

Parent Handbook

(Updated December 2023)



BRADFORD ACADEMY

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“Christianity, if false,
is of no importance,
and if true,
of infinite importance.
The only thing it cannot be is moderately important.”

C.S. Lewis

INTRODUCTION

Dear Parents and Students,

Thank you for taking the time to read this document. We present it to you as a faithful and sincere attempt at transparency and full disclosure. In other words, we want you to know what Bradford Academy is all about. As an independent private institution, we thank God for the liberty we have to conduct our educational ministry for the Glory of God and according to the dictates of our conscience. It is therefore right and fair for us to articulate for you the thoughts and principles that guide us. Every institution has an underlying or foundational set of presuppositions whether they know it or not, or whether they can articulate them, or whether they admit it up front. When you voluntarily decide to join the Bradford community, we want you to know the foundational principles and the practical applications of those principles. If you understand what we are doing and want your children to get this kind of education, we look forward to working with you!

We are pleased to continue to partner with like minded families who want to restore the virtue and ideals of a past time. We are excited to help children develop a deeper understanding of the Word of God and the Gospel of Jesus Christ and see how that message changes lives and communities. The love of Christ worked out in every aspect of life has incredible transformational power in our neighborhoods and in our community. We are hopeful that through this ministry of classical and Christian education we will see a rising generation better equipped and motivated to not only restore the great traditions and institutions of the past but to build on “the shoulders of giants” and make this society a better one for all of us. We are a people who are dependent on the Lord Jesus Christ, who strive to serve the Lord Jesus Christ, and are wholly devoted to acting according to His sovereign rule in every realm of human activity.

We are thankful for you and look forward to laboring beside you as we equip a generation of young men and women to pursue truth, goodness, and beauty in all of life, and defend liberty and justice in every community.

AD MAIOREM DEI GLORIAM

Sincerely,

The Christian Education Society of Mebane

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

Martin Luther

I. MISSION

Bradford Academy exists to assist parents in their duty to train and educate children. We are committed to building and maintaining a loving academic community that provides a uniquely classical approach to a distinctly Christian education. With a focus on truth, goodness, and beauty, Bradford Academy provides young scholars with opportunities to grow in wisdom and virtue for the good of our community, our nation, and the Kingdom of God.

II. 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.

III. OUR SHARED COMMITMENTS

Bradford Academy has aligned itself with the grand tradition of the ancient classical academy. Sometimes called “a liberal arts education,” this approach to training and educating young people was grown out of a vision for human flourishing that was birthed in the classical world and sanctified through application of Biblical Christian thought to all of life. Part of that tradition is a focus on the ancient philosophical transcendentals:

TRUTH, GOODNESS, and BEAUTY

Additionally, Bradford Academy has selected three Greek words that capture a sense of our shared commitments. The beauty of these words is in the nuanced and complex uses that capture the essence of what makes our school a wonderful and unique place. The Bradford community is committed to: LOGOS, AGAPE, and ARETE in every aspect and activity in our program.

<p style="text-align: center;">λόγος</p> <p>LOGOS: <i>The Word, God's Word, words / truth</i></p>	<p style="text-align: center;">ἀγάπη</p> <p>AGAPE: <i>Volitional love, affection, good-will, benevolence</i></p>	<p style="text-align: center;">ἀρετή</p> <p>ARETE: <i>Excellence, virtue,</i></p>
<p>Standard meaning: Logos in its <i>standard</i> meaning designates a word, speech, or the act of speaking (Acts 7:22).</p> <p>Special meaning: Logos in its <i>special</i> meaning refers to the special revelation of God to people (Mark 7:13), ie. the Bible</p> <p>Unique meaning: Logos in its <i>unique</i> meaning personifies the revelation of God as Jesus the Messiah (John 1:1, & 14, Rev. 19:13)</p>	<p>Luke 11:42 “But woe to you Pharisees! For you... neglect justice and the <u>love</u> of God. These you ought to have done, without neglecting the others.</p> <p>John 13:35 “By this all people will know that you are my disciples, if you have <u>love</u> for one another.”</p> <p>I Cor. 13 “...<u>Love</u> is patient and kind; <u>love</u> does not envy...”</p>	<p>Philippians 4:8 “Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any <u>excellence</u>, if there is anything worthy of praise, think about these things.”</p> <p>II Pet. 1:5 “For this very reason, make every effort to supplement your faith with <u>virtue (or excellence)</u> and virtue with knowledge...”</p>

IV. OUR CORE VALUES

A. Christ-Centered

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

1. Teach all subjects as part of an integrated whole with the Scriptures at the center. (II Timothy 3:16-17)
2. Provide a clear model of the biblical Christian life through our staff and board. (Matthew 22:37-40)
3. 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)
4. 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)
5. 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)
6. Continually recognize that the Academy has a distinct and limited role as compared to both the family and the church. The academy serves as an aid to parents in fulfilling their educational responsibilities. It also has a distinct function from the church in that it provides a general education taking into account providential circumstances such as history, culture, specific skills and competencies, etc. However, 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.

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

Romans 11:33-36

Oh, the depth of the riches and wisdom and knowledge of God!

How unsearchable are his judgments and how inscrutable his ways!

“For who has known the mind of the Lord, or who has been his counselor?”

“Or who has given a gift to him that he might be repaid?”

For from him and through him and to him are all things. To him be glory forever. Amen.

B. Classical

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

1. Develop grammar, logic, and rhetoric in all subjects and emphasize each at the appropriate level or developmental stage (see definitions below).
2. Develop in every student an appreciation for our Western heritage and the discernment to recognize its strengths and weaknesses.
3. Cultivate a desire for truth, goodness, and beauty.
4. Encourage every student to develop a love for learning and live up to his academic potential.
5. 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 developed, expressed, or applied.

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

*“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

V. 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. We desire that students would understand and embrace true saving faith, 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.

VI. FOUNDATIONAL BELIEFS

A. Statement of Faith

Bradford Academy is uncompromisingly Christian in the historic Protestant tradition. As a serious Christian institution engaged in the ministry of Christian based general education, we establish all our thoughts and actions on the following sincerely held beliefs. These doctrinal statements are 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.¹
2. We believe that there is one true and living God, eternally existent in three Persons: Father, Son, and Holy Spirit.² 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.³
3. We believe in the full deity and humanity 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 future personal return in power and glory.⁴
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.⁵
5. We believe that salvation is by grace through faith alone. This saving faith is in Christ alone.⁶
6. We believe that faith without works is dead. Repentance, obedience to God's commandments, love, and good works are evidences of saving faith.⁷ Christians ought to unite themselves to a visible expression of the church, the body of Christ, and preach the gospel to all nations.⁸
7. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.⁹
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.¹⁰
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ.¹¹

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

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

³ Genesis 1:1; Revelation 4:11; Psalm 93; Exodus 34:6-7

⁴ 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

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

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

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

⁸ Hebrews 10:24, 25; Romans 12:4,5; Matthew 28:19

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

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

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

10. We believe that the Bible, as the Word of God, is relevant and speaks to contemporary issues.¹² It is the final authority on issues related to government,¹³ poverty,¹⁴ race,¹⁵ abortion,¹⁶ sexual ethics,¹⁷ marriage (limited to one man and one woman),¹⁸ creation science,¹⁹ the environment,²⁰ education,²¹ family,²² gender identity,²³ and any other issue that confronts the conscience of any person. The Bible alone can and must instruct and bind the conscience.²⁴

B. Statements of Clarification and Application of Doctrinal Positions

1. Statement on the Use of Creeds and Confessions

In matters of controversy regarding the understanding of the doctrines stated above, we will defer to the historic orthodox articulations of Christian belief as expressed in various doctrinal creeds and confessions including:

Ancient: *The Apostles' Creed, Nicene, Chalcedonian, and Athanasian Creeds.*

Protestant: *Westminster Confession and Shorter Catechism, 2nd London Baptist Confession of 1689, Heidelberg Confession and Catechism.*

Modern: *Chicago Statement (On Biblical Inerrancy), Danvers Statement (On Complementarianism), Nashville Statement (On Marriage and Human Sexuality).*

Where the confessional statements express a diversity of understanding among one another, we will defer to our *Secondary Doctrine Policy* stated below (*Sect. IX General School Policy, Par. G*).

2. Statement on the Application of Doctrinal Understanding to Current Social and Political Issues:

- a) We believe that Jesus Christ, our Lord, has all authority in heaven and earth. He has the sovereign right to demand our ultimate allegiance and obedience. He has revealed His will in the scriptures of the Old and New Testaments and through the ministry of the Holy Spirit. It is our sincerely held belief that the followers of Christ are therefore obligated to conduct their lives, in thought and activity, in a manner consistent with the teachings of Scripture. Because of this sincerely held belief, Bradford Academy will in a manner consistent with our Statement of Faith, seek to apply the words and principles of Scripture to every area of life.

