



# Classical Civitas Community Handbook 2025-2026

“My goal is that they may be *encouraged in heart* and *united in love*, so that they may have the full riches of complete *understanding*, in order that they may know the mystery of God, namely, Christ, in whom are hidden all the treasures of *wisdom* and *knowledge*.

-Colossians 2:2-3

# Welcome to Classical Civitas!

## Who we are...

We are a nonprofit organization called Classical Civitas. We are Christian home educators providing classical academic programs, events, and services to our local home school community, parents, and educators. Our academic programs seek to provide a committed Christian community of structure and support, along with fellowship opportunities for both parents and students.

## What we believe...

We believe education finds its purpose and culmination in knowing God and making Him known, and we believe parents are the primary educators of their children; therefore, our purpose is to assist parents in their efforts to provide their children with a well-rounded classical education that is grounded in a biblical worldview.

## Dear Family,

It is our joy and privilege that you are expressing interest in our Classical Civitas community. A task not to be taken lightly, it is our joy to partner alongside you, encourage your homeschooling efforts, and strengthen your walk with Christ. We pray that your visits to our community will lighten your heart, energize your spirit, and strengthen your soul as you return home to pour out to your children through the beautiful work that is home education.

All that we ask from your family, as a part of our community, is that you pour into others' lives the same love, respect, and time as you would wish to have given to you. The true beauty of community is that when it stands together, it finds strength in itself. With a Christian community, when we stand together we not only strengthen ourselves, but we also magnify Christ. For this reason we only accept families with like-minded belief in exalting Him in our lives. We are looking forward to getting to know you and encourage you over the course of the year and our prayer is that God will strengthen the work of your hands as you glorify Him through your life. May He abundantly bless your endeavors in home education!

In His joy,

Civitas Board & Directors

## Locations

We meet on Wednesdays.

Pre/K-8th at **Meadowcroft Presbyterian Church**

1255 Westtown Rd, West Chester, PA 19382

9th-12th- **Bethlehem Church**

4 Westtown Road, Thornton, PA 19373

# Community Culture

As stated in our community verse above, we, as homeschoolers, strive to help our children learn knowledge, understanding, and wisdom. These riches can only be unlocked through Christ as we seek Him. As a community expressing God's love, we will be able to encourage each other on this journey of seeking God's truth in our homes.

## Community Day Schedule

**8:45 AM**

### Arrival Time

**9:00-9:30 AM**

### Morning Assembly

The Morning Assembly host leads the weekly scripture, hymn, announcements, pledges, and prayer. Each week one family will also be invited to do a short family presentation for the community to get to know them better.

**9:30 AM-12:30 PM**

### Classes

Pre-K to 10th grade will attend class according to their grade. Students Pre-K to 6th will learn History, Science, Fine Art and also have time for a snack/ presentation time. 7th-10th grades will focus on History, Science, Fine Arts, Logic, Language, Literature, and Composition.

**12:30-1:30 PM**

### Lunch & Recess

All families eat, talk, and play together after the morning's work. This includes all students from Pre-K to highschool. This will take place outdoors as weather permits, and indoors during colder weather.

**1:30-3:30 PM**

### Classes

2nd-6th grade classes are optional, and will meet for Latin and Writing instruction which review basic rules. Our 7th-12th graders will continue their courses listed above.

- Please note that our high school classes begin at 8:30 am with devotions and end at 3:30/4:00 pm. They will join the rest of the community for the lunch and recess hour.

# Frequently Asked Questions

## **When you say “Classical” education what do you mean?**

The classical model of education emphasizes three stages of learning, also called the Trivium. Each stage of learning has a name: grammar, dialectic, and rhetoric. Grammar (or parrot stage) is when vocabulary and facts are emphasized, providing the “foundation” for learning any subject.

Our primary programs were created to expose students to a wide variety of vocabulary, events, people, and lists of information, with the goal of memorizing/mastering the information. What is taught extensively in classes correlates with the memory work being taught at home.

This information will then be assimilated, questioned, and understood during the dialectic stage of learning addressed in our middle grade programs. Here they will reason, question, and discuss for further understanding. Lastly, in our high school program this information will be applied and used to create in the rhetoric stage of learning and throughout their lives as students approach graduation, taking ownership of their own learning and becoming masters of the knowledge they have learned to create masterpieces of work.

The classical model builds academics differently than traditional schools. Since most parents were brought up in traditional school, there is a learning curve. Parents need to be willing to study in order to learn how to teach the classical model effectively at home. Our programs are designed to aid parents in seeing the benefits of the classical model of education, and also model how to teach subjects classically at home. Once you capture the vision of teaching classically, you will find your home schooling to be more effective and efficient. You will also “light a fire” in your child’s heart for learning.

## **How do the memory work in the primary program and the co-op classes work together?**

The parent introduces the new memory work for the week at home prior to co-op class. The goal being to go over the memory work daily at home to move toward memorization. The tutors in co-op strive to expand the new memory work for the week for each core subject: History-Timeline-Geography, Science, Latin, and Writing, while integrating these subjects together as much as possible, and pointing to their Creator.

