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FOUNDATIONAL DOCUMENTS

History and Philosophy

This work began early in 2001, as the board and administration sought the LORD's will for greater direction and definition of what kind of school Mars Hill Academy (MHA) should become. Up to that point (1996-2000), we had taken most (but not all) of our lead from the highly successful Logos School in Moscow, Idaho – the ideological center of classical and Christian education in its modern manifestation. In doing so, we found a kindred spirit, educationally speaking, and felt the Logos School provided a very adequate theological and philosophical foundation for the start of a fledgling classical and Christian school in the Cincinnati area. We continue to learn a great deal from the folks at Logos School, viewing them in much the same way a son might learn from and admire his older brother.

On the other hand, we desired to do some things differently from Logos (and from any number of existing classical and Christian schools for that matter). As we've read, prayed, taught, and discussed the primary and subordinate commitments of the school, we have seen the wisdom, even the necessity, of doing some things differently. Indeed, many areas where we have seen the need for more explicit biblical, historical, or cultural faithfulness are areas that have been or have become a concern for many other schools (including Logos), as well. After all, the temptation to succumb to "vision drift" is ever present. The people of God are frequently admonished in the Scriptures to think carefully and clearly, considering the impact one idea has upon another. Contrary to popular opinion, ideas do have consequences. So, with a deep sense of gratitude and a desire to remain in close contact with those who have taught us so much, we press on and explore what God continues to do in restoring genuinely classical and Christian education to Christian families around the country and in Cincinnati.

In June of 2001, the Mars Hill School Board formed an ad hoc committee called "Foundational Documents Committee" with the express purpose of doing the following:

To identify, establish, refine and coordinate the defining vision, philosophy, assumptions (both theological and cultural) of MHA. A subordinate purpose of the committee is to ensure the effective communication of the above values and priorities to the MHA parent community.

It seemed both expedient and wise to create an opportunity and vehicle for the Board's continued, long-term philosophical growth, as providing and protecting the school's vision constitutes the lion's share of its work.

The committee's Goals were stated as follows:

1. To provide the MHA School Board with a vehicle for growth of vision.
2. To refine and coordinate existing foundational documents.
3. To create, and/or adopt, and integrate additional foundational documents, as necessary.
4. To integrate the MHA philosophy, vision, and assumption, into all the processes (e.g., human resources, public relations, curriculum, resource development), which are operative at MHA.

While the possibility certainly existed for our Vision Statement, Statement of Faith, School Goals, and Educational Philosophy – the existing Foundational Documents – to remain unchanged, it did not seem likely. At a minimum, we saw the need for greater integration between the documents and felt reasonably certain that, while the current documents accurately represented our philosophy and vision in 1996 and the few years after, it was time for some changes.

In September of 2001, a target date of June 2002 was established for the dissemination of the new Foundational Documents giving parents ample opportunity to study any changes to the existing vision of the school and to enter the new school year well informed and fully supportive

We believe that in the vision outlined below, you will see language that reveals an even stronger commitment to help you provide a genuinely classical and Christian education for your children. Most significantly, we have “adopted” (to use technical language) the Westminster Confession of Faith and its catechisms as the MHA Statement of Faith. It replaces the sound, but rather broad (too broad, we think) Statement of Faith that we have previously affirmed. (You can find the Westminster Confession of Faith through the Internet, or you may purchase a bound copy from the school office.)

Why have we done this? We are attempting to take ideas and their implications seriously and to present a unified and consistent front as to what we believe constitutes the most biblical and historically helpful perspectives on the issues relating to a child’s education. Honestly, since MHA’s beginning we have sought to hire and train staff, teach children, and guide the School Board’s vision from a “reformational” perspective. In doing so, we realized that we were being a tad inconsistent. We needed to make what was implicit in our minds, explicit for the sake of clarity, honesty, and, to be honest, for the sake of the Truth. Of course, in doing so we make no claim to infallibility, nor do we wish to imply that other theological traditions are devoid of light and truth. We simply believe that the theological perspectives that are rooted in the great creeds, confessions, and catechisms of the early, medieval, and reformational periods (with the emphasis on the latter) of church history are the best vehicles for building a genuinely classical and Christian school.

Now, for some practical tips on how to read what follows: Please begin with the Mission Statement and end with the World & Life Assumptions, the latter being most important in defining MHA as a Christian school. Also, it would be helpful to remember that these four “statements” should be read in light of one another, which allows for each document to help interpret and illuminate the others.

1. **The MHA Mission Statement** is a brief statement of what our most central purpose is as a school. It is intentionally brief, suitable for parents to easily pass-on to others and for use in situations where a lengthier statement (or discussion) would not be appropriate.
2. **The MHA Vision Statement** is intended to provide a “snapshot,” if you will, of the most important parties in the school – students, staff, and parents – and what our vision is for them. It is more manageable in scope, but still remains sufficiently broad.
3. **The MHA Educational Foundations** are the convictions, ideas, and beliefs that we have about education in general, and MHA in particular, which are rooted in our World & Life Assumptions and provide the foundation for many of the specific ideas, values, and emphases that will make MHA a unique place to go to school. Again, these are not intended to be exhaustive, but sufficient and representative.
4. **The MHA World & Life Assumptions** are just what they say they are: ideas, opinions, and judgments that we assume to be true about the most basic and fundamental issues. They are necessarily non MHA-specific and non-exhaustive. Everyone, including the unbeliever, makes assumptions; Christians should be conscious and intentional to ensure that we know what our assumptions are and how they affect how we look at the world.

MHA Mission Statement

Mars Hill Academy exists to assist parents in the duty of covenantal training of their children by offering academic instruction from a consistent, integrated Christian perspective, by equipping our students to learn for themselves using the proven classical method, and by providing them with an orderly and engaging atmosphere conducive to the attainment of the above goals.

MHA Vision Statement

We aim to graduate young men and women who think clearly and listen carefully with discernment and understanding; who reason persuasively and speak precisely; who are capable of evaluating all human knowledge and experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from biblical, and to be unswayed toward evil by the former. We aim to find them well prepared in all situations, possessing both knowledge and the wisdom to know how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire they have a heart for the lost and the courage to seek to dissuade those who are stumbling towards destruction; that they distinguish real religion from religion in form only; and that they possess the former, knowing and loving the Lord Jesus Christ. And all these we desire them to possess with humility and gratitude to God.

We likewise aim to cultivate these same qualities in our staff and to see them well paid so that they may make a career at Mars Hill. We desire them to be professional and diligent in their work, gifted in teaching, loving their students, and their subjects. We desire they clearly understand classical education, how it works in their classroom and how their work fits into the whole; that they possess a lifelong hunger to learn and grow and that they have opportunity to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We look to see them mature in Christ, growing in the knowledge of God, their own children walking with the Lord.

We aim to cultivate in our parents a sense of responsibility for the school; to see them well informed about the goals of our classical and Christ-centered approach. We desire them to grow with the school, involved in and excited about the journey. We aim to help them to follow biblical principles in addressing concerns, to be inclined to hearing both sides of a story before rendering a verdict, and to embrace the Scripture's injunctions to encourage and stir one another up to love and good works.

Finally, in our relationship with our community, we aim to be above reproach in our business dealings and supportive of the local business community. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with churches, and to bring honor to our Lord in all our endeavors.

MHA Educational Foundations

Education Defined

Learning takes place each time a person experiences something new. Education, however, is more than the sum total of facts, people, processes, skills, and experiences imparted in the classroom. Fundamentally, education involves the transmission of a manner of thinking about the most important and inescapable ideas that would result in changed behavior. Historically speaking, one distinguished the education that took place through the study of the Liberal Arts (Grammar, Logic, Rhetoric, Astronomy, Arithmetic, Music, and Geometry) from the varied vocational training programs that taught a student a skill or task in order to be a productive member of society. The ancient Greeks would have reasoned that the former was the only suitable form of education for a free man (hence, the derivation of “liberal” education), while the latter was appropriate for the slave, who didn’t have to think, but merely obey and execute. We wish to maintain this important distinction between education and vocational training at MHA, believing that we are called, as a classical and Christian school, to do the former. It is important to note that while a well-educated man could easily learn the skills of the slave, it is unreasonable to believe that the slave could do the reverse. Historically, a school like MHA (and most certainly the universities and colleges) dealt in education, not in vocational training, which was best suited for apprenticeships and trade schools. The fact that many (if not most) have abandoned a liberal education for a vocational one provides an even greater impetus and rationale for the existence of genuinely classical and Christian secondary schools and colleges.

Classical and Christian Methods

While no pedagogy is inspired, the method of educating children initiated in classical Greece, developed in Rome, and brought to its fullest and brightest expression in the Middle Ages – the Trivium - is the best human system for developing the intellectual capabilities of children and young adults. Our Grammar School will teach students to memorize and observe, in addition to providing each student with basic proficiency in writing, reading, and arithmetic. Our younger Rhetoric School students will be taught dialectic – or logic – and how to reason from a logical, and explicitly Christian perspective. The ordered relationships between ideas, events, and data will form the backbone of their study. Finally, our older Rhetoric School students will be given ample opportunity for self-expression, creativity, and the evaluation of seminal ideas in man’s dealings with God and His creation. A multi-year study of classical rhetoric will provide the students with the necessary tools to do this well. The MHA Board, Administration, and Faculty are whole-heartedly committed to this model of education, which aims to teach students to think and learn for themselves. We will strive to grow in our understanding and implementation of what a classical education involved in the past and what it will look like at MHA for future generations seeking to “recover the lost tools of learning.” Dorothy Sayers’ lecture, “The Lost Tools of Learning” and John Milton Gregory’s book, *The Seven Laws of Teaching*, will be the primary instruments we use to judge whether we are successful in doing this.