¹² 2 Timothy 3:15-16

¹³ Romans 13:1-7, Matthew 22:21

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

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

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

¹⁷ Romans 13:13, 1 Cor. 6:9-10, 1 Tim. 1:9-10

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

¹⁹ Gen. 1 & 2, Psalms 19 & 111, Mark 10:6

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

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

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

²³ Matthew 19:4-6, Mark 10:6

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

- b) Because wrestling with controversial issues is an important part of a child's middle and high school education, current events and controversies will be addressed (in an age appropriate manner) in the classroom. Therefore out of sincere desire to be open and transparent with our parent body, we have sought to clarify and articulate the school's position on some of those issues so that parents have full knowledge of the positions and perspectives being taught in the classroom.
- c) The following statements of understanding can be found in APPENDIX A:
- Applying God's Word to Our Understanding of Marriage, Gender, and Sexuality.
 - Applying God's Word to Our Understanding of the Sanctity of Life
 - Applying God's Word to Our Understanding of Physical Privacy and Sexuality.
 - Applying God's Word to Our Understanding of Contemporary Philosophical Frameworks.

*Blessed are those whose way is blameless, who walk in the law of the Lord!
Blessed are those who keep his testimonies, who seek him with their whole heart,
who also do no wrong, but walk in his ways!
You have commanded your precepts to be kept diligently.
Oh that my ways may be steadfast in keeping your statutes!
Then I shall not be put to shame, having my eyes fixed on all your commandments.
I will praise you with an upright heart, when I learn your righteous rules.
I will keep your statutes; do not utterly forsake me!*

Psalm 119:1-8

"If you love me, you will keep my commandments. ... Whoever has my commandments and keeps them, he it is who loves me. And he who loves me will be loved by my Father, and I will love him and manifest myself to him... If anyone loves me, he will keep my word..."

John 14:15,21, 23

C. 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.

1. Christian and Biblical Presuppositions Regarding Education

a. 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 believers²⁵. The State has been directed to enforce just laws and protect the innocent²⁶. The Church trains parents and the State protects families. The Family raises and educates children²⁷. 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.

b. 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.²⁸

c. 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.²⁹

d. God wants us to love Him with our minds, as well as with our hearts, and strength.³⁰ 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).

e. We want to help parents teach their children that all they do should be done "heartily, as unto the Lord."³¹ Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This necessarily includes biblical principles of discipline.



²⁵ Matt. 28:18-20

²⁶ Romans 13

²⁷ Eph. 6:1-4

²⁸ Matt. 19:14; Matt. 9:37, 38; Prov. 14:34

²⁹ Ps. 19:1-11; 111:1-10; Prov. 1:1-7

³⁰ Matt. 22:37

³¹ Ecc. 9:10, Col. 3:23



f. We are developing a full TK-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.³²

g. 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.³³ Additionally, that same child has a sin nature,³⁴ a predisposition to foolishness, and is in need of correction and teaching.³⁵

h. 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.

2. 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.

a. 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 society. 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 necessarily good, we do believe a healthy emphasis on those things Western will expose our children to much that is valuable and profitable. 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. Other unique subjects include the study of informal and formal logic, rhetoric, philosophy, and apologetics.

³² Deut. 6:6,7; Prov. 22:6

³³ Gen. 1:27, 28; 9:6

³⁴ Ps. 51:6; Rm. 8:7

³⁵ Prov. 22:15; I Cor.13:11

b. 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 natural 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:

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

VII. PARENT INVOLVEMENT

A. General Statement

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 family of our students in the programs of the school.

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

B. Parent-Teacher Conferences

Since the education of a child is the primary responsibility of the parents, Bradford teachers understand how important it is to maintain contact with parents and furnish frequent feedback to parents concerning their child's academic progress.

Parent-Teacher conferences are encouraged at the end of the 1st quarter in order to assess study habits & subsequent grades and to offer tips for future success. Future conferences are available upon request as needed.

While we realize that there are many different family dynamics with blended families, for the sake of the children and to protect the time of the teacher, we will offer one parent-teacher conference for each family per quarter. Families will be asked to coordinate their schedules in order to make this possible.

*Proverbs 22:6
Train up a child in the way he should go; even when he is old he will not depart from it.*

*Proverbs 29:17
Discipline your son, and he will give you rest; he will give delight to your heart.*

*Hebrews 12:11
For the moment all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of
righteousness to those who have been trained by it.*

C. Ideas for Involvement

Below are just a few of the more common ways we can accomplish family involvement. Feel free to ask if you would like to try additional ideas.

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



VIII. 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.

IX. 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. Our teachers are committed to continuing professional development, a key factor in the success of the team.

B. Staff 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. Therefore, Bradford Academy 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.

X. CURRICULUM

Bradford Academy is developing a comprehensive curriculum that reflects the perspectives discussed above. We are always growing and improving; however, the charts below provide a good overview of what our program covers.

Bradford Academy Curriculum and Materials Overview

KEY MATERIAL SUPPLIES & PUBLISHERS				NOTES
Apo	Apologia	LP	Logos Press	<ul style="list-style-type: none"> As Bradford develops and matures, we will make occasional changes to this document. We are convinced that every textbook, workbook, and curriculum piece has both strengths and weaknesses. It is for this reason Bradford Academy selects material from so many different sources. We additionally supplement using teacher created materials to best meet the needs of our students. While we select books and materials from both Christian and secular suppliers, every subject is taught from a Christian worldview perspective by talented mature Christian instructors.
BA	Bradford Acad. Developed	MP	Memoria Press	
BJ	Bob Jones University Press	No	Novare	
CA	Classical Academic Press	Sax	Saxon Publishers	
CP	Canon Press	VP	Veritas Press	
CS	Calvert School	RB	Rockbridge Academy	

Kindergarten through Second

	Spiritual Development	History Geography	LANGUAGE ARTS			Math	Science	PE	Music	Art
			Reading Literature	Grammar Writing	Latin					
K	Bible Memory (40+ Verses) About Bible, major characters, major events Esp. Creation and Advent	Creation to America Timeline, Survey of World History Local, community helpers, key historical figures BC Fact Song - BA History Cards - VP	Phonics Museum, VP Phonics Pathways Phonics Primers, Hearing & Memorizing poetry	Basic copy work, Handwriting Spell to Write and Read	N/A	<i>Saxon 1</i>	BA Science Standards God's Creation 5 Senses Trees, Weather, Measurement, Mammals, Body	Exploring Movement with focus on gross motor skills, balance, throwing and catching, good sportsmanship, games	Classical Children Introduction to Classical music and musicians Singing – Patriotic songs	Harcourt Art Everywhere <i>Drawing for All</i>
1st	Bible Memory (45+ Verses) Books of Bible	America: Colonial to Modern <i>Learning History Through Literature</i> (Beautiful Feet Books) Explorers through War for Independence Development of history notebooks NC history; States	Phonics Museum & 1st Fav. Lit. Guides, VP Phonics Primers, Hearing & Memorizing poetry	<i>First Language Lessons</i> , Jessie Wise Explode the Code Spell to Write and Read <i>Manuscript Practice</i> BA	N/A	<i>Saxon 2</i>	BA Science Standards Classification, Invertebrate vs. Vertebrates, Scientific Method, States of Matter, Water Cycle, Precipitation, Physics of Light	Exercise and Sports Basics	Discoveries in Music CS Parts of Symphonic Orchestra Classical music and musicians Singing	<i>Discovering Art (CS)</i> <i>Drawing with Children</i> <i>Beginning of Creativity</i> Fine art primers (VP) Elements of Shape (RB)
2nd	Bible Memory (50+ Verses) Books of Bible, Creation, Old Testament Events, and Proverbs	Old Testament / Egypt VP Flashcards	Saxon 3 Phonics More Favorites <i>Mouse Soup, Boxcar Children, Encyclopedia Brown, Sarah Plain and Tall, Owls in the Family, Baby Island, My Father's Dragon, Mr. Popper's Penguins</i>	Shurley English 2 Classically Cursive Spell to Write and Read	PRE-Latin <i>Song School Latin</i> CAP	<i>Saxon 3</i>	BA Science Standards Classification Systems, Insects, States of Matter, Physical vs. Chemical changes, Rock Cycle, Minerals	Exercise and Sports Basics	Classical music and musicians Music Terms and Vocabulary Intro to reading music, Singing	<i>Discovering Art (CS)</i> <i>Drawing with Children</i> <i>History of Art: Creation-Contemporary (VP)</i> <i>Elements of Art</i>

