

# MIRUS ACADEMY

## PARENT & STUDENT HANDBOOK

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# SECTION I: SCHOOL AND FACULTY DIRECTORY

## Contact Information

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Mailing Address 460 High Street, Ellsworth, ME 04605  
Physical Address 460 High Street, Ellsworth, ME 04605  
Website [www.mirusacademy.info](http://www.mirusacademy.info)

## Board of Directors

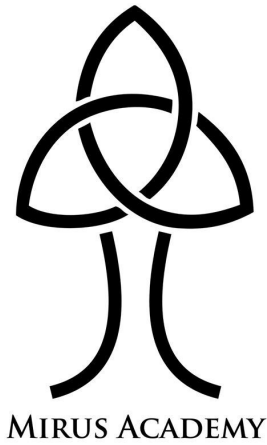
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## Administration

Headmaster: Mr. Aaron Hanson [headmaster@mirusacademy.info](mailto:headmaster@mirusacademy.info)  
Director of Development: Anna Hanson [development@mirusacademy.info](mailto:development@mirusacademy.info)  
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## Faculty 2024-2025

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Kindergarten: Anna Hanson [development@mirusacademy.info](mailto:development@mirusacademy.info)  
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2nd Grade: Charity Garland [cgarland@mirusacademy.info](mailto:cgarland@mirusacademy.info)  
3rd Grade: Jeremy Averill [javerill@mirusacademy.info](mailto:javerill@mirusacademy.info)  
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5th/6th Grade: Elizabeth Ramirez [eramirez@mirusacademy.info](mailto:eramirez@mirusacademy.info)  
Dialectic/Rhetoric: Matthew Corey [mcorey@mirusacademy.info](mailto:mcorey@mirusacademy.info)  
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Dear Parents,

Thank you for trusting Mirus Academy in assisting you in educating your child. Our mission is to provide an excellent, thorough, rigorous, Christ-centered education for our students. We utilize a centuries-old classical methodology, the Trivium and Quadrivium, which develops mature students, and which provides students with the tools needed to learn for a lifetime. Many texts may help grow in your understanding of classical education. I cannot overly reference *Norms and Nobility* by David Hicks. It provides a deep foundation for classical education. *The Lost Tools of Learning* by Dorothy Sawyers gives a very accessible and very short introduction. I strongly encourage you to read both if you can.

The materials included in this handbook will be discussed during your family interview. It is important that you understand the vision, mission, and goals of Mirus Academy.

As always, we are here to serve you. We look forward to navigating the school year with you. Please contact us if you have questions or concerns.

Deeper,

Aaron Hanson  
Headmaster

### **Philippians 4:8-9**

“...Whatever is *true*, whatever is *worthy of respect*, whatever is *just*, whatever is *pure*, whatever is *lovely*, whatever is *commendable*, if something is *excellent or praiseworthy*, **THINK** about these things ... and **PRACTICE** these things.”

## **HEADMASTER BIOGRAPHY**

### **Aaron Hanson, Headmaster**

Aaron Hanson serves as our headmaster. He has a B.A. in Philosophy with a focus in Epistemology (theory of knowledge) from the University of Maine at Orono along with a Th.M. in Systematic Theology from Dallas Theological Seminary. He has worked as a teacher in both private and secular settings, tutored in subjects from creative writing to calculus, and has taught both adults and children. He desires to see every child grow in wisdom and wonder so as to mature into strong and humble adults. His passion for education started with a pursuit into epistemology. Rather than reacting to the modern educational system and looking for a solution in the past, he investigated the nature of education and knowledge to understand its fundamental purpose. In his research, the classical model proved to have both the vision and method for molding students to love truth, embrace beauty, and pursue justice. With this, Mirus Academy was born.

## **SECTION II: EDUCATIONAL PHILOSOPHY**

### **What is Classical Education?**

An education is a terrible thing to waste. It is not a commodity, a product, an investment that reaches its cashable end at graduation. It is not a channel, avenue, pathway for self-discovery and self-expression. It is something much greater. It is a tool of transformation from childhood to adulthood. It is a tool for maturity. It exists for the very purpose of changing those underneath its tutelage. Education serves the end of shaping students into mature expressions of humanity itself. Education is cheapened when students shape education or it is believed that every stage of education should include instant gratification for the student. It loses its transformational power and thus becomes truly powerless. But if education is allowed to hold the bar of maturity high, students and culture will be transformed into something greater.