Classical and Christian Content

The philosophical, literary, scientific, and theological heritage of the Christian West is a rich one. It is our intention to make the students very familiar with it. We do this for two reasons: First, in order to know where one should go in the future, it is imperative that one understands where he has been. We must have context. The content of our students’ study at MHA is designed to equip them to know, understand and critically evaluate their heritage that forms the foundation for nearly everything they see around them. Second, we believe that because Christianity has seen its deepest roots in the West, its cultural “artifacts” are the most deeply Christian (with important counter-examples noted) and, therefore, most lovely. Since the Scripture commands us to meditate on these things, we do so without apology.

Classical and Christian Results

Mars Hill Academy students will gain the ability to learn independently from teachers. They will be well equipped to learn a new language, read and understand primary source documents, reason inductively and deductively as the situation demands, and they will, by God's grace, find biblical principles at their disposal as they consider the important issues of the day. They will also be avid readers and interdisciplinary thinkers. They will be poised and persuasive when speaking publicly. Their writing will be elegant and forceful; creative and purposeful. In short, they will have been prepared with the tools of learning. College professors, employers, and friends will find MHA graduates to think from principle, write and speak in measured and well-reasoned thoughts, and be diligent in seeing a job or task through to its completion. They will also find them unapologetically Christian in their convictions and desires.

Students

Students come to Mars Hill Academy ready to work for a time and at a level commensurate with their physical and mental abilities. MHA is a student's workplace. The social interaction and spiritual training that takes place during school hours are subordinate goals for a school. They are better taught in the context of church and home. Work is a gift from God, given before the Fall, which should be relished and enjoyed, not despised. Thus, a sense of responsibility and diligence, not to mention joy, should characterize MHA classrooms. Students in the School of Rhetoric will evidence an increasing social maturity, intellectual curiosity and independence, and, Spirit-given fruit that will cause them to love the true things, the good things, and the beautiful things. In general, MHA students will perform at a level equal to or higher than most of their peers. Finally, we also desire to see appropriate expressions of God-given masculinity and femininity throughout the life of the school. Our social interaction, dress, speech, and programming will all attempt to adorn, rather than destroy, the fact that God created two beautiful and complementary persons when he made man "male and female."

Teachers

MHA teachers will be bright, highly motivated, industrious, and humble. They will love each student in their classroom, viewing each child as a gift from God and teaching as an opportunity to sow seeds of grace and truth deep within the students' hearts. They will also evidence a strong desire to grow intellectually and spiritually throughout their lives and be eager to discover and implement classical teaching methods, knowing that recovering the lost tools of learning begins with them. Most importantly, they will possess a radically God-centered worldview that informs all they set their hands to do. They will not be perfect, but competent and teachable. They will not assume to know their students better than the child's parents, but offer encouragement and helpful criticism as appropriate.

School Board

Our School Board consists of Christians who have demonstrated themselves to be spiritually mature and gifted for school leadership. Board members possess a love for and a commitment to classical education, never believing they fully understand all that it encompasses but always seeking to grow and learn. They will provide institutional vision, leadership, and serve as spiritual examples to the school community, resisting the influences and biases of the prevailing culture, where appropriate, to boldly direct the school in pursuit of its mission, vision, and goals.

School

MHA aims to assist parents in fulfilling their God-ordained duties to "bring up a child in the fear and nurture of the LORD." As such, MHA operates as a servant to its parent constituency. We have obviously chosen a particular means of doing this: classical and Christian education. Parents may, or may not, agree with MHA's

approach to the training and education of children and yet, choosing to join the MHA community, signal their intention to joyfully submit to the school's stated philosophies, policies, programs, and the like. While believing very strongly in the uniqueness and efficacy of the classical method, we wish to affirm the legitimacy of other approaches to education, provided they are intentionally Christian.

Life Together

We desire that MHA would support both the family and the church in their respective missions under God's providential hand, neither assuming too much nor doing too little for either. Parents will be encouraged to remain vitally engaged in their child's education. In addition, we pray that God would grant us an atmosphere of love, forbearance, hard work, joy, and intellectual curiosity that would inspire and edify us while honoring Him. We will resist the temptation to gossip, think ill of one another, or to presume the worst, making sure to obey God's word with regards to our personal relationships. Parents, not teachers, will bear the primary responsibility for remaining informed about their child's progress at MHA. The staff will attempt to help parents in this endeavor through regular and helpful communication. Our school culture, academic and co-curricular programs, and personal relationships should imitate, as God gives us grace, the examples and teaching laid down in Holy Scripture and in the most truthful, good, and beautiful traditions of the Christian West.

Note: The Westminster Confession of Faith, Larger Catechism and Shorter Catechism define the scope and elements of Christian truth that Board Members, Administrators, and Teachers must affirm and adopt to be considered for positions at Mars Hill Academy. While we see no need to add a second doctrinal definition, as we believe the Confession to be sufficient, we do want to emphasize certain theological truths as they relate to education. The Westminster Confession of Faith, the Larger Catechism and Shorter Catechism should be considered part of the World & Life Assumptions that support and animate the MHA Educational Foundations, Vision Statement, and Mission Statement.

MHA World and Life Assumptions

Sovereignty

God alone is sovereign and non-contingent. He possesses absolute authority over all things. He has created all things, sustains all things, and governs all things. He is the fountain of all being and truth. He works all things together for His own glory, which is the ground and the goal of all creation, providence, and redemption.

Holy Scripture

The LORD has revealed Himself to us authoritatively, perfectly, and therefore sufficiently, although not exhaustively, in His Son, Jesus Christ, and in His written expression of his wisdom, the Bible. It is the only infallible rule of faith and life for the Church and as such, should be treasured, studied, believed, and humbly acted upon by all who call themselves Christian. As one theologian put it, "The Scriptures speak authoritatively in all that they address and they address everything." We would agree, with the caveat that they do not address everything in the same manner, or with the same degree of specificity. We reject any attempt to pit a thoughtful, contextually sensitive, and theologically astute reading of Scripture against a warm, heartfelt, devotional reading. We must not leave "interpretation" to the scholars and "application" to the pastors. Every Christian should do both. As Christians, we confess our need to study, meditate, pray, and obey more than we commonly do, believing that in the Scriptures we will find real life.

Creation

The Scriptures tells us unequivocally that God created everything and it was good. The author of Hebrews tells us that we understand this truth "by faith." We repudiate, therefore, the modern tendency to accommodate the Creation account (Genesis 1 and 2) to modern scientific discoveries and theories, believing that the goal of Christian scientists is to teach a humble science – one that is ultimately governed by the truths of the Scriptures.

Because the origin of all created matter has intrinsic unity, the Christian scientist finds meaning and purpose in scientific inquiry, seeing it as an essential component of the command to have dominion over the physical creation. The fruit of man's labors (provided it proceeds from a heart of faith and not sin or selfish ambition) is good, as well. We rejoice that God was pleased to create flesh, not merely spirits, and assume that God desires us to use our bodies and the entire earthly and heavenly creation around us for His glory. Man was created male and female, that is, he created man differently. We reject the modern notion that we should, for all practical purposes, ignore this distinction and treat men and women (and boys and girls) the same.

Antithesis

Because of man's fall in Adam, Christians find themselves surrounded by ideas and actions that are squarely opposed to the way of thinking and living revealed in Holy Scripture. This notion is perhaps best captured by the word antithesis. Some of these ideas and actions are easily recognizable as pagan in origin, while others are extremely subtle, and as a consequence, require tremendous discernment. It is very likely that in order to provide a truly God-centered and Christian education (not to mention classical), it will be necessary to break completely free from the educational philosophy and policy around us. As Christians living in a fallen culture, we must be careful not to make unbiblical assumptions about any area of life, but commit ourselves to a diligent study of holy Scripture and pray that God would give true discernment as we live in the midst of an unbelieving world seeking to take "every thought into captivity to the obedience of Christ."

Worldview

Christianity is more than a set of propositions supported by proof texts. It is rather an entire system of thought. A worldview shapes our perspective and interpretation of everything else in the world. Christianity must be viewed as a whole and not just as a collection of discrete elements. As the Dutch theologian, journalist, and statesman Abraham Kuyper said, "There is not a single square inch of creation over which Jesus Christ does not shout, 'Mine!'" The Christian's worldview is the "lens" through which we see, understand, and teach all things. It is antithetical to all other worldviews and thus, requires that we present all ideas and concepts as part of a larger whole defined by Christian truth.

Christian Aesthetic

Perhaps nowhere is the absence of genuinely Christian thinking more lacking than in the realm of aesthetics. Ethics and epistemology (the science of knowledge) have received ample evangelical attention, but not aesthetics. And we are the worse for it. We believe that the infallible rule of Scripture and the historic witness of the Church call Christians to make judgments of "good-better-best" and "bad-worse-worst" in every area of life. Paul's aesthetic manifesto is quickly summarized in Philippians 4:8, "Finally, brethren, whatever things are true, whatever things are noble, whatever things are just, whatever things are pure, whatever things are lovely, whatever things are of good report, if there is any virtue and if there is anything praiseworthy -- meditate on these things." God has called us to embrace a life of moral and aesthetic virtue, preferring cultural icons and artifacts that have enduring, classical power and grace.

History

Paul tells the Corinthians that the Israelites' experience in the Wilderness was recorded "for their instruction." MHA affirms the legitimacy and necessity of cultivating a historically informed mind, so that we might follow our ancestors in their faithfulness and repudiate their sin. Every generation, every culture, and every age demonstrates the fallen character of man's heart in unique and often subtle ways. To think that our own contemporary age is exempt from sin would be naïve. C.S. Lewis labeled this perspective "chronological snobbery." We need our brothers and sisters from past decades, centuries, and millennia - a council affectionately known as the "democracy of the dead" - as well as contemporary voices to help us see the

emptiness of our current perspective and situation. Even pagans know that those ignorant of the past are doomed to repeat it. Therefore, Christians individually and collectively should acknowledge our dependence on and need for an historical perspective. The LORD exhorts the people of God living in physical, moral, and spiritual exile to "Stand by the roads, and look, and ask for the ancient paths, where the good way is; and walk in it, and find rest for your souls..." Christians should relinquish the modern evolutionary assumption that only what is "new" is worthwhile, preferring instead to walk on the ancient path of Christian faithfulness and mercy that stretches back to the garden of Eden.