## **How do student presentations work?**

The tutor is responsible for facilitating the student presentations each week. The presentations can range from “show and tell” for younger students to more advanced presentations by the older students. The topic which they present should be interest-led and guided by the parent or tutor. Each child will only have 2-3 minutes to present in class each week so help them keep it short. During this time the primary grades will often eat a snack while they listen to each other’s presentations. They learn to listen intently and ask good questions as well as give feedback.

## **What do I, as a parent, need to be doing at home with my student?**

The answer to this question will vary from family to family, depending on the season of life and ages of the children. For primary grades, focusing most of your time on the core subjects of Math and Language Arts, some families simply introduce and review memory work each day, utilizing co-op classes to expand on the other subjects. Others add in reading resources, autobiographies, field trips, and/or hands-on projects corresponding to science, history, or a timeline event being studied. Many parents of older primary students enjoy working on a project at home relating to one of the academic topics being covered, and then bringing it in for a presentation.

Parents need their own core language arts/phonics program for their younger children and a complete math curriculum. By 2nd grade the co-op offers a Latin and a Writing class with a shared curriculum, but you will still need to maintain their own grammar, and core math curriculum at home. Once your child is attending classes with assignments, your role shifts from lead teacher to support teacher. The class assignments your child receives will need to be completed at home. Your role is to help facilitate that through time management, scaling, and even testing or grading as you see fit for your child. Above all, communication between tutor and parent are key to the student's success in these classes.

### **Are Classical Civitas programs in compliance with PA homeschooling laws?**

Classical Civitas is a homeschool support service and as such, is in full compliance of current home school laws. Classical Civitas is NOT a school, an umbrella organization, or a private tutor.

Through weekly tutorial programs, Classical Civitas provides students with motivation and encouragement to complete assignments well, on time, and in an interesting manner. Parents are responsible for testing, grading, overseeing assignments, and scaling as needed. The parent's role is to home school. This means providing their students with the tools, time and instruction needed to meet the goals of their home school and homeschool laws. Each family is advised to develop a constitution for their home school that reminds them of the purpose for home schooling and the educational goals they expect to see achieved. We provide parents with suggestions in running their home school and encourage both parents and students to aim high in their academic aspirations.

### **Can you elaborate on the Classical Educational Philosophy, so I can better understand the difference between various classical approaches in learning and the more familiar "master" teacher approach?**

Through the ages, especially ages of higher learning, one teacher oversaw the education of a small group of students. In this discipling atmosphere, students learned all subjects under one teacher, and learning thrived. Upon this observation, the key to producing successful learners must not be based upon the relatively recent utilization of segmented master teachers, but rather a relationship with an inspirational mentor that focuses on the tools of learning as well as the unique life of the student.

For many homeschool families, understanding this historical aspect of education has been the influential revelation that brought them to their final decision to homeschool. Once families commit to homeschooling, they often look for inspirational learning mentors and communities to complement their home school. Valuing learning, the classical model, a Biblical worldview, and community, we offer a perfect complement to home education.

Our tutors model lead learning the grammar of the core academic subjects and help students make connections with that grammar through integration to the world around them, while pointing to Christ and encouraging students and parents in their educational journey.

**I have heard classical speakers and leaders talk about the one-room schoolhouse approach to learning – what is the reasoning behind emulating that model?**

Students fifty years ago could read at a much higher level than most students today. America's one-room schoolhouses produced these literate students that also knew how to think well. By nature, a homeschool family of younger children closely resembles a one-room schoolhouse approach to learning - multiple ages under one primary teacher, the parent. If these one-room schoolhouse teachers could produce some of our greatest leaders, and with very limited resources, then so can today's home school family! Classical Civitas seeks to encourage families to rediscover the powerful core tools of learning – grammar, logic, and rhetoric, and their associated disciplines that have been used throughout history to educate students.

**I still think the best teacher is someone who specializes in that particular subject...**

We understand, as this recent approach is what is most familiar to many of us, but let us share with you a few points that you may consider:

- Year after year we have had parents, many that hold advanced degrees in certain fields, even as advanced as PhD's, that appreciate the beauty of the approach to one person teaching all the subjects and the more learning-conducive atmosphere it produces.
- Home school parents must learn to teach, guide, and/or direct their own children in *all* subjects. Civitas tutors support "a way" for parents to fulfill that task using a classical approach.
- We have had parents with advanced music and art degrees appreciate a tutor's simpler, age-appropriate approach in teaching basic music theory and art using the classical model.
- We have had parents with degrees specializing in mathematics and engineering, learn something for the first time concerning math!
- We have families who were once science-illiterate, feel successful in approaching science as a result of a tutor demonstrating, and allowing others to say "If I can learn it, and get it, so can you! And here are the tools to do it!"
- We have had families who were intimidated and overwhelmed by geography be inspired by a tutor using very basic tools, teaching young students to locate, memorize, and eventually draw the world, and all its countries.
- We have had "math and science" people fall in love with history and geography as a direct result of tutors effectively modeling how to learn the "grammar" of these two subjects.
- We have had former English teachers who have shared their excitement over the classical process and of learning language in a way they had never before encountered. As a result they have had their "fire" for language rekindled.
- We have had families, intimidated by Latin when they first entered Civitas, fall in love with Latin after a few years because a community does not intimidate through expertise, but rather inspire by modeling learning.

