------------------------------|----------------------------------------------|
| None   | Before Try-Outs           | Summer                                 | N/A                                          |
| Small  | After a major Performance | Off-Season Training                    | N/A                                          |
| Medium | Rehearsal for Performance | In-season practice and games           | School Year                                  |
| High   | Production/Performance    | Post-season play-offs<br>Team try-outs | Semester exams;<br>Class required activities |

- The general, the commitment that is furthest along in its season takes precedent over the commitment that is out of season or starts later. Then hierarchy of priorities generally follows in increasing order of priority: off season < pre-

season<in season<post season. Specific preparation for concerts or performances is akin to in season and as it nears the performance post season.

- Performances and games trump practice, rehearsals, and meetings. Auditions and tryouts may require special accommodation; although they are off or pre-season, they function as a post season commitment.
- Primary roles trump secondary roles. A primary role is an essential role; a secondary is a supporting role. An understudy or third string player is supporting.
- Academic team commitments—speech and debate—are treated as comparable to arts and athletics program commitments. Clubs and societies defer to all other school commitments.
- Any exceptions must be handled by supervisory adults with full agreement in person, not through communication of the student.
- All impasses are resolved between department directors.

## **SUBSTANCE ABUSE**

The school vigorously opposes student use, possession, or distribution of tobacco or alcohol in any form, on campus or off campus. Violation subjects a student-athlete to disciplinary action deemed appropriate by the school administration. Penalties could include multiple-day suspension, permanent removal from the team or expulsion from school. Students are not permitted to use, possess, purchase or distribute illegal drugs, including athletic performance enhancement drugs. Violation subjects the person(s) involved to disciplinary action and may lead to the involvement of local law enforcement. Athletic performance enhancing drugs are detrimental to the health of the student and are never an acceptable alternative to hard work.

## **SUPERVISION**

It is very important for the safety of athletes and care of our facility that students are always supervised by a Geneva coach or employee. Therefore, we have set strict guidelines for the availability and use of the gym or weight room. Under no circumstance is an athlete allowed to utilize the Geneva athletic facilities unsupervised. Students using the weight room, locker rooms or other parts of the facility without proper supervision during school hours are subject to standard school discipline protocols.

### **1. BEFORE SCHOOL**

For an athlete to partake in before school athletic activities, she must be supervised and under the direction of a sport coach. Students cannot utilize the gym or weight room without specific direction and coaching. The gym lobby doors will be locked in the morning and only opened for students involved in a specific training activity in which their coach is supervising. All students should access the locker rooms from the outside of the facility.

### **2. DURING SCHOOL**

During school athletes are not allowed to be in the locker-rooms, gym facility or weight room unless they are participating in a sport function under the supervision of the sport coach. Under no circumstances should students be in the gym or weight room during a regularly scheduled class. Students can utilize the athletics facility during off period or study hall periods for working on sport specific training if they have permission from both the coach and study hall teacher and are under the direct supervision of that coach.

### **3. AFTER SCHOOL/PRACTICE**

Student-athletes are allowed to utilize the weight room and gym facility after school or after practice if it is available. However, student-athletes must be under the supervision of a Geneva coach. The last coach utilizing any given facility will lock that facility after practice. No students are allowed in the gym unattended.

## **TEAM SELECTIONS, SIZE AND NUMBER**

Answers to questions about how students are selected for teams, how many teams to field and how many members of a team should be allowed are greatly influenced by enrollment, financial resources available to the school, league restrictions, available competition, available facilities and availability of coaches. Given the variety of factors that influence and, in some cases, dictate Geneva's choices, the school has elected to establish guidelines that enable the administration to make the best decision for each sport each season. These guidelines vary between the Logic and Rhetoric Schools, but the general team size guidelines for Rhetoric School athletics are below:

### **Team Size Guidelines (guidelines are only a suggestion and are not binding)**

- Football – minimum 15 athletes and no maximum
- Volleyball – minimum of 8 and maximum of 14 (preferred 9-12)
- Basketball – minimum of 7 and maximum of 15 (preferred 10-12)
- Soccer 11x11 – minimum of 14 and a maximum of 20 (preferred 16-18)
- Baseball – minimum of 12 and a maximum of 20
- Softball – minimum of 12 and a maximum of 20
- Golf – minimum of 4 and a maximum of 8 (per coach\*)
- Tennis – minimum of 6 and a maximum of 10 (per coach\*)
- Cross Country – Up to 10 per coach
- Track and Field – Up to 10 per coach

\*Golf and tennis minimums and maximums are also often defined by limitations set by Fair Oaks Ranch Golf and Country Club regarding the number of students it will allow at their facilities during Geneva's allotted time.

\*Swimming is determined by facility availability

The Logic School should field as many teams in the approved sports as is feasible given the constraints our league affiliations and facilities and parental help and coaching resources allow. Attempts to create multiple teams should follow grade levels first and then cross grades to complete teams. For example, all eighth graders should fill the A team before including seventh graders on an A team. When a grade remains that has more students than are needed to make a team, the coach will conduct tryouts and select the best players to form his team. Team selection is not based solely on ability but also attitude, effort and commitment. There are no appeals of tryout selections.

The Rhetoric School should field no more than three teams per gender and as few as one team per gender given the constraints of our league affiliations, facilities and coaching resources. All teams are selected through tryouts by the coaches based upon skill and team composition. Tryouts should be conducted by the coach and supervised by the Athletic Director. There are no appeals of tryout selections. Freshman, sophomores and juniors are eligible for junior varsity or varsity teams as deemed suitable by the coach. Seniors may not compete on junior varsity teams and are not guaranteed a place on a varsity team. A roster spot on any one team in a previous year does not guarantee the same spot on the same team in the current year. For example, a junior basketball player who plays on varsity is not guaranteed to make the varsity basketball roster in his senior year.

Each sports program head will work with the athletic director to establish the philosophy from top to bottom. It is the coach's discretion in conjunction with the AD to determine the total number of teams within the previously mentioned constraints. No sports program is the same, therefore each program's philosophy regarding number of athletes or number of teams may vary depending on facilities, athletic interest, competitiveness of the program and overall coach philosophy. Coaches of fall sports may choose to conduct spring tryouts in an attempt to set their fall teams.

### **TEAM UNIFORMS AND LOGOS**

All team uniforms must be submitted to the athletic director for approval on color, pricing and use of approved team logos. The team logo (Eagle) to be used on all uniforms must be the official athletic logo approved by the Advancement Director. No other logos or colors may be used unless prior written approval is given by the Advancement Director.

The official colors are navy, gold and white. Our goal is to remain consistent in all athletic programs with regards to color and quality.

### **TIME COMMITMENTS**

The following time commitments/constraints for practice times apply during the school year. Practices in August (before the school year has begun) may go longer as these practices do not detract from time for study.

Logic School sports – four days a week commitment with two practices and two games or three practices and one game. Practice length for all sports is 1 hour 30 minutes (an exception to this would be in football, due to equipment apparel and field proximity. In football, the maximum time allowed is 1 hour 45 minutes). Practices and games may be held on Saturdays depending on league scheduling. No teams may have mandatory practices over school holidays with one exception – if a game is scheduled on the day

immediately following a Monday holiday, practice can be held on Monday evening. Playing a game after several days off can become a safety/health issue for the students.

Rhetoric School sports – five to six days a week commitment. Practice length for all sports may not exceed two hours per day. No games are held on Sundays. Practices and/or games may be held on Saturdays and across some school holidays depending on the sport and season. No games may be played during periods indicated by the school administration such as finals week. No practices or games of any kind may be held during dates designated by TAPPS as “Periods of No Activity.”

