



Parent – Student Handbook
Grammar School
2026 – 2027

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Table of Contents

1. Mission and Identity	4
1.1 Our Name	4
1.2 Our Mission	4
1.3 Our Method	5
1.4 Our Vision	6
1.5 Statement of Faith	8
Primary Doctrines	8
Position Statements	9
1.6 Academy Management	10
Imago Dei Academy Founding Board Members	10
2. Academics	10
2.1 Curriculum and Instruction Overview	10
2.2 Homework Guidelines	11
2.3 Grades / Report Cards	12
2.4 Grading Scale / Honor Rolls	12
2.5 Promotion Policy	13
3. Admission Policies and Procedures	13
3.1 Admissions Criteria	13
3.2 Application Process	14
3.3 Tuition	15
4. Attendance Policies and Procedures	15
4.1 Attendance Overview	15
4.2 Arrival/Dismissal	15
4.3 Tardies / Early Dismissals	16
4.4 Absences	16
4.5 Make-Up Work	18
5. Parent – School Communication	18
5.1 Philosophy	18

5.2 Communication Guidelines	18
Early Morning Protocol	18
Phone Calls	19
Email/Texts	19
Parent – Teacher Conferences	19
Classroom Observations	19
Parent Volunteerism	20
Fundraising	20
5.3 Questions, Concerns, Complaints	20
6. Student Conduct	21
6.1 Philosophy of Discipline	21
6.2 Conduct Code	21
6.3 Discipline Policy	23
Problem Behavior	23
Office Visits	23
Expulsion	24
Re-admittance	24
Serious Misconduct	24
Electronic Devices / Inappropriate Items	24
Weapons	25
Field Trips or Special Events	25
7. Food and Medicine	25
7.1 Lunch and Snack	25
7.2 Illness or Injury	25
7.3 Medication	26
8. Dress Code / Uniform Policy	26
8.1 Core Principles	26
8.2 General Standards	27
Uniform/Cleanliness/Neatness	27

Tattoos/Piercings/Etc.	27
Head Coverings / Hair / Makeup / Nails	28
Jewelry.....	28
Other Guidelines/Notices.....	28
Enforcement.....	28
8.3 Specific Uniform Options	29

1. Mission and Identity

1.1 Our Name

Imago Dei is the Latin phrase for the “image of God.” Our name is a constant reminder that God has created each child in His image (Gen. 1:27). In our modern culture where it seems that everyone is searching for identity in every place except Christ, we aim for our students to answer the question of “Who am I?” by looking up to their holy and sovereign Creator and coming to realize that their identity and value are rooted in being an image-bearer of Him.

1.2 Our Mission

The mission of Imago Dei Academy is to cultivate disciples of Jesus Christ whose minds and hearts forever recognize and rejoice in the Glory of Christ in all things.

Cultivate: To instill habits that will enable students to grow into Christ-like maturity in thought, word, and deed.

Disciples of Jesus Christ: To encourage every student to come to a saving knowledge of Christ and then to grow in His grace and knowledge as they follow Him.

Whose Minds and Hearts: To foster student minds that desire to understand the Word of God and hearts from which the Love of God overflows to everyone around them.

Forever Recognize and Rejoice: To develop lifetime habits of mind and heart in students that recognize the Lord as revealed in academic studies, in the world around them, and in the Bible, and that find a joy in the Lord that is not shaken by an ever-changing culture.

In the Glory of Christ in All Things: To see students embrace the truth that God has first place in everything (Col. 1:18) and develop the desire to “do all to the Glory of God” (1 Cor. 10:31).

“You are worthy, O Lord, to receive glory and honor and power; for you created all things, and by your will they exist and were created.” (Rev. 4:11)

1.3 Our Method

While there is no single formula for classical Christian education, our approach could generally be described as Christian in mission and classical in method. Take, for example, the classical concept known as the trivium. Trivium is the Latin name for the liberal arts of grammar, logic, and rhetoric. These three liberal arts also describe three general stages of development that God, in His design, has built into our children.

The grammar stage roughly extends through the elementary years, a period in which “learning by heart” or memorization is easy and pleasurable, particularly when accomplished through music, chanting, or recitation. In this stage students accumulate basic knowledge and skills in phonics, spelling, reading, math facts, dates, events, cities, personalities, rivers, mountains, plants, animals, Bible stories, and scripture passages.

The logic stage encompasses the middle school years, when student interest and activity is characterized by contradicting, debating, and wanting to know the “why.” This, then, is a prime stage for development of the skills of reasoning and analysis and is a crucial time in the formation of critical thinkers able to discern truth, beauty, and goodness.

The rhetoric stage correlates to the high school years. During this time, students are yearning for independence and engage in finding various means to express themselves. The educational activities in this stage should guide the students to present or communicate their reasoning clearly and persuasively. The requirements for students in the rhetoric stage should include the presentation and public defense of a senior thesis.

Another important classical education concept is the study of Latin, beginning in the elementary grades. Up to two-thirds of our English words have origins in Latin, so the benefit of a study of Latin on a student’s vocabulary is obvious, and this is particularly impactful for those students who will pursue careers in scientific or medical fields.

Classical education also focuses on the history and the great literary works of Western Civilization. Jesus was born within the political jurisdiction of Rome, and from there the gospel spread most pervasively and consistently to the north and west. Consequently, the history of the church and the history of Western Civilization have been tightly intertwined.