All that being said, in our primary grades, the lead teacher is the parent and the tutors support your home education. In our secondary grades, we have team tutors at the lead so it will not be too much work on any one tutor, and the support of the parents at home. ***Great mentors and parents working together to provide the best for the student is Civitas' approach.***



## Classical Civitas Statement of Faith

All Scripture is self-attesting and being Truth, requires our unreserved submission in all areas of life. The infallible Word of God, the sixty-six books of the Old and New Testaments, is a complete and unified witness to God's redemptive acts culminating in the incarnation of the Living Word, the Lord Jesus Christ. The Bible, uniquely and fully inspired by the Holy Spirit, is the supreme and final authority on all matters on which it speaks. On this sure foundation, we affirm these additional Essentials of our faith:

1. We believe in one God, the sovereign Creator and Sustainer of all things, infinitely perfect and eternally existing in three Persons: Father, Son, and Holy Spirit. To Him be all honor, glory and praise forever!
2. Jesus Christ, the living Word, became flesh through His miraculous conception by the Holy Spirit and His virgin birth. He who is the true God became a true man united in one Person forever. He died on the cross a sacrifice for our sins according to the Scriptures. On the third day He arose bodily from the dead, ascended into heaven, where, at the right hand of the Majesty on High, He now is our High Priest and Mediator.
3. The Holy Spirit, the third person of the Godhead, has come to glorify Christ and to apply the saving work of Christ to our hearts. He convicts us of sin and draws us to the Savior. Indwelling our hearts, He gives new life to us, empowers and imparts gifts to us for service. He instructs and guides us into all truth, and seals us for the day of redemption.
4. Being estranged from God and condemned by our sinfulness, our salvation is wholly dependent upon the work of God's grace. God credits His righteousness to those who put their faith in Christ alone for their salvation, thereby justifying them in His sight. We believe that (a) salvation is by grace, a free gift of God apart from works, (b) salvation involves repentance, a change of mind in respect to God and thus turning from one's own way to God's way, (c) salvation is through personal faith in the Lord Jesus Christ in Christ alone, (d) all who receive Jesus Christ are regenerated by the Holy Spirit and become the children of God, and (e) true salvation will be manifested by a changed life.
5. The true Church is composed of all persons who through saving faith in Jesus Christ and the sanctifying work of the Holy Spirit are united together in the body of Christ. The Church finds her visible, yet imperfect, expression in local congregations where the Word of God is preached in its purity and the sacraments are administered in their integrity; where scriptural discipline is practiced, and where loving fellowship is maintained. For her perfecting, she awaits the return of her Lord.
6. Jesus Christ will come again to the earth—personally, visibly, and bodily—to judge the living and the dead, and to consummate history and the eternal plan of God. “Even so, come, Lord Jesus.” (Rev. 22:20)
7. The Lord Jesus Christ commands all believers to proclaim the Gospel throughout the world and to make disciples of all nations. Obedience to the Great Commission requires total commitment to “Him

who loved us and gave Himself for us.” He calls us to a life of self-denying love and service. “For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand that we should walk in them.” (Eph. 2:10)

#### The Stance of Classical Civitas:

- (1) The board members of Classical Civitas are followers of Jesus Christ.
- (2) We believe that Jesus Christ requires that all His followers strive to live their lives in a manner that is consistent with the precepts and doctrines of their faith, which are grounded solely in the Bible.
- (3) The board therefore seeks to operate Classical Civitas in accordance with the principles of their faith and strive to make all business decisions, including hiring decisions and decisions about business activity according to Biblical principles.
- (4) The board members of Classical Civitas believe that the Bible provides clear guidance on contemporary controversies relating to marriage, gender, sexuality, and the sanctity of human life, as follows:

#### Statement on Marriage, Gender, and Sexuality

- We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God (Gn 1:26-27). Rejection of one’s biological sex is a rejection of the image of God within that person.
- We believe that the term “marriage” has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Gn 2:18-25).
- We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1Co 6:18; 7:2-5; He 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.
- We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, incest, bestiality, and use of pornography) is sinful and offensive to God (Mt 15:18-20; 1Co 6:9-10).
- We believe that in order to preserve the function and integrity of Classical Civitas as the local Body of Christ, and to provide a Biblical role model to our members and community, it is imperative that all persons employed by Classical Civitas in any capacity, or who serve as volunteers, agree to and abide by this Statement on Marriage, Gender, and Sexuality (Mt 5:16, Php 2:14-16, 1Th 5:22).
- We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ (Ac 3:19-21; Ro 10:9-10; 1Co 6:9-11).

We believe that every person must be afforded compassion, love, kindness, respect, and dignity (Mk 12:28-31; Lk 6:31). Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture or the beliefs of Classical Civitas.



# Classical Civitas-Confrontation, Mediation & Christian Conciliation Agreement

## **Confrontation**

At times in any community confrontation may occur. We expect that any and all confrontation be done in a courteous and respectful manner and according to biblical principles. As a Christian community, we should be able to approach in love, as well as be approachable as we seek to understand each other and to lovingly help each other to be accountable to biblical principles as well as the expectations and standards we agreed to within the Handbook and Statement of Faith.

We should be careful not to do any confronting directly in front of children and not in a way that interrupts or interferes with a class in progress. Both members who do the confronting, and who are being confronted should act with grace, respect and giving the benefit of the doubt. It is of utmost importance that members are able to maintain their composure. If the issue cannot be resolved within a simple/respectful conversation, members should take a pause, giving each other the space/time to reflect on the matter and then come back to resolve it before leaving that community day in order to prevent any further escalation.