## **TRAINING POLICIES**

The following information provided is designed to help parents or guardians navigate through all the details when their athlete participates in Geneva athletics or suffers from an injury or illness while participating in athletics throughout the year. This information is also meant to help provide both Geneva and TAPPS with proper documentation and injury reporting protocols.

### **1. INJURY REPORTING**

Any time your athlete is seen by a licensed medical professional other than the athletic trainer during the school year, please secure a **physician written and signed release** for the sport they are participating in, and **physician written and signed clearance** once they have been cleared by a medical professional to participate. If your student sees a doctor, it is important to let them know that they will have the opportunity to work with an on campus athletic trainer and ask what rehab exercises you can perform under their supervision to improve recovery time. Both the release and clearance forms need to be on file at the school so we can report injuries to TAPPS.

### **2. PHYSICALS**

Student-athletes participating in school-sponsored athletics must have a current sports physical on file with the athletics office in order to participate. The sports physical must be renewed each year and is valid for 12 months. The sports physical form must be completed by a licensed physician. No student athlete will be allowed to step onto a field or court for practice or tryouts until they have a current physical (completed and signed by a doctor within one year) on file at the Geneva Athletic Department Office. In addition to a physical each athlete must have all TAPPS mandated paperwork on file before their first competition. TAPPS paperwork includes Medical History, Concussion, Sudden Cardiac Arrest, Steroid Notification and Student Acknowledgment of Rules. All of these forms are available on the Geneva website or in the Athletic Office.

### **3. CONCUSSION REPORTING AND PROTOCOL**

If an athlete is determined by a physician to have sustained a concussion, he/she cannot receive clearance until symptom free for 24 hours. The athlete must have physician-documented clearance and have completed and turned in to the trainer the **TAPPS CONCUSSION RETURN TO PLAY FORM** (on file at the school or with the trainer) before he/she is allowed to enter into the Return to Play Protocol. Once released, the athlete will then complete the five-step Return to Play Protocol before he or she can participate in a game or contest. Each of these steps will take 24-48 hours (about two days) to complete. The athlete will progress to the next step only if they have remained symptom free. If symptoms return, the athlete will be removed from activity and may return to progression after 24 hours of being symptom free. If symptoms do not resolve the athlete will be referred to her physician. Athletes must complete this program under the supervision of a certified/licensed athletic trainer and not at home.

#### **An athlete cannot return to play unless:**

- a. The athlete remains symptom free for seven days
- b. The athlete is asymptomatic at rest and with exertion
- c. The athlete has successfully completed the Return to Play Protocol
- d. The athlete has obtained a written release and filed a TAPPS Concussion Return form with the Athletics Office.

## **TRANSPORTATION**

Understanding the trust placed in the school by the parents, safety is the prime consideration when the school is transporting students to and from school events. GSB cannot accept responsibility for the transportation of students that is not planned, coordinated, conducted or supervised by the school.

All athletes must travel in designated vehicles to and from practices and games. The following exceptions are considered on a case-by-case basis and require written parental consent.

**1. PRACTICE DRIVER POLICY (WHEN PRACTICE MAY BE OFF CAMPUS)**

- Drive themselves, by themselves
- Drive themselves and no more than one other student-athlete who is not a sibling to the driver (this exception requires written parental approval from both sets of parents of the student-athletes)
- Ride with an adult that is not the student-athlete's parent with written parent approval

**2. GAME DRIVER POLICY**

- If school transportation is provided athletes must ride with the team unless there are exceptional circumstances that would require otherwise
- With parent and coach permission athletes may ride home with their guardian or another adult. A parent or approved adult must sign out the responsible student from the game site
- When long trips are necessary such as for playoffs in TAPPS, commercial transportation may be used to provide the optimum in safety and professionalism

**3. WHEN COMMERCIAL TRANSPORTATION IS NOT AVAILABLE OR USED, THE FOLLOWING GUIDELINES APPLY**

- All drivers transporting GSB student-athletes must be licensed, at least 25 years old and have on file with the school copies of current driver's license and current automobile insurance
- Drivers are required to comply with all applicable state and local laws, ordinances and rules of the road, including the use of seatbelts by each person in the vehicle
- Drivers must submit themselves to a criminal background check and Ministry Safe Training conducted by the school
- Coaches are not allowed to transport athletes in their personal vehicle without written exception from the Head of School

The school buses are available for use in transporting teams to and from away events. The buses are to be used primarily by Rhetoric School teams. They may be used by Logic teams if such use does not conflict with Rhetoric use. All drivers of the school buses must meet the above guidelines as well as be approved by the athletic director. As the school has multiple teams, the order of priority for use of the buses is as follows when a scheduling conflict occurs:

- During overlap of seasons, the team farther along in its season has priority
- Varsity teams have priority over JV teams, JV teams have priority over LS teams, LS "A" teams have priority over LS "B" teams

In addition to the order of priority listed above the following guidelines will also dictate how the buses are allocated:

- Travel to games takes precedence over travel to practices
- Team sports take precedence over individual sports
- Out-of-town travel takes precedence over town travel.

**4. BUS DRIVER GUIDELINES**

Student safety and minimizing driver fatigue are important concerns that we have sought to address. For this reason, we have established the following bus driving guidelines when transporting students.

- For local trips within one hour of Geneva, coaches may either drive the small or large busses without restriction)
- Trips outside of one hour will utilize the help of an independent driver (non-coach)
- Trips in excess of 3 hours or which require a late return time (after midnight) will be charted by a professional driver.

## UNIFORM AND DRESS CODE

Student-athletes are issued team uniforms and are expected to take great care of the uniforms. Athletes will be issued a uniform and other necessary equipment and are responsible for the care and return of those items throughout the season. If a student-athlete is missing a uniform or uniform-piece the day of a game, another uniform will not be issued. If for some reason the athlete is issued another uniform, they will be responsible for turning in both sets of uniforms. If a uniform is lost and cannot be found, another uniform may be issued (if available) once the lost uniform has been paid for in full. Damaged uniform pieces must be replaced at the expense of the student-athlete. The replacement cost for a uniform will be set at the rate at which it costs the school to replace. Student-athletes **WILL NOT BE ALLOWED** to participate in their next sport season games until all issued uniforms and equipment are turned in to their respective coach. Additionally, if the uniform has not been received two weeks after the conclusion of the season, the family will be billed at the full replacement cost. For spring sports, transcripts will be held until payment or uniform is received.

Each coach determines the team dress code when traveling to an away game. All practice gear is also determined by the coach. All student-athletes are expected to be good stewards of all equipment, facilities and uniforms entrusted to them.

## VARSITY LETTERS

Varsity letters are earned for significant contributions to a varsity team either in playing time or servant-leadership. Varsity letters are to be considered a special award and are not given simply because a player was selected for a varsity team.

Student-athletes in grades 9-12 can earn a varsity letter in a sport under these qualifications:

- Playing/Participation Time – varies by sport as agreed upon by the varsity head coach and athletic director. These requirements are to be communicated to athletes and their parents at the beginning of each sport season.
- Servant-Leadership – for those team members who do not meet the minimum playing time requirement, they may qualify for a varsity letter under servant-leadership by demonstrating commitment, positive attitude, enthusiasm and serving the team in a significant way throughout the season, as decided by the varsity head coach.
- Completion of season – a team member must complete the season on the team's roster. If a player quits a team or is dismissed from a team, he or she may not qualify for a varsity letter. If an injury or season-ending injury impacts the minimum playing/participation time qualification, then it is up to the discretion of the varsity head coach and athletic director to determine whether the playing/participation time qualification would have been met based on to-date contribution at the time of the injury.

A student-athlete who misses playing time due to academic probation or who was suspended or subject to serious school or team disciplinary action during the season is ineligible for consideration for a varsity letter for the sport in which the probation or disciplinary action occurred.

