



## 2016/2017 PARENT HANDBOOK

BRADFORD ACADEMY  
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## INTRODUCTION

THE  
CHRISTIAN  
EDUCATION  
SOCIETY OF  
MEBANE

It is good to give thanks to the Lord! Now in our ninth year, we are continually mindful of God's blessing us through the years. We have seen our young scholars begin to mature and have even seen some of them earn recognition in the community. I am very proud of our children but recognize there is still plenty of work to be done. We cannot rest on our past blessings and successes, but we must push on to see our children well prepared to achieve all that God calls them to do. Psalm 127:3-5 tells us something very important about our children:

*Behold, children are a heritage from the LORD, the fruit of the womb is a reward.*

*Like arrows in the hand of a warrior, so are the children of one's youth.*

*Happy is the man who has his quiver full of them;*

*They shall not be ashamed, but shall speak with their enemies in the gate.*

It is OUR blessing to be called to raise and equip children for life. This Biblical perspective should be ours. This work that we do is as useful to us as a warrior who gathers, sharpens, and prepares arrows to take into battle.

Our parents and our grandparents have handed to us a society that is on average more prosperous than any other known in the history of mankind. We have freedom and opportunity that is the envy of the world. Sadly, more often than not we use that freedom and opportunity for self indulgence and personal gratification. We have not been vigilant to guard and promote those principles that have been the source of our blessing. As such we have seen the great enemy gain ground. That enemy is all that wars against the TRUTH, godliness, and the moral foundations of a free and prosperous nation. As our society careens headlong into relativism and apathy, we have become more convinced than ever of the need for Bradford Academy and institutions of this nature. Our culture and society is more in need of Biblical reformation than ever before. Our generation needs God-fearing champions of truth. Christ and the Gospel need to be proclaimed in the market place of ideas. We need to raise up a generation by God's grace to be prepared mentally, physically, and socially to proclaim and defend those things that are dear to our hearts. We are convinced that we can do that very thing with God's blessing! In this increasingly secular culture, God's people must act with greater fervor and diligence to live according to Ephesians 6:4 and bring up our children "in the training and admonition of the Lord." We need to heed the exhortation of Romans 12:2 to "not be conformed to this world, but be transformed by the renewing of your mind..."

Like arrows in the hand of a warrior...

Psalm 127:3-5

Bradford Academy has been established to aid parents in this great work. It is an institution that will continue to strive to make the best kind of education available in a context that will complement a well-ordered home and reflect the heritage of this country. The *Parent Handbook* is presented as an explanation of our vision and how we plan to accomplish that vision. We hope you will read it thoroughly. If you find yourself in substantial agreement with the ideas and policies, we hope you will become a dedicated member and significant contributor to our growing community.

Sincerely,  
The Christian Education Society of Mebane

## I. OUR VISION

Bradford Academy is  
Classical and Christ-centered  
in order to glorify God by educating children to love God  
with all their heart, soul, mind and strength,  
and to love their neighbor as themselves.

*"Education is the nurture and development of the whole man for his proper end. The end must be conceived aright in order to understand the process."*

R. L. Dabney

*"The end then of learning is to repair the ruins of our first parents by regaining to know God aright, and out of that knowledge to love him, to imitate him, to be like him, as we may the nearest by possessing our souls of true virtue, which being united to the heavenly grace of faith makes up the highest perfection."*

John Milton

### **A. Christ-Centered**

In all its levels, programs, and teaching, Bradford Academy seeks to:

A. Teach all subjects as parts of an integrated whole with the Scriptures at the center;

II Timothy 3:16-17

B. Provide a clear model of the biblical Christian life through our staff and board;

Matthew 22:37-40

C. Encourage every student to begin and develop a relationship with God the Father through Jesus Christ and be a true follower of the Lord our Savior;

Matthew 28:18-20, Matthew 19:13-15

*N.B. While the Academy recognizes its own limited role as an aid to parents in instruction, it also confesses that the fear of the Lord is central to the best learning (Ps. 111:10 & Prov. 1:7, 9:10) and therefore will not neglect this reality in its academic endeavors.*

D. Strive to honor and glorify God and encourage all those involved with Bradford Academy to live with that chief end in mind.

Rom. 11:36, I Cor. 10:31

E. Instruct all our scholars in a correct view of the world in which we live as described by an historic orthodox understanding of the Word of God.

II Timothy 3:15, John 17:17, Ps. 19:7

This aspect of Bradford Academy is further developed below. Please see our educational philosophy and our statement of faith.

**B. Classical**

In all its levels, programs, and teaching, Bradford Academy seeks to:

- A. Develop grammar, logic, and rhetoric in all subjects and emphasize each at the appropriate level (see definitions below);
- B. Develop in every student an appreciation for our Western heritage and the discernment to recognize its strengths and weaknesses.
- C. Cultivate a desire for truth, goodness, and beauty.
- D. Encourage every student to develop a love for learning and live up to his academic potential;
- E. Provide an orderly atmosphere conducive to the attainment of the above goals.

Definitions:

Grammar: The fundamental rules of each subject.

Logic: The ordered relationship of particulars in each subject.

Rhetoric: How the grammar and logic of each subject may be clearly expressed.

This aspect of Bradford Academy is further developed below. Please see our educational philosophy and the section titled, *What Do We Mean By Classical?*

“One of the more interesting experiments in recent years has been the growth of the Christian Classical school movement... This approach is having a dramatic effect in creating academically stellar Christian schools across the country.”

Chuck Colson, *How Now Shall We Live*

## II. GOALS

### **A. The Students**

Bradford Academy provides an educational experience that aids and supports parents in their task of raising children for the honor and glory of God and the service of mankind. We aim to graduate young men and women who think clearly, listen carefully with wisdom and discernment, and act charitably. We seek to inculcate in all students a love of learning, a strong work ethic, and the characteristics of Godly leadership. We desire that our students would understand and embrace a worldview that is consistent with the Bible and in turn would live lives that honor God, promote liberty and justice, and seek and provide mercy for this troubled world.

Bradford Academy aims to help students become well equipped academically and socially in order to give them every possible advantage in pursuing whatever vocation to which they may be called. Students are encouraged to develop a healthy respect for the heritage and cultural institutions of this nation and community, seeking its good and development. With the understanding that Bradford Academy serves a distinct function from the institution of the church, we nonetheless desire that students would understand and embrace true saving religion, knowing and loving the Lord Jesus Christ with humble and joyful submission to God.

### **B. The School Community**

Bradford Academy cultivates a spirit of genuine care in the school community. We expect to see the qualities desired in our students modeled in our faculty and staff (Mat. 10:24, 25). Bradford Academy faculty and staff are professional and diligent in their work, gifted in teaching, loving to their students, and excited about their academic subjects. The teachers clearly understand classical education, how it works in their classroom and how their work fits into the whole. They possess a lifelong hunger to learn and grow and have opportunities to be refreshed and renewed through regular professional development. They coach and nurture each other in order to serve as academic mentors to students. The staff and faculty will continually grow in Christ and mature in the knowledge of God, executing all of their responsibilities with grace and love.

Bradford Academy encourages our parents to have a sense of responsibility for the school. We will assist and expect parents to be well-informed about the goals of our classical and Christ-centered approach. We desire them to grow with the school, and to be 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 Scriptures' injunctions to encourage and stir up one another to love and good works.

Finally, in our relationship with our local community, Bradford Academy strives to enrich, support, and conduct our business above reproach in the local community of which we are a part. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with churches in the community, and to bring honor to our Lord in all our endeavors.

### III. STATEMENT OF FAITH

Bradford Academy is based on the following foundational beliefs. These doctrinal statements are also the key elements of Protestant Christianity that will be unapologetically taught in various ways through all grade levels.

1. We believe the Bible to be the only inspired and inerrant Word of God. It is the only ultimate and infallible authority for faith and practice.<sup>1</sup>
2. We believe that there is one true and living God, eternally existent in three Persons: Father, Son, and Holy Spirit<sup>2</sup>. He is omnipotent, omniscient, and omnipresent. The Lord God is creator and sustainer of everything that has been made and absolutely sovereign over all things. God is holy, righteous, just, good, loving, and full of compassion.<sup>3</sup>
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.<sup>4</sup>
4. We believe in the full deity of the Holy Spirit, acknowledging Him together with the Father and Son in the works of creation and redemption. We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.<sup>5</sup>
5. We believe that salvation is by grace through faith alone. This saving faith is in Christ alone.<sup>6</sup>
6. We believe that faith without works is dead. Repentance, obedience to God's commandments, love, and good works are evidences of saving faith<sup>7</sup>. Christians ought to unite themselves to a visible expression of the church, the body of Christ, and preach the gospel to all nations.<sup>8</sup>
7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.<sup>9</sup>
8. We believe in the resurrection of both the saved and the lost; they that are saved to the resurrection of life, and they that are lost to the resurrection of everlasting damnation.<sup>10</sup>
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ<sup>11</sup>.
10. We believe that the Bible, as the Word of God, is relevant and speaks to contemporary issues.<sup>12</sup> It is the final authority on issues related to government<sup>13</sup>, poverty<sup>14</sup>, race<sup>15</sup>, abortion<sup>16</sup>, sexual ethics<sup>17</sup>, marriage (limited to one man and one woman)<sup>18</sup>, creation science<sup>19</sup>, the environment<sup>20</sup>, education<sup>21</sup>, family<sup>22</sup>, gender identity<sup>23</sup>, and any other issue that confronts the conscience of any person. The Bible alone can and must instruct and bind the conscience.<sup>24</sup>

