



Concordia Academy: A Classical Lutheran School

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Office Hours:

7:45 a.m. to 4:00 p.m. Monday-Friday

School Hours:

8:00 a.m. to 3:45 p.m. Monday - Friday

Drop-off: Drop-off begins at 7:45 a.m. Students who arrive after 8:00 a.m. must check in at the office for a tardy slip.

Pick-up: Pick-up and departure is at 3:45 p.m. Students must be picked up or vacate the campus by 4:00 p.m.

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Organization

Concordia Academy - Wichita (CAW) is a Recognized Service Organization (RSO) of The Lutheran Church – Missouri Synod (LCMS) and an independent entity (501c3), with a policy-based governance, operated by a governing board,

comprised of individuals from various area LCMS churches (including both clergy and laity), who will ensure the commitments made to parents and faculty are honored, against the distractions of time and culture. The headmaster will bear these responsibilities on a daily basis; however, he will not be personally responsible for financial or legal repercussions. The headmaster, with board cooperation, will establish the curriculum and direct the hiring of staff and faculty. “Called” faculty will be placed in accordance with standard LCMS procedure.

The governing board will ensure that the school will provide the children with a rich education that accords with the directives outlined in the Mission Statement. This governing board will also ensure career stability, professional development, and financial support for both faculty and staff.

The school will base its funding model on three primary sources: 1) Tuition (eventually accounting for 70% of expenses); 2) Private Donors; and 3) Gifts from area churches. By way of gifts and donors, we seek to operate in such a way that tuition-based scholarships will be provided to those in need. Additional support will be sought through granting agencies.

Mission

Concordia Academy - Wichita seeks to form students in faith, hope, and love, by heeding wisdom and practicing virtue, restoring souls in the pursuit of truth, goodness, and beauty, according to the Word of God and the Lutheran Confessions.

Statement of Faith

Our belief, teaching, and confession at Concordia Academy – Wichita aligns with The Lutheran Church—Missouri Synod, in as far as it upholds the Scriptures and the Lutheran Confessions of the 1580 Book of Concord, which we hold to be a clear exposition of the truth of God’s Word.

We confess one God—the Father, Son, and Holy Spirit—in accordance with the Scriptures and the Apostles', Nicene, and Athanasian Creeds.

The Scriptures are our “only true standard and norm by which all teachers and doctrines are to be judged” (Formula of Concord, Solid Declaration, Summary, 2). After the Scriptures—and judged by them—are the Creeds and Confessions of the early Church and the Lutheran Confessions. Then come the testimonies of various Councils and theologians, including the Lutheran Confessors and even today's theologians.

What we believe, teach, and confess at CAW is nothing new. Our students will learn that “the faith once delivered to the saints” (Jude 3) is defended and confessed in all times and all places and finds a great heritage of confessors throughout the history of the Church. We seek to uphold that history and tradition, despite the rage of our world, all because it accords with the Word of God and is to the benefit of our children.

The worship offered at CAW accords with the traditional piety of the Lutheran Church as found in the Lutheran Service Book.

We do not require our students or their parents to believe or confess as we do; only that they understand and respect the basis for our teaching here.

Accreditation and Affiliation

Concordia Academy - Wichita is seeking accreditation with the Consortium for Classical Lutheran Education (CCLE - see [CCLE.org](https://www.ccle.org)), National Lutheran School Accreditation (NLSA - see <https://www.luthed.org/nlsa/>), and is an affiliate member of the Association of Classical Christian Schools (ACCS - see [classicalchristian.org](https://www.classicalchristian.org)). Concordia Academy - Wichita is also associated with KSHSAA (Kansas State High School Activities Association) for participation in sporting and other state wide events.

Statement of Non-Discrimination

Concordia Academy - Wichita does not discriminate on the basis of race, color, sex, or national or ethnic origin.

Our Vision for the Student

Concordia Academy – Wichita is a Lutheran Liberal Arts School. Our curriculum is sometimes called “classical,” which means that it pertains to the inheritance gained from the classical cultures of Greece and Rome, especially as they were taken up by the Christians and directed towards Christ as the fulfillment of all that is true, good, and beautiful.

This education is built upon the “liberal arts” and the “humanities”—the first, a set of skills, the latter, the content. The liberal arts are grammar, logic, and rhetoric (the language arts or Trivium); as well as arithmetic, geometry, music, and astronomy (the mathematical arts or Quadrivium). These form the mind. The humanities include history, literature, philosophy, and theology. These fill the mind. Together they lead to a life marked by wisdom (fear, love, and trust in God) and virtue (prudence, justice, fortitude, temperance, faith, hope, and love)—which is the goal of classical education.

Jesus Christ says, “I am the Alpha and the Omega, the first and the last, the beginning and the end” (Rev 22:13). He is the wisdom of God incarnate (1 Cor 1:24). The sort of education upheld at CAW is one centered on Christ, where He is the goal toward which we lead and draw our students and He is the form after which we seek to shape our students.

This Christ-centered education presupposes that man is created in the image of God; that in the fall this image is distorted and requires re-formation; that man is re-formed by God himself, entering into our humanity, joining Himself to us and drawing us into him; and that where we are going—our end, goal, and *telos*—is union with God in the person of Jesus Christ.

Because truth, goodness, and beauty find their fullness in Christ, we take whatever shares in that truth, goodness, and beauty—however maligned it may be—and use it to lead our children from the distortions of sin to their reality in Christ.

Ultimately, this is our goal: unity with God. We educate our children by bringing them to Jesus through the power of his Holy Spirit. This happens in the Church through the preaching of the Gospel and the giving out of our Lord's gifts in the Sacraments. It happens at home as father and mother teach their children to pray and to love the beautiful stories of salvation in Scripture. And it happens at CAW, when we take what is true, good, and beautiful in this world—and the stories handed down—and teach our children that all of it reflects Christ for us.

CAW will remain a Lutheran, classical/liberal arts school, founded upon the Scriptures and the Lutheran Confessions on the one hand, and the great literary works of the Western world on the other, with Greek and Latin as its grammar. We will strive for breadth of knowledge, depth of faithfulness, and love towards God and one another.

“A Lutheran Classical School”

Lutheran

When we say we are “Lutheran” we do not mean that we worship Martin Luther, or even adhere to everything he said or taught. And we certainly do not mean to imply that there is something new or unique that he added in the 16th century.

However, we do hold Luther's teaching highly, and revere its clarity. His bold confession in the midst of a changing world has resulted in numerous benefits, many of which we still enjoy today, such as universal education, public literacy, reading and understanding the Scriptures in our own language, and the joy of Scripture's message—that salvation is by God's grace, through Jesus Christ alone. Luther's impact on education is further seen in the emphasis upon loving our neighbor through our unique and varied vocations.

More broadly speaking, “Lutheran” is shorthand for the teaching and practice of the Lutheran Church as received in the Book of Concord (see www.bookofconcord.org) and expressed in the liturgical life engendered through the prayers, hymns, and services contained in the hymnal (Lutheran Service Book).

Concordia Academy - Wichita, as noted above, falls under the umbrella and oversight of The Lutheran Church—Missouri Synod (LCMS), a particular

denomination that adheres to these confessions and hymnal. It is supported by local LCMS congregations; its board is comprised of LCMS members; and the worship conducted daily in the school is led by LCMS pastors.

While all our teaching and practice will accord with this Lutheran ethos, our theology classes in particular will include—among many other resources—instruction from Martin Luther’s Small Catechism, which is contained in the Book of Concord.

Like the Lutheran Confessions (Book of Concord), we believe that we are saying nothing new—no new doctrine; no new practice; no new way of being Christian. For that reason, our teaching will also include the best of what has come before—from the early Church through the medieval and including the best and clearest voices among us today.

Because it is Lutheran, In all its levels, programs, and teaching, CAW seeks to:

- Consider the scriptures as the central point of literacy (II Timothy 3:16)
- Provide a corporate practice of the faith in daily liturgy
- Encourage every student to develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15)

Classical

By “Classical” we do not simply mean “old.” While there are incredible gifts offered to us in every age before us—especially with regards to how we teach our children—we do not intend to merely reprimatinate the past. Nostalgia for better days or a golden age always proves to be an empty lie. We do not look back to a certain day or time or way of life, as if they had it all figured out. Rather, we look back and draw from the great treasury handed down through the years.