3rd through 5th

	Spiritual Development	History Geography	LANGUAGE ARTS			Math	Science	PE	Music	ART
			Reading Literature	Grammar Writing	Latin					
3 rd	Bible Memory (50+ Verses) Old Testament Major & Minor Prophets, Gospels, Early Church	New Testament, Greece, & Rome VP Flashcards	Oral reading, comprehension, character analysis <i>Black Ships Before Troy, D'Aulaires Greek Myths, Misty of Chincoteague, Detectives in Togas, What was Pompeii?, Archimedes & the Door of Science, Homer Price</i>	<i>Shurley English 3 Excellence in Writing</i> Use of dictionary & thesaurus; paragraphs, narrative and expository writing <i>Spell to Write and Read</i>	Latin I Latin For Children A CAP	<i>Saxon 4</i>	Bradford Academy Science Standards Biomes, Elements and Compounds, Solar system Constellations Laws of Motions	Skills and drills to promote excellence in soccer, volleyball, basketball, frisbee, track and field events.	Vocal and other Classical music and musicians Terms, Vocabulary, notation, and theory Singing	Mark Kistler's <i>Learn to Draw in 30 Days,</i> Lessons 1-18 Draw & Write Through History: Greece & Rome Nine Rules of Drawing Song (BA)
4 th	Bible Memory (50+ Verses) Church History Early Creeds	Middle Ages, Renaissance, & Reformation VP Flashcards	Oral reading, comprehension, character analysis, presentations, book reports, etc. <i>Rolf and the Viking Bow, The King's Shadow, King Arthur and the Knights of the Round Table, The Adventures of Robin Hood, Thunderstorm in the Church, This was John Calvin, From the Mixed-up Files of Basil E. Frankweiler, The Lion, the Witch and the Wardrobe</i>	<i>Shurley English 4 Excellence in Writing</i> Essay writing, narrative and expository writing; summaries; research paper. <i>Spell to Write and Read</i>	Latin II Latin For Children B CAP	<i>Saxon Intermediate 5</i> <i>(Saxon 65)</i>	Bradford Academy Science Standards Botany Chemistry: elements, compounds, solutions; crystals, acids and bases. Earth Science: Geology. Physics: Laws of Newton; Simple machines.	Skills and drills to promote excellence in soccer, volleyball, basketball, frisbee, track, and field events.	Vocal Intro. to Recorders Terms, Vocabulary, notation, and theory Singing	Mark Kistler <i>Learn to Draw in 30 Days,</i> esp. lessons 19-30 <i>Pen and Ink Sketching</i> by Frank J Lohan Media: Pencil, watercolor, pen and ink, colored pencil
5 th	Bible Memory (50+ Verses) <i>Walk Through the Bible</i> OT Overview	Explorers to 1815 Early American Explorers Colonial Period U.S. Independence VP Flashcards	Oral reading, comprehension, character analysis, elements of a novel, Writing about literature <i>The Hobbit, The Witch of Blackbird Pond, Johnny Tremain, Duel in the Wilderness, Treasure Island, Voyage to Freedom</i>	<i>Shurley English 5 Excellence in Writing</i> paraphrasing, essay writing, narrative and expository; poetry <i>Spell to Write and Read</i>	Latin III Latin For Children C CAP	<i>Course 1 (Saxon 76)</i>	Bradford Academy Science Standards Anatomy: Body Systems Chemistry: Groups I-VIII of the Periodic Table Earth Science: Stars and Galaxies Physics: light, sound, and electromagnetism	Skills and drills to promote excellence in various games and sports promoting health and wellness	Vocal and other Parts of Symphonic Orchestra Music history and musicians.	<i>Art Curriculum Guide (RB)</i> Media: Pencil, chalk pastel, acrylic, colored pencil

Sixth, Seventh, and Eighth

	OMNIBUS			LANGUAGE ARTS							
	Theology Philosophy	History Geography	Literature	Grammar Composition	Latin	Logic	Math	Science	PE	Music	Art
6 th	Bible Memory (Book of I John) Themes from I John <i>Walk Through the Bible</i> NT Overview	1815 to present Westward Expansion Industrialization U.S. Civil War 20 th Century VP Flashcards	Presentation, book reports, research <i>The Jungle Book</i> <i>A Christmas Carol</i> <i>Around the World in 80 Days</i> <i>The Hiding Place</i> <i>Realms of Gold</i> Poetry	Shurley English <i>Classical Composition</i> paraphrasing, essay writing, narrative and expository <i>Lost Tools of Writing</i>	Latin IV Latin Alive I CAP	Intro. to Logic <i>Fallacy Detective</i>	<i>Course 2 (Saxon 87)</i>	Bradford Academy Science Standards Nature of Science, Newton's Laws, Energy, Cells, Genetics, Atmosphere, Energy sources, measurement	Developing the physical fitness of the individual student for the glory of God, in addition to growing skills and understanding of athletics. Rockbridge Academy Physical Education Standards	BAND or CHORUS	<i>Pen and Ink Sketching</i> by Frank J Lohan <i>Composition: The Anatomy of Picture Making</i> by Harry Sternberg Media: Pencil, pen and ink, acrylic
7 th	Bible Genesis, Exodus, Leviticus, Prophets, Gospels Acts	ANCIENT (WESTERN) CIV. I <i>Omnibus I (VP)</i> Mesopotamia Ancient Greece Ancient Rome	ANCIENT (WESTERN) LITERATURE I <i>Omnibus I (VP)</i> <i>Epic of Gilgamesh</i> <i>Hammurabi</i> <i>Odyssey</i> <i>Socrates</i> <i>Herodotus</i> <i>Plutarch's Lives</i> <i>Caesar (Shakespeare)</i> <i>Oedipus Rex</i> <i>Screw Tape Letters</i> <i>Till We Have Faces</i>	<i>Elements of Style</i> Strunk and White <i>The Lively Art of Writing</i> Lucile Vaughan Payne <i>Lost Tools of Writing</i>	LATIN V <i>Latin Alive 2 (CAP)</i>	INFORMAL LOGIC <i>The Art of Argument</i> or <i>The Argument Builder (CAP)</i>	PRE-ALG Algebra $\frac{1}{2}$ (Sax) Fractions & decimals Order of Operations Coordinates, Exponents Square roots, Ratios Algebraic phrases Probability Pythagorean Theorem Intro to Geometry	Bradford Academy Science Standards Earth Sci. <i>Earth Science for Christian Schools (BJU)</i> <i>Exploring God's Creation (Apol)</i> <i>Student Activities in Earth Science Lab Manual (BJU)</i>	Developing the physical fitness of the individual student for the glory of God, in addition to growing skills and understanding of athletics. Rockbridge Academy Physical Education Standards	BAND or CHORUS Choral Presentation Harmony Classical Composers	<i>Pen and Ink Sketching</i> by Frank J Lohan <i>Pen and Ink Drawing: A Simple Guide</i> by Alphonso Dunn <i>Composition: The Anatomy of Picture Making</i> by Harry Sternberg Media: Pencil, pen and ink, acrylic
8 th	Bible Early Church Fathers, Medieval Reformation	MEDIEVAL, RENAISSANCE & REFORMATION <i>Omnibus II (VP)</i> Early Europe, Middle Ages, Reformation and the Renaissance	MEDIEVAL & REFORMATION LITERATURE I <i>Omnibus II (VP)</i> <i>Confessions</i> <i>Eusebius</i> <i>Livy Early Hist.</i> <i>Best Things in Life</i> <i>Henry V (Shakespeare)</i>	<i>Elements of Style</i> Strunk and White <i>The Lively Art of Writing</i> Lucile Vaughan Payne <i>Lost Tools of Writing</i>	LATIN VI <i>Latin Alive 3 (CAP)</i>	INFORMAL LOGIC <i>Intro. Logic (LP)</i>	ALG. I Algebra 1 (Sax) Functions & Equations Linear equations Polynomials Rational expressions Inequalities Systems of equations and inequalities Radical expressions Quadratic equations Absolute-value Probability and data analysis	Bradford Academy Science Standards Physical Sci. <i>Physical Science: Mastery</i> <i>Oriented Curr. (NOVARE)</i> <i>Science for Every Teacher</i>	Developing the physical fitness of the individual student for the glory of God, in addition to growing skills and understanding of athletics. Rockbridge Academy Physical Education Standards	BAND or CHORUS Choral Presentation Harmony Classical Composers	<i>Composition: The Anatomy of Picture Making</i> by Harry Sternberg Media: Oil paints, pencil, colored pencil, acrylic,