Children

Children, like all men and women, have been uniquely "knit together" by God in their mother's womb and bear the image of God in their entire person, which means their lives have a dignity and significance that is unparalleled in the created world. At the same time, because of the Fall, children are now, by nature and experience, sinful, self-centered, and stand under God's holy wrath, apart from the saving work of Christ. Even assuming God's supernatural work in a child's life, they remain, by definition, immature and need the loving training of parents, grandparents, pastors, teachers, and other adults to bring them to a mature status in Christ. Parents are fully responsible for this training, even when they have delegated a portion of it to another.

Family

The family is the most central of divinely appointed, human societies, as it is the "training ground" for godly living in all others. Our homes are "little churches" and "little states." Without biblically virtuous homes, the Church and the State are hopelessly lost. We believe God has called Christian parents into a personal and corporate covenant with Himself – through His body, the Church – and that when God blesses a man and woman with children, those children are holy because they are children of the covenant. These "covenant households" are led by covenant heads (fathers), to study, pray, worship, and live together in a spirit of love, respect, and peace that comes from the LORD. Fathers should set biblical priorities for themselves and their children and reject the unbiblical priorities of the culture around them. Mothers should assist the father in the training of covenant children, as the Scriptures indicate the inestimable role that mothers have in shaping the character and piety (and worldview) of their children. Family life should be shaped by a joyful, Word-centered intentionality. Families led by godly fathers should be deeply committed to Christian education as a duty and privilege, and desirous of growing in their understanding of what constitutes a classical and Christian education, taking advantage of all available opportunities (books, tapes, conferences, spending time at the school) to do so.

Personal Holiness

The Scriptures command and empower the Christian to be holy because God is holy. For this reason, we must strive to live lives that are above reproach, refusing to allow temptation and sin to rule our bodies, hearts, and minds. Stated positively, we are to "love the LORD our God with all of our heart, soul, mind, and strength, and love our neighbor as ourselves." In doing this, we fulfill the Law of Christ and give evidence of the Spirit's fruitful work within us. Christians must resist the inclinations of their own hearts and the deceptive activity of Satan. When Christians do sin, we should be quick to repent, ask forgiveness from God and any offended party, and offer restitution. Adult Christians should model these ideals to their children, in addition to teaching them "as they go along the way."

ACADEMICS

Latin

Considering the sheer number of years and number of quality schools wherein the teaching of Latin was an integral part of any good academic training, instruction in Latin Mars Hill Academy should need no explanation or defense. However, like many traditional elements of good education lost in the name of "modern" or "progressive" education, the advantages of Latin have been neglected and forgotten over the past few generations.

Latin was regularly taught even in American high schools as late as the 1940s. It was considered necessary to a fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance (e.g., Spanish, French, Italian) languages. Therefore, Mars Hill Academy teaches Latin for three reasons:

Latin is historical. Latin is not a "dead language", but rather a language that lives on in almost all major western languages, including English. Training in Latin not only gives the student a better understanding of the roots of English vocabulary; it also lays the foundation for learning other Latin-based languages (e.g. Spanish, French, and Italian).

Latin is helpful. Learning the grammar of Latin reinforces student understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English coursework (e.g. plurals, nouns, verbs, prepositions, direct objects, tenses).

Latin is hard work. The study of Latin grammar trains young minds to think logically like no other subject. The discipline and precision, in age-appropriate amounts, required for a successful study of Latin is high, but the rewards are high as well. The students will see the benefits of their Latin study in every other area of the curriculum.

The Grammar School Latin Program begins in the Fourth grade and consists of the following basic objectives:

- Fourth Grade (1st Year): Vocabulary acquisition, declensions, chants of endings. Very elementary translation of words, phrases, and simple sentences. Beginning grammar work, basic verbs.
- Fifth Grade (2nd Year): More vocabulary, simple to moderately difficult sentences, appropriate to fifth grade.
- Sixth Grade (3rd Year): More sentences, vocabulary, basic translation work from secular and sacred sources, and elementary syntactical concepts. Heavy emphasis on translation, grammar, writing of sentences, stories, Latin's classical context.

Bible Use

MHA uses the New King James Bible in all its Bible classes. Bibles are available for purchase during Family Orientation and throughout the year from the school office. "Study Bibles" that have an interpreter's comments in the margins are not allowed for Bible classes in our Grammar School.

We believe that the "fear of the LORD is the beginning of all wisdom" (Proverbs 1:7). Since our God reveals Himself through His Word, we believe it is imperative to know it, if we are to know Him. To that end, our students will memorize large and important selections from the Bible.

Because the Bible does not normally contain all God has to say on a given topic (e.g., Christ, sin, sanctification, the Church) in a single passage, we believe it is important to summarize Scriptural teaching on important topics, drawing together the most important teachings together in succinct and clear statements. Historically, this has always been done, for children, through the use of question and answer format catechisms. We believe this is a practice well-worth continuing, as it is consonant with all aspects MHA's governing principles (i.e. Foundational Documents). To this end, we have related the Westminster Shorter Catechism, as the one we think most appropriate for our students to memorize.

We heartily commend the practice of catechesis to our parents, seeing that our students' young minds and hearts are uniquely suited for the memorization of large amounts of content and the patient instruction of parents through the memorized material.

Curriculum

Kindergarten through Sixth Grades

- Bible
- English
- Fine Arts
- Geography
- Latin
- Literature
- Math
- Physical Education (including health, first aid, safety, and fire prevention)
- Science
- History
- Orthography: Writing Road to Reading

Seventh and Eighth Grades

- Bible: Old Testament Survey; New Testament Survey
- English: Lit/Comp 7, Lit Comp 8
- Math: Algebra IA, Algebra IB
- Science: Earth Science
- Classical Studies: Introduction to Logic, Intermediate Logic
- Classical Language: Intermediate Latin, Advanced Latin
- History: American Constitutional History
- Fine Arts: Music

Ninth through Twelfth Grades

- Bible: Biblical Interpretation, Apologetics, Doctrine, Biblical Worldview Capstone
- Humanities: Antiquities, Christendom, Early American, Modernity
- Math: Geometry, Advanced Algebra, Integrated Math, Pre-Calculus
- Science: Conceptual Physics, Chemistry, Biology
- Classical Studies: Rhetoric I, Rhetoric II
- Foreign Language: Spanish I, Spanish II, Greek I, Greek II
- Aesthetics: Music
- Electives: Calculus, 4th year Science, Additional Language (Spanish or Greek), College courses or directed independent study

Grading Guidelines

Mars Hill Academy utilizes the following percentage and grade system for first through eighth grades:

99% - 100%	= A+	Excellent
94% - 98%	= A	
93%	= A-	
91% - 92%	= B+	Surpassing
84%- 90%	= B	
83%	= B-	
81%-82%	= C+	Satisfactory
71%-80%	= C	
70%	= C-	
69% and below	= U	Unsatisfactory

Kindergarten and Grammar School Fine Arts subjects (usually music, art, and PE), use the following grading system:

O= Outstanding

V = Very Good

S = Satisfactory

N = Needs Improvement

Midterm reports are sent home at six and twelve week intervals through each semester and progress reports are sent home at the end of the semester. Teachers will notify parents two weeks in advance if a student is in danger of receiving a “U” (under 70%) for the semester grading period. The scheduled dates for midterms and progress reports are listed on the school calendar.

For 9th through 12th grades, the semester grade is obtained from the following: the semester grade average (80%) and the semester exam grade (20%).

9th through 12th Grades Semester Averages

4.0	90% - 100%	Excellent
3.0	80% - 89%	Surpassing
2.0	70% - 79%	Satisfactory
0.0	69% and below	Unsatisfactory

Within each semester, two progress updates, which are similar to midterm reports, will be sent home at six and twelve weeks.

Honors and Awards

Mars Hill Academy maintains a system of formal honors and awards for the following reasons:

1. The recognition of good work is endorsed in the Scriptures, from the writings of Solomon (Proverbs), to those of Paul (e.g., Romans, Ephesians, I Timothy). Therefore, we seek to publicly recognize those students accomplishing the necessary prerequisites to receive the applicable award/honor.
2. We hope to encourage the motivation to good work among all the students by demonstrating to them that such work is not overlooked or taken for granted but rather it is noticed and commended.
3. We want to draw public attention to the high quality of work being done by our students, to the glory of God and their parents.

Students who achieve the above awards will be named in the school newsletter and have their names announced publicly at the weekly assembly following the reporting period in which they were earned.

Students who receive the above standings after each formal reporting period all year long will receive a certificate at the beginning of the following school year awards ceremony.

2nd – 6th Grades

High Honor Roll A:	All A's
Honor Roll A/B:	A's with no more than two B's

7th – 8th Grades

Honor Roll A:	100%– 94% overall average
Honor Roll A/B:	93.9% – 91% overall average

9th – 12th Grades

High Honor Roll:	100% – 95% overall average
Honor Roll	94.9% – 92% overall average
Headmaster's List	91.9% – 88% overall average

Graduation Honors

Summa Cum Laude:	3.85 - 4.0 GPA
Magna Cum Laude:	3.60 - 3.84 GPA
Cum Laude:	3.30 - 3.59 GPA

Testing

All first through sixth grade Grammar School students will take the Stanford Achievement Tests each spring, normally at the end of March or in early April. Make-up days are scheduled for illnesses only. Parents should ensure that their children are well rested and focused for these three days of tests. The school office keeps a record of each student's performance in his or her permanent file.