Finally, classical Christian education stresses the interconnectivity between subjects. For example, science students learn about Kepler’s laws of planetary motion and Newton’s laws of motion and universal gravitation, observing how these discoveries reveal the order and complexity of the universe that reflects God’s design. In math, students may delve into the mathematics behind these discoveries, such as Kepler’s use of geometry to describe planetary orbits or Newton’s application of calculus to explain motion.

1.4 Our Vision

Imago Dei Vision Statement

Imago Dei Academy aims to graduate students who embody our
Portrait of a Graduate

Contagious Christian

Ignites a passion for the Gospel through a transformed & transforming presence

Lifelong Learner

Engages in the discipline and delight of self-education & self-government

Critical & Creative Thinker

Evaluates entire range of experience utilizing sanctified logic & an educated imagination

Compelling Communicator

Listens carefully with discernment & speaks intentionally with wisdom and eloquence

Legacy Leader

Acts with quiet resolve to catalyze generational change in obedience to the Great
Commission

Vision for our School Framework

We seek to be Christ-centered in principle and classical in method. As we employ the classical Christian model, we aim to continually review, refine, and improve both our academic offerings and co-curricular activities.

Vision for our School Families

We seek to serve families by partnering with them to train their children to think clearly and listen carefully, to be socially graceful and spiritually gracious, to embody humility and gratitude to God, and to know and love the Lord Jesus.

Vision for our School Faculty

We seek to recruit and retain highly qualified, professional faculty who are gifted in teaching, who love their students and subjects, and who continually grow in their knowledge of and love for the Lord Jesus Christ. We seek faculty who themselves are lifelong learners, and we desire to provide opportunities for our faculty to be refreshed and renewed. Their lives should be a clear model of a biblical Christian life.

Vision for our School Finances

We seek to provide an affordable classical Christian education to our families, to provide a fair wage for the laborers who provide it, and to be above reproach in our financial dealings.

Vision for our School Facility

We seek to occupy a temporary facility that will allow us to offer an orderly atmosphere to facilitate the accomplishment of our mission, allow us to grow year to year, and not compromise any of the previously mentioned goals. Our long-term vision includes an independent campus that supports a preK-12 classical Christian school with excellent academic, athletic, and extracurricular programs, all built on a culture saturated in the worship and glorification of God.

1.5 Statement of Faith

Imago Dei Academy is an independent Christian academy with no affiliation with any particular church or denomination. The following Statement of Faith is limited to primary Christian doctrine and is considered to be core beliefs for all Protestant Christian denominations. The primary doctrines below define the perspective from which all classes will be taught and will serve as one of the tools to be used in the hiring of faculty and administration. Parents that choose to enroll their children at Imago Dei Academy agree to allow their children to be taught in accordance with this Statement of Faith.

Issues not mentioned in this Statement of Faith are to be considered secondary doctrines and will not be emphasized as primary to the faith in the teaching of the school. However, secondary doctrinal discussions are at times appropriate, and they may arise upon occasion within the classroom, particularly in the older grades. The school's recognition that Christians disagree on secondary doctrinal topics should not be interpreted to mean that the school believes that there is no right answer to questions about these issues. Students will be encouraged to follow up with their parents on any questions they have regarding these topics.

Primary Doctrines

- We believe the Bible is the inerrant Word of God, fully inspired by God, with supreme and final authority in all matters of truth and faith. (2 Timothy 3:16)
- We believe God made the heavens, the earth, and man as related in the account of creation in Genesis 1 & 2.
- We believe there is one living and true God, eternally existing in three persons: Father, Son, and Holy Spirit. Equal in divine perfection, the Trinity executes distinct but harmonious roles in the work of creation, providence, and redemption. He is an omnipresent, omniscient, all-powerful God with immediate authority over all things. We believe that He infallibly foreknows all that shall come to pass, that He hears and answers prayer, and that He saves from sin and death all who come to Him through Jesus Christ. (John 1:1-3, Psalm 147:5, Hebrews 7:25)
- We believe in Jesus Christ, the only begotten Son of God, conceived by the Holy Spirit. We believe in His virgin birth, sinless life, miracles, and teachings. We believe in His substitutionary atoning death, in His bodily resurrection, in His ascension to the right hand of the Father, in His perpetual intercession for His people, and in His personal visible return to earth in power and glory.
- We believe in the Holy Spirit who came forth from the Father and Son to convict the world of sin, righteousness, and judgment, and to regenerate, sanctify, and empower

all who believe in Jesus Christ. We believe the Holy Spirit dwells in every true believer in Christ, and that He is an abiding helper, teacher, and guide who enables us to live a godly life. (Romans 8:9-11, Galatians 5:22-25)

- We believe God created man male and female in His own image. We believe man sinned and thereby incurred physical, spiritual, and eternal death, which is separation from God, that as a consequence, all human beings are born with a sinful nature and are sinners by choice and therefore under condemnation. (Romans 5:12, 18)
- We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary. (Titus 3:5)
- We believe that those who repent and forsake sin and trust Jesus Christ as Savior are regenerated by the Holy Spirit and become born again, delivered from condemnation and receive eternal life. This salvation is by grace alone through faith alone, and faith without works is dead. (Romans 11:5-6, Ephesians 2:8-10, James 2:14-26)
- We believe all believers are spiritually united in the Lord Jesus Christ, the Head of the Church, and every believer is a member of the body of Christ. (1 Corinthians 12)
- We believe in the resurrection of the saved to eternal life, and the lost to eternal condemnation. (Matthew 25:31-46)

Position Statements

The following are additional deeply held religious beliefs that we believe are in line with the above primary doctrinal truths.