<sup>1</sup> 2 Timothy 3:15-16; Luke 24:27; 2 Peter 1:19-21; 1 Thessalonians 2:13; Revelation 22:18; Hebrews 1:1

<sup>2</sup> Deuteronomy 6:4; Psalm 90:2; 1 Timothy 1:17; 1 John 5:7; Matthew 28:19

<sup>3</sup> Genesis 1:1; Revelation 4:11; Psalm 93; Exodus 34:6-7

<sup>4</sup> John 1:1; Luke 1:27, 31; Hebrews 4:15; Hebrews 2:4; Romans 3:25; Luke 24:6; Acts 2:23; Mark 16:19; Acts 1:11

<sup>5</sup> 1 John 5:7; Matthew 3:16; Genesis 1:2; Job 33:4; John 3:3; Ephesians 2:4-5

<sup>6</sup> Galatians 2:16; Ephesians 2:8; Romans 5:1; Romans 5:8-10, 19; John 11:25

<sup>7</sup> James 2:8; Hebrews 13:21; Matthew 5:16; Luke 13:3; 1 John 2:3, 3:11; Matthew 5:43-44

<sup>8</sup> Hebrews 10:24, 25; Romans 12:4,5; Matthew 28:19

<sup>9</sup> Romans 8:2, 9-11, 26-27; 1 Corinthians 12 4-11; Galatians 5:16-26; Philippians 2:12-13

<sup>10</sup> 1 Corinthians 15:12-28; 2 Corinthians 5:1-5; Philippians 3:20-21; John 5:28-29; Matthew 25:31-41

<sup>11</sup> John 17:20 - 23; Ephesians 4:1-6; Philippians 2:1-14; 1 Corinthians 12:12-26

<sup>12</sup> 2 Timothy 3:15-16

<sup>13</sup> Romans 13:1-7, Matthew 22:21

<sup>14</sup> Deuteronomy 15:7-8, Jeremiah 22:3, Micah 6:8, 1 John 3:17, James 1:27 & 2:15-16, 1 Corinthians 10:24

<sup>15</sup> Acts 10:34-35, Acts 17:26, Gal. 3:28, Col. 3:11, James 2:9, 1 John 2:11

<sup>16</sup> Jer. 1:5, Gal. 1:15, Ps.139:13 & 16, Is. 44:2, Ps. 127:3, Jer. 7:6, Ex. 20:13

<sup>17</sup> Romans 13:13, 1 Cor.6:9-10, 1 Tim.1:9-10

<sup>18</sup> 1 Cor. 7:1-16, Gen. 2:23-25, Eph. 5:22-33, Heb. 13:4-7, Mark 10:6-9

<sup>19</sup> Gen.1 & 2, Psalms 19 & 111, Mark 10:6

<sup>20</sup> Gen. 1:26-28, 2:8-20, Jer. 2:7, 1 Cor. 4:2, Luke 12:6, Rom. 1:25-28, Mat. 6:26

<sup>21</sup> Deut. 6:4-9, Eph. 6:1-4, Rom. 12:1-2, Prov. 1:7, Luke 10:27, Matt. 10:24-25

<sup>22</sup> Matthew 19:4-6, Col. 3:18-19, Gen. 1:28, Eph. 6:1-4

<sup>23</sup> Matthew 19:4-6, Mark 10:6

<sup>24</sup> Acts 5:29, 24:16, 1 Tim. 3:9, 1 Timothy 4:7, Col. 2:8

## IV. EDUCATIONAL PHILOSOPHY

Although most Christian schools would agree on certain fundamentals, it is imperative that parents scrutinize the foundational philosophical beliefs of any school in which they may enroll their child(ren). Therefore, below are the important elements that we at Bradford Academy believe shape our approach to education.

### **A. Foundational Presuppositions**

1. We believe that the Bible clearly instructs parents, not the Church or State, to "bring children up in the discipline and instruction of the Lord." The Church's commission is essentially to spread the Gospel and train believers<sup>1</sup>. The State has been directed to enforce just laws and protect the innocent<sup>2</sup>. The Church trains parents and the State protects families. The Family raises and educates children<sup>3</sup>. Therefore, under the delegation of the family, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment. Under Christ, the home is the seat of authority for the child. By enrolling their children in Bradford Academy, parents have chosen Bradford Academy to assist their family in attaining its educational goals. We recognize that we cannot perfectly align our program with the convictions of every family, so we act with the expectation that parents, in areas of difference, agree to respectfully cooperate with Bradford Academy in its stated policies, procedures, and programs.

2. We believe that both the church and the state have a vested interest in the education of the young and should be a supportive advocate not a hindrance to the Christian education of the young.<sup>4</sup>

3. We believe that God's character is revealed not only in His Word but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated (integrated) and can instruct us about God Himself.<sup>5</sup>

4. God wants us to love Him with our minds, as well as with our hearts, souls, and strength<sup>6</sup>. Therefore, we seek to challenge children at all levels to strengthen their mind and body and teach them how to learn, by using the centuries-old, proven classical method (see explanation below).

5. We want to help parents teach their children that all they do should be done "heartily, as unto the Lord."<sup>7</sup> Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This necessarily includes biblical principles of discipline.

6. We are developing a full K-12 program because we believe that as long as a child is under the parents' authority and undergoing formal education, he should be trained biblically.<sup>8</sup>

7. We believe that only the Bible provides a balanced and correct view of the child. That is, every child is made in the image of God and is fallen in Adam. Therefore, he has dignity and is worthy of respect, is a moral being, and is responsible to exercise dominion with creativity and wisdom<sup>9</sup>. Additionally, that same child has a sin nature<sup>10</sup>, a predisposition to foolishness, and is in need of correction and teaching<sup>11</sup>.

8. Above all, parents can be confident that their student, at every stage of his development in school, will be loved with Christ's love in Bradford Academy.

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<sup>1</sup> Matt.28:18-20

<sup>2</sup> Romans 13

<sup>3</sup> Eph.6:1-4

<sup>4</sup> Matt. 19:14; Matt. 9:37, 38; Prov. 14:34

<sup>5</sup> Ps. 19:1-11; 111:1-10; Prov. 1:1-7

<sup>6</sup> Matt. 22:37

<sup>7</sup> Ecc. 9:10, Col. 3:23

<sup>8</sup> Deut. 6:6,7; Prov. 22:6

<sup>9</sup> Gen. 1:27, 28; 9:6

<sup>10</sup> Ps. 51:6; Rm. 8:7

<sup>11</sup> Prov. 22:15; I Cor.13:11



## **B. What Do We Mean By Classical?**

The term “classical education” has come to encompass many ideas. We use the term to signify the specific methods and the content that will characterize our educational program.

### **1. CONTENT:**

A classical education unashamedly has an emphasis on Western culture (and by extension Classical Culture). The material that makes up its curriculum will focus on the canon of “Great Books” and seeks to understand the foundations that shaped our present culture. We believe that Christianity was born providentially in the classical world and then grew throughout medieval Europe and the Reformation. The best that man has accomplished is predominantly linked to the West. While we do not think that all that is good is contained in the West and that all that is “Western” is good, we do believe a healthy emphasis on those things Western will expose our children to much that is valuable and good. Additionally, in order to be wise stewards of our time and resources, a curriculum must necessarily exclude many things. Knowledge of our own heritage is worth knowing. Furthermore, a classical education typically includes the study of Latin. It is the language of the ancient Western world and has left an indelible mark on its modern progeny. A classical education teaches Latin (1) as the foundation for language learning, (2) for the development of thinking skills, and (3) to help connect modern children to the scholars of the past.

### **2. METHOD:**

In the 1940's the British author, Dorothy Sayers, wrote an essay entitled “The Lost Tools of Learning.” In it, she calls for a return to the application of the seven liberal arts of ancient education, the first three being the Trivium - grammar, logic, rhetoric. Miss Sayers also aligns the three stages of children's development to the Trivium. Specifically, she matches what she calls the “Poll-parrot” stage with grammar, “Pert” with logic, and “Poetic” with rhetoric (see chart below). This approach is well described in Doug Wilson's book, *Recovering the Lost Tools of Learning*. The following is an excerpt:

“The structure of our curriculum is traditional with a strong emphasis on the basics. We understand the basics to be subjects such as mathematics, history, and language studies. Not only are these subjects covered, they are covered in a particular way. For example, in history class the students will not only read their text, they will also read from primary sources. Grammar, logic, and rhetoric will be emphasized in all subjects. By grammar, we mean the fundamental rules of each subject (again, we do not limit grammar to language studies), as well as the basic data that exhibit those rules. In English, a singular noun does not take a plural verb. In logic, A does not equal not A. In history, time is linear, not cyclic. Each subject has its own grammar, which we require the students to learn. This enables the student to learn the subject from the inside out.

The logic of each subject refers to the ordered relationship of that subject's particulars (grammar). What is the relationship between the Reformation and the colonization of America? What is the relationship between the subject and the object of a sentence? As the students learn the underlying rules or principles of a subject (grammar) along with how the particulars of that subject relate to one another (logic), they are learning to think. They are not simply memorizing fragmented pieces of knowledge.

The last emphasis is rhetoric. We want our students to be able to express clearly everything they learn. An essay in history must be written as clearly as if it were an English paper. An oral presentation in science should be as coherent as possible. It is not enough that the history or science be correct. It must also be expressed well.”