Student-athletes may meet the above qualifications for lettering for a sport in more than one year. When this is the case, the following awarding will be followed:

- First year – letter and patch
- Second-Fourth year – pin
- A letter and patch may be awarded to a student manager who fulfills their responsibilities for two entire seasons.
- Team captains may be recognized in each sport. Team captains receive a "captain" pin.

The Athletic Department keeps on-file a list of student-athletes that qualify for varsity letters and notifies student-athletes and their parents upon completion of the sport season in which he/she participates who has qualified for a varsity letter.

## WEIGHT ROOM

Student-athletes are not permitted in the weight room without proper supervision and permission from their coach or the athletic director. Appropriate apparel (shirt and athletic shorts) and athletic shoes must be worn at all times. No student-athlete can lift alone, and all lifts should be accompanied by a spotter. Focus is critical so no horseplay, socializing or laziness will be tolerated. When finished, all weights must be racked, and areas cleaned. Students who enter the weight room unsupervised or do not follow weight room etiquette and guidelines may be restricted in access for a period of time.

## **CONCUSSION MANAGEMENT PROTOCOL**

Effective immediately, the Athletics Department at Geneva School of Boerne is adopting the following concussion management protocol. All Geneva faculty members and coaches will follow this protocol:

### **1. RECOGNITION AND MANAGEMENT**

If an athlete exhibits any signs, symptoms or behaviors that cause suspicion that he may have a concussion, that athlete must be removed from all physical activity, including sports and recreation. While only a health-care professional is qualified to diagnose a concussion, parents and coaches must be aware of the signs, symptoms and behaviors of a possible concussion. If the athlete reports any of the following symptoms after a bump, blow or jolt to the head, the athlete may be suffering from a concussion:

- Headache
- Nausea
- Balance problems or dizziness
- Double or fuzzy vision
- Sensitivity to light or noise
- Feeling sluggish
- Feeling groggy or foggy
- Concentration or memory problems
- Confusion

Also, if any of the following signs are observed by parents, friends, teachers or coaches after a bump, blow or jolt to an athlete's head, the athlete may have suffered a concussion:

- Appears dazed or stunned
- Is confused about what to do
- Forgets plays
- Is unsure of game, score or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness
- Shows behavior or personality changes
- Can't recall events prior to bump, blow or jolt to the head
- Can't recall events after bump, blow or jolt to the head

To review, when an athlete shows any signs or symptoms of a concussion:

1. The athlete must be removed from the contest or practice and may not return to practice or to the contest from which he or she was removed.
2. The athlete will not be left alone and will be monitored by a Geneva representative until released to the athlete's parents or a medical professional.
3. The athlete will be medically evaluated by a physician following the injury.
4. The athlete shall not return to play in a practice, a scrimmage or an athletic contest until cleared to play by her evaluating physician. Athletes must be cleared to play in the specific sport to which they seek to return.
5. Once a player is cleared to return to play, coaches must follow the Return to Play Criteria set forth below.

### **2. RETURN TO PLAY CRITERIA**

Once an athlete is asymptomatic for 24 hours AND is cleared to return to activity by a health care professional, he will proceed in the following stepwise fashion to allow the brain to re-adjust to exercise.

1. Light aerobic exercise, 5-10 minutes such as walking or stationary biking; NO weightlifting, resistance training or any other exercises

2. Moderate aerobic exercise, 15-20 minutes of running at moderate intensity in the gym or on field without helmet or other equipment
3. Non-contact training drills in full uniform. May begin weightlifting, resistance training and other exercises
4. Full contact practice or training
5. Full game play

The athlete will progress one step each day and will progress to the next step only if there are no post-concussion symptoms such as those listed above. If symptoms of a concussion reoccur, or if concussion signs and/or behaviors are observed at any time during the return to activity program, the athlete must discontinue all activity and be re-evaluated by a health-care professional.

For additional information about concussions and the new standard of care, visit: <https://www.cdc.gov/headsup/training/youth-sports.html>

## ATHLETE CODE OF CONDUCT

An athlete's code of conduct certainly pertains to practice and competitive situations. However, as a representative of the school and most importantly of Christ, athletes are held to a higher standard and should therefore expect to make this code of conduct a part of their everyday lifestyle.

### 1. SPEECH

*Luke 6:45 – "For the mouth speaks what the heart is full of."*

1. **Choose your words and timing wisely.** Unwholesome talk, slang, profanity or trash talking is not allowed.
2. **Address coaches and officials with respect.** You should address your coach as Coach, Mr., Mrs. or Miss. You should be careful about the message your body language is conveying. Divisive speech or behavior will not be tolerated. You are expected to speak to officials with respect addressing them as Sir or Ma'am. **THANK THE OFFICIALS AFTER A GAME.**
3. **Do not criticize officials or coaches.** Coaches and officials represent authority figures and obedience to that authority is not an option. If there are disagreements, then there are respectful and tactful means to approach those in authority.

### 2. RELATIONSHIPS

*John 15:12 – "My command is this: Love each other as I have loved you."*

1. **Develop good relationships and a good reputation with teammates and coaches.** You only go through school once in your life. The story of your school days is written by you, and the characters in your story have been placed with a purpose by God. Take the opportunity to build lifelong relationships with those He has placed among you.
2. **Develop good relationships and a good reputation with classmates.** Don't place yourself up on a pedestal. Live with passion and enthusiasm, but also live with humility and grace.
3. **Develop good relationships and a good reputation with students from other schools.** Do not view your competitors as mortal enemies but instead as fellow competitors in Christ. Developing a relationship with them will speak a loud testimony regarding Christ.

### 3. UNITY

*1 Corinthians 12:26 – "If one member suffers, all the members suffer with it; if one member is honored, all the members rejoice with it."*

1. **Develop unity within your team.** Embrace 1 Corinthians 12:26. Truly celebrate other's successes and lift others up in their failures. "It is amazing what can be accomplished when no one cares who gets the credit." – John Wooden
2. **Develop unity within your school family.** Never be jealous or envious of someone else's role but instead be busy fulfilling your role. Be satisfied in the person God created you to be, not wishing that God would have created you to be like someone else.
3. **Develop unity within the Kingdom.** There are many schools who embrace our vision and mission to glorify God. Pray for your competitors and their schools. Have the vision to see yourself as part of the same ultimate team.

#### 4. MOTIVES

1 Corinthians 10:31 – “In whatever you do, do it all for the glory of God.”

1. **Strive for victory to glorify God.** Athletics is a means to an end and not the end itself. The real value of competition is not the wins and losses, but the lessons learned through striving after wins. Perfection is impossible but striving for perfection is not.
2. **Demonstrate Christ by abiding in the rules of the game.** A team that lacks discipline, commitment, enthusiasm, or one that plays the game using unfair or unethical tactics does not glorify God.
3. **Commit to excellence.** “Commit your works to the Lord, and all your ways will be established.” –Proverbs 16:3

#### 5. BEHAVIOR

1 John 2:6 – “whoever claims to live in him must walk as Jesus did.”

1. **Maintain a good reputation.** As an athlete you are expected to be a student of character and class in the community. This includes your actions and attitude toward administration, faculty and staff. You should refrain from profanity, unwholesome talk and innuendos. You are expected to never be under the influence of, possess or distribute alcohol, tobacco, illegal drugs or other contraband. Also, you are not to be involved in any immoral sexual activity or be in possession of any pornography or illicit pictures or literature.
2. **Know and understand all the requirements of participation.** You are to follow all team expectations in action and spirit. Failure to do so will result in consequences laid out by the coach and athletic director.
3. **Show respect for all coaches, trainers, and staff.** This includes opponents and opponents’ facilities. Leave every place or situation better off than when you arrived.
4. **Show respect for teammates.** This is practically done by showing up on time for all practices, meetings and games and working together to accomplish a common goal. As an athlete you are also expected to confront teammates and hold them accountable for inappropriate actions.
5. **Maintain self-control at all times.** Unsportsmanlike conduct and technical fouls will not be tolerated and will be penalized accordingly.
6. **Know, understand, and adhere to the philosophy of the athletics program.**
7. **Demonstrate Christ-like behavior.** This is true both on and off the court.