- God purposefully created both male and female, and He created each gender to be distinct from the other, though equal in their reflection of His image. Rejection of one's original anatomical sex is a rejection of the image of God within that person. (Gen. 1:27, Matt. 19:4)
- God established holy marriage between one man and one woman to reflect the relationship of Christ with His Church and to be the basic unit of human society. We believe the word "marriage" has only one meaning: the uniting of one man and one woman in an exclusive union, as determined by the Scriptures. For this reason, it is only in a marriage between one man and one woman that God sanctions sexual relationships. (Gen. 1:27-28, Matt. 19:4-6, Eph. 5:31-32, Ex. 20:14)
- 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, and as Christians we are called to defend the sanctity of human life. (Gen. 1:27, Ex. 20:13, Psalm 139:13-16, Jer. 1:5)

1.6 Academy Management

Imago Dei Academy (IDA) is governed by a Board of Directors. The overall responsibility of the Board is to ensure the operation of IDA in accordance with its objectives and mission as stated in the Academy Bylaws. Specific areas of responsibility include:

- The hiring and continued evaluation of the Head of School, who is tasked with overseeing the operation of IDA in accordance with Board policy.
- Approval of policies that further delineate the objectives and mission of IDA, including such matters as hiring, firing, and conduct of staff, maintenance of facilities, acquisitions of property and equipment, curriculum, and student conduct.
- Ensuring, through the budgeting process, that the operations of IDA are fully funded.
- Authorizing any officer(s) or agent(s) to enter any contract or to execute and deliver any instrument in the name of and on behalf of the Academy.

Imago Dei Academy Founding Board Members

Barry Barnett

Chapman Blanton

Brady Pugh

Randy Stracner

Advisor – Greg Tinker

Head of School – Anna Pugh

2. Academics

2.1 Curriculum and Instruction Overview

While grammar is often viewed as referring specifically to the study of language, the classical meaning of grammar refers to the basic elements of any subject. This is why the term “grammar school” was used quite often in the past instead of the term elementary school.

In these early grades, students master the foundational concepts in critical areas of learning, such as reading and arithmetic, spelling and science, history and geography, music and art, phonics and physical education, and, of course, the Bible. We enhance the vocabulary of our students through early exposure to Latin. Grammar School sets the stage

for learning that follows in middle and high school, preparing our students to excel in their thinking, reasoning, and communication.

Students will also participate in morning assembly each day. During this 15 – 20-minute time, we begin our day with listening / singing along with Christian music, learning the Bible verse of the week, the hymn of the week, and listening / participating in a short devotional message. Parents are welcome to attend the morning assembly. Students will also take part in a special chapel service approximately once per month.

Starting in Grammar School, we are determined to provide a safe and orderly environment for our students. Further, we want our school to be a place where joy and excitement are evident, and where virtues such as love, justice, and courage are routinely cultivated. This is accomplished through the loving guidance of our teachers as they infuse academic lessons with Biblical truth and facilitate character-building moments daily.

2.2 Homework Guidelines

In certain subjects (especially math and reading), there is not enough time in the school day to complete as much practice as necessary to ensure mastery of the subject/concept. Therefore, after reasonable, in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice for mastery.

Time necessary to complete Grammar level homework will vary from grade level to grade level as well as from student to student. Parental involvement is critical to a child's education and homework can be used as an opportunity for parents to actively assist their child in his/her studies. This will also keep parents informed as to the current topics of study in the class.

Homework may be assigned to students who have been given adequate time in class to complete an assignment yet did not use their time wisely. In this event, parents are asked to help reinforce the importance of using our time wisely while completing classwork. Also, please remember that repeated short periods of practice or study are often a more effective way to learn for Grammar level students than one long study period.

It is not our desire to unduly burden students with excessive homework. Please let the teacher know if your student begins to struggle with homework completion. In cooperation with our families and churches, every effort will be made to limit Wednesday night and weekend homework more than other days, along with striving to refrain from homework over major school breaks such as Thanksgiving, Christmas, Spring Break, etc.

2.3 Grades / Report Cards

Grammar students are expected to strive for academic excellence, as we believe that we should do all things, including schoolwork, as to the Lord (Col. 3:23). While recognizing that students learn differently, and that there should be enjoyment in learning, all students will be encouraged to develop self-discipline in their work and study habits. In assessing student mastery of material, teachers may use, but are not limited to, the following types of assessment.

- Daily Grades – homework, participation grades, and announced or unannounced short comprehension or “pop” quizzes, which may assess learning from that day or also include review questions from previous work.
- Tests – announced assessments over one or more units of work.
- Oral presentations
- Written compositions
- Special projects

It is essential that parents are aware of their child’s academic progress throughout the school year, and teachers will consistently make information available to parents regarding student progress during each reporting period. Printed report cards are issued every nine weeks and parents are notified of the specific day when each report card is sent home.

2.4 Grading Scale

The **grading scale for Kindergarten through Second Grade** is shown below.

<u>Grades K – 5 Scale</u>	<u>Numeric Score</u>
A	90 - 100
B	80 – 89
C	70 – 79
F	69 and below

2.5 Promotion Policy

Kindergarten Prep through Second Grade

Before a student moves to the next grade level, the attainment of basic skills in reading, language, and math are of utmost importance. Not only are these critical life skills, but basic skills in these areas are necessary for success in other academic subjects.

