Noah Webster ACADEMY

FAMILY HANDBOOK

Introduction

Noah Webster Academy - Henderson, Nevada: Family Handbook

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A Message from the Board of Directors

Dear Parents,

American schools were once the gold standard of public education, admired around the world for their ability to inspire excellence and build a foundation for the greatest nation in human history. Traditional American education cultivated not just academic achievement but the traditional American values and principles that shaped our country's success.

But times have changed. Today, American public schools seem to showcase one dismal failure after another, driving our nation into an era of lowered expectations. Once first in education, we now grapple with plummeting literacy and math competency rates, while families struggle to protect their children from the imposition of absurd social policies that undermine our traditional American values.

For many parents, this environment feels overwhelming, leaving them with few hopeful alternatives. As educators with over 70 years combined experience in Nevada's public school system and over 40 years combined business experience, we understand this frustration. We've lived it! We've witnessed firsthand the harm inflicted on students by nonsensical social agendas and a broken educational philosophy.

We could no longer stand by as helpless spectators. It became clear that meaningful change could only come from stepping outside the system. That prayerful conviction led us to take action—to create an alternative to the madness.

Noah Webster Academy is committed to restoring the rock solid principles of traditional American education, providing a place where academic rigor, commonsense, moral character, and timeless Christian values flourish, just as they did in early American history. We are committed to nurturing the mind and heart of our students through a traditional American, Christian education as envisioned by our Founding Fathers, particularly Noah Webster, known as the father of American education. Firmly rooted in The Principle Approach® where God forms the foundation of every academic subject, our curriculum emphasizes the classical core subjects of Bible, history, literature, grammar, composition, math, geography, science, Latin, Christian etiquette, and traditional life skills. By inviting the Holy Spirit into our classrooms, NWA helps to bring students to the fullest expression of their individual value in Christ.

In addition to our academic offerings, we proudly incorporate life skills classes designed to prepare students for successfully navigating life's practical challenges. Our students learn many practical skills including cooking, balancing a checkbook, and basic carpentry, do-it-yourself skills, to name just a few. Noah Webster himself recognized the importance of this type of instruction in his 1828 definition of education, referring to it as "fitting them for usefulness in their future stations."

We are excited to inspire and support your child on their educational journey! Together, we can ensure a brighter future for your children and, in the process, help to restore the original character of our great American republic.

Warm regards,

Board of Directors, Noah Webster Academy

Mission Statement

Our mission is to provide a well-rounded, Biblically-based, traditional American education, as envisioned by our Founding Fathers, and to bring our students to the fullest expression of their individual value in Christ, and by so doing, restore the original character of our great American Republic.

Noah Webster's 1828 Definition of Education

Education, n. [L. educatio] Education comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and fit them for usefulness in their future stations. To give children a good education in manners, arts and science, is important; to give them a religious education is indispensable; and an immense responsibility rests on parents and guardians who neglect these duties.

Our Educational Beliefs & Approach

At Noah Webster we are committed to providing a Christ-centered education that equips students to discover their God-given identity, develop their talents, and live purposefully as they grow in knowledge and faith. Our focus is on nurturing each child's understanding of their value in Christ while cultivating a love for learning, service, and leadership. We aim to prepare students for life with a strong academic foundation and an unwavering sense of who they are in God's plan.

We affirm the following principles as the foundation of our educational philosophy:

1. **The Bible as the Ultimate Authority:** We believe the Bible is the inspired Word of God, providing the guiding principles for all instruction, character development, and decision-making within our school.
2. **The Value of Every Child:** We believe that every child is uniquely created in the image of God, with inherent value, purpose, and potential. Our role as educators is to help each student understand and embrace their identity in Christ.
3. **Faith Integrated with Learning:** We believe that all truth is God's truth and that academic disciplines are best understood when taught from a Biblical perspective. Our curriculum is designed to foster intellectual growth, critical thinking, and a deeper understanding of God's creation.
4. **Jesus Christ as Our Example:** We believe Jesus Christ, the Son of God, our Lord and Savior, provides the perfect model for how we should live, love, and learn. His teachings

inspire our approach to character education, interpersonal relationships, and service to others.

5. **The Role of the Holy Spirit:** We believe in the active work of the Holy Spirit in guiding and empowering students to grow in faith, make wise decisions, and develop Christlike character.
6. **Character Development:** We believe that education extends beyond academics. Our goal is to cultivate virtues such as integrity, kindness, perseverance, humility, and responsibility, reflecting the character of Christ.
7. **Community and Collaboration:** We believe that a Christ-centered education thrives in a collaborative community of students, families, and educators, united in their desire to glorify God through learning and service. Our school fosters an inclusive environment where all are respected and valued as members of God's family.
8. **The Great Purpose of Education:** We believe education should inspire students to fulfill their God-given purpose, equipping them to make a meaningful impact in their homes, communities, and the world.
9. **Partnership with Families:** We believe parents are the primary educators of their children and partners in their child's spiritual, academic, and personal growth. We strive to support families in this vital role.

Noah Webster Academy prepares students to be confident, Christ-centered individuals who approach life with wisdom, faith, and a heart for service. Noah Webster Academy brings our students to the fullest expression of their individual value in Christ, to glorify God, and make a positive impact on the world through education.

Noah Webster Academy's Seven Pillars of Education

– Educating hearts and minds for God's glory and America's future.

At Noah Webster Academy, our educational philosophy is built upon a foundation of Seven Educational Pillars: Bible; Academics; Life Skills; Patriotism; Physical Fitness; Family and Community; and Work Study. These pillars form the foundation of a transformative educational journey shaped by a dynamic partnership among students, parents, teachers, and the community. Together, we form a cohesive support system rooted in faith, fostering an environment where students thrive spiritually, academically, and personally. Our shared mission is to cultivate individuals equipped with knowledge, character, and skills to bring them to the fullest expression of their individual value in Christ and by doing so, help to restore the original character of our great American Republic.

1. Bible: Building a Foundation in Faith

"Train up a child in the way he should go: and when he is old, he will not depart from it." Proverbs 22:6

At the heart of our philosophy is a commitment to Christ-centered education. Biblical principles are integrated throughout our curriculum to provide students with a strong spiritual foundation. Through Bible study and daily application of Christian values, we help students grow in their faith and understand their God-given purpose. Our philosophy is guided by the Principle Approach®, which is a method of education that places the Bible at the core of all learning, emphasizing the development of Christian character, individual responsibility, and a Biblical worldview. By teaching students to reason biblically and apply God's truth to every area of life, we prepare them to navigate the complexities of the modern world with faith and integrity.

2. Academics: Equipping Minds for Excellence

"And be not conformed to this world: but be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect, will of God." Romans 12:2

We provide a rigorous academic program that challenges students to think deeply, reason biblically, and act with integrity. The classical core subjects of Bible, history, classical literature, grammar, composition, recitation, etiquette, math, science, geography, and Latin are taught not merely to impart knowledge but to inspire wisdom and a love for truth. Our teacher mentor teams and learning facilitators play a pivotal role in this process, closely monitoring and guiding each individual student to reach their full potential and value in Christ.

3. Life Skills: Preparing for Real-World Success

Prepare thy work without, and make it fit for thyself in the field; and afterwards build thine house. Proverbs 24:27

Education at Noah Webster Academy extends beyond the classroom. Through life skills instruction, we prepare students for success in all areas of life. These skills include financial literacy, household management, etiquette, cooking, civic duty, practical trades, and everyday problem solving. By engaging established community members with expertise in these areas, we provide students with hands-on learning experiences that build confidence and competence for the future.

4. Patriotism: Honoring God and Country

"Blessed is the nation whose God is the Lord; and the people whom he hath chosen for his own inheritance." Psalm 32:12

Patriotism is a cornerstone of our educational philosophy. We instill a profound appreciation for America's founding principles, values, and Christian heritage. By studying the history of liberty, the Declaration of Independence, the Constitution, and the sacrifices of those who came before us, students develop a sense of gratitude, duty, and responsibility. We inspire them to be informed citizens who cherish freedom, uphold justice, and lead with humility and service. Our goal is to prepare students to contribute positively to society and honor both God and country in their actions.

5. Physical Fitness: Promoting an Active, Healthy Lifestyle

"Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your bodies." 1 Corinthians 6:19-20

Noah Webster Academy emphasizes the importance of physical fitness and an active lifestyle as part of a well-rounded education. By encouraging regular physical activity and fostering a love for health and wellness, we help students develop habits that contribute to lifelong vitality, discipline and success.

6. Family and Community: Strengthening Bonds and Forging Partnerships

"May the God of endurance and encouragement grant you to live in such harmony with one another, in accordance with Jesus Christ" Romans 15:5-7

Recognizing the Biblical principle that parents are the primary educators of their children, we view one of our roles as a supportive extension of the family. We foster open communication and active collaboration with parents to ensure that each child's unique needs are honored and nurtured. Our approach strengthens family bonds and reflects the shared values of home and school. At the same time, we also believe that education flourishes in a vibrant community where members actively contribute their time, talents, and resources. Our commitment to community engagement enriches the educational experience, creating opportunities for students to learn from and serve alongside community members. This connection fosters meaningful relationships and prepares students to be compassionate, contributing members of society.

7. Work Study: Bridging Education and Practical Experience

"His lord said unto him, Well done, thou good and faithful servant: thou hast been faithful over a few things, I will make thee ruler over many things: enter thou into the joy of thy lord." Matthew 25:21

The Student Work Study Program at Noah Webster Academy equips students with real-world job experience and a strong work ethic by engaging them in meaningful roles that support school operations. From custodial tasks, tutoring, office assistance, food service, landscaping, to teacher and library aides, students learn responsibility, stewardship, and teamwork. As they progress, students gain experience writing resumes, participating in interviews, and receiving performance reviews, further developing their real world professional skills. Grounded in biblical principles, the program fosters character, accountability, and service, preparing students to succeed in life and contribute positively to their community.

Curriculum at Noah Webster Academy

At Noah Webster Academy, we emphasize academic excellence, responsible citizenship, and character development as core principles of our educational philosophy. Guided by the *Principle Approach*®, developed by the *Foundation for American Christian Education (FACE)*, we integrate Biblical principles into academic instruction, creating opportunities for both spiritual and intellectual growth across all subjects and grade levels.

