



CLASSICAL CONSORTIUM ACADEMY HANDBOOK FAMILIES AND STUDENTS 2024-2025

“Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, Thou shalt love thy neighbor as thyself. On these two commandments hang all the law and the prophets.”

-Matthew 22:37-40

A LETTER TO CURRENT AND PROSPECTIVE FAMILIES

Dear Current and Prospective CCA Families,

“One’s philosophy is not expressed in words; it is expressed in the choices one makes.” – Eleanor Roosevelt

Nineteen years ago, I was blessed with the opportunity to obey the Lord and create a school where He was at the foundation of all. I’m grateful that I made that choice and that the staff, teachers, parents, and students who God has brought to this place over the years have thoughtfully chosen to play an essential role in making the Classical Consortium Academy what it is today.

CCA isn’t the easy choice for anyone. Our staff and teachers are amazing, brilliant, godly people who could choose to work anywhere for a larger paycheck...or nowhere and focus their passion and creativity on their own children or grandchildren. Instead, our teachers choose to pour out their knowledge, love, and time into our student body. How grateful we are for their decision.

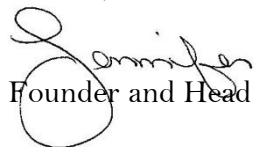
If parenting is the hardest job you’ll ever love, then homeschooling is the highest mountain you’ll ever joyfully summit. The fresh air will invigorate you, while the altitude will make you dizzy. The exercise will make you stronger as your legs encourage you to take a rest. When it is all said and done, the view from the top will remind you that it was well worth the sacrifice. The choice to homeschool isn’t a choice made lightly and certainly isn’t the path for the faint of heart. Thank you for your courage.

Some choose CCA thinking that it will lessen the incline of that mountain. Unfortunately, CCA is no beach vacation. But, have no fear! Just as Sir Edmund Hillary had his sherpa, Tenzing Norgay, to help him successfully navigate the climb of a lifetime, we are here to help you and your student successfully reach the summit and take in the incredible view. Can you imagine what it felt like to reach the top of Mt. Everest? Is there anything you can’t do after you take on and conquer such an incredible feat? Hillary said, “People do not decide to become extraordinary. They decide to accomplish extraordinary things.” He implies that you become extraordinary through the choice to do the extraordinary.

For the past 19 years, I’ve had the privilege of watching ordinary students choose to do hard things and become extraordinary young adults, spouses, parents, contributors to their fields, leaders in their churches...people who choose to put God first, who don’t shy away from a challenge, and who succeed. Now, that’s a view!

I hope that you will join us for the climb.

In Him,



Founder and Head of School

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THE FOUNDATION OF THE CLASSICAL CONSORTIUM ACADEMY

MISSION

Our mission is to equip, support, and encourage parents and engage, inspire, and prepare students using the powerful and proven tool of classical and Christian education in a hybrid school format.

GOALS

- To create an academic program that follows classical methods in both the subjects taught and classroom pedagogy.
- To empower parents to help their children reach their God-given potential by creating critical thinkers who are logical, thoughtful, and articulate.
- To foster love of the Lord, passion for learning, and strength of character in children.

PORTRAIT OF A GRADUATE

CCA strives to partner with parents to raise young men and young women who...

Love God - You shall love the Lord your God with all your heart, soul, mind, and strength. - Matthew 22:37

Love Others – CCA students love others by treating them as they would like to be treated, by showing others respect, by caring for our school and church home, and by serving our community.

Reason Well – “It is the mark of an educated mind to be able to entertain a thought without accepting it” - Aristotle

Learn Independently - A classical education taught in a hybrid model captures the attention and imagination of students in developmentally appropriate ways. It promotes independent scholarship, inspiring them and equipping them for a lifetime of learning.

Engage Society – CCA students learn to understand and critique culture against a Biblical worldview to represent Christ well, communicate truth winsomely, and argue persuasively.

Embody Virtue - Inside and outside the classroom: In all things Christ preeminent.

Delight in Beauty – CCA students learn to discern and love beauty as manifested in art and all of creation.

STATEMENT OF FAITH

“In essentials unity, in non-essentials liberty, and in all things love.” - Augustine

We believe:

1. The Scriptures, both Old and New Testaments, to be the inspired Word of God, without error in the original writings, the complete revelation of His will for the salvation of men, and the Divine and final authority for Christian faith and life.
2. In one God, Creator of all things, infinitely perfect and eternally existing in three persons: Father, Son, and Holy Spirit.
3. That Jesus Christ is true God and true man, having been conceived of the Holy Spirit and born of the Virgin Mary. He died on the cross, a sacrifice for our sins, according to the Scriptures. Further, He arose bodily from the dead, ascended into heaven, where, at the right hand of the Majesty on High, He is now our High Priest and Advocate.
4. That the ministry of the Holy Spirit is to glorify the Lord Jesus Christ and, during this age, to convict men; regenerate the believing sinner; and indwell, guide, instruct, and empower the believer for godly living and service.
5. That man was created in the image of God but fell into sin and is, therefore, lost; only through regeneration by the Holy Spirit can salvation and spiritual life be obtained.

6. That the shed blood of Jesus Christ and His Resurrection provide the only ground for justification and salvation for all who believe, and only such as receive Jesus Christ are born of the Holy Spirit and thus become children of God.
7. In the personal and imminent coming of our Lord Jesus Christ and that this “Blessed Hope” has a vital bearing on the personal life and service of the believer.
8. In the bodily resurrection of the dead: the believer to everlasting blessedness and joy with the Lord; the unbeliever to judgment and everlasting conscious punishment.

LOCATION

CCA operates out of

CCA

The Village Church of Barrington

1600 East Main Street

Barrington, IL 60010

In case of an **emergency**, you may call Jennifer’s cell phone – 847-863-6867.

THE CLASSICAL CONSORTIUM ORGANIZATION

The Classical Consortium is made up of a God-fearing Leadership Team, gifted instructors, dedicated staff members, committed parents and amazing students.

LEADERSHIP TEAM

The Leadership Team is made up of three positions.

Head of School: The Head of School is responsible for overseeing the CCA program. The acting Head of School is CCA founder, Jennifer Burns.

Academic Directors: The Academic Directors are responsible for scope and sequence execution and teacher equipping, training, and development. The acting Lower School (Primary and Grammar Levels) Academic Director is Stephanie Bucataru and Upper School (Logic and Rhetoric Levels) Academic Director is Stephanie Ludwig.

Director of Administration: The Director of Administration is responsible for details surrounding ordering, communications, and planning CCA events. The acting Director of Administration is Beth Thomas.

The CCA Leadership Team works closely together to set policy, ensure that the mission and vision of CCA is upheld, and acts as a disciplinary board when necessary.

Contacting the Leadership Team

You are welcome to contact members of the Leadership Team. They can be reached at:

Jennifer Burns

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Stephanie Bucataru

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IMPORTANT DATES

Please make a note of the following important dates:

Current CCA Families Must Register To Secure Spots	March 22, 2024
Registration Ends	July 15, 2024
Course Introductions and Orientation (Family and Student)	Week of August 12, 2024 Specific Dates and Times TBD
First Day of Classes – 1 st Semester	August 19, 2024
No Classes (Work Assigned for the Week)	Week of September 2 nd
No Classes (No Work Assigned)	Week November 25 th
Final Day of First Semester	December 9 11, 2024
First Semester Coursework Due at 8:00am	December 16 18, 2024
No Classes	December 12, 2024 – January 5, 2025
First Day of Classes – 2 nd Semester	January 6, 2025
No Classes (Work Assigned for the Week)	Week of February 17 th
No Classes – Spring Break (No Work Assigned)	Week of March 24 th
No Classes (Work Assigned for the Week)	Week of April 14 th
CCA Showcase	April 25, 2025
Portfolio Presentations	May 9, 2025
Thesis Defenses	May 14 and 15, 2025
Rhetoric Banquet	May 16, 2025
Graduation Honoring L2 and R4 Students	May 17, 2025
Final Day of CCA Classes	May 19 21, 2025
CLT Exam for All G1-L2 Students	May 21, 2025
Field Day: House Chalice Competition	May 21, 2025

TEACHING STAFF

We are honored to introduce you to our talented teaching staff.

Linda Bryant Linda Bryant has been married to Ron for over 40 years. They have three adult children and three precious grandchildren. Homeschooling her children was a great joy and she continues to love teaching other children to inspire a love of words. She has been a Christ follower since her youth, attended Wheaton College, and currently attends Immanuel Church in Gurnee. Being exposed to excellent literature while home schooling, Linda has developed an interest in discovering history through literature. It also provides a vehicle to understand the human condition. It is her hope that students will grow in their love of learning through exposure to other times and places while reading and studying excellent literature. She is also passionate about the power of communication through words whether spoken or written. A good book and a knitting project are never far from her fingertips.

Stephanie Bucataru Stephanie became a Christian in childhood, and loves discovering more about God's magnitude through learning about the world that He made. She enjoys nature study, foreign languages, reading, gardening and teaching children. She graduated magna cum laude from Kalamazoo College, then moved to Romania where she met her husband Gabi and adopted their two oldest children. Later, they were abundantly blessed with the privilege of adopting three more sweet girls from Chicago. She has been homeschooling since 2001 and is thrilled to teach the delightful children of CCA.

Jennifer Burns Jennifer is happily married to David Burns and the mother of three boys – Ryan, Bradley, and Nicholas and mother-in-law to Catherine. Jennifer became a Christian as an adult. She believes strongly that her life's purpose is found in Galatians 6:9-10: "Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers." Jennifer adores being in the classroom with our amazing CCA students. She is delighted to help teach students how to think logically and critically about the world around them. Jennifer has her master's degree in Marketing from Northwestern University. She feels honored that God called her to start both H.E.A.R.T. and CCA and continues to allow her to teach and be the Head of School at CCA.

Therese Coffeen Therese was made a new creation, a precious, adopted daughter of God, in January of 1989. She loves God and his Word, and she rejoices to grow closer to him and learn more of his Word as the years go by. Therese and her husband, Rich, have been married since 1991. They have seven children and look forward to having grand children. In addition to being a full-time mom, Therese ministers alongside her husband in his job as pastor at a Chinese church. Rich and Therese have had the privilege of being used by God in cross-cultural Asian ministry since 1996. Therese loves to teach and is honored to have the opportunity to use her gifts at CCA. May God be glorified!

Rachael Dadabo Rachael loves classical education because it gives her the opportunity to help students thoughtfully integrate their Christian faith with an understanding of history and current affairs. She graduated from Asbury University with a BA in Philosophy and Spanish. In addition to CCA, she also teaches Adult ESL/ELL at Elgin Community College. Rachael and her husband Nick have been married for twenty years, and their four children have all attended CCA. She and her family currently worship at St. Mary's Parish in Elgin, IL. Since 2006, Rachael has taught many courses at CCA including Latin, Literature, Omnibus History, Spanish, Classical Rhetoric, AP World History, and Critical Thinking.

Alison Gardner Alison has been following the Lord for over 20 years, since He rescued her in her mid-twenties. She is joyfully blessed with a kind, patient husband and two high energy teenage sons. She loves to study God's Word, cook, hike, and share the experiences of her kids as they tackle life. Alison has enjoyed unwrapping the wonder of math and science with young people for over 20 years. After

graduating from UIC with a BS in Chemistry and Education, she taught at Bogan and Whitney Young High Schools in the city of Chicago. She left full time teaching with the birth of her first son and has taught various math and science classes at different homeschool groups throughout the last 12 years.

Deb Hayashi Deb received her B.A. in Political Science and Criminal Justice from Loyola University, Chicago and her M.A. in Criminal Justice, also from Loyola University, Chicago. She worked in the political arena (at the local, state and federal level) for approximately six years and then was employed with Cook County as a probation officer for nine years. Throughout this time, she was involved with the Cook County Prison Ministry, sharing the Word of God to inmates who were housed in the maximum security division. Although loving her career and working with individuals involved in the criminal justice system, Deb felt called to solely focus on her family after the birth of her and her husband's first child. She accepted Christ as her Savior in 1997 and continually strives to live a Christ centered life, in addition to equipping her children to be steadfast in the ways of the Lord. Deb is married to Brad and they have been blessed with four wonderful children: Alexandra, Madilyn, Bradley and Jocelyn.