Rhetoric School testing (evaluation) will occur throughout the semester. Students may not have more than two (2) tests on any given day. Quizzes of either the planned or "pop" variety may occur at any time.

Student Promotion

It is important for each student to acquire the tools of learning, as well as the relevant subject material, in order to pass to successively from grade to grade. The following guidelines have been established to insure that students are not promoted prematurely:

New Student Criteria

1. Have documentation showing that they successfully completed the previous grade by a demonstrated proficiency of at least 75% or higher in Reading, Math, and English. They also should have satisfactorily completed Science and History and/or Geography within the previous curriculum
2. Recognizing that many public schools (and some home schools) do not use letter grades (A-F) or percentages to indicate academic proficiency in the Grammar School grades, a mark of "Satisfactory" in at least 90% of the subjects on the student's transcript/report card will be acceptable. However, if there is any doubt as to the student's abilities or the quality of the curriculum used previously, the student will be tested in the three critical areas (reading, math, and English mechanics) using in-school testing and scoring materials or current curriculum tests.
3. The results of the entrance testing will be combined with the new student's report card and any previous standardized testing scores to determine the best grade level at Mars Hill for that student. If the combined results are not satisfactory, the parents will be apprised of this and be encouraged to consider having their child retained at the previous grade. (It should be noted that Mars Hill Academy's academic program tends to be a challenge with varying degrees of difficulty for students transferring into the program. Should a student have had academic difficulties in his previous program the likelihood of compounding that difficulty would be great were he or she to be promoted to the next successive grade at Mars Hill.)

Current MHA Student Criteria

Students currently in Mars Hill must meet the following basic criteria for promotion to the next successive grade:

- Pass Reading, Math, and English with a 70% or better.
- Have no more than one 'U' per semester in all subjects.
- Have no more than one 'U' in a single subject for the entire year.

Additional requirements for promotion for each grade are as follows:

Promotion from KINDERGARTEN: Behavioral maturity and reading readiness for First Grade.

Promotion from FIRST GRADE: Ability to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension, ability to write neat, complete sentences, and ability to add and subtract single digit numbers with at least 75% accuracy.

Promotion from SECOND GRADE: Cumulative mastery of above requirements, plus ability to read fluently and independently, using books of a second grade level, the ability to write neatly and correctly identify the basic parts of a sentence, ability to spell correctly with at least 75% proficiency, ability to add and subtract two-digit numbers with at least 75% accuracy.

Promotions from THIRD through SEVENTH GRADES: Cumulative mastery of above requirements for the grade level, plus satisfactory (75%) completion of curriculum objectives for the grade level.

In addition to the above requirements, cumulative, comprehensive mastery tests may be administered to assess the students' readiness for entering Mars Hill School of Rhetoric (i.e., grades 7 and above).

All appeals for diverging from or waiving the requirements of this policy must be submitted to the Headmaster. He may seek whatever counsel he deems necessary to render a proper judgment.

Graduation Requirements

Subject Area	Courses (# of credits)	Credits
Bible		2
	Biblical Interpretation (0.5)	
	Doctrine (0.5)	
	Apologetics (0.5)	
	Biblical Worldview Capstone (0.5)	
Humanities		8
	Antiquity (2)	
	Christendom (2)	
	American Humanities (2)	
	Modernity (2)	
Classical and Modern Languages (Spanish or Greek)		2
	Spanish I (1)	
	Spanish II (1)	
	Ancient Greek I (1)	
	Ancient Greek II (1)	
Rhetoric		2
	Rhetoric I (1)	
	Rhetoric II, including Senior Thesis (1)	
Mathematics		3
	Geometry (1)	
	Advanced Algebra (1)	
	Advanced Functions/Trigonometry (1)	
Science		3
	Conceptual Physics (1)	
	Chemistry (1)	
	Biology (1)	
Electives		1
	Calculus (1)	
	Science Elective (1)	
	Additional Language (Spanish or Greek) (1)	
	Music Ensemble (0.25 per year)	
	Music Appreciation (0.25)	
	College courses or directed independent study	
Total Credits Required		21

In addition, an equivalent of two years of Latin (7th and 8th grade usually) and one year of 7th/8th grade Logic are necessary to graduate.

Credits earned are for courses taken in grades 9 through 12. Petition for a waiver of any graduation requirement will be reviewed by the MHA Board. The petition for waiver of requirements must be made at or prior to the January Board meeting in the year of the student's expected graduation.

Transcripts (9th through 12th Grades)

Only semester grades appear on transcripts and grade point averages (GPA's) are computed at the end of each semester. Grades earned through MHA Directed Independent Study (DIS) courses are included on transcripts and in students' GPA's.

Courses taken outside MHA such as college-level courses (post secondary education), correspondence courses, non-MHA public/private school courses, and home school courses that are used to meet MHA graduation requirements are shown in italics on the transcript. Students with these courses will have two GPA's. The first will include MHA courses only, while the second will factor in both MHA and non-MHA courses in the cumulative GPA.

Courses taken outside MHA such as college-level courses (post secondary education), correspondence courses, non-MHA public/private school courses, and home school courses that are NOT used to meet MHA graduation requirements are not shown on the transcript, nor included in cumulative GPA's. These courses serve as enrichment and documentation of student performance should be provided by the sponsoring educational institution.

Students transferring into Mars Hill Academy will receive credit for previous applicable coursework if sufficient documentation is received and/or testing deems a minimal level of competency.

Directed Independent Study Program

The Directed Independent Study (DIS) program allows the mature student to focus on a particular area of interest. “Any child that already shows a disposition to specialize should be given his head: for, when the use of the tools has been well and truly learned, it is available for any study whatever” (Dorothy L. Sayers, “The Lost Tools of Learning”).

The following criteria will apply:

- The directing teacher and the student will develop a course syllabus. The syllabus will include a brief course description, a list of course objectives, a partial list of sources and materials, time and frequency of tutorials, and criteria for grades.
- The syllabus will be submitted to the Headmaster for approval at least one month prior to the beginning of the relevant semester.
- DIS courses are one semester in length.

Grading policies will apply to the DIS as they would to any other MHA course.

Controversial Subjects

If, in the course of teaching a class, a teacher sees that a subject has arisen which he has good reason to believe is controversial, and discussion of that subject will not help him or achieve the goals set for that class in the Curriculum Guide, then the teacher will not allow class time for the discussion of the topic.

If a subject arises which the teacher has reason to believe is controversial and the discussion of that topic will help achieve the goals set out in the Curriculum Guide for that subject, then the teacher will do the following:

- As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
- Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
- As appropriate (i.e. pertinent to the stated goals of the class), direct the students’ attention to informed sources on each side of the subject concerned.
- Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.

The teacher serves as a role model of a mature Christian adult. As such, he or she will not enter into an adversarial debate with students on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy and sound teaching practices, he or she will encourage a gracious and scholarly attitude in the students.

College Planning

Mars Hill Academy provides college planning materials to its 9th through 12th grade students. These materials are initially distributed in the fall of each school year, and additional materials may be distributed throughout the year as they become available.

College recruiters visit Mars Hill Academy on a periodic basis. *The Highland Times* will announce upcoming visits from colleges. It is the responsibility of parents and students to understand the college planning process, in

general, and the requirements of individual colleges/universities, in particular. The MHA materials and the College Planning Handbook are simply an attempt to assist them in this planning.

Homework and Assignments

Philosophy

Mars Hill Academy believes that assigning well planned and skill-specific homework will enhance the academic program of the school, allowing us to attain our educational goals and, thereby, fulfill the MHA's mission to its constituent families. MHA also believes that classroom work is just one aspect of one's education and, as a result, seeks a balance in school/academic achievement and the duties, responsibilities and privileges that emanate from the student's participation in the life of his family, church, and community. Below are the primary reasons or causes for homework being assigned:

- Students frequently need additional practice in specific, new concepts, skills, or facts. In certain subjects (e.g., math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after a reasonable amount of time is spent on the material in class, the teacher may assign homework to allow for the necessary practice.
- Homework should be limited to the practice or repetition of a skill taught during the school day. The teacher is present to teach new material and to begin to supervise the students' completion of practice assignments. The parent does not teach but rather reviews and reinforces new material. Exceptions would be long-term assignments (e.g., book reports, projects, term papers) that require that the student work somewhat independently of the teacher, especially in the Rhetoric School.
- Repeated, short periods of practice or study of new information is of inestimably greater benefit than a single period study of longer duration (e.g., cramming). In the Grammar School, "studying" for tests and quizzes should be comprised of diligent daily review. Normally, no additional time should be necessary. In the secondary school, chapter exams, midterms, finals should necessitate some review on the student's part, usually beginning a night or two before the exam. It should be review; however. No new learning should be taking place.
- Since Mars Hill Academy recognizes that parental involvement is critical to a child's education, homework will be used. therefore, parents should view homework as an opportunity to actively assist their child in his or her studies. This will also keep the parents informed as to the current topics of study in the class.
- Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework in this situation serves a punitive, as well as practical purpose.
- Children work at varying rates for a multitude of reasons. Natural aptitude for study, length of attention span, and the quality of previous academic preparation are only a few of the factors, largely beyond the teacher's control, that contribute significantly to a student's ability to complete assignments in a timely manner. The MHA staff will do its very best to accurately gauge the amount of work assigned, as well as the amount of time needed to complete the assigned work, making necessary periodic adjustments.
- New students will normally spend from nine weeks to a semester and a half with an increased homework load (in some cases, the load may be quite heavy) as they adjust to the different expectations at MHA.
- Parents with concerns for the amount or difficulty of homework should bring their issues to the assigning teacher for assistance.