If a student's level of knowledge/skill in one or more of the core areas of reading, language, and/or math is unsatisfactory or needs improvement at the end of the school year, the student may be retained. The Head of School will review each case, and classroom grades, student work samples, teacher and parent input, as well as student attendance and behavioral maturity will factor into the decision to promote or retain. Parents may appeal the decision to the Board of Directors.

3. Admission Policies and Procedures

3.1 Admissions Criteria

- All students entering Kindergarten Prep must be 4 years old before September 1st.
- All students entering K5 (Kindergarten) must be 5 years old before September 1st.
- All students entering 1st Grade must be 6 years old before September 1st.
- If a child has successfully completed the previous school year and his schoolwork and behavior compare favorably to the comparable grade at Imago Dei Academy, the child will likely be placed in the grade for which he is applying. However, if through the administration of IDA Entrance Tests 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.
- At the present time, students with learning disabilities cannot be provided with all the special instruction, staff, or facilities they might need. However, the parents of a child with learning disabilities and the Head of School may meet to discuss the applicant's circumstances. If, after reviewing the child's needs it is determined that the child could meet with success, IDA will admit the child on a probationary basis. The child would be expected to attend classes with other children at his grade level and do the same type of work. He would be given the same amount of individual instruction and encouragement as his classmates.
- Students must exhibit appropriate levels of behavior and maturity. IDA is not staffed to serve students with significant social and/or behavioral problems, and parents

must disclose any previous record of such problems. If evidence of nondisclosure occurs after acceptance, the student could become subject to dismissal.

- Children with physical/motor limitations who may require special provisions will be considered for admission on a case-by-case basis.
- Each student must have a valid Alabama Certificate of Immunization (COI) on file on or before the first day of the school year. COIs may be obtained from the child's doctor, clinic or health department. For students who are moving to Alabama, out-of-state vaccination records must be transferred to the Alabama Certificate of Immunization prior to school entry. A medical exemption (supplied by an Alabama physician) or a Certificate of Religious Exemption (obtained from the local county health department) must be on file prior to the student entering class at IDA to satisfy any variances from immunization requirements.
- In order to fulfill the mission of Imago Dei Academy, it is expected that at least one parent or guardian be a professing Christian endeavoring to worship with their child regularly in a Christian church.
- Imago Dei Academy admits students of any race, color, national, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national, or ethnic origin in the administration of its educational policies, scholarships, or other school-administered programs. Imago Dei does not discriminate based on race, color, national or ethnic origin when hiring employees.

3.2 Application Process

- Families can apply at any time after October 1 for the *next school year*. We encourage parents to apply early before classes fill. When classes are full, qualified applicants will be placed on a waiting list.
- After receiving a satisfactory application, with the required non-refundable \$150 fee, our admissions team will reach out to schedule the family interview. The application information and interview results allow the school to accurately identify and admit students from families that have expressed educational and spiritual convictions like those upheld by the school.
- The school may withdraw acceptance at any point during the admissions process if it becomes apparent that Imago Dei Academy will not be a suitable environment for a particular child or family.

- The admissions committee will evaluate applicants until all class openings have been filled. It is our desire to maintain a 1:8 teacher/student ratio in K-Prep, 1:10 teacher/student ratio in K5 and a 1:12 teacher/student ratio in grades 1 – 5.

3.3 Tuition

The 2026 – 27 tuition and fees are as follows.

- | | |
|---|---------|
| • Tuition for Kindergarten Prep | \$6,450 |
| • Tuition Kindergarten -2 nd Grade | \$6,950 |
| • Application Fee (one time) | \$150 |
| • Enrollment Fee (each year) | \$75 |
| • Supply Fee | \$55 |

4. Attendance Policies and Procedures

4.1 Attendance Overview

Regular school attendance is essential for the spiritual and intellectual development of the students entrusted to us as we seek to obey scriptural commands for daily instruction (Deut. 6:6-7, Heb. 3:13). In the same vein, we recognize the necessity and the beauty of maximizing family time as much as possible. Therefore, our school year is arranged so that there is a generous amount of time available throughout June and July and during the breaks provided within the school calendar, so please use those times whenever possible in planning trips or vacations. Please also try to schedule visits to the doctor and other appointments during these times and before or after school. In addition, please remember that arriving at school on time is vitally important in building a habit of punctuality in our students and in avoiding interruptions in the learning process for your child and others in their class.

4.2 Arrival/Dismissal

- School hours for K-Prep-2nd Grade are 8:00 a.m. – 2:45 p.m. Doors will open at 7:30 a.m. Students dropped off from the car line will proceed directly to morning assembly. If parents are attending morning assembly, they should park in the designated area and enter the building with their child.
- When arriving after 8:00 a.m., parents must enter with their child to sign them in as tardy. (*See further details of the tardy policy below*).

- School is dismissed at 2:45 p.m. Students should be picked up by 3:15 p.m. (See policies for early dismissal below).
- All parents or other designated drivers in the car line for afternoon pick up must have an IDA-issued sign displayed in the front window to identify the child to be picked up. Each family will be given 3 signs. Additional signs may be requested from the school office.
- IDA does not have an after-school care program. In the event a student remains at school at 3:15 p.m. with no notice from the parent, we will begin calling the emergency numbers that have been provided by the family.
- Upon the 2nd late pick up (3:15 or later), the parent will be notified that they will be charged after the next late pick up.
- Upon the 3rd late pick up and each late pick up thereafter in a semester, parents will have a \$10 fee charged to their account for every 15 minutes the student remains at school beginning at 3:15. (Example: If a student was picked up late for the 3rd time in a semester, and the student was picked up at 3:31 p.m., a charge of \$20 would occur... \$10 added at 3:15 and \$10 added at 3:30).