Cassie Herzog Cassie graduated from the University of Northern Iowa with a degree in Leisure, Youth, and Human Services. She has been blessed to be a part of CCA going on four years. Cassie and her husband, Tim, have four children in the program. The Herzog family lives in Hoffman Estates. They are thankful God called them to homeschool and be a part of the community of CCA

Beth Kuzel. Beth pursued an elementary education degree at North Central University in Minnesota. Dissatisfied with the education, she went off to the mission field, seeking a greater understanding of what it meant to teach. God met her desire and supplied her with the best of mentors. Beth's teaching career has taken her in and outside the classroom. As she settled down in 2008, she married Frank. They have two beautiful daughters, Kaelyn and Grace. As she has instructed her daughters, Beth received certification in classical education which breathes life and the love of learning to her children and students.

Amy Lewis Amy lives in Palatine with her husband Kevin and their daughter Abby. Amy enjoys many types of crafts and walking outdoors. She graduated from Eastern Illinois University in 1996 with a Bachelor's Degree in Special Education and completed additional masters level coursework in Reading Recovery and English Language Learners through National Louis University. Amy is teacher certified with endorsements for Learning Behavior Specialist and English Language Learner. Prior to CCA, Amy had 15 years of experience teaching students aged preschool through 10th grade. She is happy to be teaching at CCA where she can incorporate a Biblical foundation in her teaching.

Stephanie Ludwig Stephanie graduated magna cum laude from North Central College with a degree in Biology and minor in Secondary Education. She taught high school Biology and Physical Science and middle school science before becoming a homeschool mom to her three children, Nathan, Abigail, and Isaac. She loves teaching science through experimentation and enjoys spending Mondays at CCA with her students.

Bill Marsh Bill has taught theology, philosophy, and world history in a range of settings, ecclesial and academic, for over thirty years. Author of many articles, five books, and a daily blog, he has spoken at conferences in Europe, Africa, and the U.S. A native of California and lover of mountains, oceans, and all things wild, Bill has backpacked for over forty-nine years, trekking, often alone, through some of the most remote wilderness areas in North America. He has been a Christian for forty-six years. A graduate of Fuller Theological Seminary, Christian Bible College, and the University of Chicago, Bill holds master's degrees in theology and near eastern studies, and a doctorate in philosophy of religion. Bill

enjoys engaging students in sustained and rigorous critical thinking and intellectual inquiry. He and Carol have been married for over 40 years. They have two children.

Andrea Matta Andrea is married to Jose Luis and has 2 children, Daniella and Elijah, both attending CCA. Originally from Colombia, Andrea relocated to the United States after earning her B.S. in Industrial Engineering in 2008. In March 2010, she found her calling in teaching children about Jesus, leading her to engage in kids and youth ministry. Alongside her husband, she served as a Sunday school director and youth pastor for more than 8 years. She also shared her passion by teaching Spanish in both public and private schools. In 2022, Andrea answered the call to homeschool and joined CCA. She looks forward to collaborating with other homeschool families and supporting their students in learning Spanish.

Jamie Moe Jamie and her husband, Chris, have been married since 2013. They have a busy household with three kids (Austin, Bennett and McKenna) and three crazy dogs. Jamie taught 1st and 2nd grades in the public school system for 10 years before staying home with her kids. She has a bachelor's degree in elementary education and a masters in reading and literacy. Jamie loves teaching children to read and helping them find books that they love. She feels called to love kids like Jesus and is thrilled to be part of the CCA family.

Arlona Mundschenk Arlona has a Bachelors in Mathematics from Illinois State University. Since graduating, she has tutored all levels of Math. She became a Christian at age seven. Arlona is passionate about helping students see the beauty of Creation through Mathematics.

Kimberly Rapp Kim is grateful to be married to David since 1986 and then experience the blessings of homeschooling six wonderful children over the past twenty-seven years. Growing up in a Christian home with two parents who were educators and who felt strongly about Christian education, Kim felt called to be a teacher like them. She graduated from Concordia University with a degree in Elementary Education and a minor in English. Married to a military officer and moving every two years led her to homeschooling her own children. She has taught in various settings and schools through the years, and now that her youngest is in college, she is thankful for the privilege of being able to continue teaching young minds at CCA Her desire for her Bible students is that they will grow in their love for Christ and His Word and learn to “do justice, to love mercy, and to walk humbly with their God.”

Elizabeth Ricci Elizabeth Ricci received her Master of Divinity from Trinity Evangelical Divinity School in Deerfield, Illinois. She received her Bachelor of Arts with a major in political science from Miami University in Oxford, Ohio. Elizabeth and her husband, Gary, are church planters with Converge MidAmerica, and Gary is currently the senior pastor of New Hope Christian Community in Round Lake. Elizabeth also served as a missionary in Albania just after communism fell in the mid-1990s. Elizabeth has a passion to see the next generation of Christians raised up to think critically and express their faith clearly and winsomely. She loves homeschooling her children and in her spare time enjoys running triathlons and playing bass—but almost never at the same time.

Carolyn Sharpe Carolyn has been teaching since her graduation from Bethel University (MN) in 1995. She has taught everything from infant and parent classes to graduate classes for other teachers but loves teaching primary and grammar age students most of all. After her marriage to Desmond in 2013, she became the joyful mother of Eleanor (2014) and is now thankful to be able to educate her both at home, and through CCA and H.E.A.R.T. Carolyn holds a master's degree from Gordon College in Massachusetts and continues to provide professional development and training for other teachers. Carolyn and her family love traveling and the adventures that come with it!

Beth Urton Beth graduated from Princeton University with a degree in Politics and Certificate in Teaching English Literature. She earned her Master of Divinity degree from Trinity Evangelical Divinity School. Before her three beloved children arrived, Beth taught ESL for adult refugees with World Relief Chicago. Beth and her husband work with the Evangelical Free Church of America's All People Initiative, educating churches about Islam and helping to build bridges of relationship between Christian and Muslim communities.

Brandon Wilkins Brandon and his wife Laurie have been married since 2005. They have two sons (2008 and 2017) and one daughter (2013). Brandon also serves as the pastor of Christ Covenant Orthodox Presbyterian Church in Crystal Lake, IL. He graduated from Augustana College in 2004 with a Bachelor's degree in history, and earned a Master of Divinity degree from Westminster Seminary California in 2008.

TEACHING AND SUPPORT STAFF POSITIONS

On occasion, there are teaching and staff positions available at CCA. They require a year commitment. All qualified applicants will be considered for teaching positions. Teaching and support staff are able to take advantage of our nursery or Primary program free of charge. If you are or someone you know is interested in obtaining a teaching or staff position, please contact Jennifer Burns at fourthdegree@sbcglobal.net or 847-863-6867.

ACADEMIC DETAILS

GENERAL DESCRIPTION OF A CLASSICAL CHRISTIAN EDUCATION

A classical Christian education is made up of three distinct elements:

1. God is the foundation of ALL teaching.
2. The proven method of the Trivium is followed and dictates what is taught and how it is taught.
3. Great Works are read and used.

The Trivium includes three stages:

1. The Grammar stage studies the fundamentals of disciplines in order to build a framework of knowledge on which later information can be hung. Questions of who, what, where, and when are the focus. Teachers at this level act as lecturers and coaches. They transmit information, plan and supervise the practice of that information, motivate and tutor until the skills are mastered.
2. The Logic stage brings the grammar of disciplines into ordered relationships. The goal is to equip students with the thinking skills necessary to recognize sound arguments and ideas and to detect and correct fallacious ones. This stage addresses the questions of how and why. Teachers at this level act as midwives. They use the Socratic method (leading questions) to help students give birth to an idea.
3. The Rhetoric stage seeks to produce students who can use language, both written and spoken, to express their thoughts eloquently and persuasively. Teachers at this level act as tutors. They set students on their own, supervise, and give feedback.

The goal of the Trivium is to educate students not on what to think primarily but on how to think thoroughly, maturely, and biblically.

We highly recommend that you read *An Introduction to Classical Education* by Christopher Perrin or *Recovering The Lost Tools of Learning* by Douglas Wilson to fully understand the benefits of and methods unique to a classical Christian education.

GENERAL INFORMATION ABOUT THE CLASSICAL CONSORTIUM ACADEMY

The Classical Consortium Academy requires commitment from both students and parents. As the Bible states, we believe that the primary responsibility of educating children falls on the parents. We have created CCA to assist parents in delivering the highest quality education to their children – a classical Christian education. At CCA, we strive to help you challenge your child academically and grow his/her character. CCA will present new challenges to children that will allow them to learn and become more independent.

CCA is a classical Christian program which by definition is an academically rigorous one. CCA is not a program designed only for the gifted student, but all students must be diligent, detail-oriented, organized, studious, and committed. Expectations are high but not unreachable by average students. It is important to remember that not every child is a straight “A” student and that your student’s expectations of grades may have to be adjusted.

At CCA the classroom experience is designed to introduce subjects/concepts and discuss them. Class participation is critical, and as a result, preparation for class is essential. Homework is intended to develop mastery of the taught concepts and must be completed. We strive not to assign “busy” work.

We assign homework that will reinforce the necessary elements of the week's lessons. Tests are designed to assess students' knowledge of information that they are expected to know.

We believe that children learn best from natural consequences, and we ask that you support our effort in allowing those natural consequences to occur. For example, a student forgets his/her homework and asks to call a parent to retrieve it. We will not allow the parent to be called. The lesson of responsibility is taught swiftly with zeros on that day's assignments.

Please remember that CCA provides a corporate learning environment for your child. There are many benefits to a group setting; however, this environment has its downsides. Not every student can get the kind of one-on-one attention you can give at home. In addition, while around his peers, your child may be exposed to language and discussions to which you would have preferred that your child was not exposed. Those situations are challenging to avoid and are not without benefit. These experiences provide practical application for your teachings. These situations give your child the opportunity to make the right decision in a crowd or the wrong one in a safe atmosphere. Rest assured that although we don't have control over what children say or do, we do have control over how we react. The Leadership Team takes disobedient, disrespectful, and God-dishonoring behavior very seriously. All discipline matters will be handled following our Discipline Policy described in this manual.

PRIMARY AND GRAMMAR LEVEL CORE CLASS SCHEDULE (REQUIRED):

	Primary	G1	G2	G3	G4
8:00 - 8:15	Chapel				
8:20 - 9:15	Primary K, Primary 1, Primary 2 Classes	Science	Biblical Studies	Biblical Studies	Science
9:20 - 10:15		Biblical Studies	Science	Science	Biblical Studies
10:20 - 11:50		Language Arts: <i>Grammar, Spelling, Writing</i>	Language Arts: <i>Grammar, Spelling, Writing</i>	Language Arts: <i>Grammar, Spelling, Writing</i>	Language Arts: <i>Grammar, Spelling, Writing</i>
11:55 - 12:25	Lunch				
12:30 - 1:15	Latin A, B, C & D				
1:20 - 3:45	Primary K, Primary 1, Primary 2 Classes	Omnibus: <i>History, Geography, Literature, Composition, Fine Art Appreciation</i>	Omnibus: <i>History, Geography, Literature, Composition, Fine Art Appreciation</i>	Omnibus: <i>History, Geography, Literature, Composition, Fine Art Appreciation</i>	Omnibus: <i>History, Geography, Literature, Composition, Fine Art Appreciation</i>
3:45 - 4:00	Good Stewardship Clean Up				

PRIMARY AND GRAMMAR LEVEL STRUCTURED STUDY AND ENRICHMENT (OPTIONAL):

The second day is an optional guided study hall where students bring their work and mentor teachers guide students through completing their homework. The day consists of a combination of individual study and group work. Students settle into a productive rhythm because there is a solid and consistent structure. Students will also enjoy ample breaks, gym time, chess, fine arts instruction, and time with friends. There are optional math classes (Horizons Level 3, Level 4, Level 5, and Level 6) available during the day too.

Two-Year LOGIC LEVEL CLASS SCHEDULE (REQUIRED):

There is a two-year track or three-year track for Logic Level students. The three-year track is designed for students who would benefit from a slightly more relaxed pace and concentrated instruction in grammar, writing, and math.