Ninth through Twelfth

	Intensive Short Term	Theology Philosophy	History Geography	English Lit./Comp.	Classical Studies	Math	Science	Specialties	
9 th	INTRO. TO TECHNOLOGY An introduction to the use of technology, as well as a look at software, hardware, programming, and careers in engineering.	HISTORIC THEOLOGY <i>The Westminster Confession Christianity and Liberalism</i> <i>How Should We Then Live?</i>	MODERN US HISTORY Omnibus III (VP) <i>Of Plymouth Plantation</i> <i>Foundational American Documents</i> <i>Lincoln's Speeches</i> Etc.	MODERN US & BRITISH LITERATURE I Omnibus III (VP) <i>Pilgrim's Progress</i> <i>A Tale of Two Cities</i> <i>Uncle Tom's Cabin</i> <i>Slave Narratives</i> <i>The Great Gatsby</i> <i>Mein Kampf</i> 1984	FORMAL LOGIC Intermediate Logic (LP)	GEOMETRY Geometry (BJU) A traditional geometry program, requiring the students to prove theorems. Exercises seek to develop problem solving skills and reinforce the geometry concepts.	BIOLOGY Exploring Creation with Biology (Apol)	SPANISH 1 <i>Descubre 1</i> 1960 Reina Valera translation of Bible	Art: PAINTING A class focused on developing skills in watercolor, acrylic and oil paints with emphasis on painting en plein air. Additionally, students discuss Art History while developing a Christian Worldview of the Visual Arts and learning to identify good art.
10 th	CIVICS The theoretical and practical aspects of government and law, citizenship and its rights and duties, and the duties of one to another in a political body; especially within the historic American context from a Christian worldview.	BIBLE SURVEY A survey course of the entire Bible with special emphasis on the chronology and coherence of the scriptural revelation, the progressive revelation of God's saving plan, and the revelation of Christ in types and the incarnation. <i>Survey of the Bible</i> William Hendriksen	ANCIENT (WESTERN) CIVILIZATIONS II Omnibus IV (VP) <i>Peloponnesian War</i> <i>The War with Hannibal</i> Cicero <i>Annals of Imp. Rome</i> <i>The Jewish War</i> Augustus Caesar's World <i>Plutarch's Lives Vol. 2</i>	ANCIENT (WESTERN) LITERATURE II Omnibus IV (VP) <i>The Iliad</i> <i>The Republic</i> <i>Nicomachean Ethics</i> Poetics Aesthetics <i>Euclid's Elements</i> <i>On the Nature of Things</i> <i>Troilus and Cressida</i>	RHETORIC I The Rhetoric Companion (CP) <i>Rhetorica Ad Herennium</i> <i>Institutio Oratoria</i> For developing the craft of memorable and pleasantly persuasive expression.	ALGEBRA II Algebra 2 (Saxon)	CHEMISTRY <i>Chemistry for Accelerated Students</i>	SPANISH 2 <i>Descubre 2</i> 1960 Reina Valera translation of Bible	PHYSICAL EDUCATION
11 th	ECONOMICS <i>Basic Economics</i> by T. Sowell A course introducing the theoretical and practical aspects of economics, the study of the production and distribution of goods and services within a society from a Christian worldview	APOLOGETICS A systematic study of the branch of theology devoted to the defense of the Faith. How to argue for the divine origin and authority of Christianity.	MEDIEVAL & EARLY MODERN Omnibus V (VP) <i>Chronicle of the Kings of England</i> <i>Two Lives of Charlemagne</i> <i>Lives of Thomas Becket</i> <i>Martin Luther: Selections from His Writings</i> <i>The Saga of the Volsungs</i>	MEDIEVAL & REFORMATION LIT. II Omnibus V (VP) <i>The City of God</i> <i>The Consolation of Philosophy</i> <i>The Divine Comedy</i> <i>The Canterbury Tales</i> <i>The Prince</i> <i>The Faerie Queene</i> <i>Romeo and Juliet</i> <i>Idylls of the King</i>	NT GREEK Introduction to the basics of Koine Greek, the language of the New Testament. A prerequisite to Systematic Theology in senior year.	PRE-CALCULUS Trigonometry (or substitute math)	PHYSICS	Elective	Elective
12 th	SENIOR THESIS This IST focuses on laying the foundations for the development of the persuasive thesis, rationale for engaging in good rhetoric, and the development of good research techniques and strategies.	SYSTEMATIC THEOLOGY (+Polemics) A systematic study of doctrines arranged one by one and summarizing what the entire scriptures say about that topic. e.g. What does the Bible say about God? What does the Bible say about Man? etc.	MODERN WORLD HISTORY Omnibus VI (VP) <i>Enlightenment Thinkers</i> <i>The Wealth of Nations</i> <i>Leviathan</i> <i>Foundational American Documents</i> <i>American and French Revolutions Compared</i> John Adams <i>Democracy in America</i>	MODERN US & BRITISH LITERATURE II Omnibus VI (VP) <i>Paradise Lost</i> <i>Robinson Crusoe</i> Emma <i>Moby-Dick</i> <i>Huckleberry Finn</i> <i>Beyond Good and Evil</i> <i>All Quiet on the Western Front</i> <i>The Sun Also Rises</i>	RHETORIC II Senior Thesis A unique opportunity to do in depth independent research into an area of personal interest. The student will develop, present, and defend a thesis.	CALCULUS Statistics or Elective	ANATOMY or Elective	Elective	Elective

XI. GENERAL SCHOOL POLICY and PROCEDURE

A. School Behavioral Expectations

Bradford Academy strives to create the most loving environment for our community of scholars. We can demonstrate and practice Christian love to our neighbors by upholding these essential policies:

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 the other students.
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. cell phone, Smartwatches, iPad, etc.).



Romans 12:16-18

Live in harmony with one another.

*Do not be haughty, but associate with the lowly. Never be wise in your own sight.
Repay no one evil for evil, but give thought to do what is honorable in the sight of all.
If possible, so far as it depends on you, live peaceably with all.*

B. Etiquette Guidelines

Practicing manners and etiquette has become a neglected habit. This is an area we believe that there needs to be a recovery in our society. Foundationally, we view manners as cultural manifestations of loving our neighbors in the small details of life (Luke 10:27, Gal. 5:14, James 2:8, Rom. 12:1, 3, 9-18). These are some of the ways that Bradford is striving to help restore a more civil culture to our community and promote a well ordered environment.

1. Lower School

a. Lines and Walking

- i) Girls get in line first.
- ii) Lines must be straight and quiet.
- iii) Boys hold doors for girls.

b. Lunch etiquette:

- i) Enter quietly. Remain standing behind chair.
- ii) Pray reverently while giving thanks. Sing heartily.
- iii) The young ladies are seated then the young gentlemen are seated.
- iv) Eat politely.
- v) Calm quiet talk is expected. Speech must be unto edification. (Eph. 4:29)
- vi) Remain in seats until dismissed.
- vii) REMEMBER THE GOLDEN RULE!

c. Speech and Conversation

- i) Speak clearly and politely to the teacher, other adults and each other.
- ii) All speech must be used to build up, not tear down, in both words and tone.
- iii) "Please" and "thank-you" is the expectation.
- iv) "Yes Sir/Ma'am" will be encouraged.
- v) Common informal expressions such as "yeah," "huh," etc. are discouraged.
- vi) Common slang euphemisms such as "gosh," "dang," etc. are also discouraged

Eph. 5:4

*Let there be no filthiness nor foolish talk nor crude joking, which are out of place,
but instead let there be thanksgiving.*

Eph. 4:29

*Let no corrupting talk come out of your mouths, but only such as is good for building up,
as fits the occasion, that it may give grace to those who hear.*

See also Matt.12:36, James 3:6, Prov. 110:19, 13:3, 21:23

2. Upper School

a. **General Statement:** Our commitment to training in etiquette is extended to the upper school in keeping with the principle of love as described in I Cor. 13:4-8a. Our routines and practices promote a culture where we honor one another, celebrate our God-given distinctions as men and women, and foster a spirit of kindness and goodwill. We want to honor God and our community and demonstrate the benefits of a well-ordered life.

b. **Honor Code:** Every student in grades 6 through 12 are asked to commit themselves to the following Student Honor Code.

UPPER SCHOOL STUDENT HONOR CODE

As a student at BRADFORD ACADEMY, I pledge to make every effort to:

1. *Demonstrate basic Christian standards of behavior and conversation. I understand that this includes living with moral purity, honor, and uprightness, working with diligence, striving for academic excellence and integrity, seeking mercy and justice, and walking humbly before God.*
2. *Demonstrate sincere respect for the Name of God, the Word of God, and all things sacred. I understand that God is holy and I must respond with reverence to the things of God*
3. *Demonstrate sincere respect towards teachers, all staff members, volunteers, and guests. I understand that this is displayed in both verbal and nonverbal actions.*
4. *Demonstrate sincere respect towards the school facilities, curriculum materials, and all school property. I understand that the things given to me for my education are a blessing and I will be a wise steward of those resources.*
5. *Demonstrate sincere respect towards fellow classmates and all students at Bradford Academy, as well as respect for the purpose of Bradford Academy as an educational institution that exists to foster intellectual and spiritual development. I understand that this means that each of the Bradford Academy students must strive together to protect the person and character of each other student in both word and action. I understand that this also means that I will only engage in social activity while at school that supports the purpose of Bradford Academy.*

I understand and will strive to live up to these standards for the good of this school community, my own personal growth, the preservation of my good name and the reputation of my family. This is my solemn pledge, so help me God.

c. Male/Female Relationships: We recognize the natural desire to begin developing special relationships between males and females during adolescence. However, we also recognize the potential distraction, emotional harm, and negative consequences of developing premature romantic affections. Therefore, regardless of personal or family convictions, the school will not permit any behavior and/or interactions that are viewed to exceed friendly fellowship (or could not be considered typical and appropriate between siblings) while at school or any school function.

Some texts of Scripture that shall be used to help shape our thinking...

Eph. 6:1-3 Children, obey your parents in the Lord, for this is right. "Honor your father and mother" (this is the first commandment with a promise), "that it may go well with you and that you may live long in the land."

1 Cor. 6:18 Flee from sexual immorality. Every other sin a person commits is outside the body, but the sexually immoral person sins against his own body.

Prov. 6:27-28 Can a man carry fire next to his chest and his clothes not be burned? Or can one walk on hot coals and his feet not be scorched?

I Tim. 5:1-2 "...treat...older women as mothers, younger women as sisters, in all purity.

Proverbs 24:7 Prepare your work outside; get everything ready for yourself in the field, and after that build your house.

Psalms 27:14 Wait for the Lord; be strong, and let your heart take courage; wait for the Lord!



C. Uniform Code of Dress

1. General Statement: 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. 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 keep themselves and their uniform clean and tidy, with hair well kempt.
- c. Be modest - Skirts and shorts should be reasonable lengths. Outlandish, provocative, or distracting clothing or appearances are inappropriate.
- d. Demonstrate appropriate Male and Female distinctions - All students shall respect the unique privilege of being made in the image of God, either male or female, and be easily recognized according to their biological sex. (See Appendix A, #1 & #3)
- e. Enjoy Special Attire Events - 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.