A look at our curriculum and philosophy of education will detail more fully what we mean by classical. In short, this aspect of CAW’s ethos will be seen in our emphasis upon language, logic, rhetoric, and the formation of our students in the pursuit of virtue. The historical dependence upon the Greeks and Romans for our western heritage will be plainly evident.

Also noteworthy is that this “classical” mode of education is not new. In fact, it used to simply be called education. While the emphases changed here and there, the foundation remained the same. The arts of language and mathematics combined with the development of logical and rhetorical skills, alongside the formation in virtue is what we have inherited and intend to pass on to the students

of CAW.

Because it is Classical, in all its levels, programs, and teaching, CAW seeks to:

- Emphasize grammar, logic, and rhetoric in all subjects (see definitions below);
- Encourage all students to develop a love for learning and live up to their academic potential;
- Provide an orderly atmosphere conducive to the attainment of the above goals.

School

Finally, because CAW is Classical and Lutheran, what we mean by “school” harkens back to the Latin meaning of this term. The word ‘*schola*’ is associated with leisure. Those who are at leisure to study are able to enjoy school, while those who are not are compelled to spend their time working in order to make a living. Both of these things are important, but it is the gift of the vocation of the family toward young people that allows them the freedom to participate in scholastics.

How is this freedom possible? In the past, only the ruling class could be called ‘free men’. Indeed, only they sent their young people to school in order that they might learn the skills needed to rule their world. In our day, many people consider themselves free, and although they have forgotten it, the fact that they attended school as a child is proof of that. Like all things in the modern world, however, what was at first an unimaginable attainment: universal education, is now considered drudgery, and by some a kind of enslavement. We at Concordia celebrate freedom in spirit and in fact, and can point to why this is so and why we are indeed privileged to the point that we can now enjoy the leisure of school.

We read in John 8:31-36, as Jesus spoke to masters and students among the Pharisees he pointed out that those enslaved by sin are indeed servants, not children of the household, and therefore not entitled to inherit. The Son, however, does inherit, and if the Son makes us free, we are free indeed. Martin Luther, in the *Freedom of the Christian* (1520) says of one whose faith is in Christ that “By virtue of his royal power (participating in the Church, the Bride of Christ) he rules over all things, death, life, and sin...” and that man can attain unto glory in this freedom. Not only do we live in a blessed and prosperous society that allows us to

be in school, but we are in an exalted state.

A school is not a building, not a set of regulations, not even a mascot or yearbook. A school is a group of people who are enthusiastic about the truth and see the good in sharing it with others. This resembles our state in regard to the Sabbath, as on the seventh day God rested, and contemplating his work called it good. We follow on in a fellowship that probes the creation, the works of man, and the plan of God. The perfect school spans the millennia, as students become disciples, who become teachers, who attract students, who in turn become disciples, and so on.

From the beginning, man has handed on to his successors his inheritance of wisdom. Men like Socrates and Aristotle formed schools that went on after their deaths, John the Baptist had a group of disciples who graduated, and we consider ourselves disciples of these men too. But more importantly, we consider ourselves disciples of Christ, who gathers all of these schools together and harmonizes them all, sifting the chaff from the wheat.

Concordia is a society of people participating in the vocation of the family, beginning with parents, calling teachers, and assembling students. In order of causes however, the student stands at the top. Young people require the gift of education so that they may flourish. There is a unique image in each student that must be restored in his usefulness to his fellow man, and in his fellowship with God. We assemble together, Parents, Teachers, and Students, to pursue the truth and cultivate both an appetite for it and familiarity with it.

Because it is a school, in all its levels, programs, and teaching, CAW seeks to restore

- *Schole* - the involvement of all members and vocations
- Leisure - developing desires and habits for the best use of time
- Rest (sabbath) - the necessity of contemplation
- Literacy - better contact with Scriptures
- Eloquence in speaking to others - the ability to lead and influence
- Mutual Success and Discovery - a supportive and cooperatively instructive society
- Joy of Education - An activity to be enjoyed throughout the rest of life
-

Philosophy: Education as Restoration.

Because man is born helpless in the face of nature, and divorced from communion with God, he must be restored in both estates. Education is the restoration of man toward his dominion in creation, and the restoration of his relationship with God through faith in Jesus. In this way, man can become a blessing to his neighbor and more useful to himself. The attainment of both of these goals represent wisdom, and the strength of character to pursue them is virtue.

Two Modes of Educational Activity

In the simplest formulation, educational efforts have two modes: the *Modus Inveniendi* and the *Modus Proferendi*. We might call them the way of discovering things and the way of describing things, which may in turn be described as contributing either to literacy or eloquence respectively. In the ‘mode’ of discovery (*Modus Inveniendi*), man learns through searching out, through reading and instruction. In the ‘mode’ of delivering and speaking (*Modus Proferendi*), man teaches man what he knows, and learns by discourse. It is our modern habit to think of education as a collection of information to possess. We know, however, that man must learn of himself so that he may learn of his creator. This is the object of education: Man.

Since man is sometimes referred to as a rational animal, we often assume that he must be trained to think with ever greater clarity. This is partially true, but scripture notes Christ as the second and perfect Adam, the Son of Man, the First Born from the Dead, the Eternal and only Begotten Son, and importantly from John’s Gospel, the Logos and Light of Men. This *Logos*, a word from the Greek from which we derive words such as ‘dialogue’, ‘monologue’, ‘logic’, and ‘prologue’, is a word that stands for ideas of giving account, of explaining, of being the reason for something. There is a reason for man, an accounting for him, an explanation of how he comes to be, which is this Logos.

We could say that man exists to be enlightened. Since the assumption is that Christ is the paradigm, and the Father of the Race, Adam, was first called upon to interpret and then speak as he did in the naming of the animals, we can see that

God created mankind to know and relate. According to Saint Augustine, we are to discover wisdom by the action of invention (*modus inveniendi*), and proclaim wisdom by the action of speech (*modus proferendi*), both of which are the perfecting activities of classical education. This educational imperative arises from the existence of language itself and with it, because of it, and for it the Word of God among us. Simply, a pupil is trained and asked to read and listen for discovery, then formed and led to communicate what has been discovered. The broad activity of becoming literate, by passing through the sifting of truth is finally paired with the discipline of becoming eloquent. The babbling child must become the instrument of the Logos, and perfected toward the image of Christ, The Word.

Objects of Learning

Our beginning on the path of Wisdom begins with fear of the Lord (the true), is nourished with our expectation of benefit (the good), and ends with apprehension of Wisdom itself (the beautiful). This means that all learning tends toward theology, a fact well understood in ages before Christ's incarnation as well as in the centuries following. Theology, being the queen of the sciences, is attended by the three Philosophies, or 'Loves' of Wisdom. These are Theoretic, Natural, and Moral Philosophy. These three branches are the classical repositories of all objects of discovery and conversation short of revelation by the Holy Spirit. Their principles are expressed in the Sciences. This idea of 'Science' is the classical understanding of the term, a word meaning a style of knowing.

Theoretical Philosophy contains the eternal truths and undeniable foundations of the visible and invisible universe, and is represented well by mathematics as one disciplinary example. Natural Philosophy holds the contingent and particular examples of the changing world, driven by material cause and effect, which in ancient days might have been recognized in Alchemy, today's Chemistry, among other sciences. Moral Philosophy is the science of doing, and one of its branches is Ethics, a rich field of study abandoned by moderns for the pursuit of "Social Science," but embraced by classical students as Ethics, the right way of behaving.

Virtue is Necessary in the Good Student

Education is not merely informational, but formational. The image of humanity must be restored in the individual, a process that some have called indoctrination, which connotes training behavior into a student. While this is not an untrue representation of the process of discipline, it is only half of the story of education, which includes the leading of the student out of their backward condition into the light of truth. In this pursuit, the student will be encouraged toward manifestation of the virtues in their daily life: Courage, Justice, Temperance, Prudence, and toward the disciplines of the Holy Spirit, being Faith, Hope, and Love. These pursuits are the goals of our common life. To the extent that we are virtuous, we are receptive to the promptings of Wisdom. We will pursue these seven classical virtues, and renounce vice, considering Virtue to be part of our curriculum: Temperance, Courage, Justice, Prudence, Faith, Hope, and Love.