	L1	L2
8:00 - 8:15	Chapel	
8:20 - 9:15	Christian Studies	Critical Thinking
9:20 - 10:15	Latin I or II	Latin II or Intro to Spanish
10:20 - 11:15	Physical Science	Church History
11:15 - 11:45		Lunch
11:50 - 12:20	Lunch	Intro to Biology
12:25 - 1:20	Formal Logic	
1:25 - 2:35	Omnibus: History	Omnibus: Literature and Composition
2:35 - 3:45	Omnibus: Literature and Composition	Omnibus: History
3:45 - 4:00	Good Stewardship Clean Up	

THREE-YEAR LOGIC LEVEL CLASS SCHEDULE (POSSIBLE ALTERNATIVE REQUIRED):

	L1	L2	L3
8:00 - 8:15	Chapel		
8:20 - 9:15	Christian Studies	Grammar	Critical Thinking
9:20 - 10:15	Latin I	Writing Lab	Intro to Spanish
10:20 - 11:15	Physical Science	Math	Church History
11:15 - 11:45			Lunch
11:50 - 12:20	Lunch	Lunch	Intro to Biology
12:25 - 1:20	Grammar	Formal Logic	
1:25 - 2:35	Math	Omnibus: History	Omnibus: Literature and Composition
2:35 - 3:45	Literature and Composition	Omnibus: Literature and Composition	Omnibus: History
3:45 - 4:00	Good Stewardship Clean Up		

LOGIC LEVEL STRUCTURED STUDY AND ENRICHMENT (OPTIONAL):

The second day is an optional guided study hall where students bring their work and mentor teachers guide students through completing their homework. The day consists of a combination of individual study and group work. Students settle into a productive rhythm because there is a solid and consistent structure. Students will also enjoy ample breaks, gym time, chess, fine arts instruction, and time with friends. There are optional math classes (Pre-Algebra, Algebra, and Geometry) available during the day too.

RHETORIC LEVEL CLASS SCHEDULE (REQUIRED):

	R1	R2	R3	R4
8:00 - 8:15	Chapel			
8:20 - 9:50	Math – Integrated Math I, Integrated Math II, Pre-Calculus, AP Calculus			
9:50 - 10:05	Break			
10:10 - 11:40	Foreign Language – Spanish: I, II and III Independent Language Classes			
11:40 - 12:10	Lunch			
12:15 – 1:55	Physics	Chemistry	Advanced Biology	
2:00 – 2:55	Systematic Theology and Biblical Worldview	Economics and Personal Finance	Fundamentals of Professionalism	Independent Study
3:00 – 3:45	Study Hall/Tutoring/Applied Math and Science			
3:45 – 4:00	Good Stewardship Clean Up			

RHETORIC LEVEL CLASS SCHEDULE (REQUIRED):

	R1	R2	R3	R4
8:00 - 8:15	Prayer Time			
8:20 – 9:15	Math	Spanish II	Spanish III	Math
9:20 – 10:15	Spanish I	Math	Math	Adv Spanish
10:20 – 11:40	Critical Writing	Classical Rhetoric I	Classical Rhetoric II	Independent Study
11:45 – 12:15	Lunch			
12:20 – 3:20	Omnibus: American History, Literature, and Composition	Omnibus: History, Philosophy, Theology, Literature, and Composition		
3:25 – 3:40	Good Stewardship Clean Up			

COURSES OFFERED AND MATERIALS USED

CCA serves students from kindergarten grade through twelfth grade. Our students are referred to by their progress through the Trivium. G1, G2, G3, and G4 are in the Grammar stage and are the equivalent of 3rd, 4th, 5th and 6th grades. L1 and L2 are in the Logic stage and are the equivalent of 7th and 8th grades. R1, R2, R3, and R4 are in the Rhetoric stage and the equivalent of 9th, 10th, 11th and 12th grades.

Each core day begins in a special way. All students come together for Chapel. A Rhetoric Level student Chaplain and a student worship band lead Chapel. The Chapel includes worship songs, a devotional, and prayer.

At the Primary level, students will take the following courses:

The Primary Level (Kindergarten - 2nd grade) is designed to prepare students for the Grammar Level of Classical Consortium Academy. Our Primary program is designed to help students obtain early learning skills that provide a solid foundation for academic learning. Our classes study Bible, language arts, science, history, geography, math, Latin, and literature. Our curriculum has been chosen specifically to prepare students to enter the Grammar Level.

Biblical Studies:

The focus of our biblical studies at the Primary stage is on how God worked in and through the people of the Bible. Students will also be learning and memorizing key Bible verses.

Language Arts:

In the tradition of classical education that attempts to leverage the connection between subjects to help students learn faster and better, we use an integrated approach to teaching phonics, reading, grammar, spelling, handwriting, and composition using the Writing Road to Reading.

Science:

In our class, we cover the same general science subject as Grammar level students but through engaging, age-appropriate unit studies. Students learn through hands-on experiments and projects.

History and Geography:

Primary classes learn about key people and places in history within the time period being studied in the Grammar levels through immersing unit studies.

Literature:

Students are introduced to age-appropriate historical fiction during class corresponding with the period of history being studied. Students are led in exercises that identify main ideas, plot, and description of characters and setting. We also introduce how to distinguish between narrative and informative text or a combination of both.

Math:

During our time together, our focus is on arithmetic. We chant addition, subtraction, and multiplication math facts. We work on skip counting patterns. We learn about time, currency, measurement, and mental math and play fun math games that sharpen our skills. We encourage families to use Horizons Math curriculum throughout the week.

Latin:

Our Primary 1 and 2 students are introduced to the Latin Language through the use of songs, stories, games, and activities. We use Song School Latin program specifically designed for young students. This vocabulary-based program provides a foundation for Latin study that continues through the Grammar level.

At the Grammar Level, students will take the following courses:

At these levels, students take five courses taught by five different teachers. Their Latin class is likely to include students from other levels at CCA.

Latin:

The study of the classical language, Latin, is the core of a classical education. In the grammar stage, the emphasis will be on the memorization of Latin grammar by the ancient method of oral recitation and form drills. Additionally, students will learn rigorous vocabulary, chants, and derivatives. As students move through the program levels, they will work on Latin translation. There is extra help available to students through e-flash cards and an instructional DVD.

Biblical Studies:

In this course, students will move through the entire Bible during a four-year cycle. This class will focus on the people, events, and chronology of the Bible. Biblical study will be enriched by an understanding of the history of the time. Special emphasis is placed on memorization of key dates, people, facts, and Bible verses. In addition, older grammar students will be introduced to basic theology and how to identify theological themes.

Language Arts:

Once a student reaches twelfth grade following a classical Christian education, he will be able to think logically and express himself well both on paper and through speech. The foundation of clear communication begins with a strong command of English grammar. The best curriculum we have found to build this strong foundation is Shurley Grammar. Because of the importance of English grammar in a classical Christian education, we require all CCA students to follow the Shurley Grammar series through levels 3, 4, and 6. In our Applied Grammar class, we rely on a variety of resources to teach students to easily identify parts of speech, edit/proofread, build vocabulary, document sources, and take notes. Grammar Level students also work to master spelling rules through the Phonetic Zoo spelling curriculum. In addition, students in this class will engage in valuable exercises in fable (G1), narrative (G2-3), and chreia (G4), the first three stages of the progymnasmata. These progymnasmata exercises were developed by the ancient Greeks and are a valuable tool to help students become proficient, logical, and eloquent writers. Students will imitate excellent writing models, which allow them to create within a limited framework while paying close attention to the target language skills appropriate for their developmental level. In addition, during the last quarter of the year, students will spend time composing their own creative writing project.

Science:

All Grammar Level students will learn the same science subject. Over four years the students will cover Anatomy and Physiology, Astronomy and Botany, Zoology: Land Animals, and Zoology: Flying Creatures and Swimming Creatures using Apologia science curriculum.

Omnibus:

In the afternoon, our Grammar Level students are treated to a learning experience that challenges them to think differently, think deeply, and think actively.

Literature and Composition:

Students in this class will engage in thought-provoking and creative writing prompts, discussion-driven literature circles, and focused training on expository and descriptive writing. Students at all levels will read purposefully chosen, high-quality historical fiction corresponding with the period being studied for the year, and they will reflect on these texts in 1-, 3-, or 5-paragraph essays. This will provide opportunities for students to both analyze literature and learn to express their views with a clear and well-supported thesis.

History:

Students will experience an exciting afternoon of history, beginning with a short lecture about the week's history focus that will provide an opportunity to practice their note-taking skills. Students then engage in a thought-provoking, student-driven discussion circle that will allow an opportunity for insights, questions, and observations from both students and the instructor. Each student presents a "famous person" to help us engage with the history of the people we are studying. Our history course is taught chronologically, integrating biblically recorded history with events not recorded in Scripture. This helps our students know the relationship between what they study in history books and what they read in the Bible. Special emphasis is placed on memorizing key dates, people, and facts. Students won't just learn about history – they will interact with history!

Geography:

Each grammar level will focus on memorizing the location of the countries in a different section of the world. G1 will memorize the locations and capital cities of the 50 United States. G2 will learn the location of the countries of Central America, South America, and the West Indies. G3 will focus on Europe, Oceania, and Australia. G4 will memorize the countries of Africa, Asia, and the Middle East. In addition, each student will engage in a creative project to explore a particular country in-depth.

Fine Art Appreciation and Execution:

The ending to this great afternoon of learning is our Art Appreciation and Execution time. The focus is on art and music directly relating to the periods being studied in history. This class makes the art of the historical time period being studied come alive!

Math:

Math is a critical subject that should be taught and reinforced every day. For younger students, the one-day-per-week learning model for math is imperfect. At CCA, we offer optional math classes using Alpha Omega's Horizons math curriculum on our Study/Enrichment Day to provide an introduction to math concepts, elevate the importance of math in your student's mind, and provide accountability. Parents of Grammar Level students enrolled in math class at CCA must agree to teach math concepts to their students, if necessary. They must also commit to grading each math lesson when it is completed and before their student moves to the next lesson and overseeing student corrections to incorrect problems. For students not enrolled in CCA's math program, parents should shepherd their students through the math program that works for their students. We highly recommend Horizons Math. If you need a math curriculum with more teaching support, we recommend Dive/Saxon (www.DiveIntoMath.com). Students should spend roughly 45 minutes, four days a week on math at the Grammar Level. All CCA students are required to take the CLT

test at the end of the school year. Grammar students who score below the 50% percentile in math should plan to work on math diligently over the summer.

At the Logic Level, students will take the following courses:

Christian Studies (L1):

At the Logic Level, we aim to help students grow in their faith beyond factual knowledge of the Bible. With this goal in mind, the foundation of our Logic Level Biblical instruction will be 52 catechetical questions and answers from the New City Catechism. Students will deepen their understanding of the key concepts of Christianity through the catechetical discipline of memorization. This practice of question-answer recitation will open up opportunities for teachers and parents to dialogue more meaningfully with students about their faith as they enter into the dialectic stage of development. Finally, in support of the catechism, students will read and discuss pertinent passages from the Bible and related readings from Packer’s Concise Theology.

Church History (L2):

The Church's history drives the rest of history; God is always working to build up and purify the Church so that it may be presented as the blameless, glorious, and radiant bride of His Son, Jesus Christ. Those who have come before us have set some examples which are worthy of following, and some which should be avoided at all costs. Our goal is to discern which examples deserve honor, and which ones serve as warnings to today’s Church. Therefore, the objective of this class is two-fold: 1.) To see how God has demonstrated His sovereignty and providence in the way He has built up and protected His Church, and 2.) To see and understand how God has used those faithful to the Gospel to carry out His message and bring glory to Himself.

Latin:

The study of the classical language, Latin, is the core of a classical education; as a result, we require students to continue their study of Latin at the Logic Level. Students must complete Latin I or II with a score of 70% or higher to fulfill this requirement before they are able to take a different foreign language in the Logic and Rhetoric Levels.

Introduction to Spanish:

The course is intended for L2 level students as a ground-level introduction to the Spanish language. It will introduce basic vocabulary and grammar concepts that will be further developed in Spanish I through Advanced Spanish. Throughout the year, students will learn the Spanish phonetic alphabet, learn and memorize essential vocabulary, and practice simple conversation using basic grammar concepts. After completing this class, students will be well-equipped for success in our Rhetoric Level Spanish coursework.

Science:

Students in L1 science will study an introduction to Chemistry and Physics. Through scientifically sound and God-honoring instruction, the basic building blocks of creation, atoms and molecules, the laws of motion, energy, electricity, and magnetism will be explored. Students in L2 science will be given a high-school equivalent introduction to biology. Science classes include labs.