## **Mediation**

When conflicts arise in our organization, we first attempt to resolve them through biblical principles. If we cannot resolve a dispute internally, we have obligated ourselves to use biblical mediation or arbitration rather than resorting to civil litigation. When you join Classical Civitas, we ask you to make a similar commitment.

The Bible sets forth a process for resolving personal and legal disputes in a constructive manner. This process is sometimes referred to as "Christian conciliation." As indicated in passages such as Proverbs 19:11, Matthew 5:23-25 and 18:15-20, and Galatians 6:1, conciliation involves three basic steps: (1) when Christians are involved in conflict that is too serious to overlook, the first things that they should do is meet together privately and in person to try to resolve their differences; (2) if this effort is unsuccessful, they should ask one or more other Christians to meet with them and help them to seek reconciliation and a voluntary settlement to their differences (a process sometimes referred to as mediation); and (3) if they cannot arrive at a voluntary settlement they should ask one or more other Christians to hear both sides of the matter and render a biblically based decision that both sides are obligated to accept (a process sometimes referred to as arbitration).

There are many benefits to resolving disputes through Christian conciliation. Most importantly, it prevents public quarrel that would dishonor the Lord Jesus Christ and diminish the credibility and witness of the believers in Classical Civitas.

In addition, unlike a lawsuit, conciliation encourages forgiveness and promotes reconciliation, which can help to preserve valuable relationships and strengthen the church universal.

As an organization we are committed to using scriptural methods to resolve any disputes that cannot be resolved through our own internal procedures. We ask each of our members to make the same commitment. By making these commitments, we are all promising that we will never violate Scripture by bringing a lawsuit against one another for a disagreement that arises because of our relationship in

this organization. Instead if we cannot settle a dispute through our internal procedures, we commit ourselves to submit to mediation or, if necessary, legally binding arbitration. (This process is described in three resources you might find helpful: Endorsements for Christian Conciliation, Christian Conciliation Handbook and The Peacemaker (Ken Sande: Baker Book House).

## Information, Communication & Community Day Involvement

### Communication/Information

- **Website-** classicalcivitas.org is our community secure log-in webpage. On it you will find everything about the Classical Civitas homeschool program as well as classroom rosters, information on the classes/curriculum we offer, the community directory and links to the calendar of events and important documents such as the Handbook and Statement of Faith.
- **BAND-** BAND is the group communication app/platform we use throughout the week to stay in touch with each other and to post encouraging messages, pictures or local homeschool events/information. Tutors also use BAND to communicate homework assignments and classroom/lesson information to the parents/students in their class. The director also uses BAND to communicate important announcements and usually makes a weekly post the day prior to community day so that you know what to expect for the day. This weekly post typically includes the schedule for that day which will indicate what role/position you might have (see below). It is highly recommended you visit BAND 2-3x a week so that you do not miss out on anything important. If you are having trouble navigating BAND, please see the director! We are happy to assist!
- **Morning Assembly-** Part of morning assembly includes announcements. Many times vital information is communicated during that time. Arrival time is at 8:45am and all members of the family are expected to be in the sanctuary, seated and ready to begin at 9:00 am so that you do not miss anything important. Additionally, attendance is taken each week and families who are not seated in the sanctuary by 9:00am will receive a tardy mark. More than 3 tardy marks will result in a verbal warning, more than 7 will result in a write up. (see discipline policy below)

### Community Involvement

God has given us different gifts and abilities to use for His glory. For our community to be well balanced and thriving, we each find a place to serve. All Classical Civitas members, both community day and social members, are expected to fill a member role(s). And all community day members will be serving in a designated place/position on community days.

To offer some additional clarification, below are more details regarding roles/positions:

- A. **MEMBER ROLES**-Every Classical Civitas member whether a social or co-op member must fill one (in some cases 2) “member role(s)”. These are roles created to help the community run smoothly and allow us to provide the robust classical home-school community that we have. The roles, based on the level of preparing/planning/responsibility involved, are broken up into Tiers. With Tier-1 being the most involved and Tier-3, the most lightweight involvement. Social members will be asked to fill a Tier 3 role unless the member requests something different. *First-year co-op members are expected to fill at least two Tier-3 roles, while returning members can choose to fill one Tier 1 role or up to two Tier-2 roles depending on needs of the community.* Members will be given the opportunity to request preferred roles during the annual membership registration process. After a role is requested, the Board and Director team will need to approve the member’s role(s) and will, as far as it is possible, do their best to place the member where they have requested. However, flexibility is appreciated as there is no guarantee each member will be granted their first choice. Please thoughtfully and prayerfully consider which area(s) in our community you are best suited to serve when requesting a role.
- B. **WEEKLY CO-OP POSITIONS**- On each community day every parent has a position/place to serve in while on campus. These positions are assigned each week in a weekly BAND post prior to community day. Most positions also double as one of the aforementioned tiered “member roles” and remain the same week-to-week. However, as every community experiences, unexpected sickness or other circumstances may make it necessary to shift the positions around so that every room has adequate coverage. To the best of our ability, we try to keep everyone in the same place, especially Tutors, but we do ask for flexibility in the event we need it.
- C. **THE HAND**- The “HAND” is a weekly position, but it is not considered a “member role”. In essence, every member on campus should have a designated place to be to be useful and help the flow of community day, even if your member role is not performed during co-op hours. As a HAND, you are a helping hand in a classroom. If you are assigned a HAND position for the week, you can stay in your assigned location the entire time, or “switch places” with another HAND throughout the day as long as you clear it with that other HAND, and as long as there is adequate coverage (2 parents) in each room.
- D. **THE SPECIAL NEEDS AIDE**- As an inclusive community, we want to be able to provide an education for all students of varying abilities as they move toward independence. However, we know our resources are limited and do not have services specifically for students that have individual educational or behavioral needs. For students with special needs, the director may determine the student needs an AIDE to help them progress throughout the day maximizing student learning and minimizing class or community disruption for all. In most cases, the parent of the special needs student may be asked to be their child’s AIDE on co-op day as they know them and their needs best. As students’ needs evolve, conversations with the director throughout the year can be had to adjust the role of the aide for the special needs student. This is not a member role but a weekly position like the HAND.