The Seven Liberal Arts

As four virtues (temperance, courage, justice, prudence) are concerned with the conduct of daily life, these being the ‘cardinal’ virtues, there are three virtues (faith, hope, love) concerned with the life of the spirit. We see the number seven in its composition of the divisible four and the indivisible triunity again in the arts by which we train our minds. These seven arts, sometime called the seven pillars of wisdom, are the Liberal Arts, and like the virtues are divided into the three inner, or spiritual, and the four outer, or worldly.

The three spiritual arts are the Trivium. These are Grammar, Logic (sometimes called dialectic), and Rhetoric. Cultivation in grammar means the study of languages, of the arrangement of words by common tropes and schemes, of the facts pertaining to scripture, literature, history, geography, or any of what has been discovered and must be passed down. This study begins at a very early age and continues for a lifetime. Logic has been described as the art of discovering error. Its pursuit as an art can be described by three main categories. These categories are: Material, the knowledge of the connotation of words; Formal, the possibility of propositional truth in the relations of words; Symbolic, which informs as to the possibility of truth in the relations of propositions. This art is

pursued as the student becomes apt, usually in middle school. Some moderns discuss ‘critical thinking.’ We in the classical setting would stipulate that the first ideas we criticize are our own, and this makes us distinct from modern ‘critical theory.’

The capstone of the art that ‘opens our mouths’ is Rhetoric. Rhetoric is a performative art that seeks to persuade, entertain, and inform. Students of this art work at describing, explaining, recounting, confirming and refuting, praising and condemning, as well as proposing and affirming. This is the refinement of the essential quality of humanity, loquacity, with the goal of eloquence. A more humane student, one moving toward his purpose as a created human being, is prepared by training in the trivium, which pursuit in the past has reliably produced pastors and lawyers. The neglect of these arts produces chaos, an illiterate and incoherent state in the speaker, something we find all too frequently today!

As the Trivium approaches the creation within man and brings him forth, the Quadrivium approaches the creation without, considering the ways its beauty and laws may be grasped. Beginning with Mathematics, we enter into the harmonies of the created order. Mathematics presents the science of finite quantity, along with the art of its discovery and use. Geometry is the science of order that exists with infinite space, and includes the art of its dividing and defining. Astronomy, the ancient science that contemplates the heavens, has been a productive one, whose art investigates finite moving in time through the infinite for the purposes of prediction and explanation. Music, alternately considered the capstone of the Quadrivium or the prerequisite to Astronomy by some, is the science of the soul’s harmonious experience of space and time. Limited to the present in its performative art like man himself, it presents cause and effect in its ordered representation of movement through life. Its art includes the production of harmonized events and perceiving them, and orders the soul by mediating between the inner man and the unfolding creation without.

Particular Topics of Study

For detailed approach and pedagogy, as well as credits and standards, please

see the Concordia Curriculum Manual, or the Class Reach System.

Great Books. — Class: Combined Studies.

- Bible Literacy
- Literature

 - Theology
 - History

 - Ancient

 - Medieval

 - Modern European
 - American History

 - Philosophy

Logic - Class: Logic

- Formal

- Symbolic (modern)

- Material

Languages -

- Latin

- Greek

- Spanish

- French - available

- Italian - available

- German - available

Rhetoric - Class: Rhetoric and Composition 4 yrs

- Schemes and Tropes

- The Progymnasmata

- Thesis

- Debate

Poetry

- Ballad

- Lyric

- Sonnet

Math

Algebra 1

Algebra 2

Trigonometry

General Calculus

Advanced Subjects available for interested students

Geometry

Plane Geometry

Solid Geometry

Natural Philosophy

Physics

Astronomy

History of Science

Music- Liturgical Practice, Choir, Lessons

History

Theory

Performance

Art

Drawing

Painting

Sculpting - future plans

Physical Fitness

Running - Track and Cross Country

Skeet and Rifle

‘Cohort’ Scheme

Educational achievement will be measured topic by topic, rather than grade year by grade-year. In effect, the student must master the level of the topic attempted before moving on to the next level of that topic. For example, a student could be in Trigonometry in mathematical studies, but only in First Form Latin. Students with demonstrated weaknesses in certain areas will receive concentrated tutorial time. It is CAW’s goal to provide opportunity where students naturally excel, and coaching for mastery where students may struggle.

Invitation to Graduate

Students attaining their fourth year and passing First Form in Combined Studies, History, Greek, Latin, Spanish, and Algebra, will be invited to present a graduation thesis.

Students petitioning to graduate early must present this request to the school board at the end of the school year prior to the intended graduation. Should the board approve, the student must pass the same forms as the fourth year requirement, but at the third form level.

What you can expect from the faculty.

Mentoring

The faculty of Concordia Academy - Wichita will apply themselves to their students as mentors whose primary interest is in the growth of Wisdom and Virtue in their students.

Chief Student

Faculty should study to be exemplars of students themselves; lovers of wisdom. The students should observe their own teacher learning with them, and in this, learn the ways of learning itself.

Celebrating School

Teachers will communicate first the joy of the subjects and disciplines they seek to instill in their students.

Common Life

Faculty of CAW will be 'fellows,' participants in a common culture of pious curiosity, humble correction, loving exhortation, and conscious leisure on behalf of learning. The students should see proper courtesy between the adults, and model their own behavior upon this.

Learning the Student

These teaching mentors, by long association with their students in their secondary school careers, will actively look for opportunities that capitalize on the

strengths and improve upon the weaknesses of each student.

Culture of the School

The faculty at CAW will be in communication and partnership with the parents of their students, considering the parents to be part of the 'trinity;' faculty, students, parents. This means that they will seek out this fellowship in bringing forth the minds and spirits of the students toward all truth and virtue.

Disciples

Primary shepherding teachers at CAW will be familiar with the catechism of the LCMS, and will present their teaching in the light of Scripture, Catechism, and Symbolic Articles of that Church.

Students are the cause of schools.

Becoming a student at Concordia Academy.

Why go to school? Believe it or not, you should consider school an enjoyable use of your 'free' time. Indeed, you are free to go to school, as many many more before you were not. There is a knack to regaining the meaning of school, and it must be learned. Learning to be a student and not just a pupil is an art and practice of virtue that is part of the right ordering of affections. We must learn to love the right things, and learning to love correction is a tough thing. There is a positive thing to think of, though, when trying to become a student. While no one enjoys being told that they are wrong, everyone enjoys finding out a hidden truth. It is odd that only in being corrected can we find the way to truth, but this is the problem of being a lover of learning. To enjoy nothing but being told you are right is to enjoy flattery, and we know that this is the path of foolishness.

Just as those who are not hungry need not eat, and those who are not sick need no doctor, the one who considers himself wise needs no counsel or teaching.

However, at many times in our lives we are hungry, or sick, or ignorant of wisdom. This is common to man. To become a student you must develop a love for improvement and knowledge, and as a student, you must consider yourself in need. To be in need before this vast universe and God himself is a fearsome thing. How might we learn then, to live confidently with the creation and before the Lord? The proper attitude begins with the fear of the Lord and submission, and culminates in love of the Lord and gratitude. We will learn this together, this art of being a student.

Students at CAW will be expected to submit to the authority of their parents, which is the Fourth Commandment. Parents have provided a school, a group of people who love and practice learning wisdom, and given them permission to teach. If we consider the art of being a student, we can see that it first requires a degree of submission to those who will help us along.

The Duty of a Student:

According to Dr. Martin Luther in the small catechism:

“Young men, in the same way be submissive to those who are older. All of you, clothes yourselves with humility toward one another, because, ‘God opposes the proud but gives grace to the humble.’ Humble yourselves, therefore, under God’s mighty hand, that He may lift you up in due time.” 1 Peter 5:5–6

Behavior:

Be Virtuous.

For millennia the Greeks taught each other virtue in these ways, and it is a useful way to understand your goals as a free person.

1. Be Temperate.

This has to do with things inside of you. This means that you must learn to

be free to govern yourself. Avoid staying up too late on school nights. Do not spend all of your time on frivolous pursuits, such as video games or social media. Eat well, but at the proper times, and not during class, avoiding frequent 'junk food.' Engage in good pursuits that you do not necessarily enjoy, knowing that they are for the good. Do not allow your talking or joking in school to get out of hand: learn the proper balance and time for the well-placed comment, and practice good conversation. We cannot allow ourselves to come under the slavery of sexual obsession or the domination of drugs, or any other thing which would take away all of our thoughts and time.