Omnibus:

The word *omnibus* comes from the Latin “for all” and truly embodies the heart of our classical curriculum. This course integrates history, literature, theology, literary analysis, composition, and art/music history. Logic students will study these topics chronologically in a two-year rotation of

Ancient/Medieval and Modern Times. The curriculum for the course is based upon Great Works with a sharp focus on the ideas rather than just the facts. Subsequently, the reading material and class discussion provide a rich resource for in-depth and integrated instruction in a variety of composition modes, such as expository, narrative, descriptive, and persuasive writing, as well as the classical progymnasmata exercises. Our instructors will use a combination of sources to help students develop into confident and accomplished writers.

Logic and Critical Thinking:

Consistent with the modes of learning inherent in this stage of the trivium, the disciplines of logic and critical thinking provide students with the tools to recognize sound arguments. L1 students study formal logic, the science of reasoning well. L2 students study critical thinking processes to learn how to carefully and methodically analyze arguments of others and prepare them to construct solid arguments of their own.

Math (Optional CCA Class):

CCA offers Shormann's Pre-Algebra and Integrated Math I instruction to Logic Level students twice weekly - in person on Wednesdays and virtually on Fridays. Participating students will receive grades. If students aren't enrolled in a math class at CCA, parents are fully responsible for math instruction. Students should spend roughly 1 hour, four days a week on math at the Logic Level.

All CCA students are required to take the CLT test at the end of the school year. Logic level students who score below the 50% percentile in math or do not pass the Horizon's Level 6 (L1) or Pre-Algebra (L2) placement test will be required to join math lab in lieu of science class, resulting in those students receiving a Certificate of Merit and not a Logic Level Diploma at graduation.

At the Rhetoric Level, students will take the following courses:

Foreign Language:

Spanish will be taught using *Descubre 1 & 2*. This program offers CCA students the opportunity for daily language practice utilizing many online components such as vocabulary and grammar tutorials with practice activities, audio, video, and digital voice recording. Students will also use a workbook and lab manual for their weekly assignments, designed to build competency in all four language acquisition areas: speaking, listening, reading, and writing. Additionally, students in Advanced Spanish will read an adapted version of Cervantes' *Don Quijote de la Mancha*. CCA's four-year program will prepare students for advanced study of the Spanish language. Spanish meets twice per week.

Math:

Because some CCA students don't participate in math classes at CCA until Rhetoric level, parents should keep the following guidelines in mind in preparing their students to perform successfully in Integrated Math I. When selecting your student's math curriculum, check the scope and sequence to ensure that your student will have mastered the following skills by R1:

- Addition
- Subtraction
- Multiplication (times table facts and multiplication of large numbers)
- Division (including long hand division)
- Order of operations
- Raising to a power

- Performing operations with negative numbers
- Integers (positive and negative whole numbers and zero)
- Performing operations such as addition, subtraction, multiplication, division, and raising to a power.
- Rational numbers (fractions and decimals)
- Performing operations such as addition, subtraction, multiplication, division, and raising to a power.
- Switching between fractions and decimals

PLEASE NOTE: Because calculators are rarely used, students must be able to perform all basic math operations by hand.

All students entering the math program at CCA will be given a placement test to ensure proper placement. Math will be taught by skill level – Integrated Math I, Integrated Math II, Pre-calculus, and AP Calculus. Math is taught twice each week. In AP Calculus, a special emphasis will be given to preparation for the National AP Exam.

Rhetoric Level students who aren't ready to enroll in Integrated Math 1 as an R1 student will be required to take the Regular 4-Year Track and postpone taking science until he/she is ready, possibly resulting in a later-than-expected graduation date.

Science:

At CCA, we follow a Physics-first model. In R1 students study Physics, R2 students study Chemistry, and R3 students study Advanced Biology. We have both a regular and honors track for each. The honors track is designed for students who are seriously considering entering a science field in the future. If your student is prepared to take a science other than the science he/she is scheduled to take, please let us know and we can try to accommodate your student.

Applied Math and Science (By Invitation Only)

Our Applied Math and Science class is designed for students with an aptitude and interest in the math, science, constructive and critical thinking, and problem solving. Applied Math and Science is a project-based course that focuses on teaching through problems found in the world. In this class, students will wrestle with concepts from civil/structural engineering; mechanical engineering; industrial engineering; electrical engineering; sound engineering; finance; behavioral economics; macroeconomics; microeconomics; statistics/modeling; and, probability.

Quadrivium:

In classical education, based in antiquity, the Quadrivium integrates the four “sister sciences” (Pythagoras) of arithmetic, geometry, music, and astronomy. The relationships between these subjects have been studied and taught since the earliest days of Greek education. This course moves beyond the preparatory work of the trivium (grammar, logic, and rhetoric) to explore the deep interconnections between number, space, and time. In doing so, R4 students have the opportunity to complete their personal journey through the seven core liberal arts.

Systematic Theology and Biblical Worldview:

All of Scripture is breathed out by God, which means everything in the Bible matters. There is a fundamental unity in the Bible since it is all written by the same author. Systematic theology seeks to make the comprehensive unity understood and enjoyed. We all do theology, but it may not be very well organized or incorporate verses from the whole Bible. We must study the entirety of what God reveals about a particular doctrine. This is why systematic theology is essential to teach and relate to today's world.

Economics and Personal Finance:

Our one-semester economics course is designed to give students a basic understanding of economic principles. Students will be encouraged to apply their logic and critical thinking skills to global finance and recognize that political and economic actions have consequences. Our one-semester personal finance course is designed to help students take a biblical approach to personal finance. In this course, they will learn about saving, investing, credit, debt, money management, and much more.

Fundamentals of Professionalism:

Fundamentals of Professionalism (FoP) is designed for R3 students. This class will teach the practical skills required for launching well into the next phase of life. The course will cover: goal setting, gifts and talents assessments, translating skills and gifts into a career, becoming a self-directed learner, exploring interest areas, marketing yourself, finding where to learn after CCA, finding mentors, interviewing, and landing internships.

Independent Study:

Independent Study (I.S.) provides an individual R4 student the opportunity to pursue a passion or explore a particular topic of interest and to gain considerable knowledge in that topic area. Participation in this course will enhance skills in curating, analyzing, synthesizing, and integrating information from diverse sources and experiences. The Independent Study student will work closely with a CCA faculty member who has agreed to be the I.S. supervisor and will approve the study plan, direct the study in a mentorship role, and evaluate the outcome. Because I.S. requires greater self-discipline and a more developed sense of purpose and direction than a traditional course, the student who elects to take I.S. should be a highly motivated learner seeking a unique and personalized educational experience that will help shape further studies at the collegiate level.

Omnibus:

The word *omnibus* comes from Latin “for all” and truly embodies the heart of our classical curriculum. This course integrates history, literature, philosophy, theology, and composition. Rhetoric level 1 (R1) students will study these topics through the lens of our American heritage in Omnibus: American Studies. Rhetoric levels 2-4 will study these topics in a three-year rotation of Ancient, Medieval, and Modern Times. The curriculum for the course is based upon Great Works with a sharp focus on the ideas rather than just the facts. Subsequently, the reading material and class discussion provide a rich resource for in-depth and integrated instruction, including various composition tasks.

Critical Writing:

Building on the foundations of Introductory Formal Logic and Critical Thinking, Critical Writing is a course designed to develop students’ abilities to become effective, eloquent, and persuasive writers. As a part of this process, students will read a variety of fiction and non-fiction texts and respond in writing with their arguments. Through this process, they will learn practical aspects of writing, such as paraphrasing, quoting and summarizing, identifying legitimate sources, and citing those sources properly. Throughout the course, students will engage in Socratic discussions, thereby developing their critical thinking and analysis skills. Additionally, students will practice composing short in-class essays to help them develop efficient and robust writing processes. Finally, students will research, write, and present an extended argument of their own, incorporating all that they have learned.

Classical Rhetoric I:

R2 students will begin training in the art of rhetoric. Classical Rhetoric I will focus on oral expression and delivering a well-crafted speech. At the end of the class, students will be well-versed in the Branches of Oratory and the tools of oral rhetoric.

Classical Rhetoric II:

R3 students will be introduced to the field of apologetics. The goal of this class is to give students tools for defending the Christian Faith against common objections raised by non-believers. Students will learn to analyze and refute arguments raised against Christianity by integrating knowledge learned from formal logic, critical thinking and writing, and classical rhetoric. Students will learn the distinctions between Classical and Presuppositional Apologetics. Students will be writing extensively in this class and will have many opportunities for argumentation. Students will create a thesis of 20-30 pages on a theological topic of their choice during the second semester and defend the thesis orally before a panel.

SUBJECT ROTATION

We rotate a few courses to make home teaching easier for parents with students at different levels. In the Grammar stage, History and Science are on rotation. All students in the Primary and Grammar stage will study the same historical period and science subject.

School Year

2024-2025

2025-2026

2026-2027

2027-2028

History Studied

The Renaissance

Revolutions and the Rising of Nations

Creation through Christ

Middle Ages

Science Studied

Anatomy

Zoology: Land Animals

Zoology: Flying and Swimming Creatures

Astronomy/Botany

GUIDED STUDY AND ENRICHMENT DAY

Wednesday is an optional guided study and enrichment day for Primary, Grammar, and Logic Level students. Students bring their work during this guided study day and mentor teachers guide students through completing their homework. The day consists of a combination of individual study and group work. Students settle into a productive rhythm because there is a solid and consistent structure. Students enjoy ample breaks, time with friends, and enriching activities like gym, chess, and fine arts.

ASSESSMENTS

It is important that students are ready for the rigors of CCA. Please review the Entrance Requirement document on the Admission page of our website. Primary students will be casually assessed during the family interview. Prospective Grammar, Logic, and Rhetoric students should bring work reflective of their skill level with them to the family interview. In addition, potential Academy students will be required to take an assessment test through IXL in language arts and math and possibly be required to do remediation work in areas prior to the start of school.

ENRICHMENT OPPORTUNITIES

Rounding out your student's academic life with fun and enriching experiences is important. We offer some different enrichment opportunities that we hope you will take advantage of. They are all optional and some come with an additional cost above and beyond tuition and fees.

Base Camp Weeks:

Four times throughout the year, we will focus on life enrichment. Teachers will reduce the normal workload to allow families to concentrate on serving others and having fun together. Base Camp Weeks will consist of a serving opportunity or field trip and a social activity.

Clubs, Teams, and Competitions:

We highly encourage students to invest in areas of interest. Here is a [database](#) of fun educational opportunities available to students of all ages. If something interests your student, we encourage him/her to organize a team or start a club. In the past, CCA students have formed an academic bowl team, a chess club, an art club, an entrepreneur club, a school newspaper, and more. Just let the Head of School know of your interest and get approval. Clubs, teams, and competitions are opportunities that add to student enjoyment at CCA

Exceptional Education Opportunities Scholarship

Through the help of very generous donors, CCA has created a scholarship fund to help its students take advantage of the incredible short-term learning opportunities available through colleges, universities, and other respected organizations around the country. These unique opportunities round out students' CCA education and often help them gain the experience they need to determine what they'd like to study in college and where they'd like to attend. These amazing programs can be cost-prohibitive for families. The Exceptional Education Opportunities Scholarship puts these programs within reach of all motivated CCA students. At CCA, we love to help get students where they want to go!

CCA BECOMES UNITED UNDER HOUSES DIVIDED

The House System has been in place in the English educational system since the 1700s. We are happy to have the House System at CCA. The House System is a simple way to divide students into groups to help them succeed academically, emotionally, and spiritually while having fun in the process. It does this by uniting groups of multi-aged students (and their families) under one of four Houses (Benignitas (Kindness), Fides (Faithfulness), Gaudium (Joy), and Pax (Peace)) that provides a smaller family unit within the larger CCA family. Each House is organized under a House leader and two student co-captains. House members are encouraged to mentor each other, pray for one another, serve together, and build close bonds of friendship. They are also competing with each other against the other Houses for the coveted Golden Chalice. The Golden Chalice and bragging rights will be awarded to the House that earns the most points.

PORTFOLIO PRESENTATIONS

The proper question isn't "What does classical Christian education do FOR students?" but rather "What does classical education do TO students?" One way to help students focus on what their education has done to transform them is to have them complete a Student Portfolio.

A Student Portfolio Presentation is an exhibition of a thoughtful collection of work documenting the student's performance, focusing on what the learning has done TO HIM/HER. There are several benefits of Student Portfolio Presentations:

- Student Portfolio Presentations provide an academic "game day" – a public, exciting, encouraging event that gives purpose to all of the "practice" they do throughout the year.
- Students take greater pride in their work, knowing that it will be showcased for a larger audience to see.
- They give students the confidence to move to the next level.