# Standards, Behavioral Expectations & Discipline Policy

Our campus runs smoothly when we show kindness and consideration for each other. Below you will find some standards to consider while on campus for community days.

## I. Campus Standards

### A. Background Checks/Clearances

**According to state law all volunteers on campus must have turned in all clearances, prior to participating in any in-person events.**

For this reason if a substitute guardian is going to bring a child/children on community day the parent needs to inform the director and submit the clearances of the adult responsible on that day as they are also volunteering to work with children. This is because it states in our bylaws under Article 9 Section 3: All volunteers will have clean clearances on file. We understand that unforeseen circumstances happen, however this situation specifically applies when it is a planned absence. The parent is also responsible to be sure their job is being covered that day by a Civitas member.

### B. Behavioral standards

**Respect for everyone is the rule.**

- Use your manners and be polite.
- Keep your hands to yourself.
- Stay in your seat.
- Line up nicely and walk quietly when asked.
- Be kind.
- Clean up after yourself.

**We are here to learn.**

- Participate cheerfully.
- Follow instructions.
- Do not interrupt.
- Do your best.
- When in doubt, use the GOLDEN RULE.

## II. Campus Expectations

- A. **Attendance and Punctuality-** Classical Civitas is a co-op. This means that we depend on each other in order for the community to function. The community functions best when members are committed and show up each week. Of course we do understand that there are vacations, sicknesses and other circumstances that allow for absences, however, excessive absences will reflect poorly on the member/family's level of commitment and may be considered inexcusable. Therefore, it is expected that each member makes every effort to be in attendance each week.

Morning Assembly begins promptly at 9:00am, it is expected that each family will be on campus by 8:45. It is not an optional part of the day. As aforementioned, many times vital information is communicated during that time and families are expected to be in the sanctuary, seated and ready to begin. Students will not be permitted to enter classes once a class has begun. They will be asked to wait until the next class begins. Any family that is repeatedly tardy will be given a verbal warning which can lead to further disciplinary action. Any family that is repeatedly tardy (more than 3x) will be given a verbal warning, more than 7 tardy marks will result in a write-up.

- B. **Supervision-** For Primary Students (Nursery-6th grade): Parents are responsible for their children **at all times outside of class time**. This includes before and during Morning Assembly, lunch/recess, and end-of-day. **If at any time the parent/guardian needs to step away, they must ask another adult to keep an eye on their children.** Parents are NEVER permitted to leave children on campus for any reason unless it is previously approved by the community director and there is another capable parent who agrees to supervise the child(ren) in the parent's absence. There is to be no running and no roaming the halls unless they are asked to help an adult. At lunch time, the assistant tutor takes their class to the atrium where they sit and wait for a parent to collect them. Students in Nursery-3rd grade should only be allowed outside with a supervising parent or other adult. The chapel is off limits and bathroom trips should be monitored by an adult or responsible older sibling, so that too many kids aren't going at one time. For Secondary Students (7th-12th grades): Since drop-off is optional for these grades (provided the member/family is filling a role outside of co-op hours), students are under the supervision of their tutors if a parent is not on campus. If behavior becomes an issue, the student's drop off privileges can be revoked and a parent may need to attend.
- C. **Classroom engagement-** Parents are to be a helpful, engaging resource for their tutor and the children in class. It is highly encouraged that parents sit closely with children to limit distractions and encourage focus and engagement.
- D. **Two-Parent rule-** At least two parents must be present in each classroom area at all times. This is for safety reasons and to make sure there is adequate coverage and enough help for the tutor. If you have to step out of a classroom for any approved reason, please make sure that the room you are in has two parents in it and that you let one of the adults in the room know you are stepping out momentarily. If it is an emergency situation and there is only one other adult in the room, or you need to step out for longer than 10 minutes for an approved

reason, please alert the classroom tutor and/or community director so coverage can be found.

- E. **Electronic usage-** In order to provide an environment that fosters fully present social interactions, the development of relational well-being, and encourages true connection, electronic toys and/or screens are strictly prohibited during community days. Parents are discouraged from texting, scrolling through social media, making appointments, and/or placing and receiving phone calls during class time on any part of the premises for anything unrelated to the Classical Civitas program. Doing outside work-related tasks on laptops are also strictly prohibited. Community day is not the time to catch-up on work, emails or news feeds. Please reserve those things for your spare time outside of Civitas.