### PARENT CODE OF CONDUCT

#### 1. SPEECH

James 3:9-10 – “With the tongue we bless our Lord and Father, and with it we curse men, who have been made in the likeness of God; from the same mouth come both blessing and cursing. My brethren, these things ought not to be this way.”

1. **Choose your words and you're timing wisely.** Be aware of the things you are saying and around whom you are saying them. Other parents, students and the coach’s family members can be hurt by careless comments made around them. Questionable language or any negative and insulting language must be avoided.
2. **Be positive and encouraging.** Your words can be very powerful either for good or for bad. You can make any situation a positive one by lifting up your child and others. Let them know they are important to you and have an important role on the team.
3. **Never criticize the officials or coaches.** Officials and coaches represent authority for your son or daughter, so athletics allows a great opportunity to model to your child how to respect a person in authority. Hold your child accountable to act with respect toward coaches and officials and model that behavior for them.
4. **Never be involved in negative cheering.** Show sportsmanship and class by only engaging in positive cheering regardless of the opponent's cheering method.
5. **Never speak negatively around the students or other parents about:**
  - a. **The school** – Negativity can be contagious, but fortunately so can an attitude of gratitude.
  - b. **Other students or parents** – Speak to parents about only your child and their child unless they speak very highly of others. Be an encouragement to all members of the team. Only speak about other teammates’ parents in a genuinely complimentary manner.

6. **Never criticize your child's teammates.**
7. **Always resolve differences with your coaches out of sight of other students and parents and with the utmost respect and tact.** Wait 24 hours if tensions are high. Set up an appointment to speak privately with the coach. Pray about your motives, what you will say and for a spirit of unity as you prepare to meet. Show respect for the coach always but especially in the presence of your child, even in disagreement.

## 2. RELATIONSHIPS

*John 15:12 – "My command is this: Love each other as I have loved you."*

1. **Develop relationships and a good reputation with the team.** God has provided an opportunity through your child to minister to and encourage other students and parents.
2. **Develop relationships and a good reputation with other parents.** Develop a sense of kingdom unity as you join with other parents in a common interest. Use this as an opportunity to pray and support each other.
3. **Develop relationships and a good reputation with parents from other schools.** The relationships you develop outside the school will be a reflection on the entire Geneva community and provide many opportunities to live as a testimony of Christ's work in you.
4. **Develop relationships and a good reputation with the coaches.** Get to know and pray for your coaches. If they have a spouse, get to know and pray for them too. A coach's spouse needs more support and encouragement than most realize. You and your coaches are working together for the benefit of your child.

## 3. UNITY

*1 Corinthians 12:26 – "If one member suffers, all the members suffer with it; if one member is honored, all the members rejoice with it."*

1. **Develop unity within the school family.** Support all Geneva students and staff by attending events, both athletic and non-athletic. Everyone at the school has different roles and abilities, so never be jealous or envious of someone else's role or ability.
2. **Develop unity outside the school family.** Share Geneva's Athletic Philosophy. Help spread the word about the things God is doing at Geneva.

## 4. MOTIVES

*Corinthians 10:31 – "In whatever you do, do it all for the glory of God."*

1. **Be motivated by the love of God.** We love because God first loved us.
2. **Strive for victory as a tool to teach your students.** Athletics is a means to an end and not the end itself. The real value of competition is not the wins and losses, but the lessons learned through the striving after wins. Perfection is impossible but striving for perfection is not. Failure is a means to success when handled correctly. If you can teach this to your child, they will realize success in life.
3. **Teach your child to abide by the spirit and letter of the rules.** Support the idea that unethical tactics and strategy are not options.
4. **Use your child's experience in athletics as an opportunity to be involved in their life.** Your relationship with your child extends well beyond the school years. Have a vision for what you want your child to look like as an adult and start investing in them now in ways that will shape and mold their future. Athletics provides a great medium in which to do that.

## 5. BEHAVIOR

*1 John 2:6 – "whoever claims to live in him must walk as Jesus did."*

1. **Maintain class and character.** You are setting an example for your child. Your actions in all avenues of life will reflect you, your family, Geneva and ultimately your Lord.
2. **Always insist that your child follows instructions.** Coaches depend on a player's ability to follow instruction immediately and without question. Questions can be addressed at the appropriate time, such as after the game or in practice.
3. **Show respect for game officials.** Badgering an official to persuade a call our way comes at a high cost – that being our Christian testimony and the ministry effectiveness of Geneva. (Besides being a very ineffective way of inducing change and

often it backfires!) There is never an appropriate instance in which a parent should say anything to an official besides thank you. No one would be able to play the game without officials.

4. **Remain in the stands.** Never attempt to approach the field, court, bench area, press box, score table or the officials before, during or after a competition. Socially visiting with the coach or staff briefly after the game is encouraged; however, game officials are off limits.
5. **Be modest in victory and gracious in defeat.** Victory is our goal, but discipling tomorrow's leaders is our purpose. We must keep this in perspective.
6. **Recognize the success of your opponent.** Recognize the good playing of our opponents and congratulate players and coaches from other schools. Shake hands with the opponents' spectators if appropriate.
7. **Do not coach your child from the stands.** Doing so is confusing to that athlete and team and may be undermining the objectives and game plans of the coach who has spent considerable time formulating a game plan and team specific roles.
8. **Teach your child their special purpose from God.** Do not compare or contrast them to others. Help them fulfill their full potential and purpose by supporting them, helping them embrace their strengths and encouraging them to work hard to improve their weaknesses.
9. **Have fun, touch lives and be yourself.** Being a parent of an athlete is a lot of work and sacrifice, but it can also be a great time of fellowship and opportunity. Be diligent and prepared for the opportunities God may bring to invest in others.
10. **Always demonstrate Christ-like behavior and keep fellow parents accountable to doing the same.** If needed, be willing to lovingly admonish behavior contradictory to this code of conduct. Conduct detrimental to the testimony of the school could result in removal from the athletic arena.

#### **CELL PHONES**

Cell phones are prohibited during athletics practices, competition, travel and in all locker rooms. The Athletics Department will abide by Logic and Rhetoric School ECD and Cell phone respective policies.



## **VI. FINE ARTS HANDBOOK**

The Fine Arts Department offerings are a critical part of a Geneva education. Through competitive fine arts, students are provided an opportunity to learn and grow beyond their pursuits in the classroom. Geneva is an academic institution and academic performance must be a student's primary focus and priority. Therefore, the Fine Arts Department supports all Logic and Rhetoric School policies determining a student's eligibility to compete and will enforce all rules and guidelines as they appear in the Logic and Rhetoric Handbook sections.

The Fine Arts Handbook provides the policies, guidelines, and expectations necessary for the proper conduct of the school's arts program. This handbook is provided to Geneva's Logic and Rhetoric School students, arts faculty, parents, and administrators with the expectation that all the information contained herein is understood and followed by all involved in fine arts at Geneva School of Boerne.

A shared understanding of the rules and regulations that govern the school's arts program will alleviate many concerns and problems. However, situations or issues will inevitably emerge that are not addressed in this handbook. The school administration will address these issues on a case-by-case basis and will add to or modify this handbook as needed.

This handbook does not contractually bind Geneva and is subject to change without notice by decision of the school's Board of Trustees. All parents and students will sign the Handbook Acknowledgement Form and will be held responsible for understanding the content.