- The Presentations give room for reflection about what has been learned, how far the student has come, and how that learning has transformed him/her.
- Presentations provide another opportunity for students to practice speaking in front of others.
- Presentations provide another outlet for student creativity.
- Work presented by our older students serve as an encouragement to younger students and their families.

Student Portfolio Presentations are for students completing their G4, L2, R2, and R4 years. The presentations aren't graded, but they are a requirement for graduating to the next level.

The Student Portfolio Presentations consist of:

- **Personal Objectives:** To begin, students talk about their focus for this stage of their development.
- **Evidence of Growth:** During this section of the presentation, students will choose characteristics that they think were developed by their work at CCA (i.e., Critical Thinking; Spiritual Maturity; Creativity; Knowledge; Strategic Thinking and Problem Solving; Integration; Character, Leadership; Confidence; Perseverance; Teamwork; and Independent Scholarship). How many characteristics a student must highlight and how many different pieces of work a student must feature are dependent on the student's level.
- **Self-Reflection:** In this section, the student will answer questions: 1. What was your greatest challenge at this level of development? 2. How do you think you've grown? 3. How has your relationship with Christ grown? 4. What do you think is your best work? Why?
- **Teacher Feedback:** At this time, leadership will read thoughtful teacher feedback publicly. E.g., "Johnny, I've been very impressed with your work ethic improvements over the past year. I see how your extra effort is increasing your understanding and commitment to your school work....Next area of growth you might want to focus on is your attention to detail..."
- **Future Goals/Areas of Improvement or Growth:** The presentation will end with the student looking forward and answering the following questions: What are my goals for the next stage? How will I get there? How will I measure my success? Who will keep me accountable?

How it works:

- Students collect work they think is reflective of the characteristics outlined throughout their years.
- Students begin to add the work to this [standard presentation template](#) during the second semester or create one of their own.
- Presentations occur mid-May. Students are divided into different rooms with a mix of Grammar, Logic, and Rhetoric level student presenters. Students and family members watch the presentations.

Parent Responsibilities

We kindly ask that parents help in three ways:

- **Encourage the improvement of pieces for the presentation:** Encouraging your student to see pieces of work as potential portfolio pieces is critical. By you saying something like, "I see that you worked very hard on this assignment. I think that if you made these few revisions, it could be something that you present as evidence of work for _____."
- **Encourage doing a little at a time:** Encourage your student to add pieces and reflections a little bit at a time over the year so that your student isn't rushing at the last minute. Don't forget to have your student work on PRESENTING the material too.
- **Attend the Student Portfolio Presentations:** This is a great event to which to invite grandparents.

CCA HONORS COHORT

The Honors Cohort is a small group of L2-R4 students selected based on their academic performance, intellectual curiosity, idea synthesis, and class/teacher engagement.

The benefits afforded to students in the Cohort are:

- **Greater Autonomy:** Students in the Honors Cohort have greater autonomy over assignments/projects. Students may ask a teacher to “swap out” one assignment or assessment for an equivalent or more challenging one. Students can also propose a long-term project to both the Honors Cohort Director and course instructor that would take the place of a larger portion of course work. The Honors Cohort Director would work with the student and course instructor to determine the project objectives, scope, timeline, and rubric for these projects.
- **Stimulating Discussions:** Students in the Honors Cohort meet once a month for a rich discussion on a relevant topic.
- **Study Trip:** Students in the Honors Cohort are invited to join a study trip of the Cohort's choosing. The Cohort must help plan and fund the trip.
- **Engaging Projects:** Each year, the Honors Cohort works on a project relevant to a theme chosen by Leadership and the Honors Cohort Director. The project would include research, execution, and a presentation. The project is presented at the CCA Showcase.
- **CCA Scholars:** The Honors Cohort are invited to join the CCA Scholars program, a program that supports students helping students succeed.

The current Honors Cohort Director is Dr. Bill Marsh.

FOUNDATIONAL SKILLS:

Writing

Writing well is an important skill; therefore, CCA requires frequent writing practice. Writing is a process. We require parents of our students to take an active role in that process. At the beginning of each week, parents are expected to review the requirements of the week's writing assignments with their students. Parents should expect students to organize thoughts into an outline during the mid-week. From this, students should produce the first draft. Because all forms of communication assume an audience, parents should be the first “audience” for **every** piece of writing created by their students. It is then the parent's job to make age and skill-appropriate edits pointing out places that don't flow or make good sense. Parents can also encourage student-editing skills by not marking every spelling or grammatical error but saying, “Be sure to check your spelling and grammar. I saw several mistakes.” All edits should be reviewed with students, encouraging them to create a second draft based on editing feedback independently. This second draft is the first draft he turns in to his teacher. The teacher will make comments and suggestions on each student's paper. Students must incorporate teacher feedback into the submitted second draft. If your student needs more writing support than you can provide, I highly recommend that you reach out to www.tabulatutors.com.

Keyboarding

At CCA, we require all assignments done outside of a workbook to be typed. We want to make sure that this requirement doesn't stress students and that moms are not relied on to type every assignment. As a result, we strongly encourage you to begin your student on a keyboarding program such as Mavis

Beacon typing software. This will help familiarize your student with the fundamentals of typing and make finishing assignments much easier.

HOMEWORK

Parents frequently ask how much time students will need outside of CCA to accomplish their homework assignments. This is a difficult question to answer because it depends on the student's ability to grasp the concepts and both the student's and parent's ability to focus on getting the work done. The best we can do is share our homework goals with you and some age-appropriate guidelines.

Our homework goals:

- To help you give your student the best and most complete classical Christian education;
- To accomplish what is expected by the high-quality curricula we have chosen in one academic year's time;
- To focus on the majors. This means that the primary focus of the homework time will be spent on the most significant subjects: Latin, Biblical Studies, Literature, Composition, History, and Math.
- To focus on Mastery Markers. Our desire is that our students master the critical components of each subject. The bulk of the assigned work will be about growing in the mastery of that subject and/or effectively conveying their knowledge.
- To not assign busywork. We have no interest in assigning work just to keep your student busy for hours each week, nor do we want to grade that kind of work. Each assignment is designed to excite your student and move learning forward.
- To have your family participate in field trips and programs to a reasonable degree.

With that said, we believe that a school-aged child's full-time job is to be a student. CCA is academically rigorous, and rigor takes time. It is also important to remember that our formally schooled counterparts spend at least seven hours a day in school and an additional couple of hours on homework each evening. Please leave room for the possibility that school might take a little longer than it has in the past and/or that on a field trip week homework might have to be finished on Saturday.

We expect all homework to be done independently (within reason) (see Age-Appropriate Guidelines for Parent Involvement), completely, neatly, to the best of the student's ability, and on time. **The use of answer keys to aid in the completion of homework is not permitted.** All assignments must have the proper heading. The heading should be located in the upper right-hand corner. The heading should have the student's name, subject, level, and date. Subsequent pages of multi-page homework assignments need to be stapled to the first and must have the student's first and last name. An improper heading will lower a student's grade.

Students' weekly assignments will be posted to the Homework Spreadsheet folder in the Materials folder on Jupiter Ed by 6:00 p.m. Sunday. They will also be sent to families via email. It is the responsibility of all CCA families to obtain their assignments each week.

Unless otherwise stated, all assignments are due the following core school day by 8:00am. Homework must be placed in the proper folder before chapel begins. If homework is not in its proper folder by 8:00am on the day it is due, the student will need to use a grace card or receive a late grade for that assignment.

Age-Appropriate Guidelines for Parent Involvement

Note: This information is based on a Conference Handout for the lecture, Teaching Students to Work Independently by Susan Wise Bauer

There are different levels of supervision required by parents:

- Parent at Elbow (PEW)
 - Sitting next to your student helping him understand concepts and complete work to the best of his ability.
- Hovering Parent (HOP)
 - Checking in frequently to ensure he is understanding what is being asked of him and what he has read/learned.
 - Brainstorming paper and project ideas and how to break the task down.
 - Proofreading papers and helping him see errors in grammar and logical structure.
 - Helping study and manage time.
 - Making sure his best work is what is being turned in.
- Assign and Check Parent (ACP)
 - Checking in to ensure he is understanding what is being asked of him and what he has read/learned.
 - Brainstorming paper and project ideas.
 - Proofreading papers and encouraging him to find errors in grammar and logical structure.
 - Testing to make sure your student is prepared for tests.
 - Making sure his best work is what is being turned in.
- Start and End of Day Parent, On Call (SEDPOC)
 - Being available to discuss what he is learning.
 - Being available to brainstorming paper and project ideas.
 - Proofreading papers and requiring him to find errors in grammar and logical structure.
 - Debriefing about study techniques that are working or not.
 - Reining things back in if best work isn't being turned in.
- Start and End of Week Parent, On Call (SEWPON)
 - Being available to discuss what he is learning.
 - Being available to brainstorming paper and project ideas.
 - Proofreading papers and requiring him to find errors in grammar and logical structure.
 - Debriefing about study techniques that are working or not.
 - Reining things back in if best work isn't being turned in.

It is important that at each stage you are also helping your student have a healthy relationship with technology. Make sure that you are working with your student to develop good time management habits that involve technology free times while studying to avoid distraction.

Grades Primary K through G1, parents should be at the elbow working right alongside their student through every subject.

G2

- Move towards Hovering Parent in all but one or two subjects
- Make use of a Student Checklist based on the homework spreadsheet

G3

- Move towards Hovering Parent in all but one or two subjects

- Begin to work on personal schedule-keeping
- Buy student a wall calendar or notebook planner
- Make sure student has an alarm clock and a watch
- Challenge for the year: the student should write in all appointments (doctor and dentist visits, holidays, birthday parties, babysitting jobs, visits with friends)
- Challenge for the year: the student should establish regular time for getting up and going to bed and other family deadlines, and should keep them without prompting.

G4

- Goal: one Parent at Elbow subject, two Hovering Parent subjects, rest Assign and Check
- Continue to use checklist
- Continue to work on personal schedule keeping
- Identify which subjects require you to be At Elbow, which require you to Hover, and which can be moved to Assign and Check
 1. Give the assignment, a time frame, and a timer.
 2. Student reports back at end of time frame
 - Rewards for diligence
 - Consequences for irresponsibility

L1

- Goal: two Hovering Parent subjects, rest Assign and Check
- Establish regular school schedule
- Work out academic schedule along with daily schedule, monitor

L2

- Work towards becoming a Start and End of Day Parent, On Call
 - Work out academic and daily schedule
 - Help student plan how to organize
 - Establish morning check-in time for student
 - Establish end-of-day check-in time for student
 - Check work that needs grading
 - “Eyeball” all work

R1-4

- Start and End of Week Parent
- Beginning of each semester: revisit what is working and what isn't
- Student continues to keep academic and daily calendar.
- Review the week's tasks at the beginning of each week
- Check progress in each subject at the end of every week
- Check in with teachers when needed
- Ask student for a “Friday report.” What's going well? What's going badly? What changes need to be made?

Support Services

We want every CCA family and student to thrive! Some families and students need a little extra help now and again. Here are some helpful resources:

CCA Scholars Program – Students Helping Students

CCA Scholars are students who have been approved to tutor students in subjects for which they have shown a high aptitude. CCA Scholars are available if your student needs accountability, someone to point them in the right direction, or is struggling to understand. The cost per Scholar Session is \$10, paid directly to the Scholar by the struggling student. An available CCA Scholar list is posted in the Resource section of the CCA Family/Student Group.

Modified Workload/Auditing

Some students need a modification to their workload or course load in order to be successful. This modification is approved and designed on a case-by-case basis. Please contact the Head of School if you believe your student needs to take advantage of this flexibility.

Parent Support

Stephanie Ludwig: Stephanie is your dedicated partner in navigating the world of homeschooling! Stephanie, a veteran CCA mom, teacher, and leader, brings a Supernanny-style approach right to your doorstep, offering personalized assistance to ensure you and your children thrive in the CCA journey. From organization strategies to routine planning, Stephanie is here to empower you to be the best support for your students. Contact Stephanie Ludwig at csludwig@hotmail.com or 847-477-7208 for more information and cost.

“Homeschooling” Alternatives: Not all families can give their students the support they need. We have families who are willing to homeschool your children, along with their own, for a fee. Please contact Beth Thomas at bct924@yahoo.com if you need this kind of support.