For information regarding the specific uniform items for purchase can be found online under the **Parents** tab at BradfordAcademy.org.

2. Purpose and Rationale: 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. Listed below are a few reasons why Bradford Academy chose a uniform code:

- a. The neat appearance created by a uniform code enhances a ready-to-learn atmosphere.
- b. 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.
- c. 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.

d. 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.

e. 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.

f. 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.

3. Compliance with the Uniform Code

a. 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.

b. 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”.

4. General Guidelines:

a. Shirts

i. All shirts must be tucked in at all times.

ii. Our logo was designed especially for Bradford Academy and can only be purchased from uniform supplier. Shirts with any logos that are not our official logo are not permitted.

iii. Solid white tee shirts / camisoles may be worn under shirts. Please note, however, that tee shirts / camisoles must be solid white only and there should be no writing that shows.

b. Garment sizing and length

i. 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.

ii. 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.

iii. Boys' shorts and girls' jumpers and skirts are to remain the length as shipped by the manufacturer.

c. Footwear

i. Shoes should be comfortable and when possible, have non-slip flat soles. Shoes should not have a heel.

ii. No open-toed shoes or sandals are permitted. No boots (any shoe over the ankle bone).

iii. Dress uniform shoes:

(a) BOYS: black leather dress shoe (Athletic shoes not permitted with dress uniform.)

(b) GIRLS: black leather mary-jane style (K - 8th) or black ballet-style flat (7th - 12th).

(c) Daily uniform shoes: any black or brown shoe. (Neutral accents permissible. White soles are permissible. No glitter or prints or designs permitted.)

d. Socks

i. Socks are required for all students at all times. No multi-colored or patterned socks permitted.

(a) BOYS

(i) Dress uniform: black dress socks.

(ii) Daily uniform: black socks.

(b) GIRLS

(i) Dress uniform: black dress knee-high socks or black tights.

(ii) Daily uniform: black socks, or black tights.

ii. Rhetoric School girls must wear black opaque tights with dress uniform in 2nd and 3rd quarters. (Optional in 1st and 4th quarters.)

e. Belts

i. Belts are required for both boys and girls on any item of clothing that has belt loops.

ii. Belts should be solid black or brown leather.

f. Outerwear

i. Some flexibility is permitted regarding the colors and style of outdoor coats, jackets, and rain gear. Outdoor jackets should maintain the spirit of the dress code. Items should not be faded or tattered.

ii. Outwear may not be worn in the classroom. For extra warmth in the classroom, students are permitted to wear their uniform sweater, official black fleece jacket with logo, or the ¼ zip cadet collar sweatshirt in black with logo. **These are the only items permitted to be worn in the classroom.**

g. Hair and accessories

- i. Students will keep their hair neat, clean, well-groomed, and in traditional styles and natural colors. All students shall be easily recognized as either male or female by the style and appearance.
- ii. Barrettes, scrunchies, hair bows and all hair accessories are permitted in moderate sizes and colors that match the uniforms (Red, black, gray, or white).
- iii. Hats are not permitted in the classroom or school buildings for boys or girls during school hours.

h. Jewelry

- i. Boys are not permitted to wear earrings or any other jewelry. Watches and rings are permitted keeping in mind moderation and good taste.
- ii. Girls may wear small earrings but may not wear large or dangling earrings 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. Watches and rings are permitted keeping in mind moderation and good taste.

i. After school wear

- i. Students remaining on school grounds after school shall remain in uniform, except during approved athletic practices and events.
- ii. 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.

j. Other

- i. 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 are not permitted on campus. Bicycle shorts should not be visible underneath the skirts or jumpers.
- ii. 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. Homework Philosophy and Guidelines

GRADE LEVEL APPROXIMATE TIME PER WEEK DAY			
Typically, homework will not be assigned over holiday and vacation periods in K-5th grades.			
K	20 - 30 minutes	4 th – 5 th	45 - 60 minutes
1 st – 2 nd	20 - 45 minutes	6 th – 9 th	45 - 90 minutes
3 rd	30 - 45 minutes	10 th -12 th	60-120 minutes

1. PHILOSOPHY: Bradford Academy may assign homework for a variety of reasons and for the benefit of 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) and for certain lessons, repeated, short periods of practice or study are often more effective. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework.
- b. 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.
- c. 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 above 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.

*“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

E. Discipline Policy

Most behavioral issues we face at Bradford Academy are minor and are addressed in the classroom using an age appropriate system clearly taught to the children and lovingly and consistently applied. The kind and amount of discipline (correction) will be determined by the teachers, and if necessary, the Dean or Headmaster. Repeated offenses can result in a visit to the Dean or Headmaster as this demonstrates an unwillingness to respond to correction. 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 the Dean or 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. If for any of the above or other reasons, a student receives discipline from the Dean or Headmaster, the following accounting will be observed. In some instances, at 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 either an In-School or 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 readmitted 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.

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 dean, and then 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.



G. Secondary Doctrine Policy

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

1. Secondary Doctrine Defined: Doctrinal issues which are not addressed in the Bradford Academy Statement of Faith.
2. Guidelines:
 - a. Classroom discussion of secondary doctrine shall 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 shall 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 or make an exception to it.
 - 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, Retention and Graduation Policy

Students enrolled in Bradford Academy will be promoted at 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 -6th 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.

e. Our high school graduation requirements are listed below. Each student is expected to earn a C or higher in the majority of the required courses. However, if a student's GPA drops below 2.00 (unweighted), the student will be placed on academic probation and continued future enrollment at Bradford Academy will be in jeopardy.

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 completion of curriculum objectives for this grade level.

9. Promotion to the 9th Grade and admission to Bradford Academy's Rhetoric School program will be determined at the sole discretion of the school, on the advice and consent of its faculty and headmaster. We are very excited for every student to move into the last phase of the Bradford experience. We will meet with students and parents to plan out a path that is well suited for each of our young scholars. Generally, each student must meet all the basic ACADEMIC minimum criteria (with consideration of standardized test results), and SOCIAL/SPIRITUAL alignment with the goals for our students (see above section V. GOALS). The Rhetoric School's admission team will also consider the student's demonstrated commitment to the Honor Code, verified work ethic, and consistent attitude. (In matters of question, the final decision will be made by the headmaster.)

10. High School Graduation Requirements: Bradford Academy requires students to complete 30 credits in our rigorous core curriculum according to the following schedule. All graduates are required to complete a Senior Thesis (including a written paper and an oral defense). N.B. In order to qualify as an HONORS GRADUATE, all English and History courses must be passed at the honors level, plus calculus and two honors level science.

SUBJECT AREA	Required Credit	COURSES	<i>*Indicates courses also offered at the honors level</i>
Arts	2	Advanced Visual Art: Paint plus an Arts Elective	
Biblical Studies	4	Historic Theology, Bible Survey, *Apologetics and Philosophy, Systematic Theology	
Classical Studies	4	Formal Symbolic Logic, Rhetoric I, *Greek (or Latin), Rhetoric II (with Senior Thesis)	
English Literature	4	*Modern English Lit. I, *Ancient Lit., *Medieval/Reformation/Renaissance Lit. *Modern U.S./British Lit. II	
History	4	*Modern American, *Ancient Classical, *Medieval/Reformation/Renaissance, *Modern Western	
Math	4	Algebra I, Geometry, Algebra II, Pre- Calculus/Trigonometry (or alternate math)	
Modern Language	2	Spanish I & II (or other modern language)	
Physical Ed.	1	Physical Education	
Science	3	Biology, *Chemistry, *Physics	
Technology	0.5	IST: Introduction to Technology: Software/Hardware, Systems, Coding, and Careers	
Civics	0.5	IST: Introduction to Civics: Federal, State, and Local	
Economics	0.5	IST: Introduction to Economic Principles	
Sr. Thesis	0.5	IST: Research and Thesis Development (with Rhetoric II)	

11. High School Grading Scale and Grade Points: Bradford Academy uses a weighted scale in order to accurately reflect the high expectations, rigorous workload, and quality of material encountered.

Grading Scale (All Honors Level and Dual Enrollment are +1 GRADE POINT) Unweighted Scores cap at 4.0					
A+ 97 (4.33 or 4.0)	A 93 (4.00)	A- 90 (3.66)	B+ 87 (3.33)	B 83 (3.00)	B- 80 (2.66)
C+ 77 (2.33)	C 73 (2.00)	C- 70 (1.66)	D+ 67 (1.33)	D 63 (1.00)	D- 60 (0.66)

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 may 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. SICKNESS GUIDELINES

1. If a student stays home due to sickness, teachers will be prompt about sending make-up work with a sibling or having it ready by the end of the day for parent pick-up. Whenever possible, it is expected that students should work at home in order to stay on pace with the class. If a student is sent home during the school day teachers will do their best to provide work for the student. Missed assignments should be made up within the same week whenever possible, depending on the severity of the illness.
2. The key to keeping up with the class and completing assignments is good communication with the school. We will do our best to help the students overcome the challenges of illness and missed work.
3. The following are reasons that students should remain at home:
 - Temperature of 100.4 or above within 24 hours without the aid of medication.
 - Vomiting or diarrhea within 24 hours
 - Uncontrolled cough.
 - Pink eye within 24 hours of treatment.
 - Lice within 24 hours of treatment.
4. Not all sickness presents with a fever. Please be mindful of the following symptoms which may indicate sickness is beginning.
 - Temperatures of 99.4 or higher first thing in the morning
 - Uncontrolled cough
 - A runny nose that requires multiple tissues in the course of an hour
 - Pasty complexion and/or general lethargy
5. Head Injury Protocol - If the child experiences a bump to the head we will monitor the situation and contact the parents. If the student presents any symptoms related to concussion we will have parents come and pick up the child and will recommend seeing a doctor.