Teachers at Noah Webster Academy serve as the "living textbook" to our students, embodying knowledge, character, and faith to inspire. Using a tutorial approach, they meet each student at their individual level of learning, tailoring lessons and expectations to support their unique abilities and potential.

In addition to a rigorous curriculum in the classical core subjects of *Bible, history, literature, grammar, composition, recitation, rhetoric, math, geography, science, Latin*, *and etiquette,* students also participate in life skills classes that prepare them for real-world responsibilities. These classes, combined with field trips and hands-on experiences, enrich their education and foster practical, personal, and spiritual growth.

Noah Webster Academy Curriculum Overview

At Noah Webster Academy, our curriculum is rooted in the Principle Approach® as outlined by the Foundations for American Christian Education (FACE). This classical, biblical method of education equips students with the tools to think critically, reason biblically, and act purposefully. Our goal is to cultivate both academic excellence and moral character, preparing students for their God-given purpose in life.

Core Elements of the Principle Approach®:

- **Biblical Integration**: Every subject is taught from a biblical worldview, demonstrating how God's truth applies to all areas of life.

- **Character Development**: Through the study of Scripture, history, and literature, students learn timeless principles of virtue, integrity, and responsibility.
- **Critical Thinking**: Students are encouraged to analyze, evaluate, and apply knowledge to solve problems and make informed decisions.
- **Mastery of Foundational Skills**: Emphasis is placed on strong language, writing, math, and reasoning skills to build a firm academic foundation.

Elementary & Middle School (K-8) Subject Highlights:

- **History**: A providential view of American and world history that emphasizes God's hand in shaping nations and cultures. We will learn about the Founding Fathers and how divine Providence helped shape the formation of the United States.

- **Language Arts**: Rigorous instruction in grammar, writing, and literature, emphasizing the beauty and purpose of language as a gift from God. We teach literature using the Bible and the great literature Classics as our guide.

- **Science**: An exploration of God's creation, fostering curiosity and precision in understanding the natural and numerical order of the world. We utilize the Apologia curriculum. Apologia doesn't teach isolated facts to be memorized for exams, places facts into a larger contextual perspective so that students can see the purpose of learning those facts. The Apologia curriculum is supplemented by rigorous, hands-on laboratory activities and experiments.

- **Math**: The Horizons Math Curriculum integrates a Christian worldview, helping students understand mathematics as a reflection of God's order and design in creation. By emphasizing logical reasoning and problem-solving, the curriculum highlights how math reveals God's consistency and precision in the world around us. With a spiral learning approach, Horizons ensures students build a strong foundation while continually reinforcing skills through engaging, hands-on lessons. Each concept is taught incrementally, fostering mastery and confidence. By connecting mathematical principles to a biblical perspective, Horizons Math equips students not only with academic excellence but also with an appreciation for God's intricate design in all aspects of life.

- **Latin:** Noah Webster Academy utilizes the Memoria Press curriculum for grades K-8. Memoria Press is an award-winning series of Latin programs which are designed to teach your student to master the Latin grammar through an easy to use, step-by-step process that brings out the logical and systematic nature of the mother tongue of Western civilization. In studying with our Latin Curriculum, your student will gain an academic vocabulary, a mastery of English grammar, and will develop the critical thinking skills that come from the study of a complex, inflected grammar.

- **Life Skills**: Noah Webster Academy emphasizes the development of the traditional skills necessary for success in all areas of life. These "life skills" range from responsibility, civic duty, and self-discipline to financial literacy, household management, and the laymen building & maintenance skills needed to navigate life's everyday challenges. These lessons prepare students to serve their family household, communities, and future workplaces with confidence and competence.

- **Etiquette:** Noah Webster Academy utilizes the Manners to Go school curriculum for grades K-8. The Manners To Go social etiquette curriculum and programs are designed to teach children and teens essential life skills in social etiquette, communication, and leadership. These programs emphasize confidence-building, respect, and professionalism through interactive lessons and activities. Participation in the Manners to Go curriculums per grade level at Noah Webster Academy equip students to foster social grace, interpersonal effectiveness, and civic leadership.

- **Penmanship:** At Noah Webster Academy, we recognize the enduring importance of good penmanship, an essential skill that enhances both knowledge retention and communication. Our penmanship curriculum is based on the Penmanship Curriculum by Memoria Press which begins with manuscript copybooks to establish a strong foundation in handwriting. As students progress, they are introduced to New American Cursive, which promotes consistent, legible, and efficient writing. The ability to write with a "good hand" remains vital, even in today's digital world, with many occasions still requiring clear, handwritten communication. Beyond practicality, research confirms that writing by hand reinforces learning and improves overall writing ability. Through this carefully designed program, our students develop the lifelong skill of beautiful and effective handwriting.

At Noah Webster Academy, we partner with families to nurture the heart, mind, and soul of every child. Our curriculum reflects a commitment to faith, academic rigor, and the development of future leaders who will serve with wisdom, virtue, and a steadfast love for God and country.

The Principle Approach

Noah Webster Academy bases its instruction on the Principle Approach®, an educational method developed by the Foundation for American Christian Education (FACE). This Biblical approach, rooted in America's Christian heritage, fosters independent thinking, Christian character, self-government, and scholarship in learners. By teaching students to reason from Scripture and apply God's principles to all subjects, the Principle Approach equips them to engage with knowledge as their own, liberated from secular ideologies.

Inspired by the research of Rosalie J. Slater and Verna M. Hall, the Principle Approach is founded on seven Biblical principles ingrained in the character of America's forefathers. It utilizes

the 4 R's of Research, Reason, Relate and Record, to produce curricula that is both Christian and American, empowering students to become reflective, independent thinkers with the ability to lead and govern themselves.

The Principle Approach encourages educators to engage in self-re-education, shifting from progressive methods that promote relativism to a Biblical model of reasoning and scholarship. This process includes mastering the FACE syllabus, starting with *The Providential Teaching of America's History,* and developing a deep understanding of America's Christian heritage in government, education, and character. Through this approach, Noah Webster Academy seeks to inspire students to exemplify Christ-like scholarship in all areas of life.

The Educator's Stewardship in the Principle Approach

- Equip each student with the essential learning resources.
- Foster their proficiency for a lifelong journey of learning
- Instill the value of Christian Self Government
- Unveil the riches of diverse fields of knowledge
- Encourage the learner to reach their fullest potential in Christ by embracing their God-given role in the Chain of Christianity.

The Principle Approach® is more than just an educational method—it is a way of thinking. Mastering the Principle Approach® takes time, as it is cultivated through the disciplined study of Scripture. God's principles must first be internalized before they can manifest in the outward expressions of the soul. True restoration begins in our minds. As Colossians 3:2 instructs, **"Set your mind on things above, not on things on the earth."**

The Seven Principles of Liberty

Mastery of the seven principles of Liberty, as defined by FACE founders Rosalie J. Slater and Verna M. Hall in their works *Teaching and Learning America's Christian History, The Principle Approach* and *The Christian History of the Constitution*, is fundamental to the Principle Approach®. These principles are integrated into every subject and grade, cultivating reasoning and writing skills in both teachers and students. These seven principles have been adapted for NWA:

1. **The Principle of Individuality**: *God created us in His image and has blessed His children with the gift of life and the freedom to choose. He has given each of us unique talents and abilities to fulfill our individual purpose in life.*

2. **The Principle of Christian Self-Government:** *God's children are responsible for governing themselves according to God's Word and moral principles. True freedom comes from internal self-discipline, accountability to God, and the ability to control one's own actions, thoughts, and behaviors in alignment with biblical values not by external forces.*

3. **The Principle of Christian Character:** *True character is rooted in a relationship with God and reflected in moral integrity, with virtues of honesty, kindness, and humility. Character should be shaped and guided by biblical truths through the example of Jesus Christ.*

4. **Conscience is the Most Sacred Property:** *Each individual has the God-given right and responsibility to live in accordance to God's word, in accordance to their conscience. God's children have a sacred stewardship over the moral compass, which gives direction and guidance in one's life.*

5. **The Christian Form of Government:** *Christian government is established to protect the rights given by God, ensuring that everyone is accountable to Him and has the freedom to develop and express Christian character. This form of government derives its authority from individuals who govern themselves according to God's principles. When individuals are God-governed first, then they restrain themselves from exercising inappropriate power over other people. Christian government maintains internal restraints such as representation, separation of powers, and federalism, which are modeled in the American form of government. God holds men accountable for their acts in relation to government, both in the making and in the administering of laws***.**

6. **How the Seed of Local Self-Government is Planted:** *God has commanded us to love our neighbor as ourselves. As followers of Christ, we are called to promote and safeguard the right of self-government for all people. Decisions made at the most personal or local level help to preserve both liberty and accountability.*

7. **The Principle of American Political Union:** *The purpose of God's plan of*

happiness is to help us become united with Him, our families, and our fellowmen. This unity brings complete liberty and joy. By uniting with God and His word, followers of Christ fulfill their divine potential to carry out God's will. Coming together under a Christian form of government fosters civic, economic, and personal liberty for individuals and families, while strengthening the community as a whole.

The Notebook Method: The Tool of the Principle Approach®

"Learning is not attained by chance, it must be sought for with ardor and attended to with diligence."
— Abigail Adams

Notebook-based learning is an educational strategy that emphasizes the disciplined use of notebooks as tools to accomplish the major steps of deep learning: research, reason, relate and record. The notebook method serves as a pathway to significant intellectual and spiritual growth. Rooted in the Principle Approach®, it seeks to cultivate a Biblical worldview and Christian character by encouraging students to reflect more deeply on their learning in a structured and deliberate way.

Unlike workbooks and the like, which often promote rote learning, notebook-based learning fosters deep thinking, mastery of the subject matter, and personal ownership of acquired knowledge. It involves creating detailed, handwritten records of study, which not only solidify comprehension, but also serve as lasting resources for further learning and reflection.

Throughout history, many influential figures have kept notebooks, recognizing their value for personal growth and creativity and serving as the process through which the natural steps to learning could be effectively accomplished. Thomas Jefferson meticulously recorded ideas and insights that influenced the founding of a nation. Leonardo da Vinci filled his notebooks with sketches, inventions, and observations that shaped the Renaissance. Alex de Tocqueville, Ludwig van Beethoven, Mark Twain, Benjamin Franklin, Ralph Waldo Emerson, and Lewis and Clark are just a few more of the world's most influential people who demonstrated how notebooks can capture the essence of learning application, while fostering clarity, continuity, and creativity.