Of course, there can be extenuating circumstances or emergency situations that may require you to use your device. When these occur, please inform your director and/or tutor of your need so that your community day roles are taken care of while you take care of the pressing issue at hand and so that your children are supervised in your absence. Communicating appropriately in this way can help us to know how to best pray and support you as well as your family in those situations.

- F. **Clean up-** All students and parents are to assist the tutor in cleaning up the room prior to eating lunch or dismissing for the day depending on if the classroom is being used for afternoon classes. Please see the tutor for cleaning supplies. This is a HUGE blessing to the tutors when families pitch in together to clean up.

### III. Attitude & Respect Expectations

Attitude is important. A vital component of a learning atmosphere is respect. This includes respect for the task we are there to do, respect for the adults who are to guide us, and respect for those with whom we share this building. A respectful attitude is the key to building true godly and moral character. Parents/tutors are expected to be the top role-models when it comes to showing respect, having a positive attitude, encouraging children to cheerfully adhere to all policies in the Community Handbook and to the points listed below.

Respect for your **Classical Civitas Community** includes:

- **Being prompt** for Morning Assembly and classes by being in your seat and ready demonstrates respect and honor for those leading in the morning as well as for your community.
- **Bringing all supplies with you to class.** This includes all presentation materials and any materials for classes with assignments that the tutor requests students to bring.
- **Preparing carefully and to the best of your ability.** Families can support their child's training of responsibilities by helping their children review the memory work and Civitas materials and be prepared for the next weekly co-op.
- **Being fully involved.** Parents can show the proper example by not conversing socially, not being distracted on phones, nor stepping outside of the room when coverage is needed during programs in session.

- **Obedying classroom rules.** Adherence to basic classroom rules which include but are not limited to respect for others and environment, paying attention and raising your hand before speaking.

Respect for **Adults** includes:

- Stepping to one side when an adult comes down the hall or stairs and speaking when spoken to.
- Helping adults who are carrying items and holding doors for them.
- Helping to clean up, set up, or break down chairs, tables, etc.
- Leaving a place better than you found it.
- Listening when any adult speaks to you.
- Not ignoring, arguing, questioning, or disregarding the authority over you.
- Treating others as you want to be treated. The key word here is kindness.
- Being careful to do the right thing.
- Not gossiping. Gossip has no place in our group; this includes negative comments about others.
- Being fair-minded and open to new friendships

## IV. Behavioral Discipline Policy

We believe that discipline is necessary for the benefit of each student, as well as for the entire group. Discipline means order. Discipline establishes boundaries in which the student finds security while maturing and learning responsibility. We believe that discipline should be Bible-Based (Proverbs 12:24, 22:6, 23:13, 29: 15 & 17, Colossians 3:20, and Hebrews 12:6). Correction is intended to show the child why his/her disobedience is wrong according to God's standard. Correction is intended to point the child to true repentance, which will result in complete forgiveness from God and the offended person(s). Students are expected to cooperate with basic Christian standards for behavior and conversation. There should not be any talking back or arguing with tutors, parents, or staff. Prompt and cheerful obedience is expected. Requests from the tutor should not have to be repeated. Students are expected to be aware of, and avoid, the off-limits areas of the building and grounds. Students are expected to treat all of the campus's materials and facilities with respect and care. If a child breaks any item while on our campus, it is expected that the parent makes appropriate financial arrangements with the director in order to repair / replace the broken item if necessary.

In our classrooms, the tutors are the authority. It is their time with your child and your children need to be able to take authority from other parents. What better place is there to learn this valuable lesson! Tutors will implement the following 4-Step Discipline Policy if/when a behavioral issue arises:

**STEP 1: Verbal warnings**-The verbal warning creates an opportunity forC the Tutor/parental assistant/HAND to bring attention to the misconduct/issue, to briefly make aware to the child the nature of the problem or the violation of the behavioral expectations, to encourage the right response and to give the child the opportunity to correct him/herself before there is any chance of escalation.

Verbal warnings should be done with care, taking into consideration the possibility that the child is not intentionally trying to be disruptive or any other factors that might be relevant. A Tutor/parental assistant/HAND should not have to give any more than 2-3 verbal warnings before escalating to step 2.

**STEP 2: Removal from the classroom-** A child that is unable to comply will need to be removed from the classroom by one of the parents helping in the classroom. The parent shall then reiterate why the child is being separated/removed and simply tell the child that they will not be allowed back into the room until they are ready to cooperate in class.

If the child is able to comply they may re-enter the classroom. The child should issue an apology to the Tutor/class if deemed necessary before leaving the classroom when the class period ends. If the child remains in the hall for the rest of the class period for refusal to comply please move to step 3.

**STEP 3: Parent involvement-** If the child is unable to comply after steps 1 & 2, and if the child's parent has not been involved yet, the child's parent will be given an opportunity to take his/her child aside and correct the behavior.

**STEP 4: Parent/Director involvement-** If a behavioral incident is not resolved after repeated warnings and removal, the parent and child will be asked to have a meeting with the Community Director. If the behavior is unable to be resolved the child may be asked to leave and a serious evaluation by the Board and Directors will have to be made regarding the occurrence which may warrant action steps that need to be taken in order for the child to return to community day. If sincere attempts to resolve the issue with the Community Director, parent(s) and child have been sought, yet repeated misbehavior continues, further discipline appropriate to the situation will be taken by the Community Director.