Guidelines for Assigning Homework

- Homework may be assigned for any evening that the students were in class, Friday evenings included. Friday homework should not differ in quantity or quality from other weekday evenings. Homework should not normally be assigned over holidays or scheduled breaks in the MHA calendar (e.g., Parent-teacher Conferences)
- Since homework, by its nature, takes time at home, it will not be assigned due to the teacher's poor planning or in place of an assignment, which could have been completed in school.
- The necessity for doing homework will vary from grade to grade and even from student to student. This cannot be emphasized enough. Some students will complete all their homework in class while others, for a variety of reasons, may always take some work home. Our goal is that some students should complete homework in class, many should complete most of the assignment in class, and a few will take most of the assignment home.
- Math- and English-related subjects should assume priority in the students' homework schedule. All other assignments should be completed only when math and English have been completed.

Suggestions for Managing Homework

- Maintain a homework log. Detail time spent on each subject each evening for a two or three-week period. Record observations about the child's attentiveness, initial understanding of the material, significant breaks, and the total time necessary to complete an assignment. This will help the teacher see precisely how and where time is being spent. Please do not come to the teacher with concerns until you have done this, as it is virtually impossible to identify problems and solutions on the basis of anecdotal evidence alone.
- Set realistic performance standards. Every child is not an "A" student at Mars Hill. While we want all the children to do their very best, working unto God and not man, we should realize that some students will perform at "B" (good) and "C" (satisfactory) levels, while some will perform excellently. And, as we stated earlier, the amount of effort required for a given child to perform at a given level varies dramatically. You, as the student's parent, must determine what is a sufficient amount of work and help your child understand your expectations for their schoolwork.
- Speak with your student's teacher regularly. If the teacher perceives a pattern of heavy homework loads surfacing, he or she is able to take action to improve the situation. The parents' responsibility, as suggested above, is to be able to relate precisely what is causing the increased time needed for homework completion. Please feel free to speak regularly with your child's teacher.
- Pray for wisdom (James 1:5).

Late Homework and Missing Assignments

Late work (defined as not turned in when the teacher has scheduled due) will be penalized in the following manner:

- Day 1 – 10% off total
- Day 2 – 20% off total
- Day 3 – Failure of assignment

Any student who fails to turn in more than 25% of his total number of assignments in a given half semester (Grammar School) or semester (Rhetoric School) will not receive credit for the semester in that class.

Work that is missed for unplanned absences (e.g., illness, death in the family) will be granted one day for each day missed. Should the teacher think it advisable to grant additional time for make-up due to extenuating circumstances, he or she will confer with the Headmaster before rendering a decision.

Work that is missed due to planned absences will be due the day the student returns to school. All tests, quizzes, and homework must be done on the same day (or done in advance, if possible). Exceptions may be granted where the absence is three or more days. The extension will not exceed half the number of days absent. The teacher is not compelled to grant additional make-up time for students whose parents take them out of school in non-emergency situations.

MHA parents should place a premium on training their sons and daughters to accept personal responsibility for their academic work as early as possible. Parental excuses such as “we kept him out late” or “I forgot to wash his clothes” are generally not acceptable.

PERSONNEL

School Board

Permanent Members:

Mr. Chris Hall
Mr. Dave Ryan
Mr. Tom Thistleton
Mr. Roger Wismer

Elected Members:

Mr. Andrew O'Connor, term ending June 2013
Mr. Mark Davis, term ending June 2011
Mr. Mike Van Wyk, term ending June 2010

Administrative Staff

Mr. Paul Brinkerhoff, Academic Dean, B.A. Wheaton College, M.A.R. Westminster Theological Seminary
Mr. James Waldy., Administrator, B.S. Bob Jones University, M.S. Bob Jones University
Ms. Susan Carter, Director of Development
Mrs. Lisa Cotterman, Administrative Assistant/Finance, B.S. University of Nebraska
Mrs. Patsy Hall, Office Administrator, B.S. University of Cincinnati
Mrs. Amy Tinnin, Director of Community Relations

Faculty

Mrs. Karin Admiraal
B.A. Calvin College
M.S. Journalism

Mr. Richard Bennett
B.S. Ohio State University
M.Ed. Ohio State University

Mr. Michael Cernucan
B.A. Wheaton College
M.A. Gordon-Conwell Theological Seminary
Ph.D. student, Hebrew Union College

Dr. Matt Colvin
B.A. University of Maryland
Ph.D. Cornell University

Mrs. Lisa Cunningham
B.A. Shreveport Christian College
B.A. Tennessee Temple University

Mr. Tim Giese
B.A. Milligan College
M.A. San Jose University

Mrs. Meg Heuck
B.S. University of Central Florida

Mrs. Ruth Hopson
B.A. University of Tennessee

Mr. Zach Howard
B.A. Hillsdale College

Mr. Christopher Jero
B.M. University of Northern Iowa
M.A. Columbia International University
Ph. D. Hebrew Union College

Mr. David Kern
B.S. Hillsdale College

Mrs. Beth Kenniv,
B.M. Taylor University

Mrs. Kim Knight
B.A. Hope College

Mrs. Ellen Liebing,
B.S. University of Cincinnati

Mr. Dave Liebing
B.B.A. University of Cincinnati

Rev. Tim Miessler
B.S. Calvary Chapel Bible College
M.Div. Greenville Presbyterian Theological Seminary

Mrs. Lynn Muscarella,
B.S. University of Kentucky

Mr. Joe Persing
B.S. Pensacola Christian College
M.S. Baptist Bible College

Miss Elizabeth Peters
B.A. Hillsdale College

Mrs. Tammy Peters
B.A. University of Wisconsin
M.A. Cardinal Stritch College

Mrs. Sharon Peterson
B.S. University of Utah

Mrs. Lynn Robinson
R.N. Bellin School of Nursing

Mrs. Martha Ryan
B.S. Wheaton College
M.S. Northern Illinois University

Mr. Andrew Stapleton
B.A. Grove City College
M. Div. Westminster Theological Seminary

Mrs. Chandler Smith
B.A. Hillsdale College

Mrs. Julie Smith
B.A. Miami University
M.A. U.C. College Conservatory of Music

Miss Amy Stollberg
B.A. Hillsdale College

Mrs. Leslee Stollberg
B.A. University of Wisconsin

Mrs. Shirley Wismer
B.A. University of Nebraska

Mrs. Alicia Weber
BA. Cincinnati Christian University
Kindergarten Certification Xavier University

Mrs. Lynn Wong
B.A. Miami University
M.A. Miami University

Mrs. Nancy Wonser
B. B. A. Grand Valley State University

ADMISSIONS AND WITHDRAWALS

General Information

Admission at MHA is open to children of all backgrounds, who possess the moral, emotional, and intellectual qualifications to be admitted to the classroom for which they are making application. Students will be selected on the basis of MHA and standardized test results, previous school records and recommendations, potential “fit” into the appropriate class, and a personal interview with the candidate and parents.

Admission for New Families

Parents who wish to place their children into an MHA classroom should visit the website (www.marshill.edu) or call the school to obtain an up-to-date information packet, read the packet carefully, and then schedule a classroom visit if school is in session. At the time of the visit, they may schedule a brief meeting with the appropriate administrator to have some initial questions answered, time permitting. If the parents wish to make formal application to MHA, then they should carefully complete the MHA Application for Admission and its corollary materials, and submit them to the school office during open registration. When all requested materials have been received, MHA will contact the prospective parents to arrange appropriate placement testing for the student(s) and a Parent Interview. Once the students have been tested and the interview conducted, the parents will receive notification concerning the status of their application.

Returning Families

Current MHA families who wish to secure a place at MHA for the coming year must re-register during Preferred Registration. Families who fail to re-register during this time could lose their child’s place once open registration begins. A registration fee is due at the time the registration is submitted.

Withdrawal

Should parents wish to withdraw their child(ren) from MHA, they should discuss the matter with the Headmaster who will ask them to supply an official Letter of Withdrawal. Once the letter is received, and all financial obligations have been met, the students records will be released upon official notification from another school.

Learning Disabilities

Mars Hill Academy's policy regarding learning disabilities is outlined below.

Definitions

Severe Learning Disability: Any condition in a potential student which would require a separate classroom, program and staff in order to provide the educational services desired by the parents (e.g. Down's syndrome, deaf/mute, blind, *etc*).

Learning Disability: Any condition in a potential student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents (e.g. Hyperactivity, Attention Deficit Syndrome, dyslexia). For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed, and/or is a genuine learning disability.

Guidelines

- Students with severe learning disability will not be admitted to Mars Hill due to the lack of adequate staff, funding, and facilities.
- Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.
- Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.

PARENTAL INVOLVEMENT

"Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the LORD." Ephesians 6:4

As our Foundational Documents indicate, the family unit is of first importance to Mars Hill Academy since the family is the most important human institution ordained by God. No other institution is given the high calling of bringing forth and raising up of children. Therefore, Mars Hill Academy is continually seeking ways to constructively involve the parents (especially fathers), grandparents, and siblings of our students in the school's regular and special programs.

Grammar School homeroom teachers are required to communicate with parents at least once per week. (A once-a-week planning form is very common.) All formal, written communications to class parents must be submitted to the Headmaster prior to being disseminated.

Midway during the first and second semester, formal parent-teacher conferences will be arranged. Informal conferences may and should be arranged as needed.

MHA Parent Challenge

Parents play the most central and vital role in their child's education. It is incumbent upon every parent, fathers in particular, to ensure that they provide an education, which is rooted firmly in the "fear and admonition of the LORD." To that end, we ask that all parents commit themselves to supporting the following tenets, as the LORD allows.