### C. Lost Tools of Learning Chart

The following material is largely drawn from the essay "The Lost Tools of Learning" by Dorothy Sayers. It illustrates the application of the Trivium:

<b>Beginning Grammar (Pre-Polly)</b>	<b>GRAMMAR (Poll-Parrot)</b>	<b>LOGIC (Pert)</b>	<b>RHETORIC (Poetic)</b>
<b>Grades K-2</b>	<b>Grades 3-6</b>	<b>Grades 6-9</b>	<b>Grades 9-12</b>
<b>Approx. ages 4-8</b>	<b>Approx. ages 9-11</b>	<b>Approx. ages 12-14</b>	<b>Approx. ages 15-18</b>
<b>Student Characteristics:</b>	<b>Student Characteristics:</b>	<b>Student Characteristics:</b>	<b>Student Characteristics:</b>
<ul style="list-style-type: none"> <li>• Obviously excited about learning</li> <li>• Enjoys games, stories, songs, projects</li> <li>• Short attention span</li> <li>• Wants to touch, taste, feel, smell, see</li> <li>• Imaginative, creative</li> </ul>	<ul style="list-style-type: none"> <li>• Excited about new, interesting facts</li> <li>• Likes to explain, figure out, talk</li> <li>• Wants to relate own experiences to topic, or just to tell a story</li> <li>• Likes collections, organizing items</li> <li>• Likes chants, clever, repetitious word sound</li> <li>• Easily memorizes</li> <li>• Can assimilate another language well</li> </ul>	<ul style="list-style-type: none"> <li>• Still excitable, but needs challenges</li> <li>• Judges, critiques, debates, critical</li> <li>• Likes to organize items</li> <li>• Shows off knowledge</li> <li>• Wants to know "behind the scenes" facts</li> <li>• Curious about Why? for most things</li> <li>• Thinks/acts as though more knowledgeable than adults</li> </ul>	<ul style="list-style-type: none"> <li>• Concerned with present events, especially in own life</li> <li>• Interested in justice, fairness</li> <li>• Moving toward special interests, topics</li> <li>• Can take on responsibility, independent work</li> <li>• Can do synthesis</li> <li>• Desires to express feelings, own ideas</li> <li>• Generally idealistic</li> </ul>
<b>Teaching Methods:</b>	<b>Teaching Methods:</b>	<b>Teaching Methods:</b>	<b>Teaching Methods:</b>
<ul style="list-style-type: none"> <li>• Guide discovering</li> <li>• Explore, find things</li> <li>• Use lots of tactile items to illustrate point</li> <li>• Sing, play games, chant, recite, color, draw, paint, build</li> <li>• Use body movements</li> <li>• Short, creative projects</li> <li>• Show and Tell, drama, hear/read/tell stories</li> <li>• Field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher led, direct instruction</li> <li>• hands-on work, projects</li> <li>• Field trips, drama</li> <li>• Make collections, displays, models</li> <li>• Integrate subjects through above means</li> <li>• Categorize, classify</li> <li>• Recitations, memorizations, catechisms</li> <li>• Drills, games</li> <li>• Oral/written presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher led direct instruction giving way to Socratic method</li> <li>• Time lines, charts, maps</li> <li>• Debates, persuasive reports</li> <li>• Drama, reenactments, role-playing</li> <li>• Evaluate, critique (with guidelines)</li> <li>• Formal logic</li> <li>• Research projects</li> <li>• Oral/written presentations</li> <li>• Guest speakers, trips</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher led direct instruction and the Socratic Method giving way to guided independent study.</li> <li>• Drama, oral presentations, debate</li> <li>• Guide research in major areas with goal of synthesis of ideas</li> <li>• Many papers, speeches, debates</li> <li>• Give responsibilities, e.g. working with younger students, organize activities</li> <li>• In-depth field trips</li> <li>• World view discussion/papers</li> </ul>

## V. SCHOOL GOVERNANCE

Bradford Academy is governed through its headmaster by a self-perpetuating board of directors. That board, *The Christian Education Society of Mebane, Inc.*, is subject to all the laws regulating 501(c)3 charitable corporations. The board is responsible for establishing all policies.

## VI. PARENT INVOLVEMENT

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

As a support and extension of the family unit, Bradford Academy considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed, since He compares it to the relationship believers have with Christ and the Father. Therefore, at Bradford Academy we are continually seeking ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school. Below are just a few of the more common ways we can do this. Please feel free to ask if you would like to try additional ideas.

1. Visit the school/class at any time. (Simply call ahead out of courtesy to the teacher.)
2. Assist in the classroom, regularly or infrequently. (Again, arrangements should be made with the teacher concerned.)
3. Act as chaperone on field trips and/or library visits.
4. Serve as a story-reader, song-leader, or guest artist or offer your special talents.
5. With permission and arrangements with the teacher, present your vocation to the class or invite them to your place of business.
6. Share your experiences, trips, vacations, as they may relate to an area of study in a class.
7. Volunteer your help in the preparations for the many tasks related to any fundraiser.
8. Help hostess class parties.
9. Attend all Parent-Teacher Conferences that are formally conducted after the first and third grading quarters each year. Informal conferences may be held anytime at the parent's request.
10. Closely monitor and praise your child's progress by reading all teacher notes and student papers sent home!
11. Offer specific assistance to serve on board-appointed committees, or the board itself.
12. Invite the teacher to your home for dinner.
13. PRAY regularly for the school and its staff.

## VII. CURRICULUM

Bradford Academy is developing a comprehensive curriculum that reflects the perspectives discussed above. Its current manifestation can be found below.

## CURRICULUM/MATERIALS WORKING DRAFT

	History Geography	LANGUAGE ARTS				Math	Science	Art	Music	PE
		Reading/Lit.	Gram.	English/ Lang.	Latin					
<b>K</b>	Timeline, History to 1800 Local, community helpers, key historical figures <b>BC Fact Song - BA History Cards - VP</b>	<b>Phonics Museum, VP Phonics Pathways</b>  Phonics, Hearing/Memorizing poetry		<b>Alphabet Puppets and Jingles LP</b>  Basic copy work Handwriting		<i>Saxon 1</i>	Creation Days Intro to Sci. (observ/senses) Measurement, Seasons, Weather Animals (esp. Big Cats) Plants / Trees BODY SYSTEMS	<b>Discovering Art CS</b>	<b>Classical Children</b>  Introduction to Classical music and musicians Singing – Patriotic songs	Rockbridge PE Goals and Objectives
<b>1<sup>st</sup></b>	Timeline 1800-present, State, regional, key historical figures NC <b>BA Developed</b>	<b>Phonics Museum &amp; 1st Fav. Lit. Guides, VP Beginning Literature Bk1 &amp; Bk 2 LP</b> Hearing/Memorizing poetry	<b>First Language Lessons,</b> Jessie Wise	<i>Manuscript Practice BA</i>		<i>Saxon 2</i>	<b>BIO.- Bird of the Week ,</b> animal classification, habitats, <b>CHEM.-</b> sci method, matter, define solid, liquid, gas, etc. <b>E. SCI.-</b> water cycle, rocks <b>PHYS.-</b> light, sound, magnets	<b>Discovering Art CS</b>	<b>Discoveries in Music CS</b>	Rockbridge PE Goals and Objectives
<b>2<sup>nd</sup></b>	Old Testament / Egypt <b>VP Flashcards</b>	<b>Saxon 3 Phonics Reading Pathways</b> Comprehension, vocab, parts of book, etc.	<b>Shurley English 2</b>	<b>Classically Cursive LP The Grammar of Spelling LP</b>	PRE-Latin <b>Song School Latin CAP</b>	<i>Saxon 3</i>	<b>BIO.-</b> insects <b>CHEM.-</b> states of matter, reactions, combustion <b>E. SCI.-</b> atmosphere oceans etc, rotate, revolve <b>PHYS.-</b> light, sound, magnets	Basics of drawing, color, composition worldview, <b>Teaching Children to Draw</b>	<b>Classical Children</b>	Rockbridge PE Goals and Objectives
<b>3<sup>rd</sup></b>	New Testament / Greece & Rome <b>VP Flashcards</b>	Oral reading, comprehension, story types Literature Units/Guides SRA short stories	<b>Shurley English 3 Excellence in Writing</b>	Use dictionary, thes, encyc, paragraphs, narrative and expository	Latin I <b>Latin For Children A CAP</b>	<i>Saxon 4</i>	<b>BIO.-</b> biomes, birds, classification <b>CHEM.-</b> matter, elements, compounds, etc. <b>E. SCI.-</b> planets, moon, constellations <b>PHYS.-</b> force, Newton's laws of motion, mass, friction	<b>Teaching Children to Draw</b> Other media Art in history.	Recorder Vocal and other TBD	Rockbridge PE Goals and Objectives
<b>4<sup>th</sup></b>	Middle Ages / Renaissance / Reformation <b>VP Flashcards</b>	Presentation, book reports, research Literature Units/Guides	<b>Shurley English 4 Excellence in Writing</b>	Spelling, essay writing, narrative and expository	Latin II <b>Latin For Children B CAP</b>	<i>Saxon Inter. 5</i>	<b>BIO.-</b> Classification, plants <b>CHEM.-</b> mixtures, solutions <b>E. SCI.-</b> volcano, geological formations, etc <b>PHYS.-</b> simple machines	More advanced drawing, color, composition	Recorder Vocal and other TBD	Rockbridge PE Goals and Objectives
<b>5<sup>th</sup></b>	<b>Explorers to 1815</b> U.S. Independence Constitution <b>VP Flashcards</b>	Comprehension, skimming Literature Units/Guides	<b>Shurley English 6 Excellence in Writing</b>	paraphrasing, essay writing, narrative and expository	Latin III <b>Latin For Children C CAP</b>	<i>Saxon Course 1</i>	<b>BIO.-</b> bones, muscles, digestion, circulation <b>CHEM.-</b> acids/bases, periodic table, lab tools <b>E. SCI.-</b> tools of exploration, constellations <b>PHYS.-</b> electricity, light, sound, simple machines	Continue 4 <sup>th</sup> grade, perspective, history	Vocal and other TBD	Rockbridge PE Goals and Objectives
<b>6<sup>th</sup></b>	<b>1815 to present</b> U.S. Civil War 20 <sup>th</sup> Century <b>VP Flashcards</b>	Presentation, book reports, research Literature Units/Guides	<b>Shurley English 7 Excellence in Writing</b>	paraphrasing, essay writing, narrative and expository	Latin IV <b>LATIN ALIVE! CAP</b>	<i>Saxon Course 2 Or Saxon 8/7</i>	<b>Gen. Sci.-</b> philosophy of science, sci. method, etc. <b>BIO.-</b> cells, dna, virus and bacteria <b>E. SCI.-</b> atmosphere, weather, etc. <b>PHYS.-</b> mass, energy, acceleration, etc.	Various media	Vocal and other TBD	Rockbridge PE Goals and Objectives
<b>7<sup>th</sup></b>	<b>OMNIBUS I Biblical and Ancient Culture</b>		<b>Shurley English &amp; Institute for Excellence in Writing</b>	Expository and narrative essay, structure and style Short story Poetry	<b>LATIN ALIVE! or Greek for Children</b>	<i>Saxon 8/7 or Algebra 1/2</i>	<b>Earth Science (Astro. &amp; Geo)</b>	Various media	Vocal and other TBD	Rockbridge PE Goals and Objectives
<b>8<sup>th</sup></b>	<b>OMNIBUS II Middle Ages, Renaissance, and the Reformation</b>		<b>Elements of Style, Strunk &amp; White Lively Art of Writing, Payne</b>	Expository and narrative essay, structure and style Short story Poetry		<i>Saxon Algebra 1</i>	<b>Physical Science (Chem. &amp; Physics)</b>	Various media	Vocal and other TBD	Rockbridge PE Goals and Objectives