A survey of American history readily reveals that men of great character often share common elements in their educational backgrounds: training in Biblical reasoning, rigorous academic discipline, emphasis on languages and mathematics, and the use of the notebook method of study. The mastery of any subject requires the learner to create a written record of their study, and the more detailed and precise the record, the greater the mastery attained. The notebook becomes an indispensable instrument for reasoning and intellectual discipline.

In stark contrast to workbooks—which demand minimal reflective thinking, mastery of subject matter, or personal effort—the Notebook Approach fosters:

- **Reflective Thinking**: Encouraging deep contemplation and understanding.
- **Authority in Communication**: Developing the ability to speak, write, and reason with clarity and confidence.
- **Subject Mastery**: Facilitating profound engagement with and retention of material.
- **A Personal Record**: Capturing the student's learning journey in their own handwriting.

The Notebook as a Multi-Faceted Educational Tool

- **A Personal Product**: It is a creation of the student's own hand, reflecting their individual effort.
- **A Record of Labor**: It documents the student's diligence and productivity.
- **A Resource for Further Study**: It serves as a reference for continued reflection and deeper understanding.
- **A Measure of Educational Progress**: As Noah Webster emphasized, true education produces mastery of a subject, and the notebook evidences this mastery.
- **An Aid to Parents and Teachers**: It provides a transparent account of what has been taught and learned, offering a clear progress report that reflects the student's character development, industry, and responsibility.

Arts Exercised by the Notebook Method

- **Listening**: Developing attentive and active engagement.
- **Writing**: Practicing clear and effective expression.
- **Organizing**: Structuring information logically and cohesively.
- **Managing**: Building habits of consistency and responsibility.
- **Consistency**: Reinforcing discipline and steady effort.
- **Criticism**: Cultivating the ability to analyze and evaluate.
- **Integration & Summary**: placing learning in appropriate context and distilling complex concepts into useful applications.

Skills Developed Through the Notebook Method

- **Reading**: Encouraging comprehension and analysis.
- **Spelling**: Reinforcing language accuracy.
- **Research**: Instilling a methodical approach to inquiry.
- **Observation**: Sharpening attention to detail.
- **Discipline**: Building habits of diligence and perseverance.

- **Critical Thinking**: Enhancing the ability to reason and evaluate effectively.The notebook is the fruit of the student's own studentship and serves to cultivate habits of productivity, precision, and order, in exercising basic skills.

The Steps of Notebook Based Learning:

The Notebook Method incorporates and balances four steps of learning

STEP	DEFINITION	METHOD
Research	Thorough and earnest study of Scripture to discover foundational truths (Jeremiah 29:13)	Word study, written summaries on display, Bible exploration, map study and illustrated resources for learning journals.
Reason	The foundation or basis of beliefs, providing support or justification for a viewpoint; deeply processing and internalizing knowledge through thoughtful reflection (Psalm 119:27)	Respond to inquiries and restate information in your own words.
Relate	Engaging with information in a way that connects it to personal experiences, ensuring the material is relevant and applicable to the student's life and world.(Nehemiah 8:8)	Use of Socratic method of teaching through guided discussions and answering “relate” questions
Record	A consistent and verified official record of written material for long-term preservation. (1 John 5:10)	By recording it in writing, knowledge becomes an enduring part of one's understanding.

The Standard of the Notebook Method

The format of the notebook is established by each classroom teacher, tailored to the students' grade level and the specific subject matter. This standard is introduced, practiced, and reinforced daily. Students receive a printed copy of the standard, which they place at the front of their notebooks for frequent reference throughout the course. Younger students and those new to the Notebook Method are gradually introduced to ensure their understanding and success.

Commitment to Faith Based Learning

Noah Webster Academy is non-denominational and welcomes families of all faiths and does not require adherence to any specific religious denomination as a prerequisite for admission. Respect for all faiths and religious denominations is a cornerstone of our school community. At the same time, the Christian faith forms the foundation of our educational mission, and is

diligently taught through the rigorous study of the King James Version of the Holy Bible. Noah Webster Academy is committed to fostering a Christ-centered education rooted in love, respect, and faith, preparing students to lead lives that honor God and reflect His teachings. Biblical Principles form the very foundation of every academic subject taught at Noah Webster Academy through the implementation of the Principle Approach®.

Students at Noah Webster Academy are consistently encouraged and taught to live in accordance with the teachings of the Bible. These principles guide not only students' academic pursuits but also their character development and their everyday lives. As Proverbs 22:6 reminds us, *"Train up a child in the way he should go: and when he is old, he will not depart from it."* Likewise, 3 John 1:4 affirms, *"I have no greater joy than to hear that my children walk in truth."*

Daily classroom devotionals—including scripture study, prayer, song, and reflection—anchor each school day. The curriculum and environment are designed to foster spiritual growth and a Christ-centered perspective. Monthly school-wide devotionals further reinforce these values, with parents encouraged to attend and participate, building a community united in faith and love for God.

It is our sincere prayer that, through the rigorous delivery of a traditional Christian American education, our families will strengthen and deepen their personal relationship with Christ, regardless of the specific religious denomination they have chosen, or of which they have become accustomed.

Leadership & Administration Framework

Noah Webster Academy

Noah Webster Academy is operated as a nonprofit corporate organization pursuant to the laws of the State of Nevada. We are involved in educating elementary and middle school students, serving students from Kindergarten through eighth grade. Noah Webster Academy is operated as an exempt school under the provision of NFS 394.211 and as such is exempt from the provisions of the Private Elementary and Secondary Education Authorization Act. Noah Webster Academy is exempt from federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3).

Oversight

A Board of Directors directs and oversees the affairs of Noah Webster Academy. Future members of the board will be selected depending upon the specific needs of the school, as determined by the Board. It is anticipated that "the Board" will consist solely of experienced teachers who have a solid testimony of Jesus Christ and a desire to help fulfil the mission of the school.

Resolving Conflicts

At Noah Webster Academy, we value a harmonious and respectful community. Our approach to conflict resolution is grounded in biblical principles, specifically Matthew 18, which provides a clear process for addressing concerns. To maintain trust and integrity, we encourage open, direct communication and a commitment to unity.

If a conflict or complaint arises regarding school matters, we ask parents to follow these steps before discussing the issue with their child, other parents, or teachers not directly involved. This ensures fairness and fosters a constructive resolution:

1. **Direct Communication**: Begin by addressing your concern directly with the individual involved. In most cases, this approach resolves misunderstandings, prevents gossip, and avoids unnecessary tension.
2. **Involve a member of the Board of Directors**: If the issue remains unresolved after direct communication, request a meeting with an individual member of the Board of Directors to facilitate a productive discussion.
3. **Escalate to the Full Board of Directors**: Should the conflict persist, submit your concern for review by the Board of Directors, which includes a team of founding Noah Webster Academy teachers. They will work collaboratively to seek a resolution that aligns with Noah Webster Academy's values and mission.

By following these steps, we ensure that conflicts are handled respectfully, effectively, and in accordance with the standards and principles of Noah Webster Academy.

Code of Student Conduct - High Behavioral Expectations

At Noah Webster Academy, we believe that high standards of behavior are integral to a successful Christian educational experience. We are committed to fostering an environment where students strive for excellence not only in academics but also in character. The principles

outlined in this Code of Student Conduct reflect our commitment to shaping students into moral, productive, spiritually-sound, and effective citizens.

High Expectations for Behavior

Every member of the Noah Webster Academy community—students, faculty, and staff—is expected to know, understand, and adhere to the guidelines set forth in this handbook. The cornerstone of Noah Webster Academy's educational model is the set of high expectations placed on individual student behavior. We believe that upholding these expectations is essential for creating an environment where students can thrive academically and spiritually.

This commitment to personal conduct and integrity of student behavior is grounded in the whole of Scripture: *Romans 3:23, 2 Timothy 3:16-17, Proverbs 22:6, Isaiah 54:13, Proverbs 17:25, Psalms 51:5, Deuteronomy 21:18–21,, Proverbs 29:15, Proverbs 22:15.*

Unlike many other institutions, Noah Webster Academy does not need to factor in the hidden costs of poor student behavior, such as additional staff hours for behavioral management. By maintaining high standards of conduct, costly distractions are minimized and the energy and effectiveness of our educators are maximized. This creates an atmosphere where students can focus on learning and personal growth, all while helping to minimize administrative costs.

Teacher-Centered Educational Model

At Noah Webster Academy, we prioritize a teacher-centered model, one that has been proven to encourage positive behaviors and academic success. Unlike the student-centered approach used by many public and private schools, which often leads to a rise in self-centered attitudes and behaviors, our model fosters respect, discipline, and accountability.

We aim to extract the best behaviors from each student, preparing them to be responsible, respectful, moral, and effective leaders, all while ensuring that our teachers' time and energy are maximized for the benefit of the entire student body. The goal is to create an atmosphere where teachers consistently attain supreme levels of excellence so that students, in turn, can be coached into realizing their maximum potential to become moral, highly productive stewards of our American Republic.

Christian Behavior and Etiquette

As reflected in our mission, students at Noah Webster Academy are expected to conduct themselves according to Christian principles in all aspects of life. This includes the following minimum behavioral guidelines:

1. **Respectful Communication:** Use good manners and polite speech at all times. Repeated use of inappropriate or offensive language may result in dismissal.
2. **Respect for Others:** Treat all students, faculty, staff, and guests with kindness and respect. Bullying, belittling, or mocking others is never acceptable.
3. **Honesty and Integrity:** Be truthful and honest in all dealings, both with others and with oneself.
4. **Respectful Acceptance of Correction:** Receive corrections and feedback with a humble and respectful attitude, understanding that they are part of the learning process.
5. **Positive Attitude:** Display a positive, willing, and cooperative attitude toward learning and community life.
6. **Academic Responsibility:** Complete all assignments to the best of your ability and comply with all school policies and guidelines.

At Noah Webster Academy, all students must participate in grade appropriate, modernized courses of etiquette, "*Sons of Civility*," and *"Daughters of Civility,"* where they learn the essential principles of polite, Christian behavior in today's secularized world. These courses help students develop the skills necessary to successfully navigate both social and professional environments with grace and respect. By upholding these standards, we ensure that Noah Webster Academy remains a place where every student is inspired to fully embrace their individual value in Christ, empowering them to grow into the best version of themselves—academically, socially, and spiritually.