2. Be Courageous.

This has to do with things that happen to you in the world. This means that it falls to you to react with poise to things that you have no control over. You should not complain about difficult tasks and school work. Work even harder when you are tired or not feeling your best. Do not lash out at others when you think you have been wronged. Take up for others when they have been wronged. Do not say things that you know are wrong because other people want you to, or you fear the consequences. Learn the truth, even if it means you have been wrong, and hold to it. In life and in sports, attempt the hard things, even though you may fail. When you fail, try again.

3. Be Just.

This has to do with other people. You must learn to freely give to others what belongs to them, not taking things that are not yours. Other people have the right and need of your help and regard. This means attention and obedience are due to your teachers, and good words and encouragement are due to your classmates. You should not steal time and attention from students in need of it, but instead help them to grow as you continue to grow.

4. Be Prudent.

This has to do with knowing what to do and doing it. Learn to plan your work and leisure time, arriving on time and ready. Choose your friends because of good qualities that you would like to see in yourself, and avoid making an enemy of anyone. Take actions that reach for the good in all things. The prudent person knows that there are no short cuts by taking advantage of rules that will lead to goodness, so they obey in the spirit of the rules. With the good in mind, develop good habits that will serve you throughout life, not bad habits that will be bad masters.

Observe the Commandments.

Before the Greeks understood these virtues, the Hebrews received these commandments from God through Moses, His prophet. Christ summarized them in two main categories, and we pattern our behavior on them.

“Jesus said unto him, Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, Thou shalt love thy neighbor as thyself. On these two commandments hang all the law and the prophets.” - Matthew 22: 37-40

To Love and Fear God.

1. You shall have no other gods.

Remember that idolatry is a pitfall to us all, and bad loves lead to bad actions. ‘Do everything as unto the Lord.’ This means that you do not ultimately work for good grades, or the hope of a lucrative career, but because it is what God has called you to through your family.

2. You shall not misuse the name of the Lord your God.

Do not use profanity, or try to make God responsible for our personal failures, such as neglecting to prepare for a test because you have asked for a miracle. Do all things knowing that He is with you.

3. Remember the Sabbath by keeping it holy.

Attend Church with your family. When in school, reverently discuss and learn the scriptures and consider the work of God, learning all other truths in light of his revelation. Do not deliberately disregard or disparage the law or the gospel.

Love your neighbor as yourself

4. Honor your father and your mother.

Your teachers, like your shelter and food, have been provided to you by your parents as gifts from God.

- Honor and obey your teachers, willingly, quickly, and completely.
- Do not misuse or destroy school property

5. You shall not murder.

- Do not intentionally harm anyone at school either with violence, or verbally by harmful speech. Build up those around and care for them in body and spirit so that you grow together.

- Do not purposely exclude or isolate your fellow students, ignoring them or spiting them for any reason, but look out for everyone

6. You shall not commit adultery.

Our school holds that sexual relationships are confined to marriage between a man and a woman.

- Do not engage in physical affection outside of marriage, but preserve the chastity of all.
- Do not encourage others to adulterous thoughts by lewd talk, but engage in uplifting conversation that does not slander the creation.

7. You shall not steal.

We are given many things, goods, friends, ideas, and time among them.

- Do not take what is not yours, safeguarding the belongings of your classmates.
- Do not steal time from a student who needs it by distracting him from his studies.

8. You shall not bear false witness.

It is the truth that makes us free, therefore we honor the truth.

- Do not gossip or talk about others in an evil way behind their back, but speak of everyone in the best possible light.
- Do not cheat in your schoolwork, but use your best effort.
- Answer your teachers, parents, and fellow students truthfully.

9. You shall not covet your neighbor's house.

Covetousness means that you are not satisfied and therefore not properly thankful for what you have been given, and cannot be happy with where and who you are. Give thanks, and

- Do not concern yourself with others' grades or awards, but do the work you have been given to do, concentrating on that, rejoicing over the accomplishments of your friends.
- Do not concentrate on what you imagine you will gain in the future by obeying now, but rather concentrate on what you have been given now.

10. You shall not covet your neighbor's wife, or his manservant or maidservant, his ox or donkey or anything that belongs to your neighbor.

- Do not sow strife in your school or attempt to turn others away from virtue.
- Friendship is not a competitive sport. Be generous and make an effort at

befriending everyone at your school.

Uniforms

We often categorize dressing or choosing clothes as an act of self expression. We want to show our creativity or even conformity to others, expressing how we ‘fit in’ or how we are unique. As the only creatures on this planet who wear clothes, it might be a good idea to better understand, understanding also being an activity reserved unto man, why we would give up that opportunity to say something about ourselves in the way we dress while attending CAW. Once again, the clue lies in the word ‘concord.’

“Man looks on the outward appearance...”

Again and again in scripture we are reminded that while man judges superficially, God sifts the heart and knows our innermost being. It is true that man judges superficially, and since he must use his God-given senses to perceive before he may judge, he starts with appearances. We, knowing this, choose what we wear in order to say something through our clothes to other people. We choose what we wear based on how that choice will effect other people’s attitude toward us. In the school, a school member pleases their fellows best when they shows that they are there to join in the pursuit of truth, and that the student is ready to live by the common rule. This is the goal of humility and justice, of not putting oneself above others, and of giving another his due by not distracting in our self display. We serve our neighbor. Knowing this, the uniform requirement of CAW helps us to pursue a scholarly, modest, focused life together.

Parents will find the dress code a help to them, making the cost and time taken to get ready for school smaller things, leaving more time for family life, something higher than school life. Further, we needn’t be distracted worrying about what is stylish, appropriate, or modest, instead focusing on whether our clothing is clean, neat, and in good repair.

And so, on toward outward appearances...

“Let your light so shine before men, that they may see your good works, and glorify

your Father which is in heaven.” - Matthew 5:16

GENERAL STANDARDS

1. Uniforms must fit properly and are to be kept clean and in good repair.
2. Boys' shirts are to be tucked in and always buttoned all the way to the top button. Extenders may be worn for comfort. Ties must be of proper length and tied neatly at the neck.
3. Only plain undershirts with no visible writings or designs are permitted to be worn under the shirt. Ladies' undershirts are not to be visible below the hem of the shirt. No undergarments may be visible.
4. Skirts must be no shorter than the middle of the knee. Girls are recommended to wear modesty shorts or leggings under skirts. Jeans, capris, and pants are not allowed under the skirt.
5. Hair should be of natural color, neat, clean, groomed, and of reasonable length and style. Hair should not obscure the field of vision or draw particular attention to an individual. (i.e.- design cuts, mohawks, etc.)
6. Solid color closed-toe shoes in neutral colors must be worn at all times. See Uniform Requirements for specifics. No rubber shower shoes, plastic flip-flops, or slippers. On P.E days, athletic shoes are mandatory.
7. Hats and sunglasses are to be worn outside only.
8. Boys cannot wear any pierced ornaments. Girls may wear earrings on their ear lobes (no more than two on each ear).
9. No other pierced ornaments may be worn. No visible tattoos, which includes temporary tattoos and henna drawings.
10. Good hygiene, bathing, and use of deodorant are strongly recommended.
11. Clothing, jewelry, or other items with reference to rock groups, gangs, skulls, drugs, alcohol, Satanism, death, immorality, or any other item unacceptable for a Christian school may not be worn.
12. Name tags should be placed in coats, caps, hats, and other personal clothing.

MEN'S UNIFORM REQUIREMENTS - TO BE UPDATED MARCH 1, 2024

Daily Wear

Shirt: Solid white, long-sleeved button-down Oxford shirt.

Tie: Land's End School Uniform Men's Stripe To Be Tied Tie – Classic Navy/Gold Stripe

Pants: Flat front or pleated khakis OR navy slacks

Belt: Brown – solid color

Socks: Solid khaki, brown, or navy socks (crew-length or knee-length; white socks are unacceptable)

Shoes: Brown, solid leather or solid colored canvas shoes with or without an athletic sole. Shoes cannot have stripes or patterns in white or other colors. No vibrant colors, white logos or patterned fabrics may be worn.

Dress Days

Navy Blazer: See School Blazer on FrenchToast.com for example

Shirt: Solid white, long-sleeved button-up Oxford shirt.