KEY		Notes
BA	Bradford Academy Developed	<ul style="list-style-type: none"> <li>As Bradford develops and matures its program, we will make regular changes to this document.</li> <li>Please recognize this is a working draft and will necessarily become more detailed in time.</li> </ul>
CA	Classical Academic Press	
CS	Calvert School	
LP	Logos Press	
Sax	Saxon Publishers	
VP	Veritas Press	

## VIII. STAFF

### **A. General Description**

The faculty and staff at Bradford Academy is composed of a team of professional educators dedicated to the principles of Classical and Christian education. Each is a member in good standing in an evangelical church and is committed to living and modeling the kind of lifestyle we desire for our students.

Continuing professional development is a key factor in the success of an educational institution. Therefore our teachers engage in regular in-service training and other learning opportunities.

### **B. Qualifications**

1. While a state-endorsed teaching license is the industry standard in the public school system, it unfortunately does not guarantee teacher quality. In some cases it even works against the stated goals of classical and Christian education. Bradford Academy therefore does not require a teacher to hold a N.C. state teaching license.

2. Each teacher has demonstrated:

- a. faith in Jesus Christ, and adherence with a good conscience to the Bradford Academy Statement of Faith and the Bradford Academy Philosophy of Education;
- b. a proven competency in his or her content area and a love for the subject matter;
- c. an ability to articulate clearly and creatively the concepts of his or her subject matter;
- d. an understanding and willingness to grow in the pedagogy of classical and Christian education; and
- e. joyful success in ministering to children and wise understanding of the needs of children at different levels of academic and social development.

3. All regular full time instructors hold a bachelor's degree or higher. Several of our teachers specialized in Elementary education however most studied in content related majors. We will occasionally hire part-time adjunct instructors whose talents and gifts make them ideal instructors or coaches regardless of formal credentials.

4. Criminal background checks are done on all staff as well as personal and professional reference checks including spiritual knowledge and maturity usually provided by a pastor.

“A disciple is not above his teacher... It is enough for a disciple that he be like his teacher...”

Matt. 10:24, 25

## IX. GENERAL SCHOOL POLICY AND PROCEDURE

### **A. SCHOOL RULES**

The following school rules are those essential policies that we require all our students to know and follow:

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. Sincere respect must always be demonstrated toward the teacher and any staff member. This is primarily demonstrated by not talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
3. Sincere respect must always be demonstrated towards the school facilities, curriculum materials, and all school property. This includes all textbooks distributed to the students. Students are also expected to be aware of and avoid the off-limits areas of the building or grounds.
4. Sincere respect must always be demonstrated towards fellow classmates. This means that each of the Bradford Academy students must strive to protect the person and character of each other student.
5. Students are not permitted to bring dangerous items (e.g. weapons, knives, matches, etc.) to school. Students are also not permitted to bring any electronic item or items of a distracting or disruptive nature without prior permission (e.g. camera, cell phone, Gameboy, iPod, etc.).

### **B. ETIQUETTE GUIDELINES**

1. Boys hold doors for girls.
2. Girls get in line first.
3. Lines must be straight and quiet.
4. Speak clearly and politely to the teacher, other adults and each other.
5. Lunch etiquette:
  - a. Enter quietly.
  - b. Girls are seated.
  - c. Boys are seated.
  - d. Sing heartily.
  - e. Calm quiet talk after prayer. Speech must be unto edification. (Eph. 4:29)
  - f. Eat politely.
  - g. Remain in seats until dismissed.
6. REMEMBER THE GOLDEN RULE!

**C. DRESS CODE and UNIFORM GUIDELINES/RATIONALE**

Attire during the day is the designated school uniform unless otherwise specified by the administration for special events and/or activities. Our uniform supplier is: French Toast.

**The details of the *Bradford Academy Uniform Code of Dress* are found in SECTION XIII** of this handbook. The purpose of the school uniform is to foster a sense of unity among the students, to provide a consistently attractive and neat appearance for all students, and to avoid peer pressure in matters of dress. Parents and students are responsible for reading the *Bradford Academy Uniform Code of Dress* and familiarizing themselves with the policies. Violation notices will be given to students who are not in compliance with the uniform guidelines.

**Reasons for adopting a uniform code:**

Listed below are a few reasons why Bradford Academy chose a uniform code.

1. The neat appearance created by a uniform code enhances a ready-to-learn atmosphere.
2. A uniform code instills school spirit and a sense of belonging, while providing enough choice to allow for individual expression. The student is part of a group. The identity and traditions of that group will foster a unified reputation for striving for excellence.
3. The uniform code addresses security. On field trips, students in uniform aid the teachers in keeping track of everyone. On the playground or in the school, teachers and staff can clearly identify students from outsiders.
4. The uniform code should save parents money. The uniform code de-emphasizes the social impact of dress and helps focus the students on character and academic issues. The selected clothes were chosen with price and durability in mind for an overall good value for the money. Growth features in some of the garments may also cut down on total wardrobe expenditures.
5. A uniform code should save parents time, since most uniform items, including accessories, can be purchased at the same source. This may save parents not only time, but energy as well. In addition, time may be saved each morning as the “what to wear” issue is eliminated.
6. Every school has a code of dress. In some, it is defined by the students (which in turn is defined by the profiteers of youth culture). Everyone draws the line somewhere. We want to draw the line at a place that is pleasant and attractive. We are training students to live in an adult world, not a perpetually segregated youth culture. We believe that a conservative school uniform is one part in fostering the purpose-driven, others-focused climate at Bradford Academy.

## **D. HOMEWORK PHILOSOPHY AND GUIDELINES**

### **1. PHILOSOPHY:**

Bradford Academy may assign homework to its students for a variety of reasons and for the benefit to its students. Below are the primary reasons or causes for homework being assigned:

- a. Students often need some amount of extra 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 for sufficient practice for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework.
- b. For certain lessons or subjects, repeated, short periods of practice or study are often more effective.
- c. Since Bradford Academy recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.
- d. 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 and corrective function as well as its practical purpose.

### **2. GUIDELINES FOR ASSIGNING HOMEWORK:**

Since homework, by its nature, takes time at home, it is not to be assigned in place of an assignment that could have been completed in school. The necessity for doing homework will vary from grade to grade and even from student to student. The chart below provides general guidelines, for the amount of homework, in the event that homework is assigned. These times may or may not include the required outside reading of texts and novels.

#### **GRADE MAXIMUM APPROX. TIME PER WEEK NIGHT\***

K	20 - 30 minutes
1 <sup>st</sup> – 2 <sup>nd</sup>	20 - 45 minutes
3 <sup>rd</sup>	30 - 45 minutes
4 <sup>th</sup> – 5 <sup>th</sup>	45 - 60 minutes
6 <sup>th</sup> – 9 <sup>th</sup>	45 - 90 minutes

\*Typically homework will not be assigned over holiday and vacation periods.



## **E. DISCIPLINE POLICY**

The kind and amount of discipline (correction) will be determined by the teachers, and if necessary, the headmaster. The discipline will be administered in the light of the student's problem and attitude. All discipline will be based on biblical principles, such as restitution, apologies (public and private), punishment, restoration of fellowship, and no lingering bad attitudes. The vast majority of discipline problems are dealt with at the classroom level. Love and forgiveness will be an integral part of the discipline of a student.