XII. ADMISSIONS

A. Admission Procedures

1. All admissions transactions shall occur online using our online application tool.
2. All parents should read and understand the policies and procedures contained in this Handbook.
3. Entrance screening exams are administered to all new students.
4. Upon completion of the online application, if an interview with the family has not already been held, one will be arranged with either a board member and/or the headmaster.
5. After the interview and after reviewing all other required materials (as stated on the application), the headmaster will make the decision whether or not to admit the student(s).
6. The parents will then be notified of the decision regarding acceptance. If accepted, the parents will receive an Enrollment Contract and will be required to complete the enrollment online.
7. All financial arrangements between the family and the school must be understood before an admission is considered final.
8. The student's spot at Bradford Academy will be secured once the enrollment process (including the deposit) is completed.

B. Admission Requirements for the Student

1. Transitional Kindergarten minimum age: A child must have reached the age of four years by August 31st of the fall in which he would be entering transitional kindergarten.
2. Kindergarten minimum age: A child must have reached the age of five years by August 31st of the fall in which he would be entering kindergarten.
3. A child entering first grade must have reached the age of six years by August 31st of the fall in which he would enter Bradford (seven years old for admission to second grade).
4. If a child has successfully completed the previous school year and his school work and behavior compare favorably to the comparable grade at Bradford, 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.

5. The child should understand that his parents have delegated their authority to the school. Therefore, he is subject to the instruction and discipline of the teachers, Dean, and Headmaster in their prescribed roles at Bradford Academy.

6. In general practice, if the student and parents comply with the requirements outlined here, Bradford Academy will admit qualifying students to all rights, privileges, programs, and activities generally made available to all students. Bradford Academy does not unbiblically 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 and school work standards, as well as active communication with the respective teacher(s) and administration, and during conflict resolution.



XIII. TRANSITIONAL KINDERGARTEN ADDENDA

The TRANSITIONAL KINDERGARTEN program is similar to our Kindergarten program but tailored to 4-year-olds and young fives. The program includes structured playtime with the goal of encouraging curiosity and developing behaviors and disciplines needed to have a strong start to the child's education!

A. General Information

- OPEN to children who turn FOUR by AUG. 31st of the school year.
- ½ day program (2 Options - T/W/Th or M-F)
- Uniforms are required (purchased by parents).
- Tuition includes daily incidentals (but not SNACKS or LUNCH)
- "Pre-Grammar" classical curriculum, introducing students to school life with an emphasis on developing reading readiness and math foundations, along with lots of nature, art, music, and good books!
- Financial Aid is not available for this program.
- After School Care: After school care is available by way of our other programs:
 - **Moms' Helper** (12:00 to 2:45) and **Bradford Plus** (2:45 to 5:45).
 - See below for more information.

B. Program Options

- **OPTION # 1 - Three Days (T/W/Th) - 8 AM to Noon**
- **OPTION # 2 - Five Days (M-F) - 8 AM to Noon**

C. After School Programs

- Moms' Helper - (12:00 to 2:45) billed monthly.
 - Students will join Regular K students for lunch (bring lunch from home)
 - Enjoy a quiet time/nap and spend time outdoors and additional activities
- Bradford Plus - (2:45 to 5:45) an additional charge, billed monthly
 - TK students join the other students in Bradford's regular after-school program for a mix of academic activities, arts, crafts, and play.

D. Enrollment Process

- Complete the online application.
- Parents and children will be invited to a family interview, complete a family questionnaire and screening at the school.
- When Bradford Academy extends an offer of enrollment, the process should be completed ONLINE.
- Parents submit the contract deposit in order to secure the child's spot in the program.

E. Uniform Code of Dress for TRANSITIONAL KINDERGARTEN

- Uniforms are required and will be purchased by the parents from French Toast.
- The website to purchase uniforms:
 - www.frenchtoastschoolbox.com
 - **School code: QS5GVHS**
- Tops:
 - Pique polo shirt in gray, black, white, or red (long or short sleeves)
- Bottoms:
 - Pull-on pant or shorts in khaki or gray
 - OR Buttons and zipper if they are able (regular Academy uniform)
 - Transitional Kindergarten students DO NOT need to wear a belt.
- Footwear:
 - Closed-toe footwear is required for all school activities.
 - Regular sturdy tennis shoes/sneakers
 - Rain boots (wellies/muck boots). Students are welcome to leave the boots at the school for the year. Please avoid boots with characters on them.
- Accident Clothes
 - Please send a full change of clothes for your student that will comply with the dress code in the school.
 - While the change of clothes does not need to be bought from French Toast, it needs to reflect the standards set forth by the school.
 - The change of clothes needs to be packed inside a clear gallon size bag with the child's name on the front.
- Required Uniform
 - Transitional Kindergarten students are required to have a black short-sleeved polo shirt with school logo and pants in khaki for class pictures and special occasions. The required uniform may also be worn as daily schoolwear as well.
- Bookbag
 - Transitional Kindergarten students will need a plain full-sized book bag to take home a daily work folder.

F. Drop Off and Pick Up Procedures

- Transitional Kindergarten students follow the same drop off procedures as lower school.
- Drop off begins at 7:40 AM and ends at 8:00 AM.
- The students must be picked up in the same manner. TK students shall be picked up between 11:45 and 12:00 noon. Students left after noon will be checked in to the Mom's Helper program.

XIV. 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 must be updated online each year. PLEASE READ IT CAREFULLY. This form lists the emergency contact names and phone numbers of people who may need notification in a medical emergency.



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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 updated before entering 7th 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

<https://www.immunize.nc.gov/schools/k-12.htm>

3. 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) receives required immunizations. If you have specific questions, please contact your health care provider or your local health department.

XV. APPENDICES

Appendix A

1. Applying God's Word to Our Understanding of Marriage, Gender, and Sexuality

- a. We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary sexes together reflect the image and nature of God (Gen. 1:26-27). Rejection of one's biological sex is a rejection of the image of God within that person **and a fruitless rebellion against God's sovereign right to define reality and truth.**
- b. We believe the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Gen. 2:18-25). We believe that marriage between one man and one woman, for life, uniquely reflects Christ's relationship with His Church (Eph. 5:21-33). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Cor. 6:18; 7:2-5; Heb. 13:4). We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.
- c. We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, or use of pornography) is sinful and offensive to God (Matt. 15:18-20; 1 Cor. 6:9-10).
- d. We believe that in order to preserve the function and integrity of Bradford Academy as a ministry to our community and to the local Body of Christ, and to provide a biblical role model to Bradford Academy's members and the community, it is imperative that all persons employed by Bradford Academy in any capacity, or who serve as volunteers, agree to and abide by this Statement on Marriage, Gender, and Sexuality (Matt 5:16; Phil 2:14-16; 1 Thess 5:22).
- e. We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ (Acts 3:19-21; Rom 10:9-10; 1 Cor 6:9-11).
- f. We believe that every person must be afforded compassion, love, kindness, respect, and dignity (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the doctrines of Bradford Academy. Speaking truth and applying Biblical principles to situations shall not necessarily be construed as harassment and can be perfectly consistent with a genuine love for our neighbor.

2. Applying God's Word to Our Understanding of the Sanctity of Life

We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all human life. (Ps. 139.)

3. Applying God's Word to Our Understanding of Physical Privacy and Sexuality.

- a. In light of Bradford Academy's Statement of Faith and the statement on marriage and sexuality (above), and in recognition of personal physical privacy rights and the need to ensure individual safety and maintain school discipline, this statement is enacted as policy to advise members of the school community of their duties with regard to use of restrooms, locker rooms, showers, and any other school facilities where individuals may be undressed in the presence of others.
- b. DEFINITIONS
 - i. "Sex" means the biological condition of being male or female as determined at birth.
 - ii. "Member of the school (or Bradford) community" means any Bradford Academy employee, volunteer, student, parent, or visitor.
- c. SINCERELY-HELD RELIGIOUS BELIEF ON SEXUALITY
 - i. Bradford Academy's sincerely-held religious belief is that God wonderfully and immutably creates each person as either male or female, and that these two distinct, complementary sexes together reflect the image and nature of God (Gen. 1:26-27). Rejection of one's sex is a rejection of the image of God within that person **and a fruitless rebellion against God's sovereign right to define reality and truth.**
- d. POLICY
 - i. Notwithstanding any other policy, Bradford Academy restrooms, locker rooms, and showers designated for one sex shall only be used by members of that sex.
 - ii. In any other school facilities or settings where members of the school community may be undressed in the presence of others (e.g. changing costumes during school theatrical productions), Bradford Academy shall provide separate, private areas designated for use by members of the Bradford community based on their sex.
 - iii. Bradford Academy recognizes there may be instances where members of the school community experience disparity between their sex and their feelings about their sex. This disparity can motivate them to behave in ways contrary to God's Word and His plan for their lives. Bradford Academy encourages members of the school community who are struggling with their sexual identity to seek help from their pastor and other trained professionals who might best assist them in clarifying and defining their sexual identity in accordance with God's Word.