Classroom Expectations and Constitutions

> ***"Whatever you do, work at it with all your heart, as working for the Lord, not for men."*** *— Colossians 3:23*

Why Do We Have High Classroom Expectations?

In order to have true liberty, man must be governed internally by the Spirit of God rather than by external forces. Government is first individual, and then extends to the home, the church, the community, and our nation. Children need to be taught that the external authority of parents and teachers will be less as they become more responsible for what they do. Each student can learn to be a good steersman—whether in learning work habits that enable him/her to be an effective student or in conducting him/herself in a Christian way in every activity. The manner in which students conduct themselves—and especially what they learn in the home and at school—determines whether they will need a "king" or "state" to tell them how to live, and whether they will learn to be directed from within as they come to rely wholly on God. (T&L pp.184-192).

Where do High Classroom Expectations & Self-Governance Lead?

Well-structured and consistently applied classroom expectations and discipline are essential to fostering a productive and orderly learning environment. The ultimate aim of high expectations and discipline is not simply to enforce compliance, but to cultivate within each student a sense of Christian self-governance. This approach encourages students to internalize and uphold righteous principles, not merely in response to external rules, but as a sincere, personal commitment to honoring God through their actions and choices.

Classroom Constitutions at Noah Webster Academy.

Each classroom at Noah Webster Academy establishes a Class Constitution as its guiding framework, aligning with the Biblical philosophy of self-governance. This constitution is created and adopted with the agreement of every student, fostering a sense of ownership and commitment. Rather than focusing on strict rules or group conformity, the Class Constitution emphasizes personal responsibility, individual growth, and moral integrity. The approach prioritizes positive principles and aspirational values, encouraging students to govern themselves through Biblical wisdom and discernment.

Discipline as a Path to Christian Character

True discipline is not about mere rule enforcement—it is about shaping the heart. At its core, discipline seeks to instill Christian self-governance, teaching students that genuine joy and fulfillment come from living in alignment with God's will. Respecting parents, teachers, and authority figures is not just a duty but a reflection of one's reverence for God. Conversely, disregarding these principles leads to natural and meaningful consequences, reinforcing the importance of wise choices.

A Transformative Approach to Discipline: Hard Words. Soft Heart. Good Fruit.

Discipline should not be driven by fear or external control but by partnership and purpose. It is not an authoritarian demand for obedience but a shared journey of growth—where students are guided, encouraged, and taught to take ownership of their actions. Rather than imposing rigid commands, discipline at NWA is designed to nurture discernment, accountability, and a heartfelt commitment to living with integrity. Through this process, students learn that true discipline is not about punishment but about developing wisdom, character, and a Christ-centered way of life.

Steps To Discipline

Steps to Discipline

At Noah Webster Academy, we believe that discipline is a means of guiding students toward self-control, personal responsibility, and Christ-like character. Our approach to discipline is rooted in biblical principles, emphasizing respect, repentance, restoration, and reconciliation. The following steps outline the disciplinary process when student behavior does not align with the academy's expectations:

1. Verbal Warning & Correction

Minor infractions will be addressed through a verbal warning and correction. Teachers and staff will remind students of the expectations and encourage them to make better choices in accordance with biblical values.

2. Student-Teacher Conference

If inappropriate behavior continues, the student will meet privately with the teacher to discuss their actions, reflect on their choices, and consider how to improve. The goal is to foster understanding and encourage personal growth.

3. Parental Notification & Conference

Should the behavior persist, parents will be contacted to discuss the issue. A conference may be scheduled with the student, teacher, and possibly an administrator to develop a plan for improvement.

4. Written Conduct Notice

For repeated infractions or more serious offenses, a written notice of the misconduct will be issued. The student may be assigned consequences such as detention, restitution, or a service-based task to encourage responsibility and repentance.

5. Administrative Review & Disciplinary Action

If previous interventions fail to correct the behavior, the administration will review the situation and determine appropriate disciplinary action. Consequences may include loss of privileges, additional service-based consequences, in-school suspension, or behavioral probation.

6. Suspension

For severe or repeated violations, a student may be suspended from school for a designated period. Parents will be required to meet with the administration before the student is reinstated. A behavioral contract may be implemented as a condition of return.

Immediate Suspension:

A student will face immediate suspension for the following serious offenses:

- **Academic dishonesty**, including cheating or stealing.
- **Use of vulgar language** or engaging in physical aggression.
- **Severe disruption** or willful defiance of authority.
- **Vandalism** or possession of dangerous items or weapons.
- **Harassment, threats, or intimidation** toward others.
- **Leaving campus without authorization**

7. Expulsion

In cases of extreme or unrepentant misconduct, the student may be dismissed from Noah Webster Academy. Expulsion decisions will be made prayerfully and in consultation with school leadership. The student and family will be encouraged to seek restoration and growth in their faith journey.

At every stage of the disciplinary process, our goal is to guide students toward maturity, wisdom, and Christ-like behavior, while maintaining a learning environment that reflects the values and mission of Noah Webster Academy.

Family Behavior

At Noah Webster Academy, we value and encourage the partnership between families and our school in fostering a supportive learning environment. However, it is essential to maintain a respectful and constructive relationship that allows teachers and staff to focus on their primary responsibility—educating students.

Some actions by parents or guardians may disrupt the classroom or school operations. In such cases, the following steps will be taken to address and resolve the situation:

1. **Initial Communication:** The school will communicate with the parent or guardian to discuss the concern and collaboratively work toward a resolution.

2. **Resolution Plan:** A plan will be developed to ensure the interference does not continue, with clear expectations outlined for all parties involved.

3. **Administrative Intervention:** If the issue persists, school administration will meet with the parent or guardian to review the situation and reiterate the expectations for appropriate conduct.

If, despite these efforts, a resolution cannot be reached and the interference continues to

negatively impact the classroom or school environment, the student's enrollment at Noah Webster Academy may be subject to termination.

We are committed to fostering a positive and respectful partnership with families and appreciate your cooperation in ensuring our school remains a thriving community for all students and staff.

Student Enrollment

Application and Fees. To enroll a student at Noah Webster Academy (Noah Webster Academy), parents must complete an on-line application form on NWA's website (noahwebsteracademylv.org) and submit any required application fees.

Required Entrance Interview. To maintain the high standards of our classical Christian education program, Noah Webster Academy requires all prospective students and their families (both parents, if applicable) to participate in an admissions interview. This process allows us to understand each student's unique background, goals, and readiness for the challenges of a classical education. As a portion of that interview, prospective students are required to complete a short entrance examination to assess their academic preparedness and to determine their appropriate academic placement within our academy, if accepted. This ensures that each student admitted is well-equipped to thrive in our rigorous academic environment and benefit fully from all of the opportunities offered at Noah Webster Academy.

Acceptance or Refusal. Each family who has completed the application process, including the entrance interview, will be given an acceptance or refusal.

Nondiscrimination. Students are accepted without regard to race, religion, gender, or national origin.

Immunization Record. At the time of enrollment, all families must submit a current immunization record for each student.

Tuition and Fees

Tuition: Please refer to the website for a breakdown of the current tuition schedule

Noah Webster Academy Dress Code

Purpose and Benefits of a School Dress Code

A school dress code sets clear guidelines for student attire, promoting a structured and respectful learning atmosphere. Beyond appearance, it cultivates discipline, equality, and a strong academic focus. The primary advantages include:

- **Reducing Distractions** – Encourages students to concentrate on academics rather than fashion trends or social pressures.
- **Fostering Equality** – Minimizes socioeconomic differences by promoting a unified and inclusive atmosphere.
- **Strengthening School Identity** – Enhances a sense of community, school spirit, and belonging among students.
- **Encouraging Professionalism** – Develops habits of appropriate dress and self-presentation, preparing students for future academic and career endeavors.
- **Enhancing Safety & Security** – Allows staff to quickly identify students and reduces risks associated with inappropriate or unsafe attire.
- **Promoting Discipline & Respect** – Reinforces responsibility and adherence to guidelines, cultivating a culture of mutual respect.

A well-defined dress code contributes to a positive educational environment where students can grow academically, socially, and in character.

Purchase of School Uniforms

To maintain uniformity and uphold school standards, all uniforms must be purchased exclusively from the Noah Webster Academy school store.

Upholding Excellence, Modesty, and School Pride

At Noah Webster Academy, we believe that a student's appearance reflects their respect for themselves, their peers, and their learning environment. Our dress code is designed to cultivate discipline, unity, and academic focus while upholding Christian values of modesty and integrity. All students are expected to follow these guidelines to support a school culture that honors excellence in character and learning.

General Appearance:

- Students must maintain a neat, clean, and well-groomed appearance at all times.
- Uniforms must be worn properly throughout the entire school day, including after-school activities unless otherwise specified.

- All clothing should be in good condition—free from excessive wear, holes, or stains.

Tops:

- Polo shirts or button-down shirts in approved school colors must be worn.
- Shirts must be tucked in at all times.
- Undershirts (if worn) must be solid and in a neutral color that does not distract from the uniform.

Bottoms:

- Boys: Uniform pants or knee-length shorts in approved colors must be worn.
- Girls: Uniform skirts, jumpers, skorts, or pants in approved colors must be worn.
- Skirts and jumpers must be knee-length or longer.
- Belts must be worn with pants or shorts that have belt loops.

Outerwear:

- Only school-approved sweaters, vests, or jackets may be worn indoors.
- Non-uniform outerwear may be worn outside but must be removed upon entering the building.

Shoes and Socks:

- Closed-toe, closed-heel shoes are required.
- Athletic shoes must be worn on PE days.
- Socks must be worn at all times and should be a solid color that complements the uniform.
- Boots may be worn but must not exceed mid-calf height.

Hairstyles and Grooming:

- Hair must be clean, neatly groomed, and of a natural hair color.
- Extreme hairstyles, including shaved designs, unnatural colors, or excessive spikes, are not permitted.
- Boys' hair should be above the collar, off the ears, and neatly trimmed.
- Girls' hair accessories should be simple and in school-appropriate colors.