Tie: Land's End School Uniform Men's Stripe To Be Tied Tie – Classic Navy/Gold Stripe

Pants: Flat front or pleated khaki slacks

Belt: Brown – solid color

Socks: Solid khaki, brown, or navy socks (crew-length or knee-length; white socks are unacceptable)

Shoes: Brown, solid leather or solid colored canvas shoes with or without an athletic sole. Shoes cannot have stripes or patterns in white or other colors. No vibrant colors, white logos or patterned fabrics may be worn.

WarmWeather - 80 degrees or above

Shirt: Solid white, short sleeved button down Oxford shirt

Tie: Land's End School Uniform Men's Stripe To Be Tied Tie – Classic Navy/Gold Stripe

Shorts: Khaki

Belt: Brown – solid color

Socks: Solid khaki, brown, or navy socks (crew-length or knee-length; white socks ARE acceptable)

Shoes: Brown, solid leather or solid colored canvas shoes with or without an athletic sole. Shoes cannot have stripes or patterns in white or other colors. No vibrant colors, white logos or patterned fabrics may be worn.

Men's Optional Uniform Items

Sweater: French Toast Navy Acrylic V-neck sweater vest OR Unisex Navy Acrylic Sweater

LADIES' UNIFORM REQUIREMENTS - TO BE UPDATED MARCH 1, 2024

Daily Wear

Blouse: White Oxford (short- or long-sleeved) or princess blouse (short, long or three-quarter sleeve)

Skirt: French Toast – Khaki OR Blue Gold Plaid in Pleated Skirt

Shoes: Solid, neutral-colored leather or solid-colored canvas shoes (black, navy, grey, brown or tan) with or without an athletic sole. Shoes cannot have stripes or patterns in white or other colors. No vibrant colors, white logos, or patterned fabrics may be worn.

Socks: Socks are required for all students (acceptable colors include solid white, navy, gray or black; no prints are allowed); girls may wear no-show socks.

Dress Days

Sweater: V-Neck Sweater Vest or Crew Neck Cardigan Sweater (Required in Winter months - October-March) - TO BE UPDATED MARCH 1, 2024

Blouse: White Oxford or princess blouse (cap, short-, long- or three-quarter sleeve)

Skirt: French Toast – Blue Gold Plaid in Pleated Skirt

Shoes: Solid, neutral-colored leather or solid colored canvas shoes (black, navy, grey, brown or tan) with or without an athletic sole. Shoes cannot have stripes or patterns in white or other colors. No vibrant colors, white logos, or patterned fabrics may be worn.

Socks: Socks are required for all students (acceptable colors include solid white, navy, gray or black; no prints are allowed); girls may wear no-show socks.

Ladies' Optional Uniform Items

French Toast Quarter Zip Fleece Top

White, navy, black or gray full length leggings

Modesty shorts to wear under skirt

UNIFORM PURCHASE NOTES - TO BE UPDATED MARCH 1, 2024

Boys: Basic uniform pieces (Oxford shirt, khaki pants, socks, belt, shoes) can be found at many retail stores and do not need to be purchased from FrenchToast.com.

Men's Uniform Men's Striped Tie in Gold and Navy can be found at LandsEnd.com

Unisex Acrylic V-Neck Sweater Vest can be found at FrenchToast.com or Millswear.com under Dress Code Basics.

Unisex Acrylic V-Neck Sweater can be found at [Millsweat.com](https://millsweat.com) under Dress Code Basics.

Girls: This blouse style, as well as under shorts, socks, and shoes can be found at many retail sites and [FrenchToast.com](https://frenchtoast.com).

V-Neck Sweater Vest can be found at [FrenchToast.com](https://frenchtoast.com) or [Millsweat.com](https://millsweat.com) under Dress Code Basics.

Crew Neck Sweater can be found at [FrenchToast.com](https://frenchtoast.com).

The two tab and pleated skirts and quarter-zip fleece can be found at [FrenchToast.com](https://frenchtoast.com)

SPIRIT DAYS

For school events for which uniforms are not required and at school on days for which uniforms are not required (e.g. "Spirit Days") student clothing must be clean, neat, modest, and appropriate to the occasion.

SUMMER/ WARMMONTH UNIFORM (August, September & May)
Sweaters/ vests are not required.

P.E. UNIFORM

Students participating in Physical Education must dress out for that class period. Students may wear the following:

Official CAW issued PE shirt or solid-colored t-shirts in Concordia Academy colors (navy, maize, or gray) No logos, words, graphics allowed.

Fingertip length closed mesh shorts in a Concordia Academy color. (no form fitting shorts are allowed)

Supportive tennis shoes with non-marking soles.

Parents are integral to the school.

Parental Involvement

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

Along with the Church and Government, the Family is ordained by God and a calling for parents to bring forth and to raise up children. The board and staff of CAW derive their authority from parents, working as partners or household helpers in order to bring about the education of their children. CAW, being a community of scholarship that includes the parents as fellows, welcomes parents to participate in school life. Opportunities include Matins and Vespers at drop off and pickup times, as well as visiting the school during studies and lunch time.

Homework

Consider setting apart an hour each day for review, practice, and reading. Hopefully, loving to read and learn becomes our main desire in leisure. Your goal is to learn the love of learning, it is not meant to be a punishment.

Practice with difficult skills

Some topics, like mathematics, logic, and languages, require much repetition in the course of their learning. While we will endeavor to provide time for this in the course of the school day, supervising the correct repetition of tasks, there may be some work that will require more time. Working proofs and problems, memorizing declensions, and developing writing skills are among some of the things that will occupy some time at home.

Spend time with wise authors

The Great Books must be read to do their work. It is hard to have a relationship with Plato unless you spend some time with him. Learning to enjoy reading and study is a goal for the life of the student, and a benefit to family life. Parents may want to follow along with their student’s readings in order to have conversations and further participate in the life of the school.

The ‘*Ordo Amoris*’ - Ordering of affections

In all, consider the amount of time spent by a student during the day at school,

and the amount of time needed for household chores to help the family. Prioritize reading time over 'screen' time, not as a penalty and reward system, but as quality leisure time. Screens: video games, phones, computers, can become fixations that hamper the growth of real concentration, itself a skill that must be practiced to grow.

Being Prudent

A person is not only a spirit, but a body. Students in their business, pursuing athletics, clubs, and wage work, can have extremely busy lives. If the student is working so hard that they lose sleep with significant regularity, then they are not giving themselves the best chance to learn and grow. Sleep time should be respected, as our marvelous minds rehearse what we have been learning even when asleep. A sound mind in a sound body means that homework, like all things short of the Kingdom of God, must be pursued in moderation.

Attendance

A plan of course work, reading lists, and times for recitation will be made for the student of Concordia Academy - Wichita. Where needed, additional teachers and specialists will be scheduled on the student's behalf, and because of this schedule, these financial and personal commitments by others, regular attendance will be necessary for success to result from the plan. Further, progress from one stage of a topic to the next will require the student to work in cooperation with the teacher, who needs to count upon the availability of the student in order to review, present the next concept, and work on it with the student. Often, if our attention is sporadic, much of our work is lost despite the best intentions. Plan to come to school habitually. There are many reasons to observe and develop this good habit, some of which are:

1. Regular and punctual attendance in class is of utmost importance to ensure a quality education for students.
2. Regular and punctual attendance shows respect for the educational process as well as for one's teacher and classmates. Punctual attendance means fewer disruptions to a class.

3. 3. Setting a habit of punctual attendance is part of learning life skills and is carried forward into college, the workplace, and day-to-day life.

Full-time students seeking graduation from CAW are expected to attend what is prescribed by the school, fulfilling the commitment agreed to by parents, students and faculty.

Absences and Tardies

Absences:

If a child will be absent or tardy by more than 30 minutes on a given day, a parent or guardian must call and notify the school by 8:30 a.m. If a student misses more than 15 minutes of a class, he or she will be considered absent. If a student is absent more than 10 days in a semester, he or she may not receive credit for a course.

There are two types of absences, excused and unexcused.