Tutors may discern that an incident report may need to be written at any of the 4-steps in the 4-Step Discipline policy procedure. Should an incident report be written, a signed copy will be given to parents of the students involved and be kept on file.

It is important to note that the tutor is responsible for teaching the new content and setting the tone for the class. The Assistants/Hands are there to help the tutor in any way and to correct any misbehavior of the children in the classroom including those who may not have a parent in the room. If misbehavior or a distraction occurs, the Assistant/Hand will help to redirect the children to the tutor's instruction. It is ultimately the job of the parent to make sure their own children understand the rules/expectations and to ensure that their children adhere to them. When each of these roles are properly filled, the class will run smoothly and there will be minimal disruptions or disciplinary issues.

Additional points to consider regarding our Campus Discipline Policy are as follows:

All children misbehave. Expect it. They may not all misbehave on the same day at the same time but they will all misbehave at some point during our school year.

You may or may not be present when your child misbehaves. Anticipate it and understand that someone could possibly approach you about an issue on any given day.

Your child's misbehavior is not a reflection of poor parenting and does not warrant embarrassment or defensiveness on your part. Whether we are the parent reporting or receiving the information, may



we pursue an attitude of grace with one another and use discretion with our spoken words. Our words should always build up, not tear down.

## V. Playground Rules

In order to provide the safest and most enjoyable recess experiences for all, Classical Civitas has implemented the following playground rules:

- 1. SUPERVISION-** Parents of all children 3<sup>rd</sup> grade and under *must* be supervising their own child(ren) during recess. If parents need to go inside for any reason they must either take their child(ren) in with them, or ask another parent to keep an eye on their child(ren) while they are inside. Parents are never allowed to leave their children on the premises while they go off campus for any reason unless approved by the Board and Directors.
- 2. NO TREE CLIMBING-** Too many of the trees are too small and/or have too weak or fragile branches. Please reserve tree climbing for home or other places.
- 3. 4th-12th GRADES-** During the lunch/recess hour **only**, and as long as the parent is OK with it, children in 4th-12th grades are permitted to play outside without their parent's supervision so long as the parent is aware that they are going outside, and so long as the child is with another 4th-12th grade friend whose parent is also aware of their child's whereabouts.
- 4. THE WOODS ARE OFF LIMITS-** Children are strictly prohibited from going into the wooded areas surrounding the premises.
- 5. BEHAVIOR-** Absolutely zero bullying will be tolerated during community day, lunch/recess is no exception. Children are expected to play fairly, take turns and show proper respect towards other children and parents. The Classical Civitas 4-Step Discipline Policy (see above) will be implemented should any behavioral incidents occur.
- 6. CLEAN UP-** We will show respect and gratitude to our host facility for letting us use their building and grounds by leaving the playground in a condition better than we found it. At the end of recess, the children will participate in helping clean up any trash and put away all toys/equipment in their correct places of storage.

## VI. Online Communication & Learning Platform Expectations

Although personal use of electronics on campus is prohibited, except for extenuating circumstances, Classical Civitas does incorporate into our curriculum the use of various technology and online communication platforms in order to provide a robust classical learning experience. Our policies regarding behavior, discipline, conciliation, attitude & respect apply to all Classical Civitas members (social and community day) when engaging in learning and communication within Classical Civitas related online platforms.

## VII. Harassment

Harassment is defined as any unwanted, repeated, excessive behavior with an aggressive intention to

pressure, humiliate, or cause distress to someone. It can be physical, verbal or sexual in nature and includes excessive teasing, sexual innuendos and/or threats to harm another's body or possessions. An act of harassment can take place in person or through electronic/written communication. Classical Civitas will not tolerate harassment of any kind and will result in immediate disciplinary action.

## **VIII. Membership Write-up, Suspension and Termination**

If it is ever determined that a community member is showing repetitive disregard for the above stated policies, or any policy, standard or expectation laid out within the Classical Civitas Handbook/Statement of Faith, and there is an inability to reach resolution through a warning process and/or the Classical Civitas confrontation/conciliation/mediation procedures, it may result in a write-up. It may also necessitate a serious evaluation by the Board and Directors in which it may be determined that the community member is in direct violation of Classical Civitas Community Handbook policies.

If, after a write-up, the undesired behaviors continue, the disciplinary action may result in the community member/family being placed on suspension from all Classical Civitas community day and social involvements and may warrant additional action steps that need to be taken in order for the suspension to be lifted.

If sincere attempts to resolve the issue have been sought, including suspension, yet repeated misbehavior and violation of policy continues, it may result in termination of the Classical Civitas membership altogether without refund.

## **Dress Code**

Although there is no official uniform for Civitas, we do want to honor God and respect each other in the way we dress, not causing someone to stumble. This is an area in which we especially want to be careful not to conform to the patterns of the world. Ladies and girls should be careful to dress modestly. Boys and girls should be careful not to wear t-shirts with pictures or graphics that another family might find offensive. A good rule of thumb to help you discern what is appropriate: If you are unsure whether a certain article of clothing is appropriate to wear to class day, it is best not to wear it. Please refrain from wearing midriffs, crop tops or clothing that is inappropriately revealing.