Jewelry and Accessories:

- Jewelry should be minimal and not distracting.
- Girls may wear small earrings (one per ear); large hoops, gauges, or excessive jewelry are not allowed.
- Boys may not wear earrings.
- No visible body piercings or tattoos are allowed.
- Simple, non-distracting watches may be worn.
- Makeup should be natural and minimal.

Headwear:

- Hats, caps, hoods, and bandanas may not be worn indoors.
- Head coverings for religious or medical reasons must be approved by administration.

Special Dress Days & Exceptions:

- On designated "Casual Dress" or spirit days, students may wear pre-approved non-uniform attire that aligns with the school's values of modesty and respect.
- PE uniforms must be worn on designated PE days.
- Any exceptions due to medical conditions or religious beliefs must be discussed with the administration.

Enforcement & Consequences:

- Students out of dress code will be required to correct the issue before returning to class.
- Repeated violations may result in disciplinary action, including parent notification and further consequences as determined by administration.

Noah Webster Academy appreciates parental support in ensuring that students comply with the dress code, fostering an environment that reflects our commitment to excellence, respect, and Christian values.

Noah Webster Academy Dress Code Guidelines

To maintain a professional and unified appearance that reflects the values of Noah Webster Academy, all students must adhere to the following dress code.

Kindergarten

Girls

- Noah Webster Academy skort
- White or navy socks or tights

Boys

- Navy or khaki pants
- Black or navy socks

Both

- Red, white, or blue polos
- Solid black shoes

1st - 4th Grade

Girls

- Plaid jumper
- White or navy socks or tights
- Navy biker shorts
- Navy cross tie with Noah Webster Academy logo

Boys

- Navy pants
- Black or navy socks
- Noah Webster Academy tie
- Black belt

Both

- White button-down short-sleeved oxford shirt
- Navy blue cardigan with Noah Webster Academy logo
- Non-marking solid black shoes
- Athletic shoes for P.E.

Casual Uniform

Girls: White or navy socks
Boys: Black or navy socks

Both:

- Noah Webster Academy polos
- Navy or khaki pants
- Non-marking solid black shoes

5th - 8th Grade

Girls

- Plaid skirt
- White or navy socks or tights
- Navy biker shorts
- Navy cross tie with Noah Webster Academy logo

Boys

- Khaki pants
- Black or navy socks
- Navy tie with Noah Webster Academy logo
- Black belt

Both

- White button-down short-sleeved oxford shirt
- Navy cardigan with Noah Webster Academy logo
- Non-marking solid black shoes
- Athletic shoes for P.E.

Casual Uniform

Girls: White or navy socks **Boys:** Black or navy socks
Both:

- Noah Webster Academy polos with logo
- Khaki pants
- Non-marking solid black shoes

All uniforms must be purchased from the **Noah Webster Academy school store** to ensure consistency in style, color, and quality. Compliance with the dress code promotes discipline, school pride, and a respectful learning environment.

School Hours and Attendance

Grades K-8 are held Monday through Thursday from 8:00 a.m to 3:00 p.m. Friday's at Noah Webster Academy are considered a "remote learning" day for students.

Attendance Policy

At Noah Webster Academy, regular attendance is fundamental to academic success. Consistent and timely attendance not only supports each student's educational progress but also contributes to a productive and engaging learning environment for the entire class. Absences and tardiness disrupt the classroom dynamic, interfere with collaborative learning, and create additional administrative responsibilities for teachers.

As part of our educational philosophy, we strive to minimize unnecessary administrative burdens on teachers, allowing them to dedicate their time and resources to meaningful instruction for all students.

We ask families to make attendance and punctuality a priority, recognizing their vital role in maintaining the integrity of our learning community.

Absence Policy

Excessive Absences

Students who accumulate **12 absences** within a school year risk falling behind academically and may be required to repeat their current grade. To ensure families are aware of attendance concerns, written notifications will be sent as needed.

Punctuality and Tardiness

Punctuality is essential to a quality education. All students are expected to arrive at school on time and be in their classrooms when instruction begins. Noah Webster Academy strictly enforces punctuality to uphold a structured and effective learning environment.

Tardies

- **Three tardies equal one absence.**
- Students are considered tardy if they arrive late to school.
- Upper grammar students may also be marked tardy if they arrive late to individual classes.

- Accumulating **three tardies within an academic quarter** will result in one recorded absence.

Consistently arriving late demonstrates a lack of self-governance and responsibility. Chronic tardiness will be addressed through a **mandatory meeting** involving the student, ensuring accountability and a commitment to improving punctuality.

Arrival and Departure Procedures

Late Arrivals

- Students arriving **after 8:00 a.m.** must check in at the front office with a parent or responsible adult to obtain an admission slip before entering class.
- Students who arrive **without a parent** will receive an **unexcused tardy**.

Arrival Guidelines

- Students may not arrive before **7:45 a.m.** Parents should plan travel time accordingly.
- For security purposes, **all students must enter and exit through the main doors**. All other doors are designated for emergency use only.

Early Checkouts

- Students leaving early must check out through the **front office**.
- Parents should **wait in the office** for their child rather than going directly to the classroom.

End-of-Day Pick-Up

- **Drive Line pick-up begins at 3:00 p.m.** Parents arriving early must avoid blocking traffic.
- **Students not picked up by 3:15 p.m.** will be enrolled in the after-school program, and parents will be charged accordingly.

Substitute Ride Policy

- If someone **other than a parent** will pick up a student, parents must submit **written permission** to the school office and classroom teacher.
- The note must include:
    - The individual's **name**
    - **Vehicle details**
    - **Contact information**

Homework Policy and Philosophy

At Noah Webster Academy, we view homework as an essential tool to reinforce classroom learning, develop independent study skills, and encourage the active involvement of families in the educational process. However, we also recognize the importance of balancing academic responsibilities with family activities and personal well-being.

Purpose and Philosophy

- Homework is designed to be meaningful and directly tied to classroom instruction, providing students with opportunities to practice and master key concepts.
- At Noah Webster Academy, we are committed to assigning homework that is intentional and purposeful. Each assignment is carefully designed to reinforce learning, enhance understanding, and contribute meaningfully to the student's academic growth. We do not assign homework simply for the sake of keeping students busy.
- Our general philosophy is that students' time at home should be primarily for family activities. However, we acknowledge that some homework is necessary to reinforce learning and foster academic success.

Student Expectations

- Students are expected to work diligently during the school day and take full advantage of time provided for completing assignments.
- Homework should be completed to the best of the student's ability and submitted on time. Homework is due at the start of class. Late work will not be accepted.
- Upper grammar students are responsible for managing their assignments, seeking clarification when needed, and planning effectively to meet deadlines.

Family Role

- Each student's education is an important family matter, and consistent reinforcement at home of lessons and principles learned at school is a vital component of academic success.
- Parents are encouraged to support their children, as necessary and appropriate, in completing all homework assignments on time and to the best of their capability.
- Families should foster an environment conducive to learning by providing a quiet,

organized space and offering guidance when needed, without completing assignments on behalf of the student.

Teacher Responsibility

- Teachers are committed to assigning homework that is reasonable in scope, relevant to classroom instruction, and appropriate for the student's grade level and abilities.
- Homework instructions and deadlines will be clearly communicated to ensure that students and families understand the purpose and expectations of each assignment.
- Teachers will also consider the overall workload of students to avoid overburdening them with excessive assignments.
- Teachers will provide clear, consistent, and weekly communication to students and parents regarding homework assignments and expectations. However, it remains the primary responsibility of students and parents to proactively seek clarification or additional information if any assignment details are unclear.

Friday Assignments

Noah Webster Academy recognizes the importance of maintaining a strong learning process even on days without formal instruction. Fridays are intended as a flexible day and a remote learning day for students and parents to work together, reinforcing and extending the week's learning.

- **Purpose of Friday Assignments:**

  While formal classes are not held on Fridays, students may be assigned additional work, such as projects, reports, or other larger assignments, to support their academic progress. Families should plan and budget time on Fridays to complete these assignments.
- **Family Collaboration:**

  Fridays provide an excellent opportunity for parents to actively engage in their child's education, supporting and guiding them as needed. This collaboration helps ensure that the student remains on track academically.
- **Efficient Scheduling:**

  Whenever possible, parents are encouraged to schedule lessons, appointments, or other activities on **Fridays**, leaving the remainder of the school week available for academic focus and uninterrupted learning.

By making Fridays a productive and intentional day for reinforcement and enrichment, Noah Webster Academy fosters a partnership between school and home that strengthens the student's overall educational experience.

At Noah Webster Academy, we aim to cultivate a culture of hard work during the school day while maintaining a strong emphasis on family time at home. By working together, students, families, and teachers can ensure that homework serves as a meaningful extension of learning without disrupting the balance of life outside the classroom.

Process for Handling Incomplete Assignments

When a student fails to complete an assignment, the following steps will be taken:

1. The student will be referred to the office for accountability.
2. While in the office, the student must contact a parent or guardian to inform them of the missing work.
3. The student will remain in the office until the assignment is finished.
4. Once the assignment is complete, a designated staff member will review the work before allowing the student to return to class.

Grading Policy

Goal of Grading. The purpose of grading and report cards at Noah Webster Academy is to inspire students to strive for excellence while providing a clear and meaningful measure of their progress and performance. Grades serve as a vital tool for tracking academic growth, identifying areas for improvement, and celebrating achievements.

For grades to effectively fulfill their purpose, they must be consistent, transparent, and reflective of a student's efforts and accomplishments. Both parents and teachers play a critical role in shaping how students understand and value their grades. By maintaining a unified approach at home and at school, we can ensure that grades remain a source of motivation, encouragement, and accountability in a student's educational journey.

Principles of Grading. At Noah Webster Academy, grades are a valuable tool for measuring academic progress and fostering a growth mindset. The following principles guide our approach to grading:

1. **Grades Reflect Past Performance:**
    - Grades are a measure of a student's past performance and achievement, not an indicator of their potential. They provide insight into areas of strength and opportunities for growth.
2. **Grades Provide Individual Reference Points:**
    - Grades are a reference for each student's personal progress. Comparisons to the grades of other students are irrelevant and can lead to a false sense of inferiority or superiority. The focus should remain on individual learning and growth.
3. **Grades Support Progress, Not Perfection:**
    - The goal for teachers, parents, and students is continuous progress, not achieving a specific grade. Grades are a natural outcome of the learning process, not the ultimate goal. Effort, understanding, and improvement should take precedence over the pursuit of perfection.
4. **Grades Should Be Viewed Positively:**
    - Grades are not to be feared but understood as a constructive part of learning. They provide feedback that helps students, teachers, and parents work together to enhance academic achievement and personal development.