The classical model of education holds that bar of maturity high and will transform students in ways never before experienced. Mirus Academy is committed to the classical educational model. The aim of classical education is to mature students by aligning them to the True, the Good, and the Beautiful. Through rigorous study and consistent practice of virtue, the student learns to act in accordance to what he knows to be right. In this, students are able to reject the immediate and baser inclinations and press on towards the more permanent and lasting values of this life. All this produces character and maturity. It is no mere coincidence that

timelessness and value share close relations. The very definition of *classic* means that which has stood the test of time. Why is it then that modern education is continually pressing studies to the latest and the most *innovative* ideas of our time rather than taking a cue from the tried and true? A private classical education is successful at shaping the mind and soul, not merely because it is old, but rather because it is a well-thought out system from beginning to end.

*“Nothing is known until it also reshapes the life.” - JA Moyter*

## Mission

Mirus Academy exists to mature students in their love of truth and their true love of others.

## Vision

Mirus Academy aims to equip students to lead culture, not merely respond to it. Mirus Academy will offer the highest educational standards while simultaneously producing the greatest of humility in its students. This vision rests solely on the belief that the Christian meta-narrative is comprehensive and cohesive enough to supply the necessary value, purpose, and challenge for the educational enterprise to transform students into mature men and women of high intellectual and spiritual virtues. The students of Mirus Academy will own their own education, develop the abstract thought necessary for both a masterful use of creative expression and rational discourse, and pursue the questions at the end of answers. The students will strive for intellectual honesty, graceful humility, and loving relationships.

## Method

The classical method identifies three different stages of development in students traditionally called the Trivium: Grammar, Logic (Dialectic), and Rhetoric. These stages are best thought of as emphases, for students in the Grammar stage will also receive logic and rhetoric training, only to a lesser degree. The chart below graphically displays this concept. The chart below gives a brief summary of what a student would be expected to encounter in each stage.

The Trivium

Grammar K-6	Logic 7-9	Rhetoric 10-12
Grammar	Grammar	Grammar
Logic	Logic	Logic
Rhetoric	Rhetoric	Rhetoric

### Grammar

Answers the question of who, what, where, and the when of a subject.

Learning at every level requires the acquisition of the basic building blocks of that subject. In the early stages (K-6) students have a proclivity to and find enjoyment in information consumption. This is acknowledged and highlighted through the learning procedures at this stage:

- Chants
- Songs

- Rote Memorization
- Sound-Off
- Catechism
- Disputatio
- Latin (starting grade 3)

### Dialectic

Answers the why of a subject.

Relations between basic facts constitutes the development of logic. The development of clear thinking requires that basic facts are not held in contradictory relations. Students at this stage begin to wrestle with the authoritative grounding given to their

beliefs and knowledge. They are quick to recognize inconsistencies in others. Formal training in logic gives students at this age the proper tools to reason well. The learning procedures at this stage include:

- Formal Logic
- Geometry
- Discussion
- Debate
- Progymnasmata
- Argument examination

### Rhetoric

Provides the how of a subject.



Rhetoric is the ability to formulate and create a well formed expression or application of knowledge and understanding previously gained. Rhetoric teaches one to communicate

well in order to persuade and inspire others to some conclusion. Students in the rhetoric emphasis learn how to synthesize what they have learned and apply it in a new way. Learning procedures at this stage of development include:

- Impromptu
- Invention
- Arrangement
- Style
- Memory
- Delivery

## Christian Education

All education is value driven. Regardless of a claim to be neutral, all education has an end or “good” in mind. At Mirus, we believe the mind and the affections need to be directed toward the Good, the True, and the Beautiful. The Christian worldview holds that God is the Good, the True, and the Beautiful. Through diligent and honest search, we discover more of His wonder and more of our need for Him. In this, the educational enterprise is not an empty exercise of becoming clever or “practical,” but rather it is an endeavor to expand one’s heart and mind to be transformed by the wonder of God. Teaching from the Trinitarian worldview, Mirus Academy understands that all subjects, if truly mastered, point back to the Trinity. The world does not need more students without chests, it needs more students humbled by the wonder of God.