### **FINE ARTS PROGRAM PROFILE**

Varsity Classification: TAPPS 4A

### **COMPETITIVE VENUES**

Logic Grades 6-8

- South Texas Honor Band
- Solo/Small Ensemble
- American Classics Bluebonnet Festival
- Jr. VASE (Visual Arts Scholastic Event)
- Texas Music Educators Association (TMEA) Region Orchestra

Rhetoric Grades 9-12

- Texas Association of Private and Parochial Schools (TAPPS)
  - Field Band/Color Guard
  - Band, Choir, Guitar and Orchestra Solo/Small Ensemble
  - Band, Choir, Guitar and Orchestra Concert/Sightreading
  - Art
  - Jazz Ensemble
- San Antonio Rodeo Art
- Visual Arts Scholastic Event (VASE)
- Association of Texas Small School Bands (ATSSB) Region & All-State Band
- Texas Music Educators Association (TMEA) Region & All-State Choir & Orchestra
- Texas Private Schools Music Education Association (TPSMEA) Region, All-State & Concert/Sight Reading

## **OFFERINGS** (for Fine Art Credit)

Logic *Grades 6-8* – Visual Art, Band, Classical Guitar, Orchestra and Vocal Music

Rhetoric *Grades 9-12* – Visual Art, Band, Classical Guitar, Orchestra and Vocal Music/Musical Theatre

## **MISSION**

Geneva School of Boerne Fine Arts Program exists to honor and glorify God by using and developing the gifts given by Him, while additionally growing the student's appreciation and education for a lifetime of learning, which is enriched through the beauty of the arts.

Geneva's Fine Arts program is designed to help fulfill this mission with excellence by:

1. Helping students to recognize and develop their God-given unique talents and abilities
2. Honoring our Lord in worship, praise, and performance by using God-given talents
3. Offering opportunities for practice, training, and competition under the guidance of experienced teachers
4. Providing aesthetic and emotional rewards that come from an appreciation of the arts
5. Supporting Geneva by bringing the school community together in encouragement and celebration
6. Providing many benefits to the students as an important aspect of a well-rounded education

## **COURSES**

### **A. LOGIC SCHOOL**

Logic School students select one fine arts class for the full year and are encouraged to stay in that fine art through Logic School. Logic students perform in the school's annual Christmas, Spring and Benefit program. (See calendar and syllabi.) A student may not sign up for electives or fine arts before reenrolling.

#### **1. VISUAL ART**

The goal in visual art is to learn art skills and techniques so that the student may create works of art that reflect the Great Creator. Drawing skills are a major focus, drawing from life, and copying "master" drawings are emphasized. Students also study other media including watercolor and acrylic painting, clay and sculpture, and art history. Students must purchase and maintain a weekly sketchbook and exhibit their work at Christmas and Benefit programs.

#### **2. BAND**

The goal of our band program is to glorify God by playing skillfully and to support our school and community with performances. Students perform at in-school pep rallies, the Christmas Concert, Spring Concert and the Benefit. Students will learn to perform solos and ensembles. Students are encouraged to compete for the South Texas Honor Band. Students need to supply their own instruments unless school-owned instruments are available to rent. Additionally, a tuner for wind players and a metronome for percussionists are recommended.

#### **3. CLASSICAL GUITAR ENSEMBLE**

In this class, the student will read music, learn the fundamentals of guitar technique, and perform artistically. Students work through musical pieces and performances. This course focuses on large ensemble playing. As students advance, they will progress to small ensembles as well as solo performances. This ensemble performs in the school's Christmas Concert, Spring Concert and the Benefit program. Students are responsible for supplying their own guitar.

#### **4. ORCHESTRA**

Beginning orchestra is designed to help students learn techniques and musicianship through stringed instruments (Violin, Viola, Cello and Bass). Students perform in the Christmas Concert, Spring Concert and the Benefit program. Students are responsible for supplying their own instrument.

#### **5. VOCAL MUSIC**

This class is a combination of vocal technique and musicianship, using music literature of numerous genres. Students will learn music literacy, including music notation and sightreading. The focus is on blend and group singing, but students will also have solo opportunities. Students perform in the Christmas Concert, Spring Concert and the Benefit program.

## **B. RHETORIC SCHOOL**

Freshmen and sophomore students must take at least one core fine arts course. Junior and senior students are highly encouraged to continue in their fine arts area, and many upper-class students will take on leadership opportunities. A student may not sign up for electives or fine arts before reenrolling.

### **1. VISUAL ART (for Fine Art Credit)**

*(Prerequisite: Logic Visual Art or application)* The goal in Rhetoric Art is to improve art skills and introduce new and more advanced techniques so the student may glorify God by creating works of beauty. Drawing skills are emphasized, along with a variety of painting, sculpting, and mixed media techniques. Art history is included in the curriculum. Students must purchase and submit a weekly sketchbook drawing and enter work in several competitions, including TAPPS.

### **2. BAND (For Fine Art Credit)**

*(Prerequisite: Logic Band or audition)* Rhetoric Band's purpose is to play to the glory of God and to serve our school. Rhetoric band students perform at football games and pep rallies, and Veterans Day, Christmas, Spring and Benefit programs. Rhetoric band students compete in TAPPS contests. Students supply their own instruments (some school-owned instruments are available for rent).

### **3. CLASSICAL GUITAR ENSEMBLE (For Fine Art Credit)**

*(Prerequisite: Logic Classical Guitar or audition)* In this class we emphasize the ability to read music, develop technique; and express musical thought. These goals are achieved through studying from the methods of the guitar masters and through performances. The student should be aware this class is reading intensive. This ensemble performs in the Christmas, Spring and Benefit programs. TAPPS Ensemble performance is required for all students at this level. Juniors and seniors will also compete with a solo piece. Students supply their own guitar.

### **4. ORCHESTRA (For Fine Art Credit)**

*(Prerequisite: Logic Orchestra or audition)* Rhetoric orchestra students continue the techniques and musicianship skills learned in Logic School. Students must perform at Veterans Day, Christmas, Spring and Benefit programs. Rhetoric orchestra students compete in TAPPS contests. Students supply their own instrument.

### **5. VOCAL MUSIC/MUSICAL THEATRE (For Fine Art Credit)**

Vocal music students concentrate on acquiring and fine-tuning vocal skills, reading music at sight, and performing choral pieces at Veterans Day, Christmas, Spring and Benefit programs, as well as TAPPS contests. Vocal music students are encouraged to participate in musical theatre productions, as either chorus ensemble members or auditioned characters.

## **C. RHETORIC SCHOOL ELECTIVES**

All Rhetoric students are eligible for additional Fine Arts electives as schedules allow. All of these electives are in addition to, and are not a substitute for, the required fine arts credit for grades 9 and 10.

### **1. AP ART HISTORY (10th–12th)**

This course is an introductory college-level art history course. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in historical analysis. (.5 elective credit)

### **2. AP MUSIC THEORY (11th–12th)**

(Prerequisite: instructor's approval) Music theory, one of the seven liberal arts of the Middle Ages, is the study of the relationships between musical harmonies. This course will give students the opportunity to study these relationships through ear training, sight-singing, counterpoint studies, score reading, score analysis, and composing. As an AP course, the level of commitment and involvement is intensive, to meet the College Board Advanced Placement guidelines. This course prepares students for the AP exam and college music theory placement exams. (1 elective credit with AP course GPA enhancement).