**1. Office Visits:** There are five behaviors that, if they occur on school grounds or in connection with a school event or field trip, automatically necessitate discipline from the headmaster (versus the teacher).

Those behaviors are:

- a. Disrespect shown to any staff member in whatever form. (The staff member will be the judge of whether or not disrespect has been shown.)
- b. Dishonesty in any form, including lying, cheating, and stealing.
- c. Rebellion in whatever form, such as outright disobedience in response to instructions.
- d. Fighting or striking, or attempting to strike another person in anger with the intention to harm
- e. Using obscene, vulgar or profane language, in whatever form and whether or not spoken including taking the name of the Lord in vain.

**2. Account:** During the visit with the headmaster, the headmaster will determine the nature of the discipline. The headmaster may require restitution, janitorial or other work, parental attendance with the student during the school day, or other measures consistent with biblical guidelines, at the discretion of the headmaster, which may be appropriate. If for any of the above or other reasons, a student receives discipline from the headmaster, the following accounting will be observed. In some instances, in the sole discretion of the headmaster, certain matters of student discipline may deviate from, accelerate, or skip these steps.

- a. The first two times a student is sent to the headmaster for discipline, the student's parents will be contacted immediately afterward and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
- b. The third office visit will be followed by a meeting with the student's parents.
- c. A fourth office visit will result in the imposition of an Out of School Suspension for the student.
- d. If a fifth office visit is required, the student will be expelled from the school.

**3. Expulsion:** Bradford Academy realizes that expelling a student from school is a very serious matter and it, therefore, carefully examines the underlying causes giving rise to expulsion on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, absent unusual circumstances, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student will be expelled.

**4. Serious Misconduct:** Should a student commit an act with sufficiently serious consequences that the headmaster deems it necessary, in his sole discretion, the office-visit process may be bypassed and suspension or expulsion immediately imposed. The following are examples of such serious misconduct, but do not include every type of serious misconduct that may result in more severe discipline: acts endangering the lives of other students or staff members, gross violence/vandalism to the school facilities or property, violations of civil or criminal law, or any act or threatened act that is in clear

contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours.

**5. Re-admittance:** Should the expelled student desire to be re-admitted to Bradford Academy at a later date, the school board, or its delegate, will decide the matter of re-admission, in its sole discretion, based on a variety of factors, including without limitation, the severity of the prior offense, the student's professed and demonstrated attitude between the time of expulsion and the time of re-application, and other circumstances deemed relevant by the board.

“I advise no one to place a child  
where the Scriptures do not reign paramount.”

Martin Luther

## **F. GRIEVANCE POLICY**

These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Bradford Academy's operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and Board.

### **1. Definitions:**

- a. Dispute - Any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of Bradford Academy's objectives and goals.
- b. Grievances - Any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next highest level.
- c. Concerns - The substance and details of the dispute and/or grievance.

### **2. General Guidelines:**

- a. It is understood that if any disputes arise that are not covered by this policy, the board will decide what procedures to follow based on the overall goals of the procedures established by this policy.
- b. It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 apply and should be followed.

### **3. Students/parents to teachers:**

- a. All concerns about the classroom must first be presented privately to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
- b. If the problem is not resolved, the parents or student may bring the concern to the headmaster. If the student brings the concern, he must have written permission from his parents to do so.

c. If the problem is still not resolved, the parents may appeal the decision by requesting a hearing from the Board. The Board will elect to hear such appeals in its sole discretion. The Board is not obliged to hear each and every request. The Board may require that some appeals be made in writing or limited in procedure or period of time.

4. Parents/patrons to administrator:

a. If 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 headmaster.

b. If there is no resolution, they should request a hearing from the Board. The Board will elect to hear such appeals in its sole discretion. The Board is not obliged to hear each and every request. The Board may require that some appeals be made in writing or limited in procedure or period of time.

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

5. Volunteers to Staff/Administration:

a. If any volunteer has a concern about the volunteer work, he will present that concern to the staff member responsible for his oversight (teacher, headmaster, development director, etc.).

b. If the problem is still not resolved, the volunteer may request a hearing from the board in writing. The request will be passed through the headmaster. The headmaster is required to pass the request on to the Board. The Board will elect to hear such appeals in its sole discretion. The Board is not obliged to hear each and every request. The Board may require that some appeals be made in writing or limited in procedure or period of time.

“Moreover if your brother sins against you,  
go tell him his fault between you and him alone.  
If he hears you, you have gained your brother. ”

*Matthew 18: 15*

“But the wisdom from above is first pure,  
then peaceable, gentle, willing to yield,  
full of mercy and good fruits ,  
without partiality and without hypocrisy.  
Now the fruit of peace is sown in peace  
by those who make peace. ”

*James 3: 17, 18*

**G. SECONDARY DOCTRINE POLICY**

This policy applies to all Bradford Academy teachers in their capacity as teachers at Bradford.

**1. Secondary Doctrine:**

Doctrinal issues which are not addressed in the Bradford Academy Statement of Faith.

**2. Guidelines:**

- a. Classroom discussion of secondary doctrine should be on an informative, non-partisan level. Teachers should be careful not to speak to the students in a manner that would cause unnecessary offense to the students or parents.
- b. Presentation of all sides of a doctrinal issue is encouraged.
- c. The teacher should encourage the students to follow up any questions they have with their parents and pastor.

**H. LEARNING DISABILITIES POLICY**

This policy applies to all students and teachers in all the classrooms of Bradford Academy.

**1. Definitions:**

- a. 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.)
- b. Learning Disability: Any condition in a potential student or 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 Disorder, dyslexia, etc. ) For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed and is a genuine learning disability.

**2. Guidelines:**

- a. Children with a severe learning disability will not be admitted to Bradford Academy due to the lack of adequate staff, funding, and facilities. In the event sufficient resources become available, Bradford Academy may, in its sole discretion, elect to amend this policy.
- b. 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.
- c. Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.

## **I. PROMOTION POLICY**

Elementary students enrolled in Bradford Academy will be promoted in the sole discretion of the school, on the advice and consent of its faculty and headmaster. Generally, each student must meet all the following basic minimum criteria for promotion to the next successive grade. (In matters of question, the final decision will be made by the headmaster):

### **1. General Criteria**

- a. Pass at least three quarters of reading, math, grammar (1st -2nd grades), and composition (3rd -6<sup>th</sup> grades), and have at least a 70% average for the entire year.
- b. Pass at least three quarters each of history (geography), and science.
- c. Failure to pass at least two quarters each of Latin, Bible, spelling, art, music, or PE will necessitate some make-up work in summer school, at the recommendation of the teacher and headmaster.
- d. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery of the skills/subjects in the grades noted.

**2. Kindergarten to First Grade:** Behavioral maturity and reading readiness for First Grade.

**3. First Grade to Second Grade:** Cumulative mastery of above requirements, plus: Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension, able to write complete sentences with neat lettering, able to add and subtract single digit numbers with at least 70% accuracy.

**4. Second Grade to Third Grade:** Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books of a second grade level, able to write neatly and correctly identify the basic parts of a sentence, able to spell correctly with at least 70% proficiency, able to add and subtract two digit numbers with at least 70% accuracy.

**5. Third Grade to Fourth Grade:** Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

**6. Fourth to Fifth Grade:** Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

**7. Fifth to Sixth Grade:** Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

**8. Each successive grade promotion:** Cumulative mastery of previous requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

## **J. ATTENDANCE REQUIREMENTS**

A student enrolled in Bradford Academy is expected to be present and on time in school every day that school is in session. The actual number of days school is in session will be determined by the yearly school calendar, in accordance with prevailing circumstances. Students must also attend and complete all requirements for every course offered. Attendance records for the elementary students are kept by the individual classroom teachers and reported on the student's report card each quarter.

**1. Short-Term Absences:** If a student needs to be absent from school for no more than one to two days, for any reason, the parents should contact the school office by note or phone as soon as possible.

**2. Long-Term Absences:** If a student needs to be absent for three or more consecutive days, the parents should contact the school with a written explanation of the circumstances. This will permit the office to inform the appropriate teacher(s) and to compile the necessary schoolwork which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork.

**3. Extended Absences:** Bradford Academy will gladly, in its sole discretion, cooperate with families taking their children from school for vacations. However, when extended absences are voluntary (versus emergency or illness) we expect most schoolwork to be completed prior to the absence and any remaining assignments to be submitted on the day of return. Vacation periods may be subject to the maximum absence policy.

**4. Maximum Absences:**

a. In the event the total number of planned (that is, parent-approved) absences for one quarter is equal to or exceeds five days in one quarter or ten days for the semester, the student will not receive credit for that time period.

b. In the event a student is absent from a class, or from school, for more than ten days during one quarter (for any reason), the student's parents will meet with the principal (and teachers if necessary) to determine whether the student will receive a letter grade or a grade of P (pass) or F (fail) on his report card.

c. In the event the total number of absences, whether planned or unplanned, is equal to or exceeds fifteen days in one semester, the student will not receive credit for that semester.

d. Exception: Upon a written request from parents, the school board may, in its sole discretion, waive requirements set by other provisions of this policy. In doing so, it may take into account the student's mastery in all subjects, attitude toward work and study, and disciplinary record at school.

**K. HONORS & AWARDS**

Bradford Academy maintains a system of formal honors and awards for several reasons:

1. The recognition of good work is endorsed in the Scriptures from the writings of Solomon (Proverbs) to those of Paul (Romans, Ephesians, I Timothy, etc.). 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.