CCA Approved Tutors – Tabula Tutors

If your student needs more help than you or CCA Scholars can provide, you may want to reach out to Tubula Tutors (www.TabulaTutors.com). Tabula Tutors is very familiar with classical education, CCA curriculum, and helping students achieve success in the humanities (i.e. grammar, literature, composition, history, Latin, formal logic, critical thinking, thesis, etc.).

Giving Grace

Each student is allowed to use two Grace Cards per subject per grading period. A Grace Card allows a student one week’s grace for an assignment.

The Grace Card must be filled out completely and attached to the late assignment (If the assignment is in a workbook, the grace card must be attached to the front of the workbook.). The assignment must be turned in on the following school day. If not, the student will receive a zero for the assignment.

R3/4 students are given special grace so that they can take time to investigate their college and university opportunities. R3/4 students will get two Super Grace Cards for the year. A Super Grace Card allows R3/4 students to skip completing an assignment without penalty. In order to redeem the Super Grace Card, the R4 student must attach the business card of the admissions counselor with whom he/she met to the Grace Card. Students are **not** allowed to use Super Grace Cards on tests or papers and projects of significance. R3/4 students wanting to use their Super Grace Cards must check with their teachers first; not doing so may result in a zero for the missed assignment.

Grace Cards can be downloaded from the “Materials” folder in School Resources in Jupiter. If your student doesn’t turn in his work, he will receive a 0. If he has used all his Grace Cards and/or turns in work more than one week late, he will receive an “L” equivalent to 69%.

Illness

If your student is ill and unable to complete his assignments, you or your student must contact the Head of School. The Head of School will decide if grace without the use of a Grace Card will be given. Students granted this grace will need to use a Sick Card, which can be downloaded from the “Materials” folder in School Resources in Jupiter.

Late Work

CCA is training students in time management and responsibility. **All homework received after Chapel begins on the core day is considered late.** Late work needs approval from a member of the Leadership Team. Late work without approval will receive a late grade (L = 69%).

Grading Homework

Our goal is to return most homework assignments to students by the end of the day they are submitted. Tests, essays, projects, and research papers will likely take longer.

TESTING

Life is full of challenges. Tests are one of those challenges that students must face. At CCA, we see tests as an opportunity to apply what students have learned. They also serve as practice for students who don’t test well. Every test is an opportunity for student growth.

We feel that quiz and test scores are a good measure of a student’s mastery of a subject, and as a result, we may ask students to repeat classes based on a student’s quiz and test scores rather than their overall course grade.

In May, CCA offers the Classic Learning Test (CLT 3-6 and 8) for G1-L2 students. The CLT evaluates reading, grammar, and mathematics and provides a comprehensive measure of achievement and aptitude. Unlike other tests that change according to educational or cultural trends, CLT exams emphasize foundational critical thinking skills.

The “classic” in Classic Learning Test refers to its use of classic literature and historical texts for the reading selections on their exams. By engaging students with this meaningful content, CLT assessments offer a more edifying testing experience and reflect a holistic education.

We highly encourage Rhetoric Level students to take the CLT 10 and CLT. Both exams can be registered for and taken online from home at certain times throughout the year.

To learn more about the CLT, please visit www.CLTEXAM.com.

GRADING POLICY

Purpose

There are many positive reasons to grade students’ work. Grading helps develop accountability in students. It also motivates students to meet deadlines. Grading provides a good (not perfect) natural reward for hard work and a consequence for lack of effort. It is also a capable measure of how well a concept is grasped.

Grading

At CCA, we record and deliver grades through an online grading program called Jupiter Ed. At the beginning of the school year, you will be given a username and password that will allow you to access your student's grades at any time. It is a wonderful program that enables you and your student to keep a close eye on your student's progress.

Criteria

It is our desire to grade objectively. Whenever possible, teachers will be as detailed and upfront as possible about how grades will be determined.

Grading Scale

CCA desires for students to master the material they are taught. A student's grades are one way that we can determine whether mastery has been achieved. Our grading scale at CCA is A, B, C and F, because if a student has less than 70% competency in a particular subject we are setting them up for failure if we advance him/her to the next level. A student must have a cumulative score of 70% or above in a subject to be considered for advancement.

Mastery Markers

More important than grades is the mastery of the fundamental components of a given area of study. Every course your student takes at CCA will have a syllabus that explains the course, teacher expectations, and Mastery Markers. Demonstration of mastery is required before promotion to the next level will be allowed.

Academic Probation

Any student who receives a first or second-semester final grade of 69% or less in any subject will be placed on academic probation. The parents of the student, the student, the Head of School and/or the Academic Director will meet to discuss the issues surrounding the poor grade. If the student shows a willingness to improve, he/she will be allowed to continue at CCA. If the student is able to achieve 70% or higher in all of his/her subjects during the following semester, the academic probation will be lifted. If the student's grades don't improve, he/she may be asked to take the course again or leave the program. If a student receives a 69% or less in more than one class during any one semester, the student may be asked to leave the program. These issues will be evaluated on a case-by-case basis.

CCA CLASS AND HOME SCHOOL PARTICIPATION

Class participation is an important part of a successful classroom experience at the Classical Consortium Academy. Class preparation is critical for productive class participation. Students will be given a grade for their class participation that will impact their final grade. If a student is absent due to illness **and the Head of School has been notified**, his/her class participation grade will not be affected. Students are granted one vacation day per semester. This allows students to have one day's worth of class participation not be affected by an absence due to something other than illness.

A student's behavior in his home school is also extremely important to us at CCA. As a result, parents will submit a home school participation grade each semester that will be included in the student's final grade. The grade should be based on effort, self-motivation, and willingness to cooperate with his home teachers during school time. Parent-assigned grades will be due on a date to be determined. If parents do not turn in a home school participation grade, their student will receive a zero.

MISSING WORK

If you believe that a grade was misreported or an assignment was not recorded when it should have been, it is important that you show the Director of Administration the CCA graded assignment within one week of the grades being delivered. No grades will be changed after one week's time.

RESUBMITTING TESTS, QUIZZES AND PAPERS

The resubmission of quizzes, tests, and papers is at the complete discretion of the teacher who assigned them. Students (not parents) must get permission from the teacher before resubmitting a quiz, test, or paper. The resubmission must be typed and attached to the original. True or false questions must be accompanied by an explanation. Every resubmitted correct answer will be given half credit, unless the teacher decides otherwise. All resubmissions must be returned by the next school day. Final exams cannot be resubmitted.

RESOLVING GRADE DISCREPANCIES

If a student has a question about how an assignment, test, or quiz was graded, he/she may submit his/her question in writing along with the assignment, test, or quiz to the instructor of the class **within one week**. We encourage students to handle these issues directly with their teachers, not indirectly through their parents.

If you find a discrepancy in your student's final grades, you must bring the CCA graded assignment to the Director of Administration within one week of final grades being delivered. No grades will be changed after one week's time.

GRADE REPORTS

Grade reports will be given two times per year – end of December and end of May. Final tests and assignments will be graded and final grades will be available within two weeks after the final day of the semester. Grace Cards can't be used on assignments due on the final day of the grading period.

PLACEMENT

Both the parents and Head of School will determine the placement of students with the aid of past report cards, placement tests, and writing samples. We believe that students should be placed at a level where they can complete the assigned work fairly independently and successfully. Please remember that CCA is a rigorous and demanding program covering subjects your students may not have been taught before. As a result, students may be placed at a level different from where they would be placed in a traditional school. It is also possible that students will be asked to spend more than one year at a level to ensure that they have a firm grasp on the material taught.

AUDITING

We allow students to audit classes if necessary. The privilege of auditing is given to students who are hard workers but are academically challenged. Auditing students must attend all classes but are given flexibility regarding their homework assignments. Parents are allowed to modify assignments to best meet their students' needs. If an auditing student completes a homework assignment on time, as it was assigned by the teacher, the work will be graded. If a student audits a class that is offered each year (e.g.: Latin, Spanish, Math, Logic, and Logic and Rhetoric Level sciences, etc.) the student must retake the audited class the following year for a grade. If a student is allowed to audit a class that isn't able to be retaken, the student is required to prove competency by maintaining a 70% or higher on tests, quizzes, papers and other "essential" work to remain a student in good standing at CCA.

Rhetoric Level students must either not include audited courses on their transcripts or clearly indicate their auditing status on their transcripts; not doing so would be disingenuous because all work, as it was assigned, was not completed.

To gain auditing privileges for your student, you must meet with the Head of School. The Head of School will determine if the privilege of auditing is granted.

GRADUATION REQUIREMENTS

At the Rhetoric Level, students may choose from four different tracks. Below are the basic requirements for each track. A student will meet with an advisor prior to his/her R1 year and decide which track he/she would like to take.

Course Areas	Traditional Four-Year Track	Accelerated Three-Year Track	Honors Four-Year Track	Certificate of Merit Track
Math	Three years of math successfully completed through Integrated Math II or higher.	Three years of math successfully completed through Integrated Math II or higher.	Math successfully completed through Pre-Calculus or higher.	Three years of math successfully completed through Integrated Math II.
Foreign Language	Three years of a foreign language successfully completed.	Three years of a foreign language successfully completed.	Four years of a foreign language successfully completed.	Two years of a foreign language successfully completed.
Science	Three years of science successfully completed through Biology.	Three years of science successfully completed through Biology.	Three years of science successfully completed through Biology.	Three years of science successfully completed through Biology.
Omnibus/History/Literature	Three years of Omnibus successfully completed (American Studies required).	Three years of Omnibus successfully completed (American Studies required).	Four years of Omnibus successfully completed.	Three years of Omnibus successfully completed.
Rhetoric Training	Successful completion of Critical Writing, Classical Rhetoric I, and Classical Rhetoric II.	Successful completion of Critical Writing, Classical Rhetoric I, and Classical Rhetoric II.	Successful completion of Critical Writing, Classical Rhetoric, Classical Rhetoric II, and Independent Study.	Successful completion of Critical Writing, Classical Rhetoric I, and Classical Rhetoric II.
Extras	Successful completion of Theology/Worldview, Economics/Finance, Fundamentals of Professionalism courses.	Successful completion of Theology/Worldview, Economics/Finance, Fundamentals of Professionalism courses.	Successful completion of Theology/Worldview, Economics/Finance, Fundamentals of Professionalism courses.	Successful completion of two Theology/Worldview, Economics/Finance, Fundamentals of Professionalism courses.

Students who successfully complete the Traditional Four-Year Track or Accelerated Three-Year Track earn the privilege of wearing a cap and gown at graduation and receiving a diploma. Students who successfully complete the Honors Four-Year Track earn the privilege of wearing a cap and gown with cords at graduation and receiving a diploma. Students who complete the Certificate of Merit Track will wear appropriate formal dress at graduation and receive a Certificate of Completion.

Except for R3s and R4s who are granted permission, all students enrolled in classes at CCA must be on campus for the entire day. If they aren't in academic classes, they must either be in the study area or helping teachers or staff.

LIFE BEYOND CCA

We actively work to help students achieve their goals. We have developed materials that help Rhetoric Level students and their families prepare for higher education. CCA's Rhetoric curriculum is NCAA approved, making it very easy for our elite athletes to play for the university of their choice.

All Rhetoric Level students will be enrolled in our Life Beyond CCA course in Jupiter Ed maintained by CCA's guidance counselor. Here parents and students learn about scholarships, testing, and other college, missions, and job opportunities.

College Connections

We continue to build relationships with reputable Christian universities around the country. Universities continue to take special notice of our exceptional students.

Grand Canyon University

CCA students and parents enjoy the following benefits through our relationship with Grand Canyon University:

1. CCA students will receive a \$4,000 (for those living on campus) or \$1,500 (for those living off campus) CCSC Award per year for each year of attendance at CCA during high school (students must also meet the eligibility requirements). This could save students up to \$16,000 on college tuition over the course of four years. Unless explicitly stated otherwise, this scholarship can be combined with other Grand Canyon University scholarships in accordance with the Grand Canyon University CAP policy but cannot exceed your charges.
2. CCA teachers and staff have access to an exclusive 10% scholarship providing savings toward tuition and fees for online undergraduate, graduate or doctoral degree programs, along with non-degree single courses and continuing teacher education courses.
3. R4 students have access to a catalog of dual or concurrent enrollment courses providing them with an opportunity to reduce the time to complete a bachelor's degree. These courses are offered at \$52.50 per credit hour.