3. **AUDIO ENGINEERING (10th–12th)**

This class teaches a basic understanding of electricity and acoustical physics. The students should expect to work “labs” in which classroom study is used at various events throughout the school year. Examples of these are Logic and Rhetoric assemblies, fine arts concerts, performances (plays and musicals), Eaglefest, Christmas programs, Benefit, etc. Performance at these events will be graded. Space is limited due to the nature of the class. For this limited-availability class, selection is determined based on a written application and interview. (.5 elective credit)

4. **CHAMBER ORCHESTRA**

This class will explore challenging repertoire, including chamber music. Students in chamber orchestra will have additional performance opportunities, including playing for the musical. Students who plan on auditioning for Region Orchestra are encouraged to sign up for this class. An interview with the orchestra instructor is required. (.5 elective credit)

5. **ELECTIVE JAZZ ENSEMBLE**

(Prerequisite: instructor's approval or audition) Jazz ensemble will focus on learning jazz technique and skills, including improvisation. It is an adventurous and exciting playing environment in which the students grow their musicianship and appreciation for playing with other musicians. Students also participate in TAPPS instrumental competitions and play several concerts both on and off campus. (.5 elective credit)

6. **ELECTIVE MUSICOLOGY**

Musiology (the study of music) will give students the opportunity to study music history, various styles of music, music theory, and music composition. Music theory, one of the seven liberal arts of the Middle Ages, is the study of the relationships between musical harmonies. The main objective for the student is not just to interpret music—that is the task of the performer—but to communicate fluently in the language of music. (.5 elective credit)

## **POLICIES AND GUIDELINES**

### **A. CLASS EXPECTATIONS**

- Students must come to arts classes fully prepared and with all necessary supplies and equipment.
- Grades are based in part on respect for others, promptness of arrival for warm-ups, tuning, etc., as well as preparation with proper equipment, supplies and proper concert attire.
- Respect for fellow students, supplies, equipment, and instructor(s) is expected.
- Disruptive play and unnecessary talking during rehearsals/classes is not acceptable.
- Proper concert etiquette is expected from performers. Performers should not talk or move about during the performance, only during applause. All performers are expected to assist with set-up and strike for concerts and events.
- Encouragement to fellow performers is expected.
- Students make every effort to attend any extra rehearsals associated with their chosen Fine Art. Parents and students should schedule necessary appointments at times that do not conflict with rehearsals and performances.
- All Fine Arts students are expected to be at performances for their ensembles.
- **Concerts, competitions and performances listed on the calendar at the start of each semester are considered a test grade.** These are the culmination of many days of practice, and it is extremely important that all members are present to have a complete performance. Make up assignments (see “Alternate Assignment” Section M) are

required for performances missed due to *accepted* personal reasons. **Concert attire is all black for Logic and Rhetoric.**

- When dropping/adding a fine art, students must first speak with the instructors involved, and the change must be approved by the fine arts director. For any transfer to take place in the performing arts, lessons with the new instrument (including voice) will be required, and proficiency—as determined by the instructor—must be demonstrated by the student. Similarly, a portfolio must be submitted and accepted by the visual art instructor to be admitted into the visual art offering.

## **B. ELIGIBILITY**

Students must meet eligibility requirements to participate in trips and competitions. Students on Academic or Behavioral Probation may not participate in school-sponsored, arts-related travel. Please note that Geneva's policy for Academic Probation exceeds the academic eligibility requirements of TAPPS.

Disruptive behavior and disrespect may result in the loss of privilege in competing and attending school sponsored trips. Students must read this handbook in its entirety and submit the TAPPS Rules Acknowledgement Form (for students in Rhetoric School, this is done through Rank One.

## **C. GENEVA BOOSTER CLUB**

Geneva's Booster Club provides support for the school's athletic, academic, and fine arts programs. All Geneva families are encouraged to join the Booster Club and participate in the organization's fundraising activities.

## **D. LETTERING IN THE ARTS**

Fine arts students can earn letters for participating in their selected art. Each fine art has specific requirements for earning a letter. State Championships automatically earn a letter.

- Choir – earning a 1 rating on a Grade 1 solo at TAPPS solo and ensemble or by completing 3 years of choir
- Orchestra – earning a 1 rating on a Grade 1 solo or ensemble at TAPPS Solo and Ensemble, auditioning and being selected to Region Orchestra or 3 years of Orchestra
- Band – earning a 1 rating on a Grade 1 solo or by completing 3 years of Band
- Guitar – earning a 1 rating on a Grade 1 solo or by completing 3 years of Guitar
- Art – Placing in San Antonio Rodeo Art, VASE or State TAPPS competitions, including honorable mention.

## **E. PRIVATE LESSONS**

Private lessons are often beneficial for the student's progress. GSB arts faculty members are occasionally available for private lessons; however, such arrangements must be approved in advance by the fine arts director.

## **F. THEATRE, MUSICAL THEATRE AND VOCAL AUDITION POLICIES**

Fine arts directors and administration will determine the musical and/or play selected each year by considering the story, the theological virtues, the quality of the musical material, and the attainability for the students. This will be conveyed to students school-wide via a ParentSquare post or email from the fine arts director.

The fine arts instructors recognize that individual students have been uniquely equipped by God to fulfill different roles within a given production. The Fine Arts Team prayerfully considers the God-given personality traits and character as well as the acting and singing talent of every student who auditions for productions.

In the audition process, students will be evaluated based upon their preparation regarding concentration, physical movement, facial expressions, vocal timbre, pitch accuracy, vocal technique, character interpretation and ability to emote. Cold readings and prepared monologues may be utilized to establish an actor's natural acting abilities. Students may be asked to re-read lines to determine a student's coachable nature.

Students will audition for the musical with an unaccompanied solo from any genre, but a musical theatre piece is preferred. This may include selections from the chosen show for the year, unless stated otherwise. Students are encouraged

to seek help to prepare their vocal or acting portion of the audition from Geneva staff and/or private instructors. To maintain the highest integrity in the audition process, any judge who is also a student's private lesson teacher will not be allowed to advocate for that student during casting discussions. Parents of auditioning students will not advocate for their own child.

If directors schedule a callback audition, a single song and its surrounding dialogue from that year's show will be chosen by the panel of judges. This will not be a song any student has performed in the first round of auditions. All students will be supplied with the same materials (copy of script, background/karaoke track, etc.) and the same instruction for preparation via email.

Other roles (stage/prop managers, tech, costumes, lighting, etc.) will be recruited during the audition process. Once the cast is announced, those casting decisions are final. Know that wherever the student is placed, God will grow them through the experience and the process. Being a part of a theatrical performance is a fulfilling and rewarding way to use God-given talents and grow relationships with other students and instructors.

#### **G. SCHEDULE CONFLICTS**

If a scheduled performance must be missed for personal reasons, communicate the projected absence as soon as possible to the instructor. Arrangements will be made for the absent student to write a two to four-page paper/review (see "Alternate Assignment" Section M) or a comparable assignment by the arts teacher.

Students with an athletic or academic conflict need to notify the fine arts director, athletic director, and rhetoric headmaster as soon as possible. The solution for the schedule conflict will be decided upon by Geneva leaders.

#### **H. SCHOOL-OWNED/RENTED EQUIPMENT, MATERIALS AND UNIFORMS**

Students using school-owned instruments must maintain them in proper playing condition and cleanliness. Parent and students must read and sign the "Instrument Loan Agreement" and pay the \$50 rental fee. The fee is assessed to cover the cost for cleaning and maintaining the instrument throughout the school year.

The school provides music and method books for fine arts classes. Students are expected to take care of these materials. If they are lost or damaged, then students or parents must pay a replacement fee.

Students must also treat rented or borrowed equipment and costumes with care. Students causing damage to these items will incur the cost for replacing them.

The school provides black concert attire for Rhetoric Performing Arts students (excluding Visual Art students). Black dress pants, button-down shirts, and tie are issued to boys. Black concert dresses are issued to girls. Geneva-issued pants and dresses will need to be hemmed by parents or an alterations company. **Pants and dresses should not be cut but** folded up and hemmed using thread or removeable hem tape. All uniforms will be issued in a garment bag labeled with the student's name. At the end of the year, uniforms will be collected. If any items are not returned or are damaged, the student will be financially responsible for the cost of the items.