“The only people who achieve much  
are those who want knowledge so badly  
that they seek it while the conditions  
are still unfavorable.  
Favorable conditions never come.”  
C.S. Lewis

## X. ADMISSIONS

### **A. Admission Procedures:**

1. The APPLICATION can be downloaded from [www.bradfordacademy.org](http://www.bradfordacademy.org).
2. Upon return of a completed application, if an interview with the family has not already been held, one will be arranged with the board, a particular member or committee thereof, and/or the headmaster.
3. After the interview and after reviewing all other required materials (as stated on the application form), the headmaster will decide whether or not to admit the student(s). Entrance screening exams are administered to all new students.
4. The headmaster will then notify the parents in writing with the acceptance decision. If accepted, the parents will receive an Acceptance Letter and a Transfer of Records form, if the student attended another school previously.
5. All financial arrangements between the family and the school must be understood before an admission is considered final.

### **B. Admission Requirements for the Student:**

1. A child must have reached the designated age on or before October 15th of the Fall in which the child would be entering a given grade, as further specified below:
  - a. Kindergarten – five years of age
  - b. First Grade – six years of age
  - c. Second Grade – seven years of age
2. If a child has successfully completed the previous school year and his school work and behavior compare favorably to the comparable grade at Bradford Academy, the child will likely be placed in the grade for which he is applying. However, if through the administration of the entrance exam or other evidence, it is determined that the child may not be adequately prepared for the next sequential grade level, it may be necessary that he repeat the previous grade.
3. The child should understand that his parents have delegated a measure of their God-given authority to the school. Therefore, the child is subject to the instruction and discipline of the teachers and headmaster in their prescribed roles at Bradford Academy.
4. In general practice, if the student and parents comply with the requirements outlined here, Bradford Academy will admit students of any race, sex, color, or national origin to all rights, privileges, programs, and activities generally made available to all students. Bradford Academy does not discriminate on the basis of race, sex, color, or national origin in the administration of its policies, admissions, scholarships, athletic, and other school directed programs.



**C. Admission Requirements for the Parents:**

1. Though not required to be Christians, the parents of students in Bradford Academy must have a clear understanding of the biblical philosophy and purpose of the school. This understanding includes a willingness to have their child exposed to the clear teaching (not coercive indoctrination) of the school's Statement of Faith in various and frequent ways within the school's program. Parents are required to express their understanding of and willingness to adhere to this policy in writing each year.
2. The parents must be willing to cooperate with all the written policies of Bradford Academy. This is most important in the area of discipline (see Discipline Policy and School Rules) and school work standards, as well as active communication with the respective teacher(s) and administration, and during conflict resolution.

## **XI. STUDENT HEALTH RECORDS**

**A. General Information**

1. All students attending Bradford Academy, before entering school in the fall, must have on record with the school office a current immunization document. Standard immunization record forms may be obtained from the family doctor and a copy given to the school office. (See note below.)
2. Before the school will issue any medication to a student, we must receive written parental permission. No prescription medicines will be dispensed without written parental permission each time.
3. The Student Information/Emergency Contact (RED FORM) must be completed each year. PLEASE READ IT CAREFULLY. This form lists the emergency contact names and phones numbers of people who may need notification in a medical emergency. It also includes a signed waiver in order to facilitate necessary surgical action. This form should be as complete as possible.

**B. State Compliance**

1. The State of North Carolina Department of Non-Public Instruction requires all private schools to maintain current and accurate disease immunization records on file at its office for each pupil enrolled. All pupils must be properly immunized with the required vaccine minimum dosages before entering kindergarten and grade 1, and updated before entering 7<sup>th</sup> grade.
2. For information about dosages required and the immunization laws, contact:

Immunization Branch North Carolina DHHS  
1917 Mail Service Center, Raleigh, NC 27699-1917  
(919) 707-5550  
[www.immunizenc.org](http://www.immunizenc.org)

### 3. Quick Guide

<i>Vaccine</i>	<i>Number Doses Required Before K-1 Entry</i>
Diphtheria, tetanus and pertussis	5 doses
Polio	4 doses
Measles	2 doses
Mumps	1 dose
Rubella	1 dose
Haemophilus Influenzae type B (Hib)	4 doses
Hepatitis B (Hep B)	3 doses
Varicella (chickenpox)	1 dose
7 <sup>th</sup> Grade Tdap BOOSTER and one dose of meningococcal required in addition to the above.	

4. Vaccine Requirements for School Entry: The North Carolina General Statutes (G.S. 130-A-152(a)) require immunizations for every child present in this state. Every parent, guardian or person in loco parentis is responsible for ensuring that their child(ren) receive required immunizations. If you have specific questions, please contact your health care provider or your local health department.

## XIII: THE UNIFORM CODE OF DRESS

### A. General Information

1. Attire worn by students during the day is the designated school uniform unless otherwise specified by the administration for special events and/or activities. Parents and students are responsible for reading the Bradford Academy Uniform Code of Dress and familiarizing themselves with the policies. Violation notices will be given to students who are not in compliance with the uniform guidelines.

2. Bradford Academy is a workplace for students as well as teachers. Students should dress in a way that demonstrates their respect for the school and those around them. They must be in Bradford Academy approved school uniforms. Therefore, students shall:

- a. Dress neatly - All shirts must be tucked in, shoes tied, no holes/tears present in clothes, and clothing appropriately sized for the wearer.
- b. Be clean - Students must be recently washed, with hair kempt.
- c. Be modest - Skirts and shorts should be reasonable lengths. Outlandish, provocative, or distracting clothing or appearances are inappropriate.

3. Special Attire Events/Days - As the headmaster determines, events such as field trips may call for other clothing options. Special days may be scheduled, such as dress-up days, or Spirit week, during which other clothing options may be allowed.

“In the total expanse of human life  
there is not a single square inch of which  
the Christ, who alone is sovereign, does not declare,  
‘That is mine.’ ”

Abraham Kuyper 1837 -1920

## **B. Compliance with the Uniform Code**

1. The faculty and staff of Bradford Academy will in their sole discretion, determine if there is a violation of the dress code, either in fact or in attitude. Students not in compliance with the dress code will be required to comply as quickly as possible. Cheerful, consistent obedience is expected; grumbling and challenging attitudes will be subject to disciplinary action.
2. All students will wear the designated school uniform unless otherwise specified by the headmaster. Teachers and staff members will check the students regularly to ensure that each student is in compliance with the Bradford Academy uniform guidelines. It is imperative that all parents and students read the guidelines carefully to ensure full understanding of the entire uniform guidelines. Parents are required to read the guidelines and agree in writing to uphold it when their children are enrolled in Bradford Academy. When a student is found to be in violation of the uniform guidelines, a verbal warning will be given. Subsequent violations will be recorded and communicated to the parent. If a student continues to violate the uniform guidelines, he/she will be sent to the school office. Parents will be called to bring proper uniform attire for their child(ren). For other consequences, refer to the section on "Discipline Policy". The code is divided into two sections below. The first provides general guidelines, and the second outlines the specific uniform items that can be purchased and worn to school.

## **C. General Guidelines:**

### **1. Shirts**

- a. All shirts must be tucked in at all times.
- b. Our logo was designed especially for Bradford Academy and can only be purchased from our uniform supplier. Shirts with any logos that are not our official logo are not permitted.
- c. Solid white tee shirts may be worn under shirts. Please note, however, that tee shirts must be solid white only and there should be no writing that shows.

### **2. Garment sizing and length**

- a. Sizing of garments needs to be within reason for the student's frame. "Growing room" is permitted, but oversized shirts, sweatshirts or pants are not permissible.
- b. The length of jumpers and skirts are to be to the knee or below as measured by the crease on the back of the knee.
- c. Boys' shorts and girls' jumpers and skirts are to remain the length as shipped by the manufacturer.

### **3. Footwear**

- a. Shoes should be comfortable and when possible, have non-slip soles. Shoes should be flat or low-heeled.
- b. No open-toed shoes or sandals are permitted. No boots (any shoe over the ankle bone).
- c. Dress shoes in black or brown. Boys may wear sneaker-style solid black or brown shoes or boat shoes. Girls may wear boat shoes in solid brown only (plaid, animal print, sparkles, et cetera are not permitted).
- d. No athletic shoes are to be worn during school hours except during physical education classes.

### **4. Socks**

- a. Socks are required for all students;
  - (i) BOYS - should be black or blue for the boys (white or black "no show" with boat shoes),
  - (ii) GIRLS - white knee socks for the girls, "no show" with shorts & boat shoes, may wear cuffed socks (aka bobby socks) with pants.
- b. Girls may wear white tights. (Long pants worn under skirts for girls are not approved.)

c. Rhetoric School girls must wear black opaque tights in 2<sup>nd</sup> and 3<sup>rd</sup> quarters. (Optional in 1st and 4th quarters.)

#### 5. Belts

- a. Belts are required for both boys and girls on any item of clothing that has belt loops.
- b. Belts should be solid black or brown.

#### 6. Outerwear

- a. Some flexibility is permitted, in the sole discretion of Bradford Academy, regarding the colors and style of outdoor coats, jackets, and rain gear.
- b. While denim is permitted, faded or tattered denim garments as well as camouflage materials are not permitted. Outdoor jackets should maintain the spirit of the dress code.

#### 7. Hair and accessories

- a. Students will keep their hair neat, clean, well-groomed, and in traditional styles and natural colors.
- b. Barrettes, scrunchies, hair bows and all hair accessories are permitted in moderate sizes and colors that match the uniforms. (Other colors are not permitted).
- c. Hats are not permitted in the classroom or school buildings for boys or girls during school hours.