By adhering to these principles, Noah Webster Academy ensures that grades remain a meaningful and supportive component of the educational experience.

Purpose of Report Cards. At Noah Webster Academy, report cards serve as an essential tool for evaluating and inspiring student growth. They provide a comprehensive measure of performance in two distinct categories:

1. **Academic Performance:** Reflects the student's mastery of subject matter and progress in achieving academic objectives.
2. **Self-Government:** Assesses the student's effort, citizenship, and ability to take responsibility for their own learning and behavior.

The purpose of report cards aligns with the overarching goal of grading: to inspire students to strive for excellence by reflecting on past performance and encouraging continuous progress. By clearly communicating both academic achievements and personal development, report cards foster a balanced approach to education, highlighting the importance of both knowledge and character.

Purpose of Academic Performance Grades

Grades for academic performance are objective measurements of a student's progress in meeting course or curriculum objectives. These grades are determined through a variety of evaluative methods, including:

- Tests and quizzes (oral and written)
- Class participation
- Special assignments
- Research projects
- Various classroom activities
- Contributions to group work
- Homework
- Maintenance of notebooks
- Student projects

1-8 Grading Scale:

- **A** = 100-95%
- **A-** = 94-90%
- **B**+ = 89-87%
- **B** = 86-84%
- **B-** = 83-80%
- **C**+ = 79-77%
- **C** = 76-74%
- **C-** = 73-70%
- **D**+ = 69-67%
- **D** = 66-64%
- **D-** = 63-60%
- **F** = 59-0%

Self-Government Grade Scale

Developing Christlike Character Through Personal Responsibility

At Noah Webster Academy, we believe that true self-government is demonstrated through personal responsibility, respect for authority, and a commitment to integrity. Our Self-Government Grade Scale evaluates students on their ability to govern themselves in

alignment with biblical principles and school expectations. This scale is reflected in conduct grades and may impact privileges, leadership opportunities, and awards.

Outstanding (O) – Exemplary Self-Governance

- **Consistently demonstrates responsibility, integrity, and respect for others.**
- **Completes all assignments on time and takes initiative in learning.**
- **Displays Christlike character in words and actions.**
- **Requires little to no reminders for behavior or rule adherence.**
- **Serves as a positive role model and leader among peers.**
- **Demonstrates a sincere desire to honor God in daily conduct.**

Satisfactory (S) – Developing Self-Governance

- **Generally responsible and respectful but may need occasional reminders.**
- **Completes most assignments on time with minimal prompting.**
- **Shows kindness and respect to others but may struggle with consistency.**
- **Follows classroom rules but may occasionally require redirection.**
- **Demonstrates a willingness to improve and grow in self-discipline.**

Needs Improvement (N) – Inconsistent Self-Governance

- **Frequently requires reminders to follow rules and expectations.**
- **Assignments are often late or incomplete.**
- **Struggles with maintaining respectful communication or behavior.**
- **Displays a lack of initiative in personal responsibility and academic work.**
- **Needs guidance in demonstrating Christian character and accountability.**

Unsatisfactory (U) – Lacking Self-Governance

- **Regularly disregards school rules and expectations.**
- **Consistently fails to complete assignments or takes little responsibility.**
- **Exhibits defiance, disrespect, or disruptive behavior.**
- **Requires frequent intervention from teachers or administration.**
- **Does not demonstrate a commitment to personal or spiritual growth.**
- **May face disciplinary action, loss of privileges, or further consequences.**

This scale serves as a reflection of each student's ability to govern themselves with wisdom, integrity, and accountability, fostering a Christ-centered school environment where responsibility and respect are valued.

Academic Honesty

At Noah Webster Academy, we are committed to fostering a culture of integrity and respect for intellectual property. Academic honesty is a cornerstone of our educational philosophy, and any intentional misrepresentation of another's work or ideas as one's own—whether through cheating or plagiarism—will be treated with the utmost seriousness.

Consequences for Academic Dishonesty:

- A zero will be given for the assignment in question.
- Additional disciplinary actions, including suspension, may be taken based on the severity of the offense.

We understand that students require guidance and instruction to navigate these expectations. Teachers will provide coaching and support to help students develop the skills necessary to appropriately attribute ideas and avoid academic dishonesty.

By upholding these standards, we aim to cultivate responsibility, respect, and a commitment to ethical behavior in all academic endeavors.

Honor Roll

At Noah Webster Academy, we believe in celebrating and recognizing the achievements of our high-performing students. The Honor Roll serves to highlight students' dedication, hard work, and academic excellence, encouraging them to continue striving for success and inspiring their peers to do the same.

Eligibility:

- Students in grades 4 through 8 who receive an **A or B in all their classes** qualify for the **A/B Honor Roll**.

- Students who achieve **straight A's in all their classes** qualify for the prestigious **"A" Honor Roll**.

Recognition:

- Students who earn a place on the "A" Honor Roll will be invited to an **awards ceremony at the end of each quarter** to celebrate their outstanding achievements.

By honoring our high achievers, we aim to reinforce the values of excellence, perseverance, and the joy of learning, ensuring that every student at Noah Webster Academy feels inspired to reach their full potential.

Standardized Testing Policy

At Noah Webster Academy, we believe that education should focus on meaningful learning, critical thinking, and the development of well-rounded individuals. We do not subscribe to the notion that frequent standardized testing improves student education or enhances the learning environment. Instead, we aim to foster a culture where true understanding and mastery are prioritized over test performance.

Our Philosophy on Testing:

- Noah Webster Academy does not teach to the test. Unlike many public and private schools, we do not structure our curriculum around standardized testing.
- We categorically reject the principles underlying Common Core and remain committed to an approach that values individualized learning and academic excellence.

Annual Testing:

- Students in grades K–8 participate in **Iowa Assessments** testing once per year. This is a nationally recognized assessment tool that provides a snapshot of student achievement and measures academic progress compared to peers across the country.
- These tests are not used as a basis for extensive preparation or classroom instruction. They are solely an academic measure to assess progress and identify areas for growth.

No Test-Driven Preparation:

- Noah Webster Academy does not engage in a course of preparation for standardized tests. Instead, we focus on delivering a rigorous and engaging curriculum that naturally equips

students with the skills and knowledge needed to succeed in assessments and beyond.

By limiting standardized testing to once annually and emphasizing its role as a simple academic benchmark, we ensure that our students' time is spent on meaningful learning experiences rather than excessive test preparation. This approach supports a healthier and more productive educational environment for both students and teacher.

Student Work Study Program

At Noah Webster Academy, the *Student Work Study Program* is a cornerstone of our commitment to preparing students for future stations in life. This unique initiative ensures that every student, from kindergarten through eighth grade, actively participates in the operation and care of the school. By engaging in meaningful roles, students develop real-world job experience, cultivate a strong work ethic, and learn essential life skills that will benefit them throughout their lives.

How It Works

- **Assigned Roles**: Every student is assigned a support role in various areas of the school. These roles may include:
    - Custodial tasks (cleaning classrooms, hallways, or restrooms)
    - Office positions (answering phones, filing, delivering messages)
    - Tutoring younger students
    - Cafeteria assistance (serving meals, cleaning tables, restocking supplies)
    - Landscaping (gardening, raking leaves, sweeping sidewalks)
    - Organizing classroom supplies and materials
    - Library assistants (reshelving books, assisting with cataloging)
    - IT helpers (assisting with technology setup or troubleshooting simple issues)
    - Event setup and takedown
    - Safety monitors (assisting with morning drop-off, dismissal, or hallway supervision)
- **Application Process for Older Students**:
  As students advance in grade levels, they must apply for positions of interest. This process includes:
    - Writing and submitting resumes
    - Participating in interviews with staff
    - Completing regular on-the-job performance reviews
- **Rotating Roles**: Jobs may change throughout the school year, allowing students to gain

experience in different fields and further broaden their skills.

Benefits of Work Study

1. **Real-World Experience**: Students learn what it means to have responsibilities and be accountable for their work.
2. **Skill Development**: Whether it's time management, teamwork, or technical skills, students acquire abilities they will use in their first jobs and beyond.
3. **Leadership and Stewardship**: Older students often take on leadership roles, mentoring younger peers and overseeing group tasks.
4. **Ownership and Pride**: By contributing to the upkeep and functioning of the school, students take greater pride in their environment.
5. **Financial Savings**: This program helps the school reduce maintenance and cleaning costs, allowing more resources to be allocated to educational needs.
6. **Character Building**: Students learn the value of diligence, responsibility, and service to others.

Biblical Foundation

The *Student Work Study Program* aligns with the biblical principle of stewardship and diligent work. As Colossians 3:23 reminds us: *"Whatever you do, work heartily, as for the Lord and not for men."*

Through their roles, students learn to approach their tasks with a spirit of dedication and excellence, serving their school community and glorifying God through their efforts.

Unique Atmosphere

This program fosters a collaborative, engaged, and respectful culture within the school. Students, staff, and families alike benefit from an environment where everyone works together, learns together, and grows together. At Noah Webster Academy, the *Student Work Study Program* is more than just an activity—it is a formative experience shaping the leaders of tomorrow.

Recess and Physical Fitness

At Noah Webster Academy, recess is an essential part of our students' day, providing opportunities for self-directed activity, fresh air, and social interaction. It is also a key component of one of our seven foundational pillars: *Physical Fitness*. This pillar emphasizes the importance of

exposing students to a healthy, active lifestyle and equipping them with habits that will contribute to lifelong well-being.

Purpose of Recess

Recess serves as a time for scholars to recharge and engage in activities of their choice. It offers:

- A breath of fresh air
- Moments of solitude for reflection
- Time for private conversations with friends
- Opportunities for group games and physical activity, such as foursquare, basketball, or kickball

All students must remain in the designated recess area, where supervising teachers or administrators provide oversight and ensure a safe, enjoyable environment, unless otherwise directed by the teacher.