**Students need to provide their own black concert dress shoes.** Shoes need to be **completely** black, with no other colors. Boys need to wear black dress socks. Keep in mind that at some concert and contest venues, there will be a lot of walking, so the shoes should be comfortable for a long day of standing/walking.

#### **I. ADVICE IN SELECTING AN ARTS CLASS**

The following guidelines are designed to help with selecting a fine arts class that meets expectations for desired experiences. Parents and students should:

1. Evaluate the student's God-given gifts and desires and look to God's direction.
2. Read the course descriptions considering the student's talents and desires.

It is our desire that each student be given his or her first choice for a fine art. However, factors such as limited class sizes do not always make this possible. Auditions, applications, and submissions may be required for determining placement in classes.

## **J. ALTERNATE ASSIGNMENT FOR MISSED PERFORMANCE**

Every performance is a culmination of many hours of preparation resulting in a performance grade. Our desire is for students to support each other and their fine art by being present for performances. When this is impossible because of personal situations, students must present work that is in lieu of this performance grade. This assignment, or other educationally appropriate option devised by the instructor, is to make up for missed performances.

Each activity is worth 25 points. To get a 100 for missing a concert, you must do all four activities. Write a one-page paper for each. Each of your *four* papers must be typed using the proper format, proper spelling, correct citation, and proper grammar. This alternate assignment is due one week after the missed concert.

### **1. CURRENT MUSICAL EVENT PAPER**

Using newspapers, magazines, or the internet as your sources, find an article having to do with a musical performance, artist, recording, or other musical event. You will *write a one-page paper* that not only gives a synopsis of the article, but also includes your personal review of the artist or topic on which you are writing. Please attach a copy of the article and cite your reference.

### **2. COMPOSER PAPER**

Research a composer of music and *write a one-page summary* about that composer, summarizing their life and accomplishments (when did they live, what makes them great, etc.). Please cite your references.

### **3. LISTENING PROJECT**

Pick a composer of music and then find and listen to recordings of three different compositions by that composer. You will *write a one-page paper* where you discuss the pieces you listened to and share your observations about the composer's style and music. You should compare each of the pieces. Make sure you cite the pieces that you listen to and who recorded each piece.

### **4. MUSICAL PERIOD PAPER**

Pick a period of music history (i.e., Renaissance, Baroque, Classical, Romantic, etc.) and *write a one-page paper* describing the characteristics and stylistic elements of the period. Some things to think about as you write this: What are the dates of the time period you have chosen? What makes Renaissance music different from Baroque music, etc.? Who were/are important composers in the chosen time period? How did instrumental music evolve in each of these time periods? These are just a few questions to think about as you research. Cite your references.

**Plagiarism is unacceptable and will result in a zero for your grade. If you want full points for your grade, please take this assignment seriously. Poor work will result in a poor grade.**

## **K. EXTRA-CURRICULAR ACTIVITIES**

Students may choose to participate in the fall musical or the spring play, which will require additional hours outside of school. This is a wonderful opportunity for resume enhancement and artistic growth. These performances will usually encompass six to eight weeks of rehearsal time, usually three nights per week.

Audition dates will be announced through ParentSquare. Other roles (i.e. stage/prop managers, tech, costumes, lighting, etc.) will be recruited during the audition process. Trust the integrity of the audition process and our Fine Arts team with the assignment of all roles and casting decisions. If a student is taking private lessons, their instructor will not be involved in the casting decision. Casting decisions are final. Know that wherever the student is placed, God will grow them through the experience and the process. Being a part of a theatrical performance is a fulfilling and rewarding way to use God-given talents and grow relationships with other students and instructors.

## APPENDIX

### PHILOSOPHY OF DISCIPLESHIP

#### SUMMARY STATEMENT

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.<sup>3</sup> The school discipled 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.

The purpose of this document is to explain Geneva's Philosophy of Discipleship and to give practical suggestions as to how parents and the school can cooperate to help students grow in Christian maturity. These practical suggestions are found at the end of the document.

#### WHAT IS DISCIPLESHIP?

A disciple is a follower of Jesus Christ and discipleship is the process whereby one learns to follow Christ. How does one know they are following Christ? Are there tangible evidences of discipleship? The Apostle Peter answers these questions in 2 Peter 1:5-11:

*For this very reason, make every effort to supplement your faith with virtue, and virtue with knowledge, and knowledge with self-control, and self-control with steadfastness, and steadfastness with godliness, and godliness with brotherly affection, and brotherly affection with love. For if these qualities are yours and are increasing, they keep you from being ineffective or unfruitful in the knowledge of our Lord Jesus Christ. For whoever lacks these qualities is so nearsighted that he is blind, having forgotten that he was cleansed from his former sins. Therefore, brothers, be all the more diligent to confirm your calling and election, for if you practice these qualities you will never fall. For in this way there will be richly provided for you an entrance into the eternal kingdom of our Lord and Savior Jesus Christ.*

According to the apostle Peter, discipleship requires adding to one's faith certain virtues that are consistent with the new life one has received in Jesus Christ. Geneva seeks to disciple students in a number of ways:

- Teaching students the Word of God (*Matt. 28:18-20*)
- Giving students opportunities to serve (*James 2:14-17*)
- Mentoring students and giving them an example of godliness to follow (*Phil. 3:17*)
- Encouraging students to live lives of integrity, truth, humility and love (*Eph. 4:1-3*)
- Supporting students as they face demanding, adult-like situations in competitions and performances (*I Cor. 9:24-26*)

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<sup>3</sup>Geneva's *Portrait of a Graduate* states, "A Geneva graduate is a disciple of Jesus Christ..."

Discipleship is hard work and an essential, non-negotiable component of discipleship is discipline. Discipline is the process of training toward obedience and righteousness. Discipline is motivated by love and focuses on training the heart to follow Jesus, turn from sin, and embody the virtues of godliness. Geneva's discipleship-oriented discipline aims for students to become self-disciplined. Self-discipline is a habit that is acquired through the joy and peace that comes to children when loving and wise authority figures train them to live obediently. Parents do this for their children just as God does it for His (*Heb. 12:7b-11*). While discipline is often painful, the goal of all discipline is the same: growing in maturity and holiness.

The apostle Peter is clear that there are certain external behaviors which must accompany real discipleship, but outward conformity is not enough. Outward conformity must be the result of a heart that has been transformed by grace. As it relates to discipline and discipleship, too great a focus on behavior to the neglect of the heart may lead the student to believe that the Christian life is simply one of outward conformity to a set of rules. Teachers provide a safe and predictable classroom environment. Instruction is ineffective when order is lacking. Therefore, classroom discipline is an absolute necessity. But classroom discipline, built on rules and conformity, cannot completely address underlying heart issues that contribute to problematic behaviors. Training the heart takes time and sustained focus. In the classroom, teachers cannot always give the time and focus necessary while also teaching history, math, Latin, etc.

Therefore, it is essential that parents address the heart issues at home. Enrolling children in Geneva does not release parents from this responsibility. The school exists to assist parents in their life-long duty of instruction. Parenting requires time-consuming, daily, diligent and caring interaction that results in a lasting influence.

### **UNDERSTANDING AND APPLYING *IN LOCO PARENTIS***

Scripture teaches us that parents have the responsibility of educating their children:

*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

The school does not have such a biblical mandate. Instead, the school derives its authority from the parent. During the school day, the faculty and staff stand *in loco parentis*. For school personnel to fulfill the role of working *in loco parentis*, there must be shared desires and goals between the school and the home. While there cannot be a perfect fit between every family and the school (i.e., the school works *in loco parentis* with an established set of desires and goals, not with each individual family's desires and goals), there must be a core set of desires and goals about which all are in agreement. These are expressed in the school's admissions materials and discussed in the parent interview.