*“We make men without chests and expect of them virtue and enterprise.”*

- C.S. Lewis, *The Abolition of Man*

## Philosophy of Education

*"Mirus" - Latin for "Full of Wonder"*

Though Mirus Academy is a classical Christian school, its philosophy of education truly makes it unique even within the classical education field. Mirus Academy realizes that a student is only truly educated when he is made aware that his finite knowledge is but a speck when contrasted to the world of unknown wonder. Blaise Pascal said this wonderfully, "The sciences have two extremes, which meet. The first is the pure natural ignorance in which all men find themselves at birth. The other extreme is that reached by great intellects, who, having run through all that men can know find they know nothing and come back again to that same ignorance from which they set out; but this is a learned ignorance which is conscious of itself." *Pensees*, 114-115. This level of understanding and wisdom only comes through a rigorous and disciplined investigation into the world beyond fingertips and into the world behind eyelids. Without a true investigation, it is easy, and false, to assume one knows the world around him or the world within himself. Only when one is challenged to dig deeper, ponder longer, reflect truer, does he humbly encounter the true boundary of his knowledge.

Mirus Academy aims to produce humble and wise students who are mature enough to know God's world is too full of wonder to leave room for arrogance and pride.

*“A man should hear a little music, read a little poetry, and see a fine picture every day of his life, in order that worldly cares may not obliterate the sense of the beautiful which God has implanted in the human soul.” - Johann Wolfgang von Goethe*

## School Emblem

The emblem of Mirus Academy is a tree: the branches symbolize the Trinity, resting on the trunk of Education. As the students grow in classical studies, they grow closer to God and the wonder He has laid in store for them. Innate curiosity the size of a mustard seed has the freedom to blossom into active engagement while cultivators of virtue guide the students towards the Good, the True, and the Beautiful.

## School Mascot

The Ensign (flag-bearer).

## School Motto

**Love Truth:** Without instilling a love for the truth, education is a valueless entity. The Good, the Beautiful, and the virtues do not exist if Truth does not exist.

**Truly Love:** True love is not mere toleration. True love is the action of placing one's self beneath another for that other's benefit.

## School Cheer

*To the tune of the march Our Director by F. E. Bigalow*

“Cheer, oh cheer, for Mirus.  
Cheer with all your might!  
Fill us with wonder,  
Fill us with Your light, light, light!

Brave the dark now,  
Fight for what's right!  
Three cheers for Mirus now,  
The Blue, Black, and White: fight, fight, fight!”

# STATEMENT OF FAITH

Mirus Academy is a Protestant Christian school which does not teach a specific denominational set of beliefs. The following is the foundation of beliefs on which Mirus Academy is based. They are also the key elements of Christianity that will be unapologetically taught in various ways throughout all grade levels. The substance of these statements is that which will be considered *primary doctrine* at Mirus Academy. Secondary or divisive doctrines and issues will not be presented as *primary doctrine*. When these types of doctrine or issues arise they will be referred back to the family and local churches for final authority.

## **The Bible**

We believe that the original manuscripts of the Old and New Testament comprise the full, word-for-word, truthful, inerrant Word of God, which is the supreme and final authority in doctrine and practice. (Isa. 40:8, II Tim. 3:16-17; Heb. 4:12; II Pet. 1:20, 21)

## **The Father**

We believe that as Eternal Father, He is the Father of all men in the non-salvation, Creator-creature sense, the Father of the nation Israel, the Father of the Lord Jesus Christ, and the spiritual Father of all who believe in Christ. He is the author of salvation, the One who sent the Son, and the disciplinarian of His children. (Ex. 4:22; Ps. 2:7-9; Jn. 5:37; Acts 17:29; Gal. 3:26; Eph. 1:3-6; Heb. 12:9; I Pet. 1:3)