Physical Activity Beyond Recess

At Noah Webster Academy, physical fitness is woven into the school day, with all teachers actively supporting and modeling a healthy, active lifestyle. Teachers who know the habits and inclinations of their students take time to incorporate additional physical activity into their daily schedules as needed so as to optimize overall student performance and productivity.. These activities, tailored to the needs and interests of each class, may include:

- **Walks**: A quick stroll around campus or a brisk walk to energize the class
- **Calisthenics**: Stretching, jumping jacks, or other bodyweight exercises
- **Games**: Kickball, dodgeball, four square, badminton, croquet, and relay races
- **Other Activities**: Tug-of-war, capture the flag, obstacle courses, yoga, and mindfulness exercises

These teacher-led activities not only reinforce physical fitness but also build teamwork, coordination, and discipline while helping students manage energy and focus throughout the day.

School Safety & Emergency Response Plan

"For God has not given us a spirit of fear, but of power and of love and of a sound mind." **– 2 Timothy 1:7**

At Noah Webster Academy, the safety and well-being of our students, faculty, and staff are our highest priority. This School Safety & Emergency Response Plan provides clear procedures for responding to various emergencies, ensuring preparedness and swift action when needed.

General Safety Principles

1. **Preparedness –** Staff and students will receive regular training on emergency procedures.
2. **Communication –** Emergency notifications will be sent through the school's designated alert system.
3. **Accountability –** Teachers are responsible for knowing the whereabouts of their students at all times.
4. **Calm Response –** In every situation, staff will lead by example, demonstrating confidence and order.
5. **Prayer & Assurance –** In moments of crisis, our community is encouraged to seek peace and strength through faith.

Fire Drill Procedures

Purpose: To ensure a safe, orderly evacuation in case of fire or smoke.

Fire Drill Steps:

1. **Alarm Activation:** A continuous alarm will sound. Teachers must immediately instruct students to line up and remain silent.
2. Evacuation:
    - Walk calmly to the designated evacuation area (posted in each classroom).
    - The last person exiting the room should close the door without locking it.
3. **Attendance Check:** Teachers will take roll once outside. Any missing students must be reported immediately.
4. **Wait for Clearance**: The administration and emergency personnel will assess the situation.
5. **Re-Entry:** Once deemed safe, students will be escorted back inside in an orderly fashion.

Fire Drills will be conducted monthly to ensure readiness.

Lockdown Procedures

Lockdowns are used to protect students and staff from immediate threats inside or near the school.

Soft Lockdown (Precautionary Safety Measures – No Immediate Threat Inside)

Used for: Nearby police activity, suspicious persons in the area, or other potential risks.

1. **Announcement:** "Soft lockdown in effect. Please secure all areas."
2. **Lock Doors:** Teachers lock classroom doors but continue instruction.
3. **Limit Movement:** Students stay inside, and hallway movement is restricted.

4. **Monitor Updates:** Staff will await further instructions via the school communication system.
5. **All Clear:** Once law enforcement or administration deems it safe, an "All Clear" announcement will be made.

Hard Lockdown (Active Threat Inside or Direct Danger to the School)

Used for: Intruder, active shooter, or immediate violent threat

1. **Announcement:** "Hard lockdown. Lock doors. Stay silent. Stay hidden."
2. **Lock & Barricade:**
    - All doors are locked, lights turned off, and windows covered.
    - If possible, furniture should be used to barricade entry points.
3. **Silence & Concealment:**
    - Students and staff should stay silent and out of sight.
    - Phones should be on silent (not vibrate).
4. **Emergency Communication:**
    - 911 should be called if safe to do so.
    - The administration will communicate with law enforcement.
5. **Stay in Place:**
    - Do not open doors for anyone unless a recognized law enforcement officer gives the all-clear.
6. **Evacuation (If Necessary):**
    - If an opportunity to escape safely presents itself, students and staff should evacuate and run to safety.

Hard Lockdown drills will be conducted semi-annually.

Emergency Communication & Parent Notification

- In an emergency, parents will receive alerts via email, text, and phone calls.
- Parents are advised NOT to come to the school unless instructed to do so, as this can interfere with emergency response efforts.
- Updates will be provided as the situation develops, with reunification procedures communicated when necessary.

Reunification Procedures (Emergency Dismissal)

In the event of a major emergency requiring student pickup, a reunification site will be established. Parents will be notified via official school communication channels with instructions on where and how to retrieve their children safely.

Parent Pickup Steps:

1. Parents must present identification.
2. Students will be released only to authorized guardians.
3. A sign-out log will be maintained for accountability.

Training & Review

- All staff will receive annual emergency response training.
- Students will participate in age-appropriate safety drills throughout the school year.
- The School Safety Committee will regularly review and update procedures as needed.

Final Encouragement

At Noah Webster Academy, we trust in God's protection while also taking wise and proactive measures to ensure the safety of our students and staff. Through preparation, clear communication, and faith, we create a secure environment where students can learn and grow in Christ with confidence.

"God is our refuge and strength, a very present help in trouble." – Psalm 46:1

No Cell Phone & Electronic Device Policy

Policy Overview

To foster a focused, respectful, and spiritually enriching learning environment, students at Noah Webster Academy are not permitted to bring cell phones or other personal electronic devices (including smartwatches, tablets, or personal laptops) onto campus at any time. This policy is in effect from the moment students arrive until they leave school grounds, including before and after school activities, lunch, recess, and passing periods.

Rationale for the Policy

At Noah Webster Academy, we believe that removing personal electronic devices from the school environment enhances learning, promotes meaningful relationships, and nurtures spiritual growth. This policy is in place for the following reasons:

1. **Academic Excellence –** Personal devices create distractions and hinder student engagement. Eliminating them ensures students remain focused on their studies and actively participate in class discussions.
2. **Social & Emotional Development –** By removing the reliance on digital communication, students build stronger in-person connections, develop better social skills, and engage in Christ-centered interactions.
3. **Spiritual Awareness –** A technology-free environment encourages students to be present, practice self-discipline, and seek God's guidance throughout the school day.
4. **Integrity & Safety –** Prohibiting personal devices on campus helps prevent cyberbullying, cheating, exposure to inappropriate content, and social media distractions, ensuring a safe and morally upright school culture.
5. **Respect & Self-Governance –** Learning to function without personal electronics teaches students patience, discipline, and responsibility—essential qualities for Christian character development.

Expectations & Enforcement

- Students are not allowed to bring cell phones or other electronic devices onto school property.
- Any necessary communication between parents and students must go through the front office.
- Students needing access to a phone for emergency purposes may request permission from school staff.
- Parents should ensure that students leave all devices at home before arriving at school.

Consequences for Violations

If a student is found with a cell phone or electronic device on campus:

1. First Offense: Device is confiscated and held in the school office; a parent/guardian must retrieve it at the end of the school day.
2. Second Offense: Device is confiscated, and the student will receive a disciplinary consequence; parents will be required to meet with administration.
3. Third Offense: Additional disciplinary action, which may include detention, suspension, or further consequences as determined by administration.

Exceptions & Special Circumstances

- Students with documented medical needs requiring an electronic device for health purposes may receive administrative approval.
- Teachers may permit the use of school-provided technology for academic purposes only, under strict supervision.

Encouraging a Culture of Presence & Engagement

Noah Webster Academy is committed to helping students develop self-control,

meaningful relationships, and academic discipline without the distractions of personal technology. By eliminating cell phones and personal devices from campus, we create an environment where students fully engage in learning, deepen their faith, and build strong, Christ-centered friendships.

We appreciate the support of parents and guardians in reinforcing this policy and helping students develop healthy technology habits that align with biblical values.

Family Involvement Program

At Noah Webster Academy, parent involvement is a vital part of our mission to foster a collaborative, supportive, and thriving school community. As a condition of enrollment, parents are required to contribute service hours to the school. This commitment reflects the principle that education is a partnership between families and the school, and it helps to ensure the success of our programs and events.

Service Hours Requirement

Parents are encouraged to complete **20 hours of service per academic year**. These hours are essential for the operation and success of various school activities and events.

Purpose of Service Hours

Parent service hours are not just a requirement but an opportunity to contribute to the school's success and foster personal growth. Key reasons for this program include:

1. **Demonstrating Collaboration**: When parents serve the school, they model the value of teamwork to their children, reinforcing the principle that education is a joint effort.
2. **Fostering Ownership**: Personal service cultivates a sense of pride and stewardship, encouraging respect for the school's facilities and community.
3. **Reducing Costs**: Parental involvement helps the school operate more efficiently, reducing the need for additional staff and keeping tuition and fees manageable for all families.
4. **Building Character**: Participation in service activities fosters gratitude, responsibility, and a sense of purpose, both for parents and students.

As 1 Peter 4:10 reminds us:

"Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms."

Through acts of service, parents and students alike embody the spirit of stewardship and

community that defines Noah Webster Academy.

Parent Engagement Opportunities

The school offers a wide variety of service opportunities to meet different interests, schedules, and skill sets. Examples include:

- **Academic Support**: Room parent, classroom helper, library volunteer, or assisting with events like the Math Bee, Spelling Bee, or Science Fair.
- **Event Assistance**: Set-up and clean-up for events such as the Fall Festival, Etiquette Dinner, or Fun Run.
- **Special Programs**: Costume design for fine arts productions, organizing bake sales, coordinating Teacher Appreciation Week, or supporting the Hot Lunch Program.
- **Facility Improvement**: Helping with school improvements or landscaping projects.
- **Sports and Enrichment**: Coaching sports teams or assisting with activities during Reading Week or Kindness Week.
- **Serving as an Noah Webster Academy Facilitator**: see section below
- **Field Trips and Special Events**: Participating in off-campus trips like Plymouth Plantation or supporting high school events.

By contributing their time and talents, parents play an essential role in the success of Noah Webster Academy. Together, we create a vibrant, collaborative environment where students thrive academically, socially, and spiritually.

Learning Facilitators at Noah Webster Academy

At Noah Webster Academy, we recognize that education extends beyond the traditional classroom. A vital component of our mission is to equip students with valuable life skills and practical knowledge that prepare them for success in their future stations. To this end, we invite skilled members of the community to serve as *Learning Facilitators*.

What Is a Learning Facilitator?

A *Learning Facilitator* is a community member who possesses specialized real-world skills and experience in valuable trades, crafts, or life skills and is willing to share this expertise with the students of Noah Webster Academy. These individuals play a unique role in enriching our curriculum by offering hands-on learning opportunities that go beyond academics and help students develop practical, real-world abilities.