- iv. Bradford Academy will at all times interact with members of the school community according to their sex. A member of the school community who wishes to express a gender other than his or her sex is understood to be rejecting the truth and the image of God within that person. Biblical Christianity requires the body of Christ to compassionately dwell in the truth and assist those we love in doing the same (Eph. 4:15).
- v. A member of the school community who openly and unrepentantly rejects their sex, either in or out of school, is rejecting the image of God within that person and is in **fruitless opposition to God's sovereign right to define reality and truth** – behavior that dishonors the Holy Trinity and the Word of God. Such behavior constitutes a person's failure to adhere to their commitment to abide by the behavioral standards established by Bradford Academy which is cause for terminating their privilege of membership in the school community.
- vi. To preserve the function and integrity of school and to provide a biblical role model to members of the school community and the community-at-large, it is imperative that all members of the Bradford community agree to and abide by this policy.

4. Applying God's Word to Our Understanding of Current Philosophical Frameworks

- a. We believe that the current popular philosophical frameworks variously known as Critical Theory, Critical Race Theory, cultural Marxism, Intersectionality, etc. do not adequately capture a biblical understanding of the world and are therefore not helpful in providing either a Christian or Classical education. At many points these philosophies are antithetical to our mission and commitment to teach from a distinctly biblical worldview (according to our statement of faith) and therefore will not be used to shape our instructional practices, curriculum, or policy. (Rom. 12:1, 2, Jude1:3, Col. 2:8, and I Tim. 6:20 &21)
- b. Opposition to RACISM and BIGOTRY: Our sincerely held belief and expectation is that the kingdom of God is (and ultimately forever will be) a kingdom under the sovereign rule and reign of the Lord Jesus Christ. It is composed of people from every nation, tribe, language, and people group (Rev. 5:9-10, Colossians 3:11, Romans 10:12-13, Acts 10:28, 34-35, & 17:26). We recognize the solidarity and equality in all humanity (Gen. 1:26-27, Gal 3:28, & Malachi 2:10), while recognizing and enjoying the diversity and distinctiveness of our friends and neighbors (Acts 10:28, John 13:34, Lev. 19:18, Mark 12:31, Romans 13:9, Lev. 19:34, etc.). Hatred, prejudice, and unkind and unbiblical attitudes directed towards immutable physical characteristics or national and ethnic origin are **ANTITHETICAL** to God's commandments and are in **OPPOSITION** to Christian expectations for life and conversation.
- c. Bradford Academy is committed to teaching the "whole counsel of God" and addressing any historical and cultural evil according to the Word of God and according to truth and love.
- d. See below for a sample comparison of how we apply Christian doctrine to philosophical questions as opposed to alternate worldviews:

COMPARING WORLDVIEWS

Categories	Big Questions	Biblical Structure	Biblical Worldview	Critical Theories "Critical Race Theory" Intersectionality Cultural Marxism	Atheism (Materialism, Secularism, etc)	Agnosticism	Marxism Communism, Socialism	Post Modernism
REALITY (Metaphysics)	What is real? Where did we come from?	CREATION	God has created an objective universe full of material and spiritual reality.	Lived Experience is reality. ?	Matter & Energy What we can detect using our senses.	Nobody knows for sure OR Nobody CAN KNOW	CONFLICT CLASS STATE	Reality must be interpreted through language and cultural "paradigm." Therefore, "socially constructed."
MAN (Ontology)	Who are we? What is being?		Man is a created being, a unique image bearer of God, fallen and broken by sin.	Part of a Group Oppressor vs. Oppressed Cannot understand yourself outside of your group.	Evolved animal Matter in motion Biological machine	Exist	Classes in conflict Bourgeoisie (capitalist owners) Proletariat (working class)	NO META-NARRATIVE Feeling Based Self Defined & Decentered
VALUES (Ethics, Aesthetics, Axiology)	What has gone wrong with the world?	FALL	Sin and rebellion against God has entered the world.	Hegemonic power. "Norms" -phobia "Internalized oppression"	?	Power, universal assertions of truth without warrant	Capitalism Greed Private Property	Belief in objective truth and reality.
	What can we do to fix it?	REDEMPTION	Jesus has been sent to save people from sin. We must turn to Him in repentance and faith. He will change hearts.	Social Justice* Free Humans Eliminate intolerance, violence	Education, skepticism	Education, skepticism	Education Revolution Communal Owners Submit to State	Tolerance? No single way to correctly interpret an events, etc.
	How should you live your life?	RESTORATION Sanctification Holiness	Work to become more conformed to the image of Christ, loving and obeying God and His Word, and serving and loving our neighbors.	Social Justice* Activism	Seek happiness?	Skeptical, evaluate all answers and explanations, question yourself	Communal Priority Submit to the State	Moral/Cultural Relativism
TRUTH (Epistemology)	How do you know? What is true?	REVELATION	God's Word, objective reality, logical and necessary inferences.	Standpoint Theory Group standing determines access to truth. Experience is real and/or ultimate.	Scientific method, verifiable observation and experimentation.	Nobody can know. Nothing is certain.	Philosophy	Constructed Personal Relative

***Social Justice:** (As understood by many who hold to critical theories.) The elimination of all forms of SOCIAL OPPRESSION, liberating people from hegemonic power, i.e. the "norms" and expectations of a dominant culture. Unfortunately, oppression is often understood to mean imposing norms and values on others. Conversely, justice is not necessarily just giving people what they deserve. Justice is understood to be about taking "power" from the oppressors and giving it to the oppressed. (See <https://shenviapologetics.com/> for helpful information on this topic).

Appendix B – Food

1. Snacks

- a. Students in the LOWER SCHOOL 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 arriving at the lunch table, 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.
- f. UPPER SCHOOL PROTOCOLS
 - i. Protocols differ slightly in the upper school granting more liberty for fellowship while maintaining the spirit taught in the previous grades.
 - ii. Upper school students enjoy opportunities to eat with the different grade levels, House lunches, and Mentor lunches.

Appendix C – Emergency Facts

School Access:

The school is locked during the school day. Please ring the doorbell or call the school number to gain access. Parents delivering “forgotten” lunches or PE clothes may leave it at the office.

Evacuation Plan:

The students learn and practice fire drill exits. Please note:

MAIN CAMPUS- When the students leave the building, they cross the parking lot and stand near the white fence that marks the lamp post. In the event that we must evacuate the building, you will be contacted and asked to pick up your child at this rally point.

DOWNTOWN CAMPUS - Students exit the building and rally at the small house beside the church parking lot on Jackson St..

Inclement Weather:

In the event of inclement weather, as a general rule we will follow the lead of the Alamance Burlington School System. You will receive a call/text from an automated service. In any case, feel free to exercise your own good judgment regarding the safety of travel to school during ice, snow, or rain.

Other:

Students are taught and practice both lockdown and high wind/severe storm protocols.

Contacting the school:

Please feel free to call during the day if you need to leave a message for your child.