## **The Person and Work of Jesus Christ**

We believe Jesus Christ is God incarnate, conceived by the Holy Spirit, born of a virgin, completely God and completely man. We believe in His pre-existence, His sinless life, His substitutionary atonement, His bodily resurrection from the grave, His ascension into Heaven, and His bodily return from Heaven. (Jn. 1:1,14,18; Lk. 1:35; Rom 3:24-26; 4:25; 1 Pet. 1:3-5; Eph. 4:11-16; I Thess. 4:13-18; Heb. 1:3; 7:23-25; 1 Jn. 2:1-2)

## **The Holy Spirit**

At the time of conversion, we believe that the Holy Spirit regenerates, indwells, baptizes, seals, and bestows spiritual gifts upon all who know Christ as Lord and Savior. Experientially, He fills, teaches, leads, assures, and prays for believers. (Jn.14:26; 16:6-15; Acts 1:5; 2:1-4; 11:1-18; Rom. 8:14-16, 26-27; 1 Cor. 6:19; 12:7-11, 13; Eph. 1:13-14; 5:18; 2 Thess. 2:1-10; Titus 3:5).

## **The Trinity**

In the unity of the Godhead there are three persons, of one substance, power, and eternity; God the Father, God the Son, and God the Holy Spirit. The Father is neither begotten, nor proceeding; The Son is eternally begotten of the Father; the Holy Spirit eternally proceeding from the Father and the Son. (1 John 5:7; Mat. 3:16; Mat. 28:19, 2 Cor. 13:14; John 1:14; John 15:26; Gal. 4:6)

## **Man and Sin**

We believe man and woman were created in the image of God, that God has given sexual identities linked to individual biologies and that marriage is reserved for the union of one man and one woman (Gen. 1:-2) ; that Adam in his first sin condemned not only himself but also all of mankind to an estate of sin. All of mankind in Adam is now separated from God and in need of a redeemer (Gen. 1:1,27; 2:17; 3:1-19; Isa. 14:12-14; Luke. 20:36; Heb. 1:13-14; 2:5-8; I Pet. 2:4; Jude 6; John. 12:31; Heb. 2:14; Rev. 20:10; John. 1:1-3; 8:44; Col. 1:16-17; Rom. 5:12-21; Eph. 2:1-3).

## **Salvation**

“In Him also we have obtained an inheritance, being predestined according to the purpose of Him who works all things according to the counsel of His will, that we who first trusted in

Christ should be to the praise of His glory. In Him you also trusted, after you heard the word of truth, the gospel of your salvation; in whom also, having believed, you were sealed with the Holy Spirit of promise, who is the guarantee of our inheritance until the redemption of the purchased possession, to the praise of His glory” (Eph. 1:11-14). We affirm that these believers are eternally secure, have everlasting life, will not come into condemnation, and shall never perish. We believe that assurance comes to the believer from three primary means: trusting the Word of God’s promises, the witness of the Holy Spirit, and a persevering walk with the Lord. (Jn. 1:12; I Jn. 2:3,17; 2 Cor. 5:17-21; Eph. 2:8-9; Titus 3:4-7; Dan. 12:1-2; Mt. 25:31-46; Jn. 3:16,36; 5:24; 10:28-29; 11:25-26; Rom. 8:28-39; I Jn. 4:11-13; Jude 1; Rev. 20:12- 15).

## **The Church**

We believe in the Church, both universally and locally, as the spiritual body of which Christ is the Head. The Church exercises Christ’s authority until His return. We also believe that the Church is entrusted with the sacraments of baptism and the Lord’s Supper. (Mt. 16:18; cf. Acts 1:5; 11:15; and 1 Cor. 12:13; Eph. 1:22-23; 4:11-16; 5:22-23; Col. 1:18).

## **The Great Commission**

We believe that those whom God has saved are sent into the world by Christ as He was by the Father. Those so sent are ambassadors, commissioned to go make disciples and make Christ known to the whole world. (Mt. 28:18-20; Jn. 15:8; 17:18; 20:21; Acts 1; Rom. 10:14-15; 2 Cor. 5:18-20; Col. 4:2-6; 2 Tim. 2:14-26).

## **Eternity**

We believe in the physical resurrection of the human body (at the second coming of Christ); in the eternal conscious existence of all individuals in either Heaven or Hell; and in the rewards of the saved and the punishment of the lost for eternity. (I Cor. 15; Luke 16:19-31; 2 Cor. 5:8-10; I Cor. 3:11-15).