We challenge our parents to:

1. Pray for the mission, teachers, administration, and School Board of Mars Hill Academy.
2. Cooperate fully with the educational policies, purposes, and distinctives of MHA, doing my best to make Christian education effective in the lives of each of my children, that they may love and serve the Lord Jesus all of their lives.
3. Support the school financially, in addition to tuition payments, as the LORD gives the opportunity and means.
4. Assume volunteer duties and responsibilities for MHA as opportunities arise and as God provides the strength and time.
5. Resolve matters of dispute with the person or persons involved, not gossip or criticize the school before my children, and follow the Bible's instruction on settling matters of dispute contained in Matthew 18 and summarized, with reference to MHA, in our Grievance Policy.
6. Seek the advancement of MHA in all areas; spiritually, academically, and physically.
7. Become aware of, and support the policies of the school.

MHA Parent Association

The Parent Association organizes and executes volunteer opportunities in and out of the classroom. The Director of Community Relations, Amy Tinnin, has the task of assembling the parent community to meet the following needs:

- Recruit and coordinate a pool of volunteers for a host of classroom activities such as Room Mothers, and other special projects such as flashcard coordinator and classroom aides
- Develop and sponsor creative events to promote MHA
- Host special school events such as school picnics, MHA community dinners, the Fine Arts night and other to support the school program and strengthen the MHA community
- Oversee and coordinate teacher appreciation
- Assist the Headmaster in providing parent support for school-sponsored activities.

DAILY OPERATIONS AND GUIDELINES

School and Office Hours

The school day begins promptly at 8:30 and ends at 3:00. When classes are in session, the MHA office is open from 8:00 AM to 3:30 PM. The office is normally closed during scheduled breaks, but open during the summer months. Summers hours are 9 a.m. to 1 p.m.

Arrival/Departure and Tardiness

Parents should drop their students off at the side entrance of Mars Hill Academy between 8:05 and 8:20 AM. Students arriving after 8:25 are considered tardy. Students will not be allowed inside the building before 8:05 unless prior arrangements for supervision by an MHA staff member have been made. Students are to be picked up between 3:05 and 3:15 PM.

If drivers plan to enter the building for any reason before or after school, they must park in the lot to avoid causing traffic congestion in the drop-off and pick-up zone. The exception to this is Kindergarten pick-up at 11:15 AM, when drivers may park and wait outside the building for their Kindergartners.

Siblings or children in carpools with other children who need to come early or stay late for any reason must have adult supervision. It is the responsibility of each family to arrange for this. Children left without supervision will receive a tardy penalty.

Three (3) allowances for individual tardiness or lateness will be given to each family during each semester. (Exceptions include poor traffic conditions that affect a large percentage of the school community. The Headmaster will make all such determinations.) The fourth and each subsequent occurrence will result in an official visit by the student with the Headmaster.

Student Lunches and Snacks

In keeping with our Vision Statement we see the importance of teaching children to use good manners while eating. Since Scripture commands that even eating and drinking should be done in a way that honors God, we seek to have this aspect of our corporate life together honor Him.

Examples of Good Eating Manners: Children should speak to one another quietly during the noon hour, making sure to speak only when they have an empty mouth. They should sit squarely in their seat, with their feet on the floor (or directly in front of them). To help train the students to be thoughtful of others and respect their environment, they are required to help keep the lunchroom tidy by cleaning up their own areas, in addition to helping clean the entire lunchroom.

MHA asks that parents consider carefully the snacks and lunches they send to school with their children. We recommend that parents avoid foods with high levels of sugar, as they may lead to poorer classroom performance. In addition, students should be provided with clear or light-colored drinks due to the likelihood of spills. Our Grammar School students are permitted a morning snack and brief recess at 10:00 AM, with lunch and recess following around noon.

Lost and Found

Items that are left at MHA are normally picked by the custodian and placed in the Lost and Found in the MHA lunchroom. Periodically we will place a table outside the school office to display those items that have accumulated. Due to space limitations, Lost & Found items will be donated to charity regularly, so please be sure to check frequently for missing belongings.

Illness Policy

We ask that families follow the procedures below when deciding whether or not to send a student to school with the specified symptoms.

1. **Fevers:** Students running a fever above 99°F are not permitted in class. Students must be fever-free for 24 hours without the aid of any anti-pyretic medication, such as Tylenol or Advil. If a student becomes ill at school or has a fever the parents will be contacted to come pick him/her up. Students will wait for their parents in an area designated by the office staff. Parents are expected to make provisions to have their sick child picked up immediately, as the Academy is not able to provide sustained care or supervision.
2. **Intestinal Viruses:** Students suffering from intestinal viruses or vomiting/diarrhea are permitted back in the classroom 12 hours after the symptoms are gone, assuming there is no fever associated with the illness.
3. **Rash:** Students should not attend school with any significant rash that has not been diagnosed by a physician.
4. **Illnesses, That Require Antibiotics:** Students should follow their physicians' recommendations regarding when they may be exposed to other children. For example, students with strep throat are typically told not to be around others for at least 24 to 48 hours after the first antibiotic treatment.
5. **Common Colds:** Students are permitted in class with colds. However, if flu-like symptoms appear such as a fever, parents will be contacted to pick-up their child as indicated above.
6. **Head lice:** A student recently diagnosed with head lice may not return to school until he has been properly treated and has been free of nits for 24 hours. Upon returning to school, the student must be checked at the office to ensure he is nit-free.
7. **Prescription Strength Medication:** Students should not be in school if they are taking prescription-strength medication that impairs their ability to stay awake/alert and safely navigate the school environment.

UNIFORMS

See the MHA Uniform Catalog available on our website or at the front office.

We have 2 vendors, Educational Outfitter (**EO**) and Parker School Uniforms (**PSU**). Items with an asterisk (*) may be purchased anywhere; however, our suppliers do carry many of these items.

ATTENDANCE, DISMISSAL AND EMERGENCY CLOSINGS/DELAYS

Attendance

A student enrolled in Mars Hill Academy is expected to be present and punctual every day school is in session. The actual number of days school is in session is determined by the annual school calendar. Students are also expected to attend, and complete all requirements for every course offered. Attendance records are kept by the school office staff and reported on the student's progress report each semester.

Parents should call the school no later than 9:00 AM to report an absent or tardy student. If a call is not received, then a written note of explanation is required upon the first day of return. Otherwise, the absence will be considered "unexcused."

(For the effect of absenteeism/tardiness on academic work, please see Late & Makeup Assignments.)

Absence and Tardy Time Definitions

- A student who arrives in class after 8:30 and before 10:00 AM will be marked as tardy.
- A student who arrives at school anytime after 10:00 AM will receive a half-day absence.
- Students who leave school before 1:30 PM, and do not return, will receive a half-day absence.
- When students leave school early, arrive late, or leave for a portion of the day due to medical or dental appointments, absence and tardiness will be excused. However, a parent must sign-in and sign-out the student for such appointments.

Medical and Dental Appointments

Every effort should be made to schedule routine appointments (e.g., doctor, dentist) after school and on weekends; however, MHA readily acknowledges that this is not always possible. Should you need to remove your child from MHA for a scheduled appointment, please notify the school in writing of your plans.

Absences

Unplanned absences

Unplanned absences are unforeseeable absences due to illness, death in the family, or a family emergency. Students will have the same number of days to make up work as the number of days missed.

Planned Absences

Planned absences are foreseeable absences due to appointments, school or non-school events, and family vacations. Students' work is due upon their return. (Exceptions may be granted where the absence is three days or more. The extension will not exceed half the number of days absent.) The family is responsible for obtaining homework from teachers.

Unexcused Absences

Unexcused absences include absences that do not fall into the above categories and would not be approved by the school. Tests missed and work not turned in on time receive a grade of zero.

In connection with the above, please note the following:

- Situations which are not clearly addressed above are to be referred to the Headmaster for clarification ahead of time-- not after the work may already be due.
- A student's absence will be considered an unexcused absence if the office has not been notified.
- If the total number of planned absences is five or more for one-half semester or ten or more for one semester, the student will not receive credit for that grading period.
- If the total number of absences (any kind) is ten or more for one-half semester or fifteen or more for one semester, the student will not receive credit for that grading period.

Parents of a student who has exceeded the above limits may appeal to the School Board any of the related provisions. Factors to be considered will be the circumstances of the absences, the student's mastery of his subjects, his discipline record, and his attitude toward work and study.

Early Dismissal

Occasionally, MHA will dismiss school at 1:30 PM. The days for early dismissal are published in advance and it is the families' responsibility to ensure that someone picks up the child between 1:30 and 1:45 PM, unless alternative arrangements have been made with the school.

Emergency Closings and Delays

MHA may deem it wise to cancel or delay the school day due to weather or other emergency conditions. We communicate such information by a phone call from the One Call Now phone service, the local radio and TV stations and web sites. Additional information may be posted on the Academy's website (www.marshall.edu). Normally, an announcement of closing or delay will be made by 6:00 AM. If there is a delay, school will always begin at 10:00 AM (1 ½hr. delay) with no AM Kindergarten.

School Closing Weather-Related

You will be notified of weather related school schedule changes via the One Call Now phone service. To check on a **weather-related** school closing, tune in to your local radio & TV for information regarding school closing or delays. Additionally, the school phone message (770-3223) will be changed to reflect the delay or closing status. Mars Hill delay/closing information will be posted on WLW, WKRC, and WCPO.

In the event of a **delay, we will always have a 90 minute** delay with no a.m. kindergarten.

School Closing Non-Weather-Related

In the event of a **non-weather related closing** we will use the One Call Now phone service and update the school telephone message.

If a non-weather related closing occurs, please be patient and diligent about helping to get the message out to our school community. Don't break the phone chain!

Holidays

The MHA calendar does not recognize many secular holidays (in contrast to those days typically observed as part of the Church's liturgical calendar) or governmental holidays during the school day. Whether a family chooses to celebrate a holiday in their home is a matter of individual conscience and an area we wish to leave firmly in the hands of families. MHA does recognize the following days: Reformation Day, Thanksgiving, Christmas, and Resurrection Day (Easter).