Regent University

CCA students and parents enjoy the following benefits through our relationship with Regent University:

1. 20% tuition scholarship on all associate, bachelor's, master's, and doctoral degree programs for all teachers, their spouses, and children.
2. \$4,000 Scholarship toward tuition at Regent University. Students will receive \$1,000 per year for up to 4 years. This scholarship can be stacked with base scholarship awards, such as merit-based and corporate partnership scholarships. However, it is subject to standard limitations with other Regent-funded awards.
3. One free College Preview Weekend registration per eligible high school student.
4. Guaranteed admission to Regent University's Early College program for any high school students who meet the requirements listed below:
 - At least 16 years of age
 - Completion of sophomore year
 - "B" average in college preparatory curriculum
5. Provide guaranteed admission to Regent University for any student who meets the requirements listed below:
 - Graduate from CCA
 - Apply to Regent by November 1st of their R4 year
 - Possess a 3.6 GPA (unweighted)
 - Submit CLT, SAT, or ACT scores (results not to be held against them)
 - Complete 4 years of English, 3 years of social science, 3 years of mathematics, and 2 years of foreign language
 - Have no disciplinary violations or legal indicators
 - Have not attended another college post-high school graduation

ADMISSIONS AND FEES

ADMISSIONS SCHEDULE AND PROCESS

Enrollment for the 2024-25 school year will begin on March 1, 2024.

Admission to CCA is a four-step process for families new to our program. All four steps must be completed before students are allowed to join us for classes.

1. Review the entire CCA handbook.
2. Complete and submit all enrollment forms, evaluation materials, and recommendations with required fees.
3. Join a member of the CCA Leadership team for a family interview.
4. If CCA is a good fit, enter the applicant pool and wait to be placed.

Review the Entire CCA Handbook

We have spent a lot of time thinking through the details that will make or break our program. Those important details are in this handbook. **We ask that both parents read the entire handbook.** We require students to read the portions that apply to them. Your family's intimate understanding of what this program is all about and what is expected of our families will contribute to your student's success.

Complete and Return All Enrollment Forms, Materials, and Recommendations with Required Fees

On our website, you will find the required enrollment form. Please fill it out completely.

Because CCA is a unique and rigorous program, it is most helpful for prospective families and CCA if prospective families have an established relationship with a current CCA family. The Leadership Team values the insights and wisdom our current families can provide. As a result, all families applying to CCA for the first time are encouraged to submit one letter of recommendation from a current CCA family, if possible.

A registration fee of \$175.00 (\$200.00 after May 1st) per family must accompany your family's enrollment forms. This check should be made payable to the Village Church of Barrington. This is a non-refundable fee; however, it will be returned in full if enrollment is denied.

If you are interested in a teaching or support staff position, please complete our Teacher/Staff Application found on our website.

Please send admissions fees to:

Village Church of Barrington
c/o CCA
1600 East Main Street
Barrington, IL 60010

Join a Member of the CCA Leadership Team for a Family Interview

This interview gives us a chance to talk about the program, what your family would like to get out of it, your student's academic history and desires, and to answer any questions you may have. Admission is based on your student's academic abilities, motivation, desire to learn, and willingness to cooperate with students and teachers.

We reserve the right to interview returning families, although this won't be required of all returning families.

Enter the Applicant Pool

At CCA, we don't enroll students based on their registration order. We have an applicant pool from which we pull our students. Students are pulled from the pool in the following order:

1. Existing students¹
2. Students of staff
3. Siblings of current students
4. Qualified students who have completed the admissions process

Attend Our Orientation

We will be hosting teacher meetings and orientation for all families during the week before school starts. Orientation meetings and activities are required. More details will be given in your confirmation letter.

TUITION AND FEES

Required

Registration Fee (per family)	\$175 fee per family due at time of form submission if submitted by May 1 st . \$200 fee per family if application is submitted after May 1 st .
Orientation Fee (per student)	\$50 per student
Primary Level Tuition	\$1,350 (\$135.00/month)
Grammar Level Tuition	\$1,625 (\$162.50/month)
Logic Level Tuition	\$1,715 (\$171.50/month)
Rhetoric Level Tuition	
Tuition for R1-3	\$2,700 (\$260.00/month)
Tuition for R4	\$2,700 for all six classes offered (\$270.00/month) or \$650/class.

Optional

Guided Study and Enrichment Day for Primary, Grammar and Logic Level Students	\$1,000 (\$100.00/month)
Grammar and Logic Level Math	\$750 (\$75.00/month)

FINANCIAL OBLIGATIONS

CCA is a self-funded ministry that relies on your timely tuition payments to purchase books and supplies, pay teachers and staff, and pay rent. Please understand that when you enroll your student in CCA we are counting on your financial commitment for the entire school year.

¹ Returning students will be evaluated on the effort they put forth the previous year. Our expectation is that all CCA students give their best effort to their schoolwork.

Tuition payments are due the first Monday we are in session each month (August-May). Tuition payments can be paid online or placed in the tuition box before chapel begins. Checks should be made payable to Village Church of Barrington. A \$10.00 late fee will be charged to families who do not submit tuition payments on time. If you need to delay a payment or require financial assistance, you must contact the Head of School before tuition payments are missed. We will do everything we can to help you.

BOOK EXPENSES

In a separate file on our website (www.ClassicalConsortiumAcademy.org), you will find a copy of the preliminary book list. The final book list will be posted by June 1st. The list contains all of the materials required for each level. The number in parentheses next to some titles is the item number designated by the company listed in the Suggested Place for Purchase column. We have included the ISBN number (the thirteen-digit number beginning with 978) when possible. If you choose to purchase your materials from another source, please make sure that you are ordering the same item we are requiring. It is essential that all students have the same versions of the materials listed.

OTHER EXPENSES

A supplies list will be sent to you one month before school begins. This list will itemize all of the school supplies required for each class.

REQUIRED READING FOR ALL CCA FAMILIES

We believe that it is critical that you read *The Battle for the American Mind* by Pete Hegseth and David Goodwin. If you are unfamiliar with classical Christian education, we ask that you also read *An Introduction to Classical Education* by Christopher Perrin or *Recovering the Lost Tools of Learning* by Douglas Wilson. They make a wonderful case for the type of education we feel passionate about helping you provide for your children.

We would also like all families to read *Protocol Matters* by Sandra Boswell. She argues that protocol training is biblical and essential. She explains that the intent of protocol training should be “to teach and equip children so that they will behave in a manner worthy of their gospel calling.” She continues by suggesting, “Protocol training promotes the valuable character-building habits of self-control, humility, and thoughtfulness.” We couldn’t agree more! The book details expected mannerly behavior and suggests ways to teach those behaviors at home. The book also discusses cultivating social graces in schools. At CCA, we expect our students to uphold many of the standards set in this book. During the year, we will be gently reminding students of these protocols. The greater the similarity between what is expected in your household and what is expected on Mondays, the more successful both of our teachings will be.

POLICIES

This section focuses on the details that help our program run well. Our intention is to be as clear as possible about our expectations so CCA and all our families are set up for success, not to seem legalistic and unnecessarily rigid. Many of these policies help protect the time and well-being of our students, parents, staff, teachers, and the Leadership Team.

USE OF PERSONAL INFORMATION

CCA distributes a family directory to all enrolled in our program with the names, addresses, telephone numbers, and levels of the children registered at CCA. This information should only be used for your personal use and is not allowed to be distributed to anyone outside of our program.

WEB AND EMAIL COMMUNICATION

To help manage the costs of our program and the time of our Leadership Team, instructors, and staff, we use email and Jupiter Ed whenever possible.

It is the responsibility of every family to make sure that CCA has your current email address. It is critical that you **check your email regularly for important updates**. CCA is not responsible for un-received or un-read electronic communication.

ACADEMIC EXPECTATIONS

It is our expectation that all students and their parents are fully engaged in the academic process. We expect students to complete all assigned work, try their very best, and ask for help when needed. Parents are expected, in the very least, to facilitate the learning process by knowing what is required of their students each week, helping when necessary, and making sure that all work is complete.

Students are expected to maintain a 70% or above in each of their classes. Any student who receives a first or second semester final grade of 69% or less in any subject will be placed on academic probation. The parents of the student, the student, the Head of School and/or the Academic Director will meet to discuss the issues surrounding the poor grade. If the student shows a willingness to improve, he/she will be allowed to continue at CCA. If the student is able to achieve a 70% or higher in all of his/her subjects during the following semester, the academic probation will be lifted. If the student's grades don't improve, he/she may be asked to take the course again or leave the program. If a student receives a 69% or less in more than one class during any one semester, the student may be asked to leave the program. These issues will be evaluated on a case-by-case basis.

ACADEMIC MISCONDUCT

Any form of academic dishonesty or misconduct will not be tolerated at CCA. This includes, but is not limited to: cheating, plagiarism, and a misrepresentation of one's work and/or efforts. Utilization of answer keys to aid in the completion of homework is not allowed.

We agree with Dartmouth College's code of conduct which states, "Any form of plagiarism violates the Academic Honor Principle. Plagiarism is defined as the submission or presentation of work, in any form, that is not a student's own, without acknowledgment of the sources."

If a student copies the words of another author and does not give credit to the original source, he/she has plagiarized. If a teacher suspects that a student has plagiarized, that student will be asked if the words on his/her paper are his/her own. If the student confesses and asks for forgiveness, he or she will be forgiven, and be given a zero for the assignment. If a student is confronted, does not confess, and

evidence proves otherwise or if a student commits a second offense, the misconduct may lead to expulsion from the program. The ultimate decision will be made by the Leadership Team.

ILLNESS

We ask that you keep ill students at home. We would like to keep our school as healthy as possible. Please notify the Head of School if your child is ill and unable to attend CCA. Ill Logic and Rhetoric students may join their classes virtually through Zoom if the Head of School is texted at 847-863-6867 prior to 7:30am. The text must include the student's name and level.

BRINGING ITEMS TO SCHOOL

Students should bring only items necessary to participate in class to CCA. Toys or weapons of any kind are not allowed. Cell phones should be turned off during school hours and used only with the permission of a teacher, staff member, or member of the Leadership Team. Any teacher, staff member, or member of the Leadership Team may confiscate any items they deem inappropriate.

TECHNOLOGY POLICY

We recognize both the tremendous benefits and detriment of technology. We also acknowledge that technology isn't going away, so we've created a technology policy that we hope will help us all have a healthy relationship with technology – one where we are, with thoughtfulness and deliberateness, controlling it, rather than mindlessly allowing it to control us. In addition, we have limited time together and want to maximize the opportunity for high-quality, in-person connection.

At CCA

While at CCA (7:45am-4:00pm), students' cell phones should be in "downtime" mode (i.e. games and social media shut off) and in their crates or backpacks. Students are allowed to have their cell phones in class if they are needed for educational purposes at the teacher's request. If a student is caught with a cell phone, it will be taken away, a \$5.00 fine will be levied, and the cell phone will be returned to the student at the end of the day. If a student is in frequent violation of CCA's tech policy, a meeting with the Head of School will be required, and possible expulsion will be discussed. If you must get a hold of your student during the school day, please call Beth Thomas at 847-271-7864, and she will get the message to your student.

In addition to the above...

- CCA is not liable for personally owned technology that is lost, stolen, or damaged. CCA will not reimburse for lost or stolen technology nor will CCA be able to fix or troubleshoot damaged technology. Technology that is brought into CCA is solely the responsibility of the student and his or her parents.
- Students may not use their personal technology devices for gaming or media sharing during the day at CCA.
- Students may not take pictures or videos of any student, teacher, staff member, or CCA guest without the individual's consent.
- Students may not utilize any piece of technology in the bathrooms at VCB.

Away from CCA

The reality is that the Lord has brought us together to be in community with each other. Whether we are at CCA or away, we are connected. While we can't (nor do we want to) dictate what you do outside of CCA, Romans 14:13-23 provides guidance for how we should behave. When we allow technology to

steal our focus from our work, we can't be as productive and as rest-filled and joyful as we'd like and need to be. We also distract others from getting their work done. Here are a few suggestions to follow:

- Set productivity goals for the day and the week. REWARD yourself when you meet them!
- Set your phone to "downtime" during working hours (or use a KSafe if your self-control needs a little help).
- Use Qustodio, Microsoft Family, or the like to turn off distracting apps and websites on your computer during school time.
- Shut off your notifications on your phone and computer.
- Limit reaching out to students for non-school or non-essential communication during prime working hours (8:30-11:30; 12:30-3:30).
- Set up study dates to study productively together.
- Use break times to get fresh air and energy out rather than to get on your devices.
- If you use technology during a break, SET A TIMER. Often, we underestimate the amount of time we spend on our devices.