## **Summary**

Essentially, our Statement of Faith is best summarized in the five *solae* of the Reformation:

**Sola Fide** - By faith alone

**Sola Gratia** - By grace alone

**Solo Christo** - By Christ alone

**Sola Scriptura** - On the Word of God alone

**Soli Deo Gloria** - To God alone be the glory

# **SECTION III: COMMUNITY**

## **Board of Directors**

The Board of Directors serves the school by setting policies that define and maintain the goals of the school. The Board of Directors examines the school’s goals, policies, programs, and curriculum in light of biblical principles and those of classical education. It is a corporate body

comprised of up to nine active directors at any one time. Because of the corporate nature of the Board of Directors, an individual director has no authority over the school in any capacity.

## **Headmaster**

The headmaster reports to the Board of Directors and is the head administrator over the entire school. He oversees the management of the school and is directly involved in policy development and implementation, finances, curriculum development, teacher supervision and training, student discipline, curriculum implementation, and school programs.

## **Faculty**

The faculty of Mirus Academy will seek to educate through students to the world beyond. The faculty of Mirus Academy will be master teachers dedicated to students, their craft, and most of all, the centerpiece of life - Jesus Christ. The faculty will seek to contribute to their respective fields. They will be paid competitive wages for their professional services. They will breathe life into every teaching opportunity. The faculty will seek to expose students to the infinite beauty, justice, truth, and love of Jesus Christ via the curriculum and let the inherent value of these realities motivate the students to pursue true human flourishing. The faculty will challenge students to pursue true understanding and wisdom, not allowing them to settle for mere mastery of systems and forms. The faculty will be committed to the classical model of education and the academic rigors that this model prescribes.

## **TEACHER/PARENT/STUDENT RESPONSIBILITIES**

### **Teacher**

Teachers are responsible for conducting an orderly classroom. The teacher will be professional in his or her relationship to the board, the headmaster, parents, and students. The teacher must possess the ability to adequately identify both areas of weakness and strengths in the students and lead each to the proper edge of challenge in those areas.

### **Parent**

By enrolling a student in Mirus Academy, a parent explicitly agrees to be an active part of the educational process. Parents are committing to encourage students in their course of study, including taking proper steps to ensure accountability at home, be it proper rest, nutrition, and/or adequate time and place for homework.

### **Student Accountability**

A student enrolled in Mirus Academy agrees to follow the academic and discipline procedures outlined in this handbook. Students should be prepared for class and show adequate respect to peers and authorities over them. All work is expected to be completed with a proper degree of effort and quality. They are to abide by the two overarching school rules:

1. Show respect to everyone.
2. Know the proper time and place for your actions and speech.

## **Community Involvement**

Mirus Academy will be missional in its mode of operation. It will provide an environment where students of all beliefs and backgrounds are welcomed and loved. It will serve the surrounding communities by investing in the present and future flourishing of those communities. It will serve by believing that the youth of the present age are created to push back the boundaries of disarray and chaos in both thought and deed. The Christian ethic of placing one's self under others will be followed by the academy in its relationship to all others.

# **SECTION IV: ACADEMIC PHILOSOPHIES**

## **Graduation Requirements**

The headmaster, or a designee, will review the transcripts of students transferring to Mirus's rhetoric to determine which requirements have been met and what further courses are needed to graduate.

All coursework completed with a passing grade in 9th through 12th grades will appear on the student's rhetoric transcript and will be used to calculate the student's grade point average. A passing grade in a course signifies completion of the content standards delineated for that course. In order to participate in the graduation ceremony, the required credits must be satisfactorily completed before the date of graduation. The diploma will be that of Mirus Academy.

At Mirus the majority of student coursework will be in required subjects that will develop a core knowledge of the liberal arts and sciences. Mirus will, however, offer a variety of electives so that students can direct their learning into areas of individual interest and personal development in the rhetoric years.

## **Homework and Classwork**

Homework is a fundamental part of our general academic program. It also helps develop a strong work ethic and personal organizational skills. Homework's immediate educational purpose is:

- to reinforce skills and concepts learned in class;
- to develop study skills and habits;
- to practice skills and knowledge in ways that are not readily accomplished in the classroom;
- to inform parents of what is being taught in the classroom.