A healthy relationship between the school and the home begins with a foundation built on shared goals and desires. There also needs to be a firm commitment between the school and the home whereby each commits to do their part while graciously allowing the other to fulfill their own obligations. Biblically, this kind of relationship is called a covenant. In Scripture, covenants are solemn, unbreakable vows between two or more parties which requires a level of commitment that is far greater than a simple promise. To illustrate, one makes a covenant with their spouse but not with their date to the prom. This does not mean that the covenant tie between the school and the home cannot be severed, but it does mean that this relationship requires real commitment and cooperation by both parties. Given that the work entails educating minds and nurturing souls, a serious commitment to one another is essential.

Geneva commits to honor parental responsibility by not usurping a parent's authority. A school can be guilty of this offense in a number of ways. For example, school personnel administering corporal punishment is a usurpation of parental authority. So too is having an overly strict attendance policy. While regular attendance is a must for a child to be successfully educated, it would be an overreach of authority for the school to punish a student because the parents chose to take the student away for a few days. Along with not usurping parental authority, Geneva also commits to keeping parents informed as to school policies, standards, goals, etc., and engaging with parents when discipline occurs (or needs to occur) so parents can take the appropriate steps.

In turn, parents commit to take seriously the biblical admonition placed upon them to train up their child in the Lord as well as appreciating and graciously accepting the rules put in place at Geneva. This is not blind faith in the school. If the school is in error, this covenant relationship requires parents to address the issue in an appropriate and biblical way. At times, this means overlooking the failing of another (*Prov. 19:11*). Other times, it means going to the appropriate individual while diligently avoiding gossip and divisiveness (*Matt. 18:15*).

## **TOWARD DISCIPLESHIP:**

### **WHAT ARE THE AIMS OF DISCIPLESHIP-ORIENTED DISCIPLINE?**

Some schools adopt a non-biblical approach that views education as a commodity. In such schools, discipline is nothing more than a tool for maintaining order, often relying on punitive measures or behavior modification techniques. Attempts at discipleship are negated as a result of a dependence on rules and an emphasis on outward conformity. Schools gravitate to these as they are immediate and assessable. However, rules and conformity applied without heart acceptance can produce an empty rigidity. Under such systems, heart issues do not go away. Instead, they have a tendency to express themselves in other, often more insidious, ways.

A discipleship-oriented approach considers difficult events (relationship problems, failures in the classroom, defeat in competition, etc.) as essential for spiritual growth and maturity. This approach provides a process for dealing with heart issues. It does so with the expectation that through partnership with parents, the matter will receive necessary attention. This approach does not expect perfection. Children are given freedom to interact with one another, make choices and face the consequences for those that are poor. They are properly supervised but not oppressively so. Geneva is not a good fit for students who need a heightened level of supervision because of their behavior. To increase the level of supervision to meet the needs of these students is to manage their behavior while depriving those who don't need it opportunities for growth.

At Geneva, discipleship-oriented discipline:

1. Addresses outward behavior with the goal of transforming the heart. Children require correction when they have sinned. While some don't like talking about sin, Christians must do so if discipleship is the goal. The remedy for sin is a heart changed by Jesus Christ. Since discipleship-oriented discipline is aimed at changing hearts, students need to acknowledge that their bad behavior is a consequence of a sinful heart. Once sin is acknowledged, then actions can be taken to address the underlying heart issues.
2. Values biblical confession and repentance. The condition of one's heart can often be gauged by contrition and desire to repent. Punishment at Geneva isn't unduly punitive or absolute. Rather, it takes into account how the student's heart is being moved toward discipleship.
3. Seeks to restore relationships. Too often, issues are allowed to fester and go unresolved. At Geneva, we seek to live in fellowship with one another and discipleship-oriented discipline allows this to happen by helping to restore people to one another.

With discipleship as the goal, the direction discipline takes is dependent, to a certain degree, on whether or not the student and parents are committed to the student growing in Christ, repenting of the sin committed, and seeking to restore the relationship with those hurt by their sin. Discipleship-oriented discipline does not eliminate the consequences of sin. Students may still experience detention, suspension, loss of extra-curricular privileges, etc. as a consequence for their actions. Eliminating consequences is not the goal of discipleship-oriented discipline. Christian maturity is the goal.

It is normal for parents to feel embarrassment, disappointment and exasperation with their child's misbehavior. However, if viewed properly and handled correctly, an offense and subsequent disciplinary action can become an important point of growth for the child. When the school and the home are united in their efforts to help the child grow in maturity, the behavior and underlying condition are likely to be corrected and the partnership between the school and the home strengthened.

## **PRACTICAL SUGGESTIONS FOR PARENTS**

Here are a few suggestions related to the school's Philosophy of Discipleship:

1. Re-examine your goals and desires for your child. Are they biblical? While it is natural to want your child to be happy, successful, popular, smart, etc. (that is, to have it all), at what price are you pursuing these on behalf of your child? If your desires and goals do not line up with the school's, then discuss with the school administration.
2. Understand and embrace the educational mission of the school. *In loco parentis* requires that you delegate authority to Geneva so it is essential that you understand and embrace how Geneva is going to exercise that authority. Read the Geneva handbooks as these documents give details as to how disciplinary matters are handled by teachers and administrators.
3. Participate fully in the life of a local church. Join a local church that preaches the gospel and is serious about helping believers grow in Christian maturity. Make sure your children participate in the life of the church and understand the importance of the local church. God has granted the church unique ministerial authority and as such possess gifts that cannot be found anywhere else. The church is essential to discipleship.
4. Understand that discipline is for the sake of the child and is motivated by love. Prayerfully move past any embarrassment, anger and fear that parents naturally feel when children misbehave so that you can be a source for change in your child's life. Excessive parental embarrassment, anger and fear stifle necessary actions and often make matters worse.
5. While praying that your child will resist sin, grow and mature, also pray that your child is caught when he or she does sin. This is not to wish pain upon your child but rather with the understanding that some issues are better dealt with earlier in life than later.
6. Resist the temptation to judge parents based on the misbehavior of their child. It is bad enough when a child sins (Pr. 29:15: "... a child left to himself disgraces his mother"). To sit in judgment is to miss the opportunity to help another. Also, keep in mind that "all who live by the sword die by the sword," including the sword of judgment. A better, more humble and honest response is, "There but for the grace of God go I."
7. Develop healthy relationships with your child's teachers. They are your partners. Cultivate open channels of communication between your home and the school. Listen and fact-check before reaching conclusions. Address matters in a timely fashion in order to avoid the buildup of frustration.
8. In addition to attending to your child's academic progress, pay attention to her or his participation and behavior in class. Many office visits can be avoided with early detection and intervention. Understand that Geneva has a high standard for behavior. In Grammar School, a grade of "M" ("Meets Expectations") is a desired mark. On the other hand, grades of "N" ("Needs Improvement") or "U" ("Unacceptable") alert you to struggles and require action.
9. Treat an office visit with a proper level of attention. This is not a call to panic but a call to action. Find out what is contributing to the behavior and address it. If the student perceives the matter as inconsequential, then additional office visits are likely. Additional office visits may lead to Behavioral Probation and expulsion (see the Geneva handbooks for information about office visits).
10. Don't expect perfection from your child, teacher, or yourself. Perfection only comes after Christians have been glorified with Christ in the new heavens and new earth. Realize that discipleship-oriented discipline is an imperfect pursuit in which sinners (parents and teachers) guide and instruct smaller sinners (children). Take hope, though, that God's Spirit is at work, producing good fruit in our lives as well as the lives of our children (*Galatians 5:16-26*).