Examples of Learning Facilitator Skills

Learning Facilitators can come from a wide variety of professions and backgrounds. Examples of skills and expertise they may bring include:

- **Trades and Construction**: Carpentry, bricklaying, stonework, plumbing, electrical work, welding, and general home improvement.
- **Culinary Arts**: Baking, cooking, food preservation, and cake decorating.
- **Outdoor and Survival Skills**: Fishing, Firearm safety, archery, wilderness survival, and navigation.
- **Crafts and Hobbies**: Sewing, knitting, quilting, pottery, woodworking, and metalworking.
- **Automotive and Mechanics**: Basic car maintenance, engine repair, and bicycle repair.
- **Gardening and Agriculture**: Organic gardening, farming, animal husbandry, and composting.
- **Artisan Trades**: Glassblowing, blacksmithing, leatherworking, and jewelry making.
- **Other Life Skills**: Financial literacy, small business operations, event planning, or etiquette and manners.

The Role of a Learning Facilitator

Learning Facilitators partner with teachers and staff to provide students with engaging, hands-on instruction in their area of expertise. They may lead workshops, demonstrations, or ongoing classes that align with Noah Webster Academy's commitment to teaching practical life skills.

Why Learning Facilitators Are Important

- **Real-World Experience**: Students benefit from firsthand knowledge and insights gained from professionals in the field.
- **Practical Skills**: These lessons provide students with abilities they can use throughout their lives, fostering self-sufficiency and confidence.
- **Diverse Perspectives**: Facilitators bring a variety of viewpoints and backgrounds, enriching students' understanding of the world.
- **Community Connection**: By involving local experts, we strengthen the bond between the school and the broader community.

Biblical Foundation

Proverbs 22:29 reminds us:
"Do you see someone skilled in their work? They will serve before kings; they will not serve before officials of low rank."

At Noah Webster Academy, we honor the value of skilled work and believe that sharing these talents with students helps cultivate excellence and purpose in their lives.

Becoming a Learning Facilitator

If you are a member of the community with valuable skills to share and a desire to invest in the next generation, we encourage you to consider becoming a Learning Facilitator at Noah Webster Academy. For more information or to apply, please contact the school office. Together, we can inspire our students to embrace learning in every form and prepare them for success in all areas of life.

Principles of Patriotism

At Noah Webster Academy, patriotism is a cornerstone of our mission to restore the original character of the American Republic. While remaining strictly non-political, we are deeply committed to fostering a love for our nation, its founding principles, and the blessings of freedom under the US Constitution. Students at Noah Webster Academy are encouraged to develop a profound appreciation for the sacrifices and values that have shaped America, as well as the responsibility to preserve its legacy for future generations.

Patriotism in Practice

Patriotism is actively cultivated at Noah Webster Academy through various activities and traditions, including:

- **Displays of Patriotism**: The American flag, patriotic artwork, and symbols of national pride are prominently featured throughout the campus.
- **Music and Programs**: Students sing patriotic songs such as *The Star-Spangled Banner*, *America the Beautiful*, and *God Bless America*, and participate in events commemorating national holidays and historical milestones.
- **Daily Practices**: The Pledge of Allegiance is recited daily, and moments of reflection on the sacrifices made to preserve liberty are integrated into the school day.
- **Special Observances**: Veterans Day ceremonies, Constitution Day celebrations, and events that honor military members, first responders, and civic leaders are held annually to foster respect and gratitude.

Patriotic Influences in the Curriculum

Patriotism is deeply imbued in the Noah Webster Academy curriculum. Students learn about the providential hand that has guided America from its earliest days, studying the writings and speeches of the Founding Fathers and the principles they championed. Teachers emphasize the blessings of freedom under law and explore the consequences of straying from the foundational values upon which the nation was built. By instilling an understanding of America's history and guiding principles, we equip students with the knowledge and character necessary to be informed and engaged citizens.

Support for the U.S. Military

Noah Webster Academy is a strong and proud supporter of the United States Armed Forces. We honor the courage, dedication, and sacrifices of service members in the Army, Navy, Air Force, Marines, Coast Guard, and Space Force. Through our programs and community outreach, we teach students to respect and appreciate the vital role of the military in safeguarding our freedoms and protecting our nation.

Good Citizenship

Patriotism at Noah Webster Academy extends beyond the classroom to encourage active participation in the broader community. We strive to cooperate with civic authorities, comply with all applicable laws, and model good citizenship for our students. Good citizenship encompasses both moral and legal conduct, and unlawful or immoral behavior by a trustee, staff member, or student—whether in public or private—may result in discipline or termination. By promoting integrity and responsibility, we aim to prepare students to become honorable and contributing members of society.

The Spirit of Patriotism

Patriotism at Noah Webster Academy is grounded in humility, reverence for our shared history, and a commitment to the principles of liberty, justice, and equality. We teach students that true patriotism includes a responsibility to preserve the blessings of freedom for future generations. As John Adams wisely stated:
"Liberty, once lost, is lost forever. Our obligations to posterity require that we preserve, as we once received, a Republic of laws and not of men."

A Legacy of Freedom

Through patriotic education, community engagement, and daily practices, Noah Webster Academy ensures that its students grow into citizens who honor the past, contribute meaningfully to the present, and safeguard the future. By instilling respect for the ideals of the American Republic and fostering gratitude for those who defend it, we inspire a lifelong commitment to the values that make our nation great.

Child Abuse and Neglect Policy

Commitment to Student Safety

At Noah Webster Academy, we believe that every child is a precious gift from God, deserving of love, protection, and care. As a Christ-centered institution, we are committed to providing a safe, nurturing environment where students can grow spiritually, academically, and emotionally. In alignment with biblical principles and legal requirements, we take all concerns of child abuse and neglect seriously and adhere to strict policies for prevention, reporting, and response.

I. Definition of Child Abuse and Neglect

Noah Webster Academy follows state and federal definitions of child abuse and neglect, which include:

1. **Physical Abuse** – Any non-accidental injury or excessive discipline that causes physical harm to a child.
2. **Sexual Abuse** – Any form of sexual exploitation, harassment, inappropriate contact, or exposure to sexually explicit content.
3. **Emotional Abuse** – Actions that cause significant emotional harm, including verbal threats, intimidation, humiliation, or excessive criticism.
4. **Neglect** – Failure to provide a child with basic needs such as food, shelter, supervision, medical care, or education.

II. Prevention Measures

To maintain a safe and Christ-honoring environment, **Noah Webster Academy implements the following prevention strategies:**

- **Staff & Volunteer Screening** – All employees, faculty, and volunteers who interact with students must undergo a thorough background check, including fingerprinting and reference verification.
- **Mandatory Training** – All staff members receive **annual training** on recognizing signs of abuse, appropriate student interactions, and reporting procedures.
- **Supervised Interactions** – One-on-one interactions between adults and students should occur in visible, open areas whenever possible.

- **Clear Communication with Parents** – Parents are encouraged to maintain open communication with school leadership regarding any concerns about student well-being.

III. Reporting Suspected Abuse or Neglect

Noah Webster Academy adheres to all legal mandates for reporting suspected abuse or neglect. Staff members are **mandatory reporters** and must take action if they suspect harm.

Reporting Steps:

1. **Immediate Action:** Any employee who suspects abuse or neglect must report their concerns immediately to school administration.
2. **Documentation:** The reporting staff member must complete a written incident report detailing observed behaviors, disclosures, or other concerns.
3. **Contacting Authorities:** The administration will promptly contact the appropriate **child protective services (CPS)** or law enforcement agency, as required by law.
4. **Confidentiality:** Reports will be handled with the highest level of confidentiality, shared only with those directly involved in the investigation process.
5. **Follow-Up & Support:** The school will work with authorities to ensure the child receives appropriate care and support while maintaining **compassion, discretion, and biblical guidance** for all parties involved.

IV. School Response to Allegations Involving Staff or Volunteers

If an accusation of abuse or neglect is made against a **school employee, faculty member, or volunteer**, the following steps will be taken:

1. **Immediate Removal:** The accused individual will be placed on administrative leave while an investigation is conducted.
2. **Investigation:** Law enforcement and child protective services will be notified, and the school will cooperate fully with their investigation.
3. **Protection of Students:** The school will take **immediate measures** to ensure student safety, which may include temporary changes in classroom supervision or staffing.
4. **Communication with Parents:** If appropriate, parents will be informed of the situation in a **transparent yet sensitive manner**, ensuring that **student privacy** is respected.
5. **Final Determination:** If allegations are substantiated, the staff member or volunteer will be **permanently removed** from their position, and further legal action may be pursued.

V. Student Support & Counseling

Noah Webster Academy is dedicated to providing **spiritual and emotional support** for any student affected by abuse or neglect. Resources available include:

- **Confidential counseling referrals** for students and families.
- **Pastoral care** for spiritual encouragement and healing.
- **Classroom accommodations** (if needed) to provide a supportive learning environment.

VI. Biblical & Ethical Responsibility

As followers of Christ, we are called to protect the vulnerable and act justly (Proverbs 31:8-9). Noah Webster Academy stands firm in its commitment to upholding truth, righteousness, and the highest moral standards in safeguarding our students. We urge all parents, staff, and students to partner with us in maintaining a safe, Christ-centered environment where children are loved, valued, and protected.

"But whoever causes one of these little ones who believe in Me to stumble, it would be better for him to have a millstone hung around his neck, and to be drowned in the depth of the sea." – Matthew 18:6

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STUDENT AND PARENT FAMILY HANDBOOK ACKNOWLEDGEMENT

After reading the Noah Webster Family Handbook, please discuss with your child(ren) all of the information that is age appropriate to your child(ren). Please sign the acknowledgement below (both parents and legal guardian when applicable) and return this page to the school office.

I have read the Family Handbook and agree to be bound by the terms contained therein. I have discussed all of the appropriate information with my child(ren).

Name of Student _____ Grade _____

Parent or Legal Guardian's Signature _____

Print Name _____ Date _____

Parent or Legal Guardian's Signature _____

Print Name _____ Date _____

(Please have your older child(ren) sign below)

FOR STUDENTS in grades 6 through 8 ONLY: I have read the Family Handbook and agree to be bound by the terms contained therein.

1. _____ Date _____

2. _____ Date _____

3. _____ Date _____

4. _____ Date _____