## **Sick Policy, Contagious Conditions, and Campus Childcare**

## I. Sick Policy

If any of our children exhibit any signs of being sick, you, as the parent, will need to take your child out of class and/or the nursery. Illness can spread very quickly. Please be kind and considerate to other families during the cold and flu season. We cannot accept children who have had the following within the last 24 hours:

- rash
- fever
- vomiting
- diarrhea
- upset stomach/nausea
- discolored nasal drainage
- excessive coughing
- flu-like symptoms

## II. Contagious Conditions

Here is the documentation for necessary exclusion from campus:

- **Chicken Pox:** Cases must be isolated and excluded from campus for not less than five days after the eruption of the last vesicles or until the vesicles become dry.
- **Conjunctivitis:** Students may return to campus 24 hours after treatment has begun and the student is free of symptoms.
- **Fifth's Disease:** The student may return to campus when they feel well enough to do so. They must be fever free for 24 hours without the use of medication.
- **Hand/Foot/Mouth Disease:** Students do not need to be excluded from campus unless fever is present or they are not well enough to participate in usual activities.
- **Hepatitis A, B, or C:** Students may return to campus only with physician's permission.
- **Impetigo:** Students may return to campus 24 hours after treatment has begun.
- **Measles:** Students will remain out of campus for 4 days after the rash.
- **Meningitis:** Students will remain out of campus until clinical recovery, which is the total absence of fever without the use of fever-reducing medications.
- **Mononucleosis:** Students may return to campus only with physician's permission.
- **Mumps:** Students will remain out of campus until nine days after the onset of swelling.
- **Rash, undiagnosed, or other questionable lesions:** Student may return to campus after being evaluated by a physician, and cleared to return to school or has received prescribed treatment for a period of at least 24 hours.
- **Ringworm:** Students may return to campus 24 hours after treatment has begun. The affected areas must be covered at all times while at school.
- **Rubella/German Measles:** Students may return to campus 7 days after the onset of rash.
- **Scabies:** Students may return to campus 24 hours after treatment has begun. A physician's note stating that the student is under treatment or is not contagious is required for clearance to return to the classroom.
- **Strep Throat/Scarlet Fever:** Students may return to campus after 24 hours of treatment with antibiotics, provided treatment is continued for a minimum of 10 days and fever is gone without the use of fever-reducing medication.

- **Parasitic Infections** - Students may return when treated with the appropriate treatment and have been cleared by a doctor. If your child has head lice, you must notify the Instructor(s) and the Directors. Your child will be allowed to return to campus at the discretion of the Directors. Students must be lice and nit free before being allowed to return.

### III. Campus Childcare

Childcare is available during community program hours for younger siblings of class enrolled students. Depending on the number of children in need of childcare, the coordinator and director will determine if hiring a sitter is needed. If needed, the cost per participating family will be calculated and each family deciding to utilize childcare will need to give payment to the childcare coordinator. Prices are subject to change based on availability.

Young children and babies should remain with their parents during Morning Assembly, and should be dropped off at Nursery directly by a parent after the Assembly. All children should be picked up immediately from Nursery at 12:30pm so attendants can have time for tending to their own children and lunch. Please clearly label diaper bags, bottles, cups and your child's mid-morning snack.



## Weather Policy

Classes will more than likely follow the West Chester School District closings on days of inclement weather. All cancellations will be posted on our BAND page as well as texted to all members by 7am.

## Facility Use

- Stay off fences and rocks, and out of water and off-limit streets.
- Please be sure children are closely supervised on the playground or while outside.
- Children must be supervised at all times even transitioning to separate rooms
- Community day snacks should not be messy or full of liquid, and nut-free due to allergies
- The rooms we use will have several purposes. Be prepared to help set up and break down tables and chairs after usage
- Please see the director for anything Civitas related and not the church staff or office administrators

## Emergencies

The parent along with the tutor will determine whether 911 needs to be called in the event of an emergency. There is a first aid kit in the director's bin to help with minor injuries that a director or tutor can help you with. There are also several CPR certified moms on campus at all times.

In the event of a fire, each classroom should exit the doors and converge on the grass at the far end of the parking lot where they will stay with their tutor. All tutors will be the last ones to leave their classrooms, close the classroom door behind them, and take a final head count on the field. The childcare workers and director will bring out the infants and toddlers in Nursery to meet up with parents on the grass.

## What to Bring

### **For all Primary Children:**

- A nutritious morning snack (nut-free)
- Water bottle
- Any visual aid or show and tell for their presentation
- A backpack is suggested, to put their snack, water bottle, presentation, sweater, or anything else they need access to. It gives the child autonomy, responsibility, and access to these items even if the parent is not in the room at that moment.

### **For Children taking Classes with Assignments add:**

- Folder for primary students and 3-ring Student Binder w/dividers for secondary students to keep handouts and assignments
- books required for class

**\*\*Students are not permitted to bring weapons of any type, including pocket knives.**

### **For Parents:**

- Lunches for your family if not in individual student bookbags
- Books & supplies if you are tutoring a class
- Feel free to let your child bring things to play with and share at recess **but refrain from bringing any electronic devices with screens and/ or internet access.** Thank you!