Excused absences:

Reasons for excused absences are limited to:

- Personal illness (a doctor's note is required beyond 3 days)
- Medical and dental appointments (see "appointments" below)
- Bereavement of the immediate family (father, mother, siblings, grandparents)
- CAW-approved extra-curricular activities and teacher-sponsored activities
- Extenuating or unusual circumstances as determined by the CAW administration
- College visits (two days for juniors and three days for seniors; see "college days" below)

Parent-requested absences:

Parent-requested absences, such as for travel, weddings, and funerals, must be requested in writing at least 48 hours in advance. (Vacations require two weeks; see "Family vacations" below.) Total missed days for parent-requested absences may not exceed five in a semester. Absences with parental permission are considered unexcused if in conflict with SAT, PSAT, other required assessments, or semester exams.

Unexcused absences:

All absences not listed above are unexcused, and a student will be considered truant. Students will be required to make up all homework and tests missed while they were absent, but no credit will be given.

When a student is absent from school, it shall be the student's responsibility to make up the necessary homework. The teacher will inform the student of the necessary work to be completed. However, it shall not be the teacher's responsibility to daily remind the student about the work that is still to be completed. The number of school days allowed for make-up work are equal to the number of school days missed plus one.

Tardies:

Students must be in the Sanctuary when the 8:00 a.m. bell rings to begin Matins. Any students arriving after the 8:00 a.m. bell are considered tardy and must check-in at the office where they will receive a permission slip to give to the teacher.

Three tardies in one day will constitute one unexcused absence. Moreover, parents will be notified after unexcused absences in any quarter, and consequences for future tardies or absences will be discussed with the student and parent.

School Policies

Controversial Subjects

Since the curriculum at Concordia Academy - Wichita is based on reading and discussing great works, many moments of controversy in the history of humanity arise. We are interested in discussing things as they are represented in literature and history. Additionally, theological controversies can lead to spirited discussions and an awareness of historic heresies. Every student will be challenged to confront epistemological issues. Gentle, respectful, erudite discussion of finer points of doctrine and theology is to be expected and nurtured. No student will be chided for his views.

The practice of Socratic dialogue is fruitful, and requires the questioning of things thought to be certain in order to get down to propositions that should or should not be regarded as true. This means that some things will be open to ordered and dialectical debate, but not all things. Creedal certitudes of the law and gospel set forth in Scripture and the historic doctrines of the apostolic Church will be asserted, and blasphemy will be immediately noted, explained, and discouraged.

At times sexual relations appear in the writings, both of Scripture and in the wandering history of mankind. These will be discussed in light of the call to chastity, and afford an opportunity to grow in understanding and wisdom.

Violence, slavery, and slaughter appear along with mercy, love, and friendship, and will be discussed in the scope of world history, government, and philosophy. Some insoluble difficulties will arise in the course of reading and discussion. If in the course of argument an intractable difference arises or an obsessive fixation arises, the students will be encouraged to move on other aspects of the subject.

Matters of peripheral doctrine and family traditions will be referred to the student's pastor and parents for further discussion. We regard the pastoral responsibility and the parental vocation as ultimate in matters of controversy.

ELECTRONIC DEVICE POLICY

Watching the unfolding of man's work with technology, from the aprons of leaves in Eden to 'social' media in our day is a tale of power, subjugation, and abstraction. Power, in that man has made for himself prosthetic substitutions for things he lacks naturally, augmentations of his frailty. Subjugation, in that he subdues unruly nature, and sometimes in the quest includes himself among the subjugated. Abstraction in that he tends to get farther from intimate contact with the reality created by and emanating from God, and involves himself in the distracting things man has arranged for himself in his need.

Relationships in the context of the internet have become entangled in power, subjugation and abstraction, which come along with the great possibilities for communication enabled by machines. Leisure time is filled to the brim with machine consciousness, overpowering the imagination and subduing it to become a mere passive receptacle of stimulating effects, and sadly, taking increasing amounts of time, what life is measured in, into an abstract world far away from

contact with God and neighbor.

To take the good from these gifts and not succumb to the poisoning possible from unmediated acceptance of their influence is a courageous stance that requires temperance. For us, all things are mediated by Christ, and our attention to him, and through him our neighbor is paramount. We are reminded of the failings of the disciples who could not watch an evening with the suffering Lord at Gethsemane but instead were overpowered by sleep and perhaps boredom. We see ourselves there, frail and trivial. We seek to fill our thoughts with what is real, and lengthen our attention by its exercise in study and contemplation. This is a matter of maturation, which if not pursued with intention, will produce a person incapable of attention.

Therefore, we will seek an incarnational culture that prizes conversation, reflection, and presence. To this end, we will realize the changes that occur to us under the rule of technologies, realizing that providence rules over their introduction, seeking to adopt them consciously and in boundaries. Our boundaries follow:

ELECTRONIC DEVICE POLICY GENERAL INTERNET

Access to the Internet is a tool for teachers and administrators to further the educational experience of students at Concordia Academy - Wichita. Access to the Internet constitutes acknowledgment and release of any liability to CAW and associated entities. All Internet activity is subject to monitoring and auditing. Use of the CAW Internet (wireless or wired) indicates consent to such monitoring. The administration may decide to place content filtering software on computers and/or directly block certain sites. Access to the Internet while at CAW (wireless or wired) indicates consent to such filtering. Intentional disabling and/or bypassing of the filtering software will result in immediate loss of privileges and possible disciplinary action. Student use of wireless-enabled devices that access the Internet through means other than the CAW provided Internet (i.e. through cell phone coverage) is prohibited during normal school hours.

WIRELESS INTERNET

The CAW wireless network is for exclusive use by the faculty, staff, and Board of Directors. The wireless access code will be changed on a periodic basis and sharing of that key is strictly prohibited. Students may be permitted laptop use

with access to wireless according to “Portable Devices” section (below).

PORTABLE DEVICES

Use of personal electronic devices, including cell phones and smart watches, is prohibited in the school building during office hours and during school sponsored activities. Students may bring a cell phone and/or smart watch, which will be checked into the office at arrival and returned at the students’ departure. All other personal electronic devices are prohibited.

INAPPROPRIATE PORTABLE DEVICE USE

In the event that a prohibited device is being used by a student during office hours, any member of the faculty or staff may take the device to the office where the parent will be notified, the student can retrieve it at departure, and receive an appropriate disciplinary consequence.

CONSEQUENCES FOR INAPPROPRIATE INTERNET USE

Inappropriate use of the Internet on school devices by students will not be tolerated. This includes viewing inappropriate content (e.g., pornography, etc.), gaming, and use of social networking. Violations will be brought to the attention of the administration and, if necessary, law enforcement officials as appropriate.

PERSONAL PROPERTY

Because school should be an environment of mutual respect, students and teachers rightfully expect that their possessions will not be harmed in any way or borrowed without the permission of the owner. Students must understand their personal responsibility in maintaining such an environment: labeling their possessions, storing them in the proper places, and keeping their lockers secured. Students’ locker contents and teachers’ desk contents are personal property and are not to be removed without permission. The school recommends that large sums of money or other valuables not be brought to school or left in cars. The school cannot be responsible for any personal property kept at school, including in a car, and student property is not covered by school insurance.

Authorized school personnel may conduct a reasonable search of a student or

his/her locker, vehicle, and/or belongings when they have probable cause to believe that the student has an item in his/her possession which may constitute a criminal offense under Kansas law, or is otherwise prohibited by school rules.

WEAPONS POLICY

Students are not allowed to bring firearms, bladed weapons, or any other weapons onto school property, even if they are left in a vehicle, nor to any school-sponsored activity.

According to Kansas law, adults who are at least 21 years old and aren't otherwise prohibited from firearms possession under federal or state law are allowed to carry concealed handguns on the school property unless otherwise posted.

TELEPHONE COMMUNICATION

It is preferred that parents call the school office between 8:00 and 4:00 p.m. in order to report a matter of importance. Students will not be allowed to leave class to come to the office to speak to a parent on the phone. The message for the student will be passed on at a time that does not interrupt the classroom activities. Students may use a telephone in the school office after obtaining permission from the teacher and office staff.

VISITORS TO THE SCHOOL

All visitors to the school, including members of students' immediate families, must immediately check in through the school office. Visitors should not open doors to admit other visitors who have not signed in. If delivering a student's forgotten item, it should be left in the office and the secretary will deliver it. All visits by persons from outside the students' immediate families must clear their visits with the administration at least 24 hours in advance. These visitors will receive a name badge in the office.

Student visitors must make arrangements with the Headmaster no later than the day before the visit.

Immediate family members (including grandparents) are welcome to join students for lunch, and by arrangement with the teacher, class.