#### 8. Jewelry

- a. Boys are not permitted to wear earrings.
- b. Girls may wear small earrings but may not wear large or dangling for safety reasons. The number of earrings worn should be limited to one pair and these are to be worn only in the lower earlobes.
- c. Watches and rings are permitted for boys and girls, keeping in mind moderation and good taste.

#### 9. After school wear

- a. Students remaining on school grounds after school shall remain in uniform.
- b. Students attending school sports activities and games should be dressed modestly, neatly, and otherwise appropriately. Pants should fit modestly, not too loosely fitting or too tight. Shirts should always cover the midriff. Bradford Academy reserves the right, in its sole discretion, to refuse or revoke admittance to or participation in sporting events or other extra-curricular activities for inappropriate clothing.

#### 10. Other

- a. Black bicycle shorts are permitted for the girls to wear under their skirts and jumpers. Bicycle shorts in other colors or shorts of any other style or color are not permitted under skirts and jumpers. Bicycle shorts worn without an overlaying skirt or jumper is not permitted on campus.
- b. Please take the time to mark each of your children's belongings with a permanent laundry marker to facilitate return of lost items. Please check items such as sweatshirts and sweaters periodically to be sure your child has not picked up someone else's items. Please ensure that your child's name remains legible on his/her belongings.

## **D. Uniform Details:**

### **1. Uniform Source:**

- Uniforms must be purchased from *French Toast School Wear* online at [www.frenchtoast.com](http://www.frenchtoast.com). Our source code for the online catalogue is QS5GVHS.
- Dress uniforms for Rhetoric School (9<sup>th</sup> grade) students must be purchased from *Schoolbelles* online at [www.schoolbelles.com](http://www.schoolbelles.com). Our source code for the online catalogue is S2715.

### **2. Girls “Daily Wear” Uniform Selections (Elementary, Middle, and High School)**

#### a. Choices for tops:

- (i) Peter pan collar (plain) blouse in white (long or short sleeve)
- (ii) Pique polo shirt in white, gray, red or black (long or short sleeve)
- (iii) Anti-pill crew neck cardigan sweater in black

#### b Choices for bottoms:

- (i) Pleated hem jumper in black or khaki
- (ii) Pleated skirt in heather gray
- (iii) Adjustable flat front pant in khaki or gray
- (iv) Bermuda Short in khaki
- (v) Black/brown dress belt
- (vi) WITH SKIRTS and JUMPERS - white tights OR white knee socks
- (vii) WITH PANTS - white tights OR white knee socks OR white bobby socks
- (viii) WITH SHORTS
  - May wear Mary Janes and bobby socks - NO KNEE HIGHS
  - May wear with boat shoes (brown, no plaid or other colors) and no show socks

### **3. Boys “Daily Wear” Uniform Selections (Elementary, Middle, and High School)**

#### a. Choices for tops:

- (i) Oxford shirt in white (long sleeve only)
- (ii) Pique polo shirt in white, gray, red or black (long or short sleeve)
- (iii) V-neck sweater vest in black

#### b. Choices for bottoms:

- (i) Flat front double-knee pant in khaki or gray
- (ii) Flat front adjustable pant in khaki or gray
- (iii) Flat front khaki shorts
- (iv) Black/brown dress belt
- (v) Boys black or navy dress socks (black or white “no show” socks with shorts)

### **4. Footwear (Elementary, Middle, and High School)**

#### a. Boys’ and Girls’ Shoes:

- (i) Plain black or brown shoes are the only approved footwear for the classroom.
- (ii) Note - no heel, no patent leather
- (iii) Footwear for boys:
  - Shorts must only be worn with “no show” socks
  - Boys may wear sneaker (or “Sketcher”) style solid color shoes or boat shoes
- (iv) Footwear for girls:
  - Shorts may be worn with Mary Jane shoes and bobby socks OR no-show socks and boat shoes.
  - Girls may wear Mary Jane style black or brown shoes, or solid brown boat shoes (no plaid, animal print, sparkles, etc.)

- b. PE Footwear: Athletic footwear is acceptable for PE.

## 5. OTHER NOTES

- a. Girls should have at least one sweater with the logo, and boys should have at least one vest with the logo (See DRESS UNIFORM guidelines below). Boys and girls should also have at least one golf shirt and one dress shirt with a logo. The logo is available but optional for other items.
- b. All shorts and skirts/jumpers should fall within one inch of the knee.
- c. Strongly recommend that a dress uniform be reserved for Fridays and school outings.
- d. All current purchased uniform items may be worn until the student outgrows them and the items remain in good repair.
- e. The following items may be purchased from the source of your choice:
  - (i) socks, tights, and shoes.
  - (ii) Girls' socks: knee socks in white, bobby socks may be worn with pants, no show sock for boat shoes (to be worn with shorts)
  - (iii) Girls' tights: white (**Rhetoric School girls must wear black opaque tights.**)
  - (iv) Boys' socks: navy or black, no show sock for boat shoes (to be worn with shorts)

**6. REQUIRED "DRESS" UNIFORM:** The *Required Dress Uniform* for the school year is listed below. All students will be expected to dress according to these specifications on dress uniform days throughout the school year.

- a. Below is a partial list of occasions for which participating students will be required to wear the dress uniform:
  - (i) First day of school
  - (ii) Every FRIDAY
  - (iii) Field trips (unless otherwise noted)
  - (iv) Group and individual picture days
- b. Girls - **GRAMMAR SCHOOL (K through 5<sup>th</sup>)**
  - (i) Peter Pan collar blouse (with logo if worn without the sweater)
  - (ii) Black cardigan with logo (**Sweater required in 2<sup>nd</sup> and 3<sup>rd</sup> quarters.**)
  - (iii) Gray pleated skirt
  - (iv) Dress shoes (black)
- c. Girls - **SCHOOL of LOGIC (6<sup>th</sup> through 8<sup>th</sup>)**
  - (i) Peter Pan collar blouse (with logo if worn without the sweater)
  - (ii) GRAY cardigan with logo (**Sweater required in 2<sup>nd</sup> and 3<sup>rd</sup> quarters.**)
  - (iii) BLACK pleated skirt
  - (iv) Dress shoes (black)
- d. Girls - **RHETORIC SCHOOL (9<sup>TH</sup>)**
  - (i) Pinpoint Oxford (with logo if worn without the sweater)
  - (ii) BLACK round neck cardigan sweater with logo. (Sweater required in 2<sup>nd</sup>/ 3<sup>rd</sup> quarters.)
  - (iii) Wrap around kilt skirt
  - (iv) BLACK flat shoes
  - (v) No socks or tights required in 1<sup>st</sup> and 4<sup>th</sup> quarters.
  - (vi) BLACK opaque tights required in 2<sup>nd</sup> and 3<sup>rd</sup> quarters.

e. Boys - **GRAMMAR SCHOOL (K through 5<sup>th</sup>)**

- (i) Pant in gray
- (ii) Oxford shirt (with logo if worn without the sweater)
- (iii) Black sweater vest with logo (**Sweater required in 2<sup>nd</sup> and 3<sup>rd</sup> quarters.**)
- (iv) Dress shoes (black)

f. Boys – **SCHOOL of LOGIC (6<sup>th</sup> through 8<sup>th</sup>)**

- (i) Pant in gray
- (ii) Oxford shirt (with logo if worn without the sweater)
- (iii) Black sweater vest with logo (**Sweater required in 2<sup>nd</sup> and 3<sup>rd</sup> quarters.**)
- (iv) Gray tie
- (v) Dress shoes (black)

g. Boys - **RHETORIC SCHOOL (9<sup>TH</sup>)**

- (i) Long sleeve Oxford shirt (with logo if worn without sweater)
- (ii) BLACK fine gauge v-neck pullover sweater logo. (Sweater required in 2<sup>nd</sup>/3<sup>rd</sup> quarters.)
- (iii) "Four-in-hand" tie
- (iv) BLACK plain front pants
- (v) Dress shoes (black)

**7. P.E. UNIFORM:**

- a. All students in grades ONE through EIGHT are required to purchase one set of PE clothes
- b. REQUIRED PE uniform includes a pair of shorts and a T-SHIRT.
- c. These items will be purchased directly from the school and are not available through our regular supplier, French Toast.
- d. During the PE classes, students should wear:
  - (i) PE uniform shorts or loose fitting sweat pants (during cooler months)
  - (ii) PE uniform t-shirt
  - (iii) during cooler months students may also wear a sweat shirt
  - (v) athletic shoes and socks



## APPENDICES

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### ***Appendix A – First Day of School***

# FIRST DAY OF SCHOOL WEDNESDAY, AUGUST 10TH

#### **1. For the first day of school please note the following:**

- a. Parents are welcome to gather on the first day for coffee and donuts.
- b. Students should wear their dress uniform on the first day. (Sweaters are optional for August and September.)
- c. The first day is a half day for all students. **Pick up is at 12:00 for all students.**
- d. Students do **not need** to bring a lunch. May bring a snack (see below).
- e. Students should be dropped off between 7:40 and 7:55. Students will be called in at 7:55.
- f. We will run a modified schedule as the students learn the routines and procedures.
- g. Please wait outside for dismissal. Students will be brought outside (see PICK-UP procedures below).

#### **2. What to bring on the first day:**

- a. Students should bring all their supplies on the first day. We will be unpacking together and placing it in their assigned boxes.
- b. **ACCIDENT CLOTHES**
  - i. ACCIDENTS HAPPEN! Students in K through 2<sup>nd</sup> grades should bring their 6qt container with one set of back up clothes to put in storage (pants, shirt, underpants, and socks). Back up clothes do not need to be uniform clothing but should be similar to the uniform.
  - ii. Students in 3<sup>rd</sup> through 8<sup>th</sup> grades should keep emergency clothing in their own back pack. Each family can decide what to have at their own discretion. Socks are recommended.