4.3 Tardies / Early Dismissals

- Morning assembly begins promptly at 8:00 a.m. Students arriving after this time must be signed in by a parent or responsible adult as tardy.
- The principal or Head of School will determine whether tardies are excused or unexcused. Examples of acceptable excuses may be illness, family emergency, dental or medical appointment, vehicle breakdown, etc.
- Upon the 3rd unexcused tardy in a semester, the parent will receive a warning that they are approaching the 5th unexcused tardy.
- Upon the 5th unexcused tardy and each unexcused tardy thereafter in a semester, a fee of \$10 will be charged to the parent's account.
- All Grammar School students must be signed out by the student's parent or authorized adult to be allowed to leave the school grounds prior to regular dismissal. Students must be in school for one half day (3 hours) to be considered present for that day.

4.4 Absences

- Students who are absent from their class will be marked "unexcused" until a note of explanation is received by the Grammar School office. Parents should send a note of

explanation to the office the day after an absence. If a note is not received within three (3) school days from the date of the absence, the absence will remain unexcused.

- The Head of School will determine whether absences are excused. Examples of acceptable excuses may be illness, family emergency, death in the family, dental or medical appointment, or absences pre-approved by the administration.
- If a student misses school due to appointments, such as doctor, dentist, or orthodontic appointments, a signed excuse from the doctor's office should be returned to the school. Students who miss school for such appointments should attend school until they must leave for the appointment and should return to school after the appointment is completed, if possible.
- If an absence due to an illness is four or more consecutive days, a signed doctor's excuse must be provided for the absences to be excused.
- If regular absences occur for simple illnesses such as a headache or stomach ache, a doctor's excuse will be required after the third such absence.
- Grammar School students are limited to no more than twenty (20) absences per year, excused or unexcused, in order to promote to the next grade. Exceptions would be made only in cases of extenuating circumstances such as extended illnesses, and will be made on a case-by-case basis by the Board.
- If a student accumulates more than ten (10) absences, excused or unexcused, in a semester, a parent meeting may be necessary in order to discuss the impact on the student's learning, grades, and prospects for promotion.
- If a student is to be absent for any foreseen reason such as family travel, appointments, etc., parents must contact the Grammar School office prior to the expected absence to request a pre-approved absence, or the absence will be considered unexcused.
 - (a.) For family trips, notification must be sent to the Head of School detailing the dates and reason for the foreseen absence prior to the absence for approval.
 - (b.) Once the absence has been approved, teachers will give the work that will be missed to the student.
 - (c.) Discretionary absences, such as vacations, may not be pre-approved for students who have already missed enough days that they are on pace to exceed the maximum allowed absences for the school year. For example, if a student has already missed fourteen (14) days, a five (5) day vacation in February would not be excused, as it would put the student at great risk for exceeding the maximum of twenty (20) days.

4.5 Make-Up Work

- Make-up work for excused absences must be completed to the satisfaction of the teacher within a period of time equivalent to no more than one school day for each day absent. Exceptions for extenuating circumstances will be addressed on an individual basis.
- Make-up work will not be given for any day missed due to an unexcused absence. The student will receive a grade of zero for any work missed during an unexcused absence.
- Parents may request work prior to a planned absence only after pre-approval from the Head of School has been received, but due to the nature of change within lesson plans and workload, the teacher's prerogative and schedule will dictate the availability of such work. Students may do work ahead of a planned absence if it has been pre-approved by the Head of School and is available from the teacher or the work is automatically due upon the day of return.

5. Parent – School Communication

5.1 Philosophy

Imago Dei Academy seeks to partner with parents as they follow the Biblical mandate to raise their children in the nurture and admonition of the Lord (Eph. 6:4). As partners, we believe that frequent, honest, and respectful communication between parents and teachers is essential to the success of the students.

5.2 Communication Guidelines

Early Morning Protocol

Prior to and during Morning Assembly, teachers are preparing for the school day and then supervising students. Parents are asked to respect this time and should refrain from requesting non-scheduled meetings, phone conversations, etc. If an early morning message needs to be communicated with the teacher, parents are asked to leave the message with the office, and it will be delivered to the teacher.

Phone Calls

Parents may call the main office number to leave messages requesting teachers to return their phone call or may send teachers e-mails requesting return phone calls after school hours. Some teachers may give parents their personal phone numbers, but parents are asked to limit such calls or text messages to emergency situations and to observe reasonable calling times, avoiding mealtimes and late or lengthy calls or texts. Parents are asked not to text teachers during school hours as they are engaged in teaching their students.

Email/Texts

E-mail and texting can be useful, efficient tools with which teachers and parents can communicate information with each other. Please also remember that these tools can be quite impersonal, and the tone of the author can be easily misunderstood. When communicating by email or text, please make sure to carefully weigh words and tone, and any situation that has potential for misunderstandings should be handled in person rather than through e-mail or text.

Parent – Teacher Conferences

Parent-teacher conferences may be scheduled as deemed appropriate by either the teacher or the parents. To request a special conference with a teacher, parents are encouraged to email the request to the teacher or call the school office to request a phone call from the teacher.