MHA COMMUNICATIONS

The Highland Times

The *Highland Times*, our weekly newsletter to parents, is perhaps the most important tool of timely communication between the MHA administration and faculty and our parent community. For that reason, it is important that each family take a few minutes and read it carefully, noting any important dates, events, and information pertinent to their child's success at MHA. It will be posted on the website, as well.

Website

The purpose of the MHA website (www.marshall.edu) is to introduce families to MHA, as well as keep MHA parents and friends informed regarding recent and upcoming events and news. The website is the sole property of MHA and may not be used for any purposes without the express, written permission of MHA. To access information in the "MHA Families Only" section, use the password "Private."

School Board Meetings

The MHA School Board conducts its business on the second Thursday of each month (except July and January when it holds all-day "retreats" in lieu of the regularly scheduled meeting) at 7:00 PM. This is a private meeting held publicly, which is to say that, parents are encouraged to attend and observe the Board do its work, but not participate in the meeting itself, unless they have previously arranged to have an item placed on the agenda (see below), or wish to address the Board under the "Items from the Floor" heading in the regular list of agenda items.

There are two ways for parents to address issues with the Board, one of which is usually more helpful than the other. First, parents who wish to submit an item to the monthly agenda may formally request consideration by either communicating with a member of the Board directly, or by speaking with the Headmaster. They should do so no later than the Friday preceding the Board meeting. Any paperwork which would be either helpful or necessary should be submitted at this time as well. This will give the board time to review the proposed item and come to the meeting well prepared to discuss it.

A parent may also address the Board during the time allotted for spontaneous and impromptu discussions of either issues related to the Board's business already conducted that evening, or to an issue unrelated to that evening's agenda.

Normally, parents should not expect to leave the meeting with a resolution/decision but should view the meeting as a time to offer pertinent information to the Board's decision-making process. After a period of review and discussion in private the Board will contact the concerned parties with appropriate information and/or decisions.

TUITIONS AND FEES

Tuition

There are three payment options:

1. Annual payment due July 1
2. A semi-annual payment due July 1 and January 1
3. Ten or twelve monthly installment plans are available with an annual service fee through FACTS. Please refer to your FACTS brochures for the details of this payment option.

A non-refundable \$500 tuition deposit which may be applied to the last tuition payment of the school year comprising the payment in full of your annual tuition.

A family is held responsible for the entire year's tuition for their child(ren) if registration is withdrawn after July 1st. Exceptions to this policy are: 1) the family moves out of the area; 2) a student who is paying full tuition can take the place of the withdrawn student in the same class.

In the event of early withdrawal, prepaid tuition will not be refunded unless the student moves from the attendance area. Families are held responsible for the entire year's tuition for its child(ren) if they are withdrawn on or after July 1, 2009.

Exceptions to this policy are:

- 1) The family moves out of the area
- 2) The student is expelled from school

Late Tuition Payments:

Mars Hill Academy understands that a family may be burdened with unforeseen financial difficulties at times. If a family cannot meet its tuition obligation, it is the family's responsibility to contact the Headmaster to propose an alternative plan for payment.

1. Annual and semi-annual payments, a late fee of \$25 will be charged if payment is not received by five business days after the due date. Contact from the school will be made if payment is not received after the grade period. After an additional period of thirty days from the time the family was contacted and the agreed upon payment has not been made, the school administration will require the family to enroll in the monthly automatic withdrawal option with the FACTS program. If after a period of sixty days the family has not made arrangements with FACTS then the school administration may inform the family concerned that their student(s) are subject to immediate expulsion for financial reasons.
2. Monthly automatic withdrawals will be charged a non-sufficient fund fee from FACTS and an overdraft fee from the family's bank if inadequate funds are in the account on the due date.
3. Monthly invoiced payments will be charged a \$25 late fee if the payment is not received by FACTS before five days after the due date. This fee will appear on the next month's invoice from FACTS.
4. Student grades and transcripts will be withheld until due and overdue payments, including late fees, are received. In the event of an early withdrawal, all grades and transcripts will be held until the balance of the remainder of the year's tuition is received.

Student Activity Fees

Mars Hill Academy does not charge an annual activity fee for field trips, athletics, fine arts or other types of student activities. In most cases participation in a field trip or student activity requires a fee to cover the cost of that activity. Students will be charged for the activities in which they participate. Fee payment is due according to the schedule delineated by the staff member in charge.

Families with overdue activity fees will be notified by letter or personal contact. If fees are not paid in full by the last day of school, the student's progress report will be withheld until payment is made.

CONDUCT AND DISCIPLINE

The backbone of any school is how the teachers and students relate to one another, and how they relate to God, which is manifested in obedience to His revealed will. The teachers' love for their pupils should be visible to all through their love for God and learning, and their desire to intellectually disciple their pupils to love the same. The students should respond to their teachers' love by heartily embracing the worldview expressed both inside and outside the classroom and by obeying the letter and spirit of all that the teachers require with a joyful heart. Love for the LORD, for His Word, and for one another, within appropriate, established boundaries, should characterize all that we do.

Even the most common and mundane areas of our lives are to be lived in such a way that God is honored and glorified. MHA deeply desires that our staff and students would adorn the Gospel of the Lord Jesus Christ by rejecting the anti-authoritarian, selfish, and unloving attitudes that surround us, preferring instead to speak and act with love, grace, and respect, flowing from grateful and joyous hearts. In order that students might have tangible ways to see and then model these intangible ideals, we have listed some guidelines to help them. They are expectations we desire that our parents share as well. The list is not intended to be exhaustive, but representative. At MHA, they are to be *cheerfully* manifested at all times and in every situation.

Grammar School: Basic Expectations

1. Students are expected to exemplify basic Christian standards of behavior, conversation, and attitude.
2. Students are expected to obey their teachers in all things, the *first time* something is asked of them. There should be no talking back or arguing with teachers or staff. Disrespectful, non-verbal communication disrespectful is not allowed. Prompt and cheerful obedience is expected at all times.
3. Students are expected to leave at home electronic music devices, games, computers, cellular phones, or anything that could prove distracting to their schoolwork.
4. Students are expected to be aware of and avoid the off-limits areas of the building or grounds.
5. Students are expected to treat all of the school's materials or facilities with respect and care, as though they were their own. This includes all textbooks distributed to the students (students will be charged the replacement cost for lost or damaged textbooks).
6. Students are expected not to run or make noise in hallways but to be silent and orderly unless given permission by a teacher to do otherwise. Teachers will escort their classes through the halls to lunch, assemblies, and other class functions.
7. Quiet talk and good manners are to be the visible standard during lunchtime.
8. Students are expected to address all adults by title (e.g. Mrs. Smith, Mr. Johnson) when speaking to them. When given a directive or when asked a question requiring a response of "yes" or "no," then the student should add "sir" or "ma'am" as a demonstration of the honor and respect they are due (Leviticus 19:32).
9. Students are expected to stand and greet any adult when he or she enters the classroom as a demonstration of the honor and respect they are due (Leviticus 19:32).

Grammar School: Discipline Policy and Procedures

Discipline, as with all other aspects of training at Mars Hill Academy, will be thoroughly biblical, defined by the Scriptures, and will proceed from a biblical philosophy of discipline. The Scriptures identify that discipline administered to a child will be:

1. motivated by and performed in love (Proverbs 3:12, 13:24; Hebrews 12:6);
2. swift (Proverbs 13:24);
3. appropriately painful (Proverbs 20:30, Hebrews 12:11);
4. effective with wise recipients (Proverbs 17:10);
5. often identified with the use of rebuke and chastening with the rod (Proverbs 29:15);
6. often accompanied by restitution and/or apologies, public and private (Matthew 5:23-24); and
7. completed by repentance (including no lingering attitudes), a restoration of fellowship, love, and forgiveness (2 Corinthians 2:6-8, Matthew. 18:15).

Discipline will be administered in light of a student's particular offense and attitude. There are two levels of offense at Mars Hill Academy, each treated with a particular procedure: classroom level and office visit.

The vast majority of discipline is handled at the classroom level through the use of verbal rebuke. When necessary, discipline is handled through the use of a spanking in the Headmaster's office. It is the Academy's desire that parents be supportive, active, and involved in their child's training through the use of godly discipline.

Grammar School: Office Visits

There are seven basic misbehaviors that will automatically necessitate discipline from the Headmaster. Those behaviors are:

1. **Disrespect** shown to any staff member or peer, whether in the form of a look, a response, or any other action. The staff member will be the judge of whether or not disrespect has been shown. (Exodus 20:12; Proverbs 6:16-17; Romans 13:1, 7).
2. **Dishonesty** in any situation, including lying or otherwise deceiving, cheating, forgery, and stealing. (Exodus 20:15-16; Proverbs 6:16-17, 19).
3. **Rebellion**, i.e., outright disobedience (active or passive) in response to instructions. (Colossians 3:20; 1 Samuel 15:23).
4. Malicious or selfish **physical harm** or intent to harm another student, including fighting, shoving, tripping, and name calling. (James 4:1; 1 Corinthians 13:5).
5. **Obscene, vulgar, profane, or malicious language or action**, including swearing, taking the Lord's name in vain, name-calling, dirty-joke telling, and obscene material. (Ex. 20:7; Ephesians 4:29-31; 5:4).
6. Bringing to campus a weapon of any kind, alcohol, illegal drugs, or any other item, substance, or activity considered dangerous by the administration.
7. Leaving campus at any time without approval from the office.

Normally, during an office visit, the Headmaster will:

1. Investigate and determine the nature of the offense (consulting teacher, student, and others)
2. Seek to give godly and biblical counsel to the student (2 Timothy 3:16)
3. Seek confession and repentance from the student (Proverbs 28:13)
4. Apply chastening by spanking (witnessed by another staff member)
5. Require restitution or apology, if appropriate
6. Pray with and for the student
7. Reassure the student of love, forgiveness, and restoration of fellowship, ..