We highly recommend viewing movies such as *Screenagers* and *The Social Dilemma* with your students (G4 and above). We also highly recommend reading *Stolen Focus* by Johann Hari (Note: The author references his gay lifestyle and uses explicit language on occasion.)

GENERAL BEHAVIOR EXPECTATIONS

We expect everyone at CCA (i.e. teachers, parents, and students) to behave like ladies and gentlemen at all times. Mannerly behavior yields a pleasant and productive learning environment. Proper behavior requires self-control and shows care and concern (respect) toward others.

Everyone should...

- Be fully engaged in the academic process.
- Complete their work to the best of their ability and ask for help when needed.
- Address each other as Mr. and Miss/Ms./Mrs.. (Peers are welcome to call each other by their first names.)
- Greet everyone you pass.
- Look people in the eye when you speak.
- Respect others and their things. (i.e. Treat others as you would like to be treated. Ask before taking something that doesn't belong to you. Return things in their original condition. Treat the church as God's house.)
- Do what you are asked the first time you are asked with a happy heart.
- Follow CCA dress code.
- Leave every place BETTER than how you found it.
- Sit up straight. Feet on the floor. Head up.
- No drawing on ourselves, others, tables, or walls.
- Stand when asking or answering a question.
- Do not be alone with someone of the opposite gender in a private location.
- Address grievances biblically (i.e. go swiftly (Ephesians 4:26), go graciously and humbly (Colossians 3:13), go to the offending person first, then bring in a trusted third party (Leadership) if needed (Matthew 18).
- Do not engage in conversation unbecoming a Christian (i.e. don't gossip, don't put others down, don't lie, don't force gas to leave your body audibly.)
- Be cautious to not expose others to topics, media, etc. that families believe are unsuitable.

Gentlemen should rise when a lady enters the room; allow them to go first; hold doors; carry items; offer to help.

Ladies should be gracious and respectful to young men.

First-period teachers will check to make sure that students are in uniform. If a student is not in the dress code, the teacher will let the Director of Administration know immediately after class.

Consequences for not being in the dress code:

- Parents will be notified.
- First offense, a reminder of the dress code.
- Second offense, parent notification, and a \$5.00 fine.
- Third offense, parent notification, and a \$10.00 fine.
- Fourth offense, parent notification, a meeting with the Head of School, and a \$15.00 fine.
- Fifth offense, parent notification, a meeting with the Head of School, and possible expulsion.

At the end of each school day, students will pitch in and...

- Wipe down the tables.
- Vacuum the floor.
- Empty the trash.
- Set the room properly.

STUDENT DISCIPLINE POLICY

On the rare occasion that a student violates the rules outlined in our handbook or given by a teacher or a member of the Leadership Team, the behavior will result in one or more of the following:

- Verbal warning given during class;
- Dismissal from the classroom; and/or
- Conference with the Head of School.

The teacher or support staff member who observed the violation will confer with the Head of School regarding the student's behavior. Depending on the offense, a verbal reprimand will occur immediately or parents will be contacted. The Leadership Team will determine what, if any, punishment will be given.

Punishments must be carried out in a timely and thoughtful manner. It is possible that a student would be asked to write a letter of apology. That written apology must:

- Admit and explain how the offense was wrong;
- Ask for forgiveness;
- State what restitution will be made, if necessary; and,
- Cite biblical references and state how the problem will be resolved and prevented in the future.

A student may also be asked to verbally apologize to the person(s) he has offended. If the offense was one-on-one, an apology is made to the offended person with the teacher or Head of School present. If the offense was public, the student might be asked to make a public apology, either in class or in the presence of those whose presence the offense took place with the teacher or Head of School present. The student may either read the apology or speak directly to the offended party/parties. However, if the student chooses to speak directly, all elements of the written apology must be included.

If a student continues to act inappropriately or disrespectfully, he/she may be asked to leave the program. The Leadership Team will assess each situation and determine the course of action that best suits both the student and the program.

Severe Disruptions

In the case of extreme inappropriate behavior, in which the student causes a major disruption in the classroom, chapel, or on campus, causes bodily injury to anyone, or harms church property, more severe disciplinary actions may be taken immediately, at the discretion of the Head of School and the other members of the Leadership Team, forgoing the process outlined above. The student may be suspended from classes or expelled.

TEACHER DISCIPLINE POLICY

If a staff member conducts him/herself inappropriately, violates confidentiality, or shows an inability or unwillingness to fulfill the responsibilities for the position, the Leadership Team will decide the disciplinary action that should be taken on a case-by-case basis.

TEACHER/STUDENT COMMUNICATION POLICY

There is an important relational component to CCA. CCA opens doors for students to be poured into by other Christian men and women in and out of the classroom. Many of our students have excellent connections with their teachers. They have a good rapport in class. They talk with each other in the halls or at lunch. They might email on occasion. Many students have asked their teachers to be friends on Facebook or follow each other through Instagram, X, or blogs. Deep, meaningful, healthy, and time-enduring relationships are being formed and cultivated.

With that said, it is important to let you know that each teacher has a right to his/her own opinion outside of the classroom and to express that opinion through social media, the blogosphere, etc. Their expressed opinions aren't necessarily the opinions shared by the Leadership of CCA or the Village Church of Barrington. We have asked our teachers to be mindful of what they communicate outside of the class - making sure what they post doesn't harm or reflect poorly on them, our students, CCA, or Christ. Although we trust our teachers implicitly to uphold that standard, we encourage parents to befriend people your child has friended on Facebook, follow and read the tweets and blog posts that your children do, etc. These activities will prove to be fruitful discussion starters, for sure!

CONFIDENTIALITY OF PERFORMANCE AND CONDUCT

Our expectation is that all teachers and support staff behave in a Christ-like manner. To accomplish this, all staff must respect the confidentiality of students. They must always speak positively about students and families and keep grievances and private matters private. Any behavior or academic concerns should be addressed privately with a member of the Leadership Team.

UNIFORM REQUIREMENTS AND GENERAL APPEARANCE

The way a person dresses helps set the tone for his/her conduct. Students, teachers, and support staff are asked to dress professionally and modestly.

Students are required to choose from the items listed below or items that look as similar to them as possible. They can be found in the school uniform section of Land's End (www.landsend.com/school), JC Penney's (www.jcpenney.com), Old Navy, or Hall Closet Uniforms² (www.hallclosetuniforms.com).

² Hall Closet Uniforms carry good quality, conservative uniforms. We feel comfortable with you choosing items from their Boy's and Girl's Store collections (except their P.E. wear) without listing specific item numbers. Please make sure that your selections are in white, navy blue, light blue for tops and khaki, navy, or black for bottoms.

If you choose to buy from Land's End please enter our school code, 900121849. Through Land's End, you have the option of having our logo embroidered on your student's clothing.

	Land's End Uniform Description	JC Penney's Uniform Description	Old Navy's Uniform Description
Gentlemen			
Tops <i>All tops must be either white, light blue or navy and must be worn tucked in.</i>	Short-sleeve Mesh Polo Long-sleeve Mesh Polo Short-sleeve Oxford Long-sleeve Oxford	Izod short sleeve polo shirt Izod long sleeve polo shirt Van Heusen Easy Care Oxfords (short sleeve) Van Heusen Easy Care Oxfords (long sleeve)	Uniform Pique Polo for Boys, short or long sleeved
Blazers, Sweaters and Vests must be navy blue. <i>They are optional but encouraged.</i>	Vest Crewneck Sweater Hopsack Blazer	<i>If you can find a plain, navy vest, sweater or blazer through another retailer, please feel free to purchase that for your student, if desired.</i>	<i>If you can find a navy or gray vest, sweater or blazer through another retailer, please feel free to purchase that for your student, if desired.</i>
CCA and House T-shirts and Sweatshirts are allowed on Pizza Days.			
Bottoms <i>All bottoms must be either khaki, navy, or black.</i>	Plain-front Chinos Pleated Chinos Plain-front Chino Shorts Pleated Chino Shorts	Izod flat-front pants. Cotton/polyester. Izod pleated pants. Cotton/polyester. Izod pleated pants. Cotton/twill. Izod shorts. Cotton/polyester.	Uniform Built-In Flex Pleated or Straight Khakis for Boys
Accessories	Ties are encouraged Sensible matching shoes in black, brown or navy blue are required Nice gym shoes, sandals, or crocs are allowed Socks are to be a solid color No jewelry other than watches is allowed		

Ladies			
Tops <i>All tops must be either white or blue.</i>	Short-sleeve Mesh Polo Long-sleeve Mesh Polo Short-sleeve Oxford Long-sleeve Oxford	Izod short sleeve polo Izod long sleeve polo Izod peter pan collar short sleeve Izod peter pan collar long sleeve Izod plain oxford with chest pocket short sleeve Izod plain oxford with chest pocket long sleeve	Uniform Pique Polo for Girls, short or long sleeved. Uniform Short-Sleeve or long sleeved Poplin Shirt for Girls
Blazers must be navy and sweaters must be white or navy blue. <i>They are optional but encouraged.</i>	Fine Gauge Cardigan Crewneck Blazer	Izod cardigan. Washable acrylic.	Uniform V-Neck Button-Front Cardigan for Girls. Uniform Crew-Neck Button-Front Cardigan for Girls
CCA and House T-shirts and Sweatshirts are allowed on Pizza Days.			
Bottoms <i>All bottoms must be either khaki, navy, or black.</i>	Plain-front Chinos Pleated Chinos Plain-front Chino Shorts Pleated Chino Shorts	Izod flat front pants. Cotton/polyester. Izod pleated pants. Cotton/polyester.	Uniform Built-In Flex Pleated or Straight Khakis for Girls
Skirts must be worn at or below the fingertips when arms are extended	Solid Pleated Skirt Solid Pleated Skirt A-line Skirt	<i>Please note that JC Penney doesn't offer a skirt of an acceptable length. If you daughter</i>	Uniform Twill Jumper for Girls

at the side. They can be khaki, navy or plaid with shades of blue only.	Plaid A-line Skirt	<i>would like to wear a skirt, please purchase it from Land's End.</i>	Tie-Belt Utility Midi Skirt for Women
Accessories	Sensible, matching, closed-toe shoes in black, brown, navy blue or white: Mary Jane, Flats, or slightly heeled shoes (1" or lower) Nice gym shoes, sandals, or crocs are allowed Tights or dress socks are to be a solid white or navy blue and cover the feet Undershirts must be tasteful and be white or the same color as the shirt Tasteful and simple jewelry and make-up allowed		

Students are asked to keep their hair clean, neat, and out of their eyes.

STUDENT PICK UP

The school day ends at 3:45pm. All school clean-up ends at 4:00pm. Students are expected, and parents are encouraged to help clean up at the end of the day.

SEVERE WEATHER

It is possible that severe weather will prevent us from holding classes. Parents will receive an email notification by 6:00am, if classes are cancelled.

EXPENSE REIMBURSEMENT

If you incur any pre-approved expenses for the school, you may turn in your receipts to the Head of School within 30 days of incurring the cost.

GRIEVANCE PROCEDURES

At CCA, all grievances should be resolved by following the process outlined in Matthew 18.

1. First, go to the person with whom you have the conflict or trouble and try to resolve the matter in a biblical way.
2. If not resolved, take the concern to the Head of School. The two of you will then address the offending person.
3. If the grievance is still not resolved, it should be taken to the other members of the Leadership Team. Then the Leadership Team will address the concern with the offending person.

WITHDRAWAL

Please understand that when you enroll your student in CCA your commitment is for the entire school year. It is very difficult for students waiting in our applicant pool to begin the program mid-year. In addition, our program is counting on your financial support for the year. With that said, we understand that there are unexpected circumstances that occur. If you must withdraw your student from CCA, we would like at least 30 days written notice. You are expected to pay the tuition due during that 30-day period. In addition, the fees paid at the beginning of the school year will not be refunded.

FORGOTTEN ITEMS

Items left at the church after school hours must be retrieved the following school day. Church office personnel should not be telephoned, as they will not have access to materials left behind. For this reason, it is extremely important that all students check that they have all of their belongings and materials from their family folders before they leave for the day.

MATERIALS

This handbook and all other CCA materials created by teachers or staff are the property of the Classical Consortium Academy. We ask that you don't share or copy any CCA materials with anyone outside the program without the consent of the Leadership Team.