Classroom Observations

A parent's visit to their child's classes may at times be appropriate and are welcomed. All visits for classroom observation are to be scheduled in advance with the teacher. Parents may visit for a brief amount of time, or they may "shadow" their student throughout a whole or partial day's schedule. When visiting, parents should be considerate of the teacher's time and be aware of how their presence affects the classroom. All visitors, including visiting parents, are required to sign in at the front desk and obtain a visitor's pass before going to a classroom. All visitors must sign out at the front desk upon leaving the school.

Parent Volunteerism

Imago Dei Academy recognizes that the expertise and knowledge of parents in various fields can be of invaluable worth in our classrooms. We encourage any parents who feel that their skills or knowledge may be useful to the teacher, whether on an ongoing or on a one-time basis, to communicate that with the teacher to see if and how assistance may be given.

Fundraising

In order to have successful fundraising and ensure affordability of tuition, it is essential that parents volunteer time in various fundraising efforts throughout the year. All fundraisers must be pre-approved by the Head of School and Board.

5.3 Questions, Concerns, Complaints

When it comes to the always important, and sometimes difficult, process of training our children, questions, concerns, and complaints will invariably arise. It is important that these situations be handled promptly and biblically, and we believe that God can be glorified even in disagreements when we handle them carefully and discreetly, while believing and speaking the best about everyone involved.

The following steps are an application of the biblical injunction recorded in Matthew 18 for the resolution of a problem between believers. It is desired at Imago Dei Academy that all problems, from the smallest to the greatest, be handled as outlined below.

- The parent and teacher (or two people concerned) meet privately to seek resolution with a spirit of reconciliation. Both desire the good of the child and are not in an adversarial position.
- If unresolved, the two people concerned meet with a third party, the Head of School. (Any subsequent meetings would involve the Head of School.)
- If still unresolved, the matter is presented to the Board Chairman. The Chairman calls upon the parties involved as seems warranted, all in the spirit of reconciliation.
- If still unresolved, the problem is brought before the entire Board of Directors. The Board calls upon the parties involved as seems warranted, still in the spirit of reconciliation. If reconciliation does not occur, the board makes a judgment and takes appropriate action.
- It is the expectation of the Board of Directors that all Imago Dei Academy personnel and the families of our students will communicate in a courteous and respectful manner according to the principles outlined above. In cases where the Matthew 18

principles have not been adhered to, but parents instead display a pattern of abusive conduct, whether in person or through other forms of communication, including email and social media, they may be asked to withdraw their child from the school for the benefit of mutual resolution. A student who is withdrawn due to abusive parent conduct cannot apply for re-admission for one year following a withdrawal. Should the student desire re-admittance to IDA the following year, the Board will make a decision based on, but not limited to, the circumstances surrounding the withdrawal and the parent's current attitude as relates to the reason for withdrawal as determined by an interview by a panel of Board members and administrators, and the circumstances at the time of re-application.

6. Student Conduct

6.1 Philosophy of Discipline

The mission of Imago Dei Academy involves cultivating disciples of Jesus Christ. Disciples are those who have come under the training (discipline) of a teacher. Jesus taught that the greatest commandment was to love the Lord our God with all our heart, soul, and mind (Matt. 22:37). We will therefore strive that our entire curriculum and everything we do will be a form of discipline/training that will reveal our holy, righteous, and gracious God in ways that endear the children to their heavenly Father so that they will accept His correction just as children who love and honor their earthly father accept his correction.

Jesus then stated that the next greatest commandment was to love our neighbor as ourselves (Matt. 22:39). Therefore, we will strive that everything we do also trains students such that they learn biblical ways to communicate and interact with adults and peers, to support and encourage one another, and to handle disagreements, receive correction, and express emotions appropriately, along with learning responsibility regarding their own and others' possessions. We will always strive for love, forgiveness, firmness and fairness to be integral to student discipline at IDA.

6.2 Conduct Code

While using redemptive discipline, Imago Dei Academy trains and shepherds our students' hearts with age appropriateness in mind. Our younger students are at an age of learning about choices and the results of those choices. Our students are trained and expected to treat others with due respect, to address their elders and peers with courtesy, and to seek to

be helpful whenever possible, as expressed in the following Conduct Code. Please read over this with your child.

Conduct Code

- Love the Lord and obey His Word
- Love one another
- Give encouragement to each other. Praise each other for a job well done. Do not criticize.
- Look for good qualities in others.
- Do not try to build yourself up by pointing out shortcomings in others.
- Tell the truth.
- Do not make excuses for wrong actions. Instead, admit when you are wrong.
- Do not hurt others with unkind words or deeds.
- Do not interrupt your classmates or your teacher.
- Do not push to be the first in line or the first out the door, or to get the last seat.
- Hold doors open for others and offer the last seat to others. Boys should especially hold doors and offer a seat for girls and ladies.
- Follow all classroom rules.
- Cheerfully and promptly obey your school authorities without argument.
- If you have work to do, do it without complaining.
- If you make a mess, clean it up.
- Walk calmly and quietly in the classroom and halls.
- Take care of your belongings and those of others and the school.
- Wash your hands before eating and use proper table manners.
- Shake hands and exhibit appropriate eye contact.
- Greet visitors and make them feel welcome.
- Respond when greeted.
- Use “Sir” and “Ma’am” when addressing adults.
- Use “please,” “thank you,” “you’re welcome,” and “excuse me.”
- Stand when answering questions from adults in the classroom.
- Stand when adults enter the room.
- When others are sorry, forgive them.
- When others are sad, comfort them.
- When others are happy, rejoice with them.