LUNCHES

Currently, CAW does not have a hot lunch program. All students must bring their own lunches, including drinks or water bottles. Students may not use the kitchen appliances or borrow dishes or tableware. Students may not enter the kitchens without permission. A microwave will be provided in the lunch area for student use.

CLOSED CAMPUS/OFF-CAMPUS LUNCH

CAW is a closed campus (the campus means the school grounds). Students may not leave the campus before the designated closing time without permission from the office. Once students arrive at school, they are not to leave the campus unsupervised until the end of the school day (unless they are otherwise excused by the school office).

Third and Fourth year students may leave for lunch, if they have a current permission slip on file in the office. They must travel in a group of 3 Third and Fourth year students minimum. Failure to return to campus in time for their next scheduled class could lead to revocation of this privilege at the Headmaster's discretion.

CHECK IN/OUT GUIDELINES

Students who are tardy or arrive later in the school day must check in at the school office before attending class. Students who do not drive must be signed in by a parent/guardian. A permission slip will be given to the student to be given to their teacher. When a student needs to leave school prior to the end of the school day, the student who drives or a parent/guardian must sign the student out in the school office. Students are allowed to leave the campus only if they have submitted prior written permission from their parents to the office (e.g. – doctor's appointment). In such cases, the student must sign out at the front office prior to leaving and sign back in when they return to school.

SCHOOL CLOSINGS

CAW will communicate school cancellations or schedule changes due to inclement weather via email. Notifications will also be announced on social media,

ClassReach, and on KAKE and KWCH.

EMERGENCY DRILLS

Fire drills will be held once per semester.

Tornado drills will be held once per semester.

Lockdown drills will be held once per year.

EMERGENCY EVACUATION AND RELOCATION

In case of emergency evacuation and relocation, the first responsibility of the staff is to move the students to safety outside the building. In case of weather or other cataclysmic outdoor threat, the students will relocate to the undercroft. The classroom teacher will take attendance before proceeding to the emergency shelter. Attendance will again be taken at the emergency shelter.

Our emergency evacuation and relocation site is the southern end of the South parking lot.

Parents should wait for CAW to contact them so that telephone lines remain clear and all parents receive notification in an orderly manner.

INTRA-SCHOOL COMMUNICATION

School Information:

To communicate news, information, and reminders CAW uses the following resources to reach families:

- School Website
- ClassReach
- Email
- Social Media
- Monthly Newsletter

APPOINTMENTS

When students need to leave school early, arrive late, or leave during the day for an appointment, the office must be informed by a parent in advance of the planned absence. The student must be signed out in the office by a parent unless the parent informs the office that the student may leave alone, in which case the student must sign him- or herself out in the office. If arriving late or returning the

same day, the student must sign in with the office upon arrival for a permission slip to give to the teacher.

PICK-UP AUTHORIZATION

Parents will be asked to list those authorized to pick up their child, as well as anyone not authorized to pick up their children, on the student's registration forms.

Permission for someone not previously authorized to pick up a student shall be put in writing and given to the school office. Parents may also call the school office to give permission for alternate pick-up, but such alternate pick-up permission shall only be effective one time for a specific day.

FAMILY VACATIONS

Vacations during the school year are discouraged. If it is necessary to take a vacation during the school year, please give teachers substantial notice (2 weeks) in order to provide ample time to prepare assignment materials. All assignments given prior to vacation departure are due upon the student's return to class. Late assignments are subject to the late policy. Frequently, the teacher will not be able to provide assignments until the student returns from vacation. In these cases, the teacher will assign a due date.

Parents should realize that making up teacher lectures/explanations and classroom discussion is not feasible. Therefore, family vacations during the school year bear a cost — usually in the form of a diminished grade.

COLLEGE DAYS

Third and Fourth year students are encouraged to visit prospective colleges to better inform their college selection process. The best times to do this are in the spring of the Third year and the fall of the Fourth year. With this in mind, 3rd and 4th year students are permitted to be absent from school 2 additional days during their 3rd year and 3 additional days during their 4th year to visit colleges. The school prefers that these absences be arranged at least one week in advance to be excused. Students are given a College Day form to have signed by the parent and initialed by each of his/her teachers. These absences are not included in the 10 day per semester limit but do not provide exemption from final exams.

PARENT-TEACHER CONFERENCES

Parents desiring a conference with any of their child's teachers at a reasonable time during the school year are welcome to contact the school office to set up an appointment.

WITHDRAWAL

When a student is withdrawn from school, parents are urged to make an appointment with the Headmaster to discuss the reason. Even if the family is moving to another city, the Headmaster would appreciate an objective opinion about the strengths and weaknesses of Concordia Academy - Wichita. Tuition and payment of fees must be up-to-date before a student's records will be released. An official records request must be submitted before we will release a student's records to another institution.

STUDENT DRIVERS

Student drivers must abide by all traffic laws and generally accepted norms of safe driving. Careless driving will not be tolerated. Student drivers must park in the Immanuel Lutheran parking lot. No parking is allowed on the streets surrounding the campus. Student drivers are not allowed to drive during field trips.

STUDENT HEALTH RECORDS/MEDICATIONS

Before entering school in the fall, all students must have on record in the school office a current immunization record and/or an exemption statement according to the state of Kansas laws.

The school requires written parental permission prior to issuing any medication to a student. In order to facilitate dispensing non-prescription medication (e.g. Tylenol or Tums), there is a form for parents to grant a year's general permission to the school to issue non-prescription medications to their student(s). This form will be kept in the student's file. Parents will be notified if a student is given a non-prescription medication during school hours. Parents may send labeled non-prescription medication to be kept in the school office for the child. Written

instruction from the parents must accompany the medication.

Other forms necessary to be on file in the school office are:

Health History: describes the basic health/illness history of each student.

Emergency form: lists the emergency contact names and phone numbers of people who may need notification in a medical emergency. This form includes a signed waiver in order to facilitate necessary surgical action.

Prescription medications: Prescription medication for a child must be sent to the school where it will be kept in the school office and administered by the secretary or Headmaster. Medication sent from home must have the name of the child, the name of the medication, the dosage, and time to be administered, the name and phone number of the pharmacy and the name of the doctor. Notification of any changes of medications needs to be given to the teacher and the office.

Note: these forms are available in digital format through ClassReach.

ILLNESS

Parents must keep their children home if they have communicable illnesses such as chickenpox or the flu. Students should not come to school until they have gone 24 hours without a fever (100.4° or higher) without the use of fever-reducing medications. The 24-hour rule also applies to diarrhea and vomiting. When antibiotics are prescribed, the student must have taken them for 24 hours before he or she can return to school. If a student has lice nits, the child needs to stay home 24 hours after treatment.

If your child is exhibiting signs of illness such as those above, you will be notified to pick up your child.

Serious diseases: A serious disease is classified as one that is potentially life-threatening or which can cause permanent board of directorsily damage and can be communicated from one person to another. Spinal (or viral) meningitis and pneumonia are examples of serious disease. (Common colds, influenza, chickenpox, strep throat, etc., though contagious, are not considered serious diseases.)

In order that every precaution may be taken to reduce the risk of infection of any student or teacher by any serious diseases, CAW requires that parents disclose when their student contracts such a disease. In the event a student or teacher at CAW has contracted or has been in contact with a serious disease, health officials

will be contacted in order to obtain more information. Based on the answers to the information received, CAW will determine what actions are necessary.

INJURY

Minor first aid is administered by the school staff. In case of serious injury, an attempt will be made to contact the parents. If a parent cannot be reached, the school staff will use the information given on the registration and/or emergency forms to deal with the injury.

FINANCIAL AID

CAW maintains a scholarship fund to help families who might need financial aid for tuition. Parents wishing to apply for assistance should contact the school office and request financial assistance information. Applications must be received by May 1 and will be forwarded to the board of directors for consideration. Scholarship decisions will be announced by May 15.

HOMESCHOOL EXTENSION

Part-time students may be considered for admission on a reduced cost basis. All normal admission requirements and procedures will be followed. However, part-time students may not receive a CAW diploma. Students enrolled in 5 or more classes are considered full-time. In order to receive a CAW diploma, students must be enrolled full-time during their senior year. Students transferring to CAW for full-time attendance will need to provide a transcript, and they will only be accepted with adequate comparable scholarship to admit a transfer.