**Appendix B – Clothing**

## DRESS REMINDERS FOR THE START OF SCHOOL

**1. Open House**

- a. Please have your child wear a Bradford golf shirt so our new families can identify all the students.
- b. Dress uniform is not necessary for the Open House.

**2. First Day**

- a. Dress uniform required.
- b. Don't forget that sweaters are optional for the warmer months. See notes on the *Bradford Academy Uniform Code of Dress*

**3. Every Friday** (even when we wear dress uniform other days of the week)

- a. Dress uniform required.
- b. See notes on the *Bradford Academy Uniform Code of Dress*

**4. P. E. Thursdays**

- a. We will have Physical Education each Thursday.
- b. Students should have a pair of running shoes for P.E. class. Please send shoes each Thursday.
- c. Kindergarten students will not change for P.E. All other students will wear PE uniform.
- d. 1<sup>st</sup> through 8<sup>th</sup> should remember to have their PE uniform washed each week and ready for class each Thursday.

**Appendix C – Food****LUNCH & SNACKS****1. Snacks**

- a. We will take a short working snack break each morning around 9:30 or 10:00.
- b. Students may bring a healthy (finger food) snack to eat.
- c. **PLEASE NOTE: We have several students with food allergies.** To guard against accidental reactions we will not allow the sharing of snacks. If you would like to send a treat to share, be sure to contact your child's teacher in advance. Thank you.

**2. Lunch**

- a. Students should bring a healthy self-contained lunch. We will not permit students to warm food or store food in a refrigerator.
- b. We will expect your child to eat what you pack and do not permit trading items etc.
- c. Lunchtime will proceed as follows:
  - i. Students will be dismissed to gather their lunch and perform assigned duties.
  - ii. Upon entering the room, students should remain silent and stand behind their chairs.
  - iii. We will pray together (and occasionally sing).
  - iv. The young ladies will sit. Followed by the young men.
  - v. All students should remain seated until dismissed.
  - vi. Calm talk and polite eating is expected.
  - vii. When dismissed, students will deposit trash in the receptacle and line up to go outside for play.
- d. Students will take turns as the cleanup crew, wiping tables, etc.
- e. The students will have about 15 minutes to eat and 15 minutes to play.

***Appendix D – Emergency Facts*****OTHER INFORMATION****School Access:**

The school will be locked during the school day. Please ring the door bell or call the school number to gain access.

**Evacuation Plan:**

The state requires that we do a fire drill regularly. When the students leave the building, they will cross the parking lot and stand near the white fence that marks the lamp post. In the event that we must really evacuate the building, you will be contacted and asked to pick up your child at this rally point.

**Inclement Weather:**

In the event of inclement weather, as a general rule we will follow the lead of the Alamance Burlington School System. In any case, feel free to exercise your own good judgment regarding the safety of travel to school.

**Sickness:**

Please remind your child to cover and blow at appropriate times and wash hands frequently. We have tissue and **hand-sanitizer** and will do our best to prevent the spread of sickness. With that said, please keep your child at home for at least 24 hours from the last sign of a raised temperature or vomiting incident. Be assured that your child will be given every opportunity to catch up when he returns to school.

**Contacting the school:**

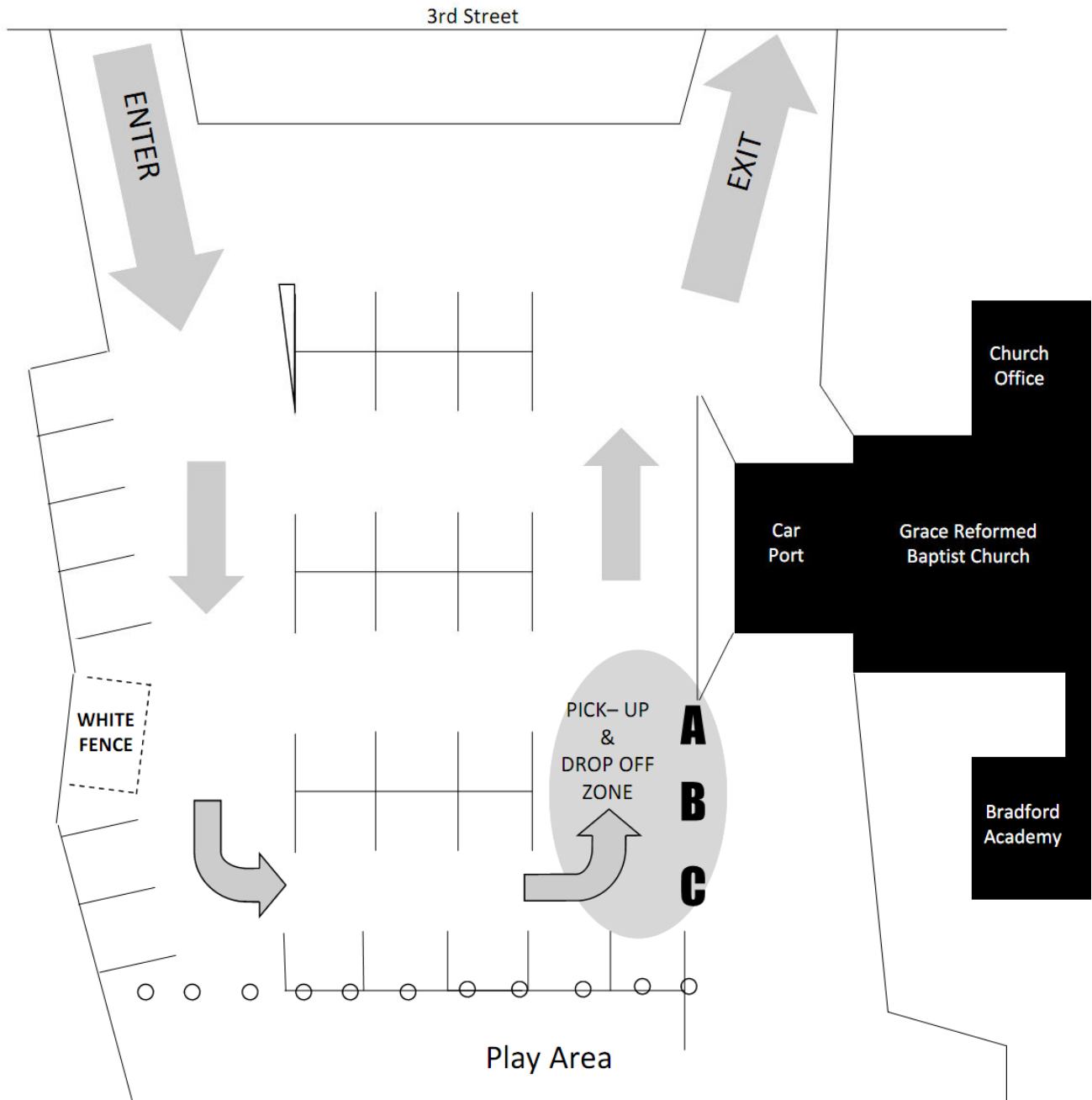
Please feel free to call during the day if you need to leave a message. I will check voice mail as soon as I have a moment. I will also check my email at lunch time if you need to send information. **(336)263-1262**      **[jjohnston@bradfordacademy.org](mailto:jjohnston@bradfordacademy.org)** If it is an emergency and I do not answer the phone, call back immediately. Use this same procedure for contacting your child's teacher.

**BRADFORD ACADEMY PHONE**  
**336-263-1262**

**Appendix E - Carpool****DROP OFF & PICK UP PROCEDURES**

DROP OFF	PICK UP
<ul style="list-style-type: none"> <li>Drop off time:  7:40 - 7:55</li> <li>Please follow the traffic pattern at all times.</li> <li>The students should <u>remain outside</u> for recreation before the school day begins. An adult volunteer will supervise.</li> <li>All students should remain in the play area marked by the orange cones.</li> <li>Tardy arrivals should be escorted to the classroom by the parent.</li> <li>Please be sure to only use the Bradford entrance.</li> </ul>	<ul style="list-style-type: none"> <li>Be sure to park outside the play area marked by the orange cones.</li> <li>Follow the traffic pattern to the location indicated for pick-up.</li> <li>The teachers will load three cars at a time. Please pull up to loading stations A, B, and C (see diagram).</li> <li>Your child will be brought to the curb at dismissal.</li> <li>Teachers will dismiss and load your child into your car.</li> <li>If you decide to park and pick-up your child, please wait for your child to be dismissed and escort your child back to the car. We want to avoid having children in traffic.</li> <li>In case of inclement weather, please consider picking your child up at the door.</li> <li>If you enter the building for any reason, please be mindful of the important work that is going on in the other parts of the building.</li> </ul>

# TRAFFIC PATTERN FOR DROP OFF & PICK-UP



## PLEASE NOTE:

1. Children should enter and exit the car ONLY in Drop Off and Pick Up Zone from the passenger side of your car. (...Unless you park and walk your children to the play area. Also, don't forget to please move your fellowship out of the parking area into the coned play area. Thanks!)
2. Follow this traffic pattern during the following times:
  - Morning 7:30 - 8:30 AM
  - Noon 11:30 - 12:30 PM
  - Afternoon 2:30 - 3:30 PM
3. If you intend to let your children play after school, please park and collect your children's backpacks before letting them play.