6.3 Discipline Policy

Problem Behavior

Response to a student's problem behavior, in kind and amount, will be determined by his/her teacher and, if necessary, the Head of School. These applications of discipline will be based on biblical principles, e.g. restitution, apologies (private and/or public as appropriate), prompt chastisement, restoration of fellowship, and dealing with inappropriate lingering attitudes. The vast majority of these problems will be dealt with at the classroom level. To maintain consistency, school staff will meet regularly to discuss biblical standards and school policy concerning these aspects of discipline.

Office Visits

There are six basic behaviors that will automatically necessitate attention from the Head of School:

- Disrespect shown to any staff member as determined by the staff member.
- Dishonesty in any situation while at school, including lying, cheating, and stealing.
- Rebellion – outright disobedience in response to instructions.
- Fighting – striking in anger with the intent to harm another.
- Obscene, vulgar, or profane language.
- Vandalism – destruction or defacing of the building and facilities, schoolbooks and supplies belonging to the school, or other people's property.

The Head of School may require restitution, parental attendance during the school day with their child, or other appropriate measures deemed necessary to correct the discipline issue. *If the parent determines that corporal punishment is warranted, then the parent may administer corporal punishment in their home at their discretion.*

Within either semester of the school year, if a student receives discipline from the Head of School for any reason, the following accounting will be observed:

- The first two times a student is sent to the office for discipline his/her parents will be contacted and appraised of the details of the visit. The Head of School will seek the parents' assistance and support in averting further problems.
- A meeting of the student's parents, teachers, and the Head of School will follow the third office visit, and the Board will be notified.
- Should the student require a fourth office visit the student will be suspended for two days and the Board will be notified.

- If a fifth office visit in a semester is required, the Board will be apprised, and the student will be expelled.

Expulsion

The Board of Directors realizes that expelling a student is a very serious matter and should always be carefully considered on a case-by-case basis. Forgiveness and restoration are fundamental to our overall discipline policy. However, should a student and his parents be unable to eliminate behavior problems before a fifth office visit in a semester is required, the student will be expelled. Expulsion does not release a family from their financial responsibilities, and the remaining annual tuition will remain due upon expulsion.

Re-admittance

An expelled student cannot apply for readmission for one year following an expulsion. Should the expelled student desire re-admittance to IDA the following year, the Board will make a decision based on, but not limited to, the circumstances surrounding the expulsion, the student's current attitude as it relates to the reason for expulsion as determined by an interview by a panel of Board members and administrators, and the circumstances at the time of re-application.

Serious Misconduct

Should a student commit an act with serious consequences the principal may bypass the office-visit procedure and suspend or expel the student immediately. Examples of such serious misconduct include, but are not limited to, acts of endangering the lives of students or staff members, gross violence, severe vandalism of school facilities, or violations of civil or criminal law. Students may, in some cases, be subject to school discipline for serious misconduct that occurs outside school hours, and suspected violations of the law will be reported to the authorities.

Electronic Devices / Inappropriate Items

Grammar students may not bring personal toys, radios, music devices, video games, cell phones, smart watches, laser pointers, or any other similar devices to school. Any of these items as well as other items deemed inappropriate or contrary to school principles or Christian values by a teacher and/or the Head of School will be confiscated. No electronic

equipment, e.g., iPads, hand-held gaming devices, headphones, etc., is allowed on field trips except for extended, overnight trips, and then it is at the discretion of the teacher. Students may not bring movies to school unless the teacher makes a specific request directly to the parent.

Weapons

No weapons or items deemed dangerous are allowed on school grounds. Ornamental weapons must be pre-approved by the Head of School.

Field Trips or Special Events

In accordance with school policies proper conduct is expected of all students during the school day and school-sponsored field trips or events. All K-Prep through 2nd Grade students are required to have a parent, grandparent, or approved guardian be present on the field trip with the student.

7. Food and Medicine

7.1 Lunch and Snack

Grammar students must bring their snacks and lunches to school, including any utensils they may need as well as napkins. Students do not have access to refrigerators or microwave ovens. Students are not allowed to eat/drink during class or morning assembly.

7.2 Illness or Injury

A student should stay home if sick (vomiting, diarrhea, undisclosed rash, pink eye, fever greater than 100.4, etc.). Students should be symptom free (temperature less than 100.4 without the aid of medication) for 24 hours before returning to school after illness.

If a child becomes ill or injured at school, the Head of School or their designee will call the parent or other person designated by the parents. Parents are urged to leave the names of persons to be called if the parents cannot be reached. In case of illness or injury requiring emergency treatment and parents cannot be reached for instructions, emergency medical aid may be obtained.

The school will not assume the expense from any injury received at school or during participation in a school activity.

7.3 Medication

Any medicines to be administered during school hours, whether prescription or over the counter, must be checked in with the school office by the student's parent or other designated adult, and parents must complete the required Medical Authorization form(s). Students may not have any medication on their person without prior authorization.

For prescription medications, a current pharmacy labeled container is required which includes the student's name, physician name, name of medication, strength, dosage, time interval, etc. Medications that are prescribed with a range of dosages will require written documentation from the parent identifying the dose to be given at school. The staff cannot accept the word of the child regarding the dosage.

The school does not maintain a supply of over-the-counter medications for students. Over-the-counter medications brought by parents to the school should not be expired and must be provided in the original container with all manufacturers' labeling clearly legible. The medication must be age appropriate and the student's name must be written on the container.

All unused medications not picked up by parents/guardians by the last day of school will be disposed of by school staff. No medications will be sent home with the child.

8. Dress Code / Uniform Policy

8.1 Core Principles

The standards for dress and grooming contained within the dress code and uniform policy have been formed with the following goals in mind.