If a student receives discipline from the Headmaster, the following accounting will be observed. Within either **semester** of the school year:

1. The first two times a student is sent to the Headmaster for discipline, the student's parents will be contacted via a letter and given the details of the visit. The parents' assistance and support in averting further problems will be sought, usually by way of a written plan of improvement.
2. The third office visit will be followed by a meeting with the student's parents and the Headmaster. A formal improvement plan will be instituted.
3. Should the student require a fourth office visit, a **two-day suspension** will be imposed on the student.
4. If a fifth office visit is required, the student will be **expelled** from the school.

Under some circumstances a spanking may be indicated at any of the above four levels. The Headmaster reserves the right to administer a spanking or another appropriate form of correction whenever that form of discipline is deemed more advisable.

Grammar School: Expulsion

Mars Hill Academy realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Repentance, forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student will be expelled. (Proverbs 13:20; 22:10).

Grammar School: Serious Misconduct

Should a student commit an act with such serious consequences that the Headmaster deems it necessary, the office-visit process may be bypassed and **suspension** or **expulsion** imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence/vandalism to the school facilities, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct, which occurs after school hours on or off school property.

Grammar School: Re-admittance

Should the expelled student desire to be readmitted to Mars Hill Academy at a later date, the School Board, or its delegated committee, will make a decision based on the student's attitude and circumstances at the time of reapplication.

Grammar School: Classroom Level Procedure

Other school and/or classroom offenses that may not fall under the above enumerated “office visit” offenses are disciplined according to the following procedure. While teachers have opportunity to exercise discretion with each occurrence of a behavioral/attitudinal infraction, they should normally and regularly apply the following procedure in order to maintain consistency within their own classrooms and with other teachers. This procedure is also followed by any teacher substitute and/or volunteer teacher or aid when he or she is acting with the delegated authority of a Mars Hill teacher, with this exception: all spankings will be administered by the Headmaster or a designated Mars Hill teacher.

First Offense

1. Firm and loving rebuke that identifies inappropriate behavior.
2. The rebuke is recorded in Assignment and Behavior Notebook.
3. Teacher records name and checks for parental signature (of student’s notebook) the next day.

This initial rebuke offers the student the opportunity to demonstrate that he is “wise” and desires to honor both the LORD and his parents with his obedience and response to correction (Proverbs 17:10). It also alerts parents to potential problems (especially with regard to attitude) and helps them to assume final responsibility for correcting their child (Ephesians 6:4).

Second Offense

Repeat above steps 1 through 3. The teacher notifies parents with MHA Discipline Form (white copy).

This second rebuke is really an additional, not just a repeated, rebuke—he is rebuked not only for the initial behavior, but also for his unwillingness to respond in wisdom to the first rebuke (Proverbs 29:1). At this point, we are still encouraging parents to assume the burden of the responsibility for their child's correction.

Third Offense

1. Repeat first offense steps 1 through 3 and count as an Office Visit.
2. The spanking will be administered in a private location away from the other children under the supervision of an additional teacher who serves as a witness.
3. The teacher will notify the parents with the MHA Discipline Form (white copy) of the disciplinary action, which will be sent home describing the offense and the student’s attitude/level of repentance, reminding parents of former offenses and the correction process already experienced and detailing the discipline taken. This offense is treated as an Office Visit.

Fourth Offense

Repeat steps 1 through 3, but the spanking is administered by the Headmaster (girls will be spanked by a female teacher) and is treated as an Office Visit. All ensuing offenses would result in an Office Visit and follow the “Office Visit” procedure outlined above.

Rhetoric School: Basic Expectations

1. Prompt, cheerful obedience to a teacher's request is expected at all times.
2. Students will refer to all adults by title (e.g., "Mr. Johnson") when speaking to them. When responding to a directive or to a yes-or-no question, the student should address the adult as "sir" or "ma'am."
3. Students will rise when an adult enters the classroom.
4. School property and facilities will be treated with care.
5. Students will not engage in verbal abuse or making cutting remarks.
6. Conduct in the hallways and lunchroom, as well as in classrooms, will be orderly. Students will refrain from running, horseplay, or loud communication when in the building.
7. Radio/tape/CD players, cellular phones, or other non-curricular devices may not be brought to school.
8. Young men and ladies will refrain from displays of affection for one another at school or at school activities.

Rhetoric School: Self-discipline, Classroom Discipline and Office Visits

It is vital for parents and students to realize that maintaining an orderly environment is critical to the learning process. In the Rhetoric School, self-discipline on the part of the students will be the norm. Where necessary, school discipline will be applied both to preserve the learning environment and to help train students in righteousness.

The vast majority of disciplinary matters will be dealt with at the classroom level. The kind and amount of discipline will be determined by the teacher or, as needed, by the Headmaster. In each instance it will be based on biblical principles, that is, restitution, apology (public and private), swift and appropriately painful punishment, restoration of fellowship, no lingering attitudes. All instructing, rebuking, and administering of consequences is done in love and concern for the individual student.

Rhetoric School: Office Visits

There are seven basic behaviors that will **automatically** result in discipline from the Headmaster (versus the teacher). Those behaviors are the following:

1. **Disrespect** shown to any staff member or peer, whether in the form of a look, a response, or any other action. The staff member will be the judge of whether or not disrespect has been shown. (Exodus 20:12; Proverbs 6:16-17; Romans 13:1, 7).
2. **Dishonesty** in any situation, including lying or otherwise deceiving, cheating, forgery, and stealing. (Exodus 20:15-16; Proverbs 6:16-17, 19)
3. **Rebellion**, i.e., outright disobedience (active or passive) in response to instructions. (Colossians 3:20; 1 Samuel 15:23).
4. Malicious or selfish **physical harm** or intent to harm another student, including fighting, shoving, tripping, and name calling. (James 4:1; 1 Corinthians 13:5).
5. **Coarse, profane, or obscene communication**, whether spoken or otherwise; includes taking the name of the Lord in vain.

6. Bringing to campus a weapon of any kind, alcohol, illegal drugs, or any other item, substance, or activity considered dangerous by the administration.
7. Leaving campus at any time without approval from the office.

In addition to the above, **three discipline reports** from teachers within a 4-week period require a visit with the Headmaster. These may be given for such things as disruptiveness, mistreatment of property, repeated or excessive rudeness, and uniform infractions.

The Headmaster will determine the nature of the discipline. He may require restitution, janitorial work, parents' attendance during the school day with their child, spanking, or other measures consistent with biblical guidelines.

If for any reason a student receives discipline from the Headmaster, the following will apply within the school year:

1. The first *two* times a student is sent to the Headmaster for discipline the student's parents' will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be sought, usually by way of a written plan of improvement.
2. Should the student require a *third* office visit, a **two-day suspension** will be imposed on the student.
3. If a *fourth* office visit is required, the student will be **expelled** from the school.

Rhetoric School: Note on Expulsion

Mars Hill Academy realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Repentance, forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student will be expelled. (Proverbs 13:20; 22:10).

Rhetoric School: Serious Misconduct

If a student commits an act with such serious consequences that the Headmaster deems it necessary, the office visit process may be bypassed and **suspension** or **expulsion** imposed immediately. Examples of such serious misconduct could include acts endangering the lives of other students or staff members, gross violence, vandalism to the school facilities, or violations of civil law. Students may be subject to school discipline for serious misconduct which occurs after school hours.

Rhetoric School: Re-admittance

Should the expelled student desire to be readmitted to Mars Hill Academy at a later date, the School Board or its delegated committee will make a decision based on the student's attitude and circumstances at the time of reapplication.

GRIEVANCE POLICY/GUIDELINES

It is important that institutions that purport to be Christian in their mission and relationships actually demonstrate a fidelity to Christian principles in their spheres of influence. To this end, MHA has established biblical guidelines for the resolution of disputes and grievances in the operation of Mars Hill Academy. These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Mars Hill Academy's operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and board.

Students/Parents to Teachers

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. A respectful, Christ-honoring demeanor is required at all times by all parties involved.
2. If the problem is not resolved, the parents or student may bring the concern to the appropriate administrator. If the student brings the concern, he must have permission from his parents to do so.
3. If the problem is still not resolved, the parents should appeal the decision to the Headmaster. If there is still no resolution, they should request a hearing in writing from the Mars Hill Academy Board.

Parents/Patrons to Administration

1. If the parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the appropriate person. A respectful, Christ-honoring demeanor is required at all times, by all parties involved.
2. If the situation is not resolved, they should present their concerns to the Headmaster.
3. If there is still no resolution, they should request a hearing in writing from the Mars Hill Academy School Board.

This procedure applies to school board members who are acting in their capacity as parents/patrons, and not as representatives of the MHA School Board.

AFFILIATIONS

The Association of Classical and Christian Schools (ACCS)

“The primary mission of the Association of Classical & Christian Schools (ACCS) is to promote, establish, and equip schools committed to a classical approach to education in the light of a Christian worldview grounded in the Old and New Testament Scriptures.”

Mars Hill Academy is a charter member of ACCS, and is accredited by ACCS, and as such enjoys the full benefits of helping to form the direction and policies of ACCS along with other charter schools.

Requirements for all member schools:

1. All member schools must subscribe to the Confession of Faith adopted by the ACCS.
2. All member schools must demonstrate conformity to the *Trivium* (e.g., teaching the methodology understood as “grammar,” “logic,” and “rhetoric”) as set forth in the ACCS Mission statement.
3. All member schools must demonstrate a commitment to furthering the work of the ACCS, its goals, purposes, mission, and objectives.
4. All member schools, except charter schools, must pay annual dues.

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