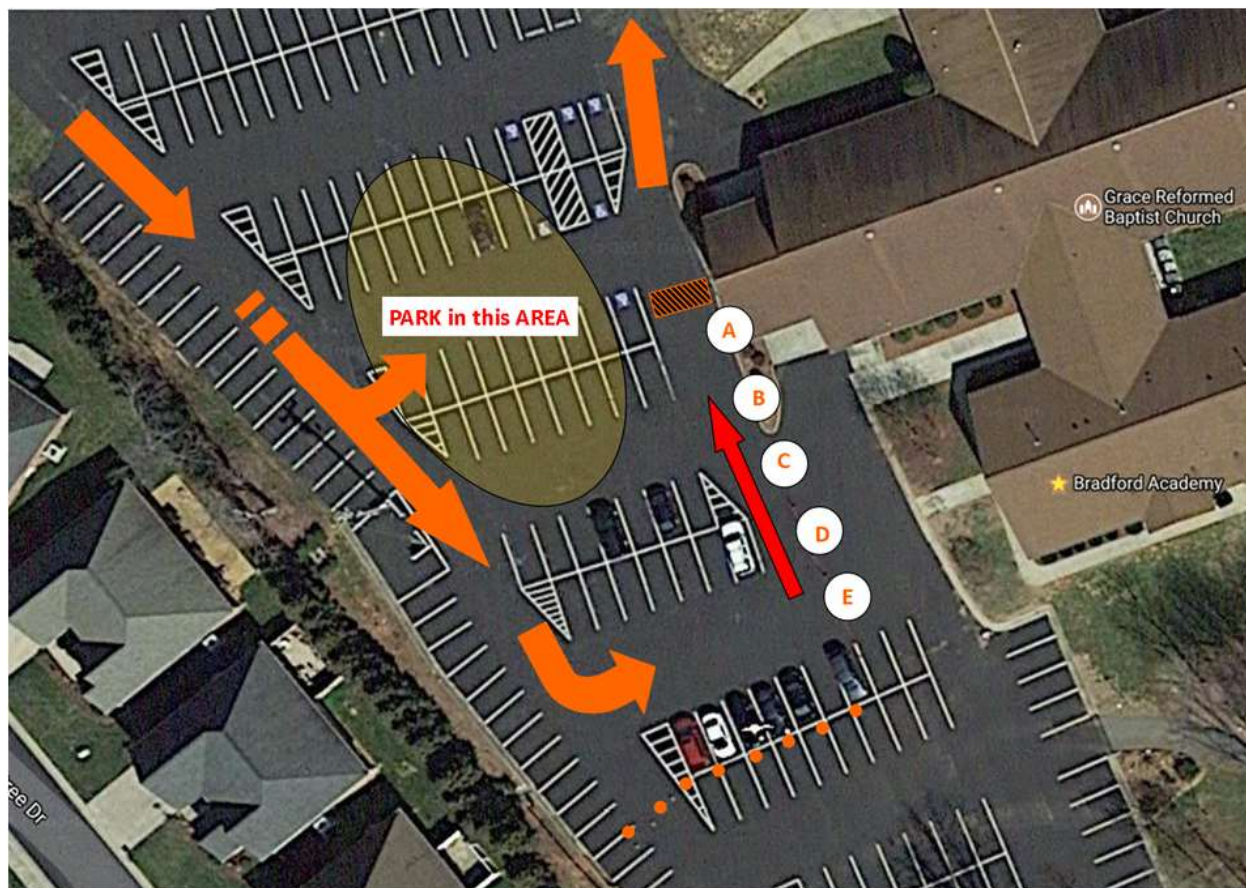
Bradford Academy Phone
919-563-9001

Email: office@bradfordacademy.org

Appendix D - Carpool Procedures MAIN CAMPUS (TK-5th)

Drop Off	Pick Up
<ul style="list-style-type: none"> • Drop off time: 7:40 - 7:55 • Please follow the traffic pattern at all times. • The students should <u>remain outside</u> for recreation before the school day begins. An adult volunteer will supervise. • All students should remain in the play area marked by the orange cones. • Tardy arrivals should be escorted to the classroom by the parent. • Please be sure to only use the Bradford entrance. • If you need to get out of your car to assist your child, please do not go through the drop off line. Instead, please park and walk your child across the parking lot and to the crosswalk. 	<ul style="list-style-type: none"> • Be sure to park outside the play area marked by the orange cones. • Follow the traffic pattern to the location indicated for pick-up. • The teachers will load three cars at a time. Please pull up to loading stations A-E (see diagram). • Your child will be brought to the curb at dismissal. • Teachers will dismiss and load your child into your car. • 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. • In case of inclement weather, please consider picking your child up at the door. • 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. • Please check in at the office before entering the rest of the building.

MAIN CAMPUS PARKING, DROP-OFF, and PICK UP

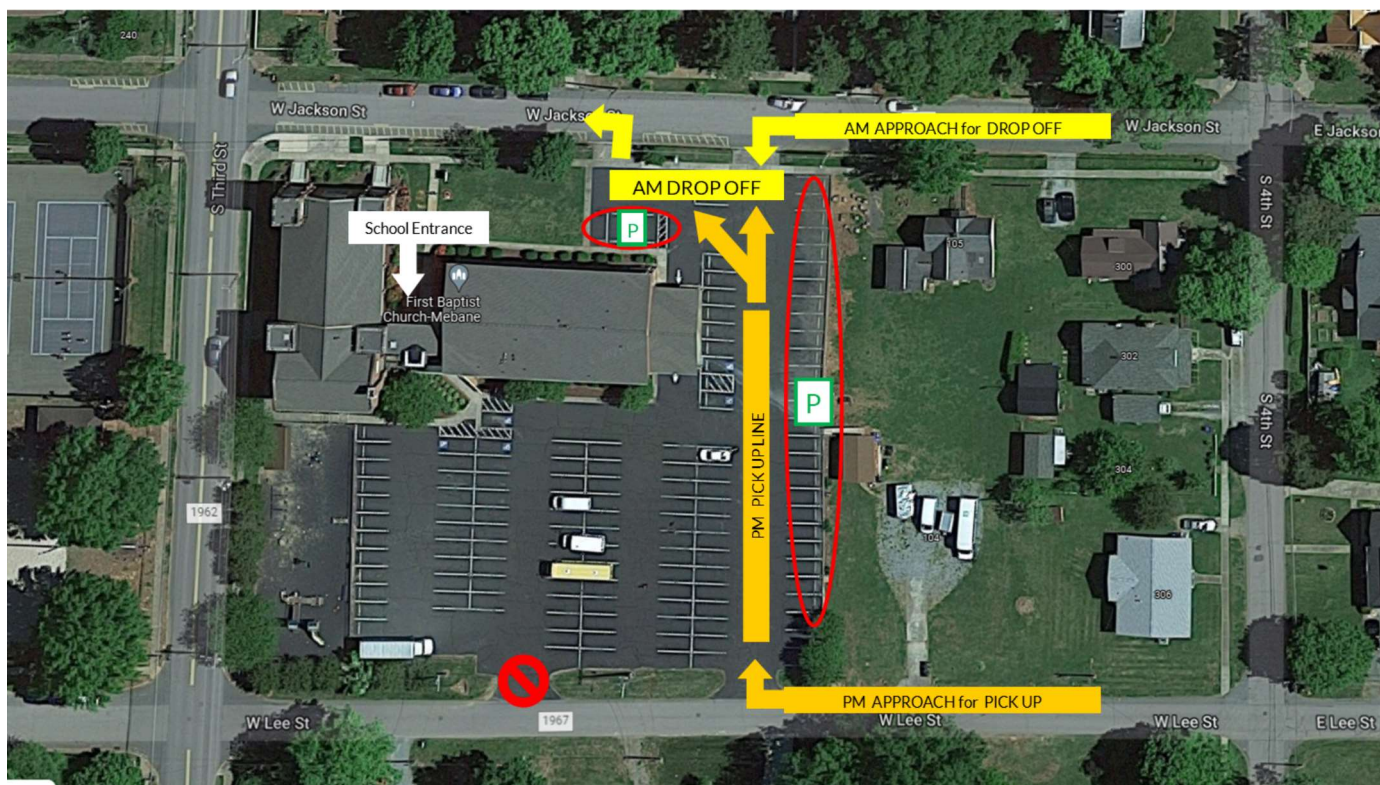


NOTE

- Always use the driveway entrance farthest from the school.
- Children should enter and exit the car ONLY at the locations designated A-E.
- It is safest to have your children enter and exit on the passenger side of your car.
- If you need to speak to a teacher or come inside the building, please park and cross at the DESIGNATED crosswalk.
- Please follow the traffic pattern illustrated above during the following times:
 - MORNING 7:30 to 8:30
 - NOON 11:30 to 12:30
 - AFTERNOON 2:30 to 3:30
- Please exit the parking lot using the entrance closest to the building.

Appendix E - Carpool Procedures DOWNTOWN CAMPUS (7th-12th)

Drop Off	Pick Up
<ul style="list-style-type: none"> • Drop off time: 7:30 - 7:50 • Please follow the correct traffic pattern at all times. • ONLY approach from 4th St. for drop-off. • DO NOT approach from 3rd St. for drop-off • DO NOT approach from Lee St. to cut across the parking lot for drop-off or to park. • ONLY approach from 4th St. on Jackson and enter the first driveway for drop-off AND PULL FORWARD all the way to the SECOND DRIVEWAY. • The students should enter the building upon arrival only through the JACKSON ST. entrance. 	<ul style="list-style-type: none"> • Follow the traffic pattern to the location indicated for pick-up. • PLEASE use the LEE St. entrance to the parking lot. • Approach LEE ST. from 4th in case the queue extends out of the parking lot. • 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.



“You look back at the medieval civilizations and you realize it’s not just the buildings that have been lost. It is the civilization itself. Civilization turns out to be a thinner thing than we thought... There’s a very real threat of a new dark age... We must press back against the age as hard as it is pressing against us. As we consider what it means to teach in the kingdom... Teaching among the ruins is not new for Christians. In it’s own way it’s glorious.

“I did not attend the classical Christian school, I attended a public school. That makes me envious. I’m envious not only for the students, but for those who have the opportunity to teach in classical Christian schools... I am with you in common cause. I mean to encourage the extension of this movement and the extension of the expansion of classical Christian schools.

“It was a mistake for evangelical Christians to believe that anything other than a Christian education is safe.”

Dr. Albert Mohler, President of Southern Baptist Seminary and Boyce College

Notice of Nondiscriminatory Policy

Bradford Academy, a rigorous Christian and Classical private school, admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship, and athletic and other school-administered programs.

Bradford Academy is operated by *The Christian Education Society of Mebane, Inc.*, a registered 501(c)3 non-profit corporation. Bradford Academy is a recognized private school by the NC Division of Non-Public Education. For more information, visit us online at BradfordAcademy.org.