- We aim to constantly recognize and communicate that what we are doing here is important. Cleanliness and neatness contribute to a ***ready-to-learn atmosphere and an intent to strive for excellence***.
- We aim to create and maintain an obvious and vibrant school spirit. Uniform dress facilitates a ***unity of purpose and a sense of belonging within the student body***.

- We aim to instill in our students a greater desire to serve others well than to seek to glorify self. The uniform code enhances a ***focus on character and academics*** rather than facilitating the tendency to distract by using dress and grooming practices to draw attention to oneself.
- We aim to address safety and security. On field trips, on the playground, or in the school, uniforms enable school staff to ***clearly identify students from outsiders***.
- We aim to ***save parents time and money***. Time should be saved in getting ready for school each morning as the “what to wear” question is already decided for the most part. Also, our uniform choices were made with price and durability in mind, and parents may be able to experience further savings by passing down uniforms within the family or exchanging uniforms between families.

8.2 General Standards

Uniform/Cleanliness/Neatness

- Students are expected to be clean, well-groomed, and neatly dressed in uniform on all school days and at all school functions unless special allowances have been announced. All articles of clothing must be clean and in good condition. Torn and/or unlaundered clothing will be considered out of code.
- All boys should attempt to keep shirts tucked in (except for any uniform code shirts specifically designed to be untucked). All shoes designed to be tied are to be tied. Clothing is to be appropriately sized for the wearer (some room for growth is allowed).
- Tennis shoes may be required for PE classes held in the gym. Tennis shoes must be predominantly white, navy, black, or brown in color.
- Backpacks must not be designed in the form of a character.
- Sunglasses are not to be worn inside the building.
- Wallet chains and/or oversized chains are not allowed.

Tattoos/Piercings/Etc.

- No tattoos, henna art, or marker drawings are allowed on any visible body part.
- No body piercing (except single pierced lobes for girls only) are allowed in the Grammar School.
- Decorative dental appliances and/or decorative contact lenses are not allowed.

Head Coverings / Hair / Makeup / Nails

- No makeup is allowed in the Grammar School.
- Grammar School girls should not have fake nails or polish designs that distract.
- Girls may only wear headbands or hair accessories that coordinate with their school uniform and that do not draw undue attention (no crowns, tiaras, flowers, animal ears, etc.)
- No caps, hats, headscarves, scarves, or bandanas are allowed.
- For all students, only natural hair color is acceptable.
- Girls' hairstyles should be styled out of their eyes.
- Hair for boys should not extend over the eyes or cover the ears or collar.
- Hairstyles that draw undue attention to oneself are not allowed. Examples include mohawks and/or symbols, numbers, or letters cut in the hair, or other extreme styles as determined by the administration. Lines or symbols cut into the eyebrows are not allowed.

Jewelry

- Girls may wear a single simple necklace, such as a pendant on a gold or silver chain (no choker-style necklaces), a single simple ring, a single simple bracelet, and/or small stud earrings.
- Boys may wear a single simple chain with pendant but must keep the chain and pendant under their shirts (no choker-style necklaces). Boys may wear a single simple bracelet.

Other Guidelines/Notices

- Parents should place identifying markings with permanent marker inside outerwear items, PE shoes, etc.
- Occasionally, opportunities for special dress days with appropriate guidelines may be announced throughout the year.
- The administration reserves the right to enforce additional appropriate dress code requirements as extenuating or unforeseen circumstances arise.

Enforcement

- 1st time out of code – Notification sent to parent
- 2nd time out of code – Notification sent to parent

- 3rd time out of code – Notification sent, and parent called to bring correct item of clothing to school.
- 4th time out of code and beyond – Parent called to pick up child. Absence will be unexcused.

8.3 Specific Uniform Options, Kindergarten – 2nd Grade

All items marked with an asterisk (*) must be purchased from uniform supplier.

Administration will designate the certain days students are to wear the required uniform.

Boys

<u>Item</u>	<u>Color</u>	<u>Notes</u>
*Pants	Khaki and Navy	
*Shorts	Khaki and Navy	No shorter than 3” above knee
*Shirts	Navy, Light Blue	Polo (Short Sleeve or Long Sleeve)
Shoes (Dress)	Brown, Black, or Navy	Solid Color, Kone-type Loafers
Shoes (Tennis)	White, Navy, Black, or Gray	Predominantly one color.
Socks (Dress)	Navy, Black, or Brown	Crew Length
Socks (White)	White	Crew Length with Pants. Ankle or Crew Length with Shorts.
Belt	Brown or Black	Solid Color
T-Shirt	White	May be worn under Polos for warmth. Should only show at the neck.

Girls

<u>Item</u>	<u>Color</u>	<u>Notes</u>
*Jumper	Plaid	No shorter than 3" above the knee.
*Skort	Navy and Khaki	No shorter than 3" above the knee.
Biking shorts	Navy and Black	To be worn under Jumper.
Leggings	Navy	To be worn under Jumper/Skort.
*Shirts	Navy, Light Blue, White	Short Sleeve or Long Sleeve
Socks	White	
Shoes (Dress)	Navy, Brown, Black, White	Mary Jane style. No heels.
Shoes (Tennis)	White, Navy, Black, Gray	Predominantly one color.

Boys or Girls

<u>Item</u>	<u>Color</u>	<u>Notes</u>
*Sweater	Navy	
*Sweatshirt	Navy	
*Fleece Jacket	Navy	