Part-time students may not be on campus, other than to attend classes, without the approval of the Headmaster. There may be an additional cost assessed for monitoring such approved additional time on campus.

NON-PAYMENT OF FEES

If a family owes the school money for tuition or any other fees, report cards, transcripts, and all school records will be withheld until the outstanding obligation has been paid in full.

DISCIPLINE

Concordia Academy - Wichita strives to guide students towards excellence in Christian character as well as academic achievement. The school will cooperate with the home to help students form traits such as cheerful obedience, integrity, honesty, responsibility, and respect for the time, dignity, and property of others. We understand that this is a maturing process. The following guidelines provide a framework from which each parent, teacher, and student may assess and direct growth. Behaviors that “miss the mark” and violate the Code of Conduct will be disciplined. Discipline is first administered by the classroom teacher. If subsequent disciplinary measures are needed, they will be addressed by the administration. The following principles govern the discipline process:

1. All teaching, correcting and training in righteousness is designed to help the student take personal responsibility for his/her behavior and to find God’s grace and power to think, say, and do what is right. Discipline is based on biblical principles such as restitution, public or private apology, swift punishment, restoration of fellowship, with no lingering attitudes. Private confession will be available to students with parental permission.
2. Making the effort to discipline is an expression of love for the student. “My son, do not make light of the Lord’s discipline and do not lose heart when He rebukes you, because the Lord disciplines those He loves, and He punishes everyone He accepts as a son.” (Hebrews 12.5b-6)
3. The teacher is the authority in the classroom and is charged with maintaining an optimal learning environment. Teachers are to explain the school’s expectations for conversation and conduct.
4. The classroom teacher is the school’s primary nurturer of godly conversation and conduct. The teacher’s personal example and words of exhortation or commendation to students nurture and affirm proper behavior. Much misbehavior is corrected with a small gesture and minimal distraction.
5. At the earliest opportunity, the teacher will seek to help the student understand the “thoughts and intents of the heart” through questioning the student’s motivations for the misbehavior.
6. In order to maintain consistency, teachers will reference the catechism in discussing biblical standards and the school’s discipline policy.

7. Most discipline problems are dealt with at the classroom teacher level and with respect to the individual student's behavior and attitude.

8. Love and forgiveness are an integral part of the discipline of a student. The student will always be encouraged to repent and receive God's forgiveness for the wrongdoing, as well as to seek reconciliation with others.

9. The following behaviors will automatically require attention from the Headmaster:

- Abusive, vulgar, or profane language, including vain use of the Lord's name.
- Disrespect shown to any staff member (in the staff member's judgment).
- Rebellion, i.e., outright disobedience in response to instructions.
- Fighting, i.e., striking in anger with the intention to harm another student.
- Vandalism of school property.
- Possession of a gun or knife on the school grounds.
- Sexual harassment in the form of sexual advances, request for sexual favors, or sexually suggestive jokes or comments; inappropriate touching, pinching, grabbing.
- Dishonesty in any situation while at school, including lying, cheating, and stealing. The Headmaster will determine the nature of the disciplinary consequences to be assessed.

If a student receives discipline from the Headmaster, the following accounting will be observed within the school year:

The first two times a student is sent to the Headmaster for discipline, the student's parents may be contacted and given the details of the visit. The Headmaster will make a note of any such contact. The purpose of such contact is to ensure parents' assistance and support in averting further problems.

The third office visit may result in suspension from school, the number of days to be determined by the Headmaster.

A subsequent visit may be the occasion for an expulsion hearing with the Board of Directors.

The office-visit process can be bypassed and a meeting with the Board of Directors imposed as soon as possible if a student commits an act with such serious

consequences that the Headmaster deems it necessary to do so. Examples of such misconduct include: acts endangering the lives of other students or staff members, gross violence, vandalism of school property, violations of civil law, or any act in clear contradiction of scriptural commands.

At the discretion of the Board of Directors, a student may not be invited to re-enroll for the following school year. Such refusal to permit re-enrollment is not considered a direct disciplinary act requiring accumulated office visits in order to be taken. Refusal to permit re-enrollment is not suspension or expulsion.

Should an expelled student or non-re-enrolled student desire to be readmitted to CAW at a later date, the Board of Directors will make a decision based on the circumstances at the time.

DETENTION PROCEDURES FOR STUDENTS

Detention notices may be issued by any faculty member or administrator. Students will be assigned a detention notice for minor behavioral infractions or the following rule violations:

- Disrespectful or derogatory speech directed at peers.
- Unexcused tardies
- Failure to adhere to the dress code standards during the school day.
- Note writing, note passing, or note reading, including texting, at any time during school.
- Excessive or disruptive talking in class.
- Sleeping in class.
- Demonstrations of personal affection.
- Failure to follow specific classroom guidelines and procedures as set forth by the teacher.

DETENTION

Each detention notice will require one hour to be served either Thursday after school at 3:45 p.m. or Wednesday morning beginning at 7:00 a.m.

All detentions will be documented and parents will be notified.

Students who fail to serve a detention will serve a Saturday morning detention and/or be suspended for one day for each infraction at the discretion of the administration. If a student leaves school as a result of illness or doctor visit,

administration will review and assign an alternate detention.

COMPREHENSIVE GRIEVANCE POLICY

This policy is to be followed whenever there is a dispute or grievance concerning any aspect of Concordia Academy - Wichita's operations, between students, parents, staff, volunteers, administration, and/or Board. A dispute is defined as any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of CAW's objectives and goals. A grievance is a concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level. Concerns are the substance and details of the dispute and/or grievance.

STUDENTS/PARENTS TO TEACHERS

All concerns about the classroom must first be presented to the teacher by the parents or student. A respectful demeanor is required at all times.

If the issue is not resolved to the satisfaction of all parties, the parents or student may bring the concern to the Headmaster. If the student brings the concern, he/she must have permission from his/her parents to do so.

If there is still no resolution, the parents may request a hearing with the Board of Directors (BoD).

PARENTS/PATRONS TO ADMINISTRATOR

If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the Headmaster.

If there is still no resolution, the parents should request, in writing, a hearing from the BoD.

If a dispute arises that is not covered by this policy, the BoD will decide what procedures to follow based on reasoning from the procedures established by this policy. The principles of Matthew 18 and James 3 will be followed during the attempted resolution.

CONFLICT RESOLUTION

If a conflict should arise, the student, the teacher, and the parents are encouraged to follow the guidelines of Matthew 18:15-18 in order to resolve the conflict in a Christian manner.

Information regarding conflict should not be shared with uninvolved persons. Doing so tends to create an atmosphere of distrust and is not constructive to solving the problem.

If a conflict arises, an appointment may be made to discuss a resolution. In some cases, more than one meeting may be necessary in order to reach a solution. Conflicts should be addressed first with the classroom teacher, then with the Headmaster if necessary. Only when there is an impasse should the Headmaster be involved in the discussions and he will serve as the final authority.

Conclusion.

We hope this description of life at Concordia Academy - Wichita answers your questions, fires your imagination, and helps you on your way to becoming a good student. You may notice that there are not many detailed rules (we try to limit the expansion of “the law”), as we trust that the Small Catechism is sufficient to teach us the ways of fellowship as we seek Virtue and Wisdom.

“The master is first revealed in limitation”

-Goethe



Concordia Academy - Wichita

Key to Grades



Latin Term	Definition	Grade Point	Percentage	Letter Grade
SCL— <i>summa cum laude</i>	With Greatest Praise	4.00	94.0–100	A
CL— <i>cum laude</i>	With Praise	3.70	90.0–93.9	A-
SCH— <i>summa cum honore</i>	With Greatest Honor	3.30	87.0–89.9	B
CH— <i>cum honore</i>	With Honor	3.00	84.0–86.9	B-
MCH— <i>minimo cum honore</i>	With Lesser Honor	2.70	80.0–83.9	C+
SCS— <i>summa cum sufficientia</i>	With Greatest Adequacy	2.30	77.0–79.9	C
CS— <i>cum sufficientia</i>	With Adequacy	2.00	74.0–76.9	C-
MCS— <i>minimo cum sufficientia</i>	With Lesser Adequacy	1.70	70.0–73.9	D+
CD— <i>cum deficientia</i>	With Deficiency	1.00	60.0–69.9	D
M— <i>minime</i>	Not Adequate	0.00	00.0–59.9	F