In addition to regular classroom assignments, we would like each young child to read, or be read to, at least three times a week and preferably every day. As cited in *A Nation at Risk*, "the single most important factor for determining whether children will go to college is being read to as a child." Going to college is not necessarily a goal for everyone, but becoming a life-long learner should be. We believe that becoming a competent reader is critical to being a good student and the first step to being able to explore the world. By reading to your child you

encourage your child's growth and strengthen family ties.

By making sure your child is reading at home you are directly contributing to his education. By reading in front of your children, you model good habits and reinforce your expectations. We encourage you to read to your children even after they learn to read on their own.

The expected homework time allotment for each grade is as follows:

Kindergarten- 10 minutes + family reading time

Grade 1- 10 minutes + family reading time

Grade 2- 20 minutes plus reading time

Grade 3- 30 minutes plus reading time

Grade 4- 40 minutes plus reading time

Grade 5- 50 minutes plus reading time

Grade 6- 60 minutes plus reading time

Grade 7- 12 2 hours plus reading time

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the student's organizational skills and study habits, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time.

For poor or uncompleted work, teachers may require students to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher.

## **Philosophy of Discipline**

Mirus Academy is committed to optimizing learning for all students. Mirus students are expected to be well-behaved at all times, to respect themselves, others, and property. Our philosophy toward discipline is that discipline policies and procedures should provide guidance and direction of acceptable behavior in order to develop a child's own sense of self-discipline.

The goals of discipline at Mirus are:

1. To maintain a highly effective learning environment where students focus on gaining knowledge with as minimal distraction as possible.

2. To utilize the need for discipline as a rich opportunity for students to learn about themselves and others, and to provide students with actual character education and lessons.

3. To reinforce Mirus's commitment to treating all students with fairness, respect, and equality.

## **Headmaster's Role in Discipline**

Meeting with the Headmaster:

The goal of any meeting between a student and the headmaster is that of a learning opportunity for the student in order to implement a positive change in thought and behavior. The

process will involve a discussion of the Gospel and forgiveness. In most instances parents will be notified of the student's visit to the Headmaster's office. The primary goal of the choice of consequences by the headmaster is to require the student to take responsibility for the infraction and reconcile the student to classmates and/or teacher and staff.

The included goals of a parent conference with the headmaster are:

1. To exchange accurate information about the student.
2. To determine how the parent-school partnership can best work together to lead the student to reform his behavior and heart.

The headmaster will preserve the integrity of the disciplinary process at Mirus Academy. By consistently treating students and their families with respect and professionalism, the Headmaster is an extremely valuable and accessible part of a student's character development and education at Mirus. Mirus Academy's goal is to create a safe, respectful, and responsible environment where learning takes place.

### **Teachers**

Teachers will have the authority to implement discipline in their classrooms that is consistent with the Mirus discipline goals. Teachers will utilize the Headmaster to implement discipline whenever appropriate and most especially when disciplinary action by the teacher would take away from maintaining an effective learning environment in the classroom. Disciplinary procedures may also involve the other designated Mirus staff besides those mentioned.

### **Mirus Academy's Student Guidelines for Behavior**

Two rules serve as the overarching guidelines for behavior at Mirus Academy.

1. Show respect to everyone.
2. Know the correct time and place for your actions and speech.

When these are followed the students should:

1. Be polite and attentive.
2. Attend school consistently, be on time, and take responsibility for making up any work promptly when absent. Each student will bear the responsibility for his own conduct. Each student will respect the school's atmosphere of learning by attending class and being prepared and punctual.
3. Follow directions when they are given.
4. Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others, and property. Each student is expected to cooperate with and respect the faculty and staff, including administrators, teachers, secretaries, custodians, and any other people working in the school. Students are expected to communicate in an acceptable tone of voice using an acceptable choice of words.
5. Follow lunchroom, playground, field-trip, lab, and individual classroom rules. Each student is expected to follow school rules when participating in school-related events.



6. Adhere to the dress code.
7. Not use threats or intimidation against any other person.
8. Respect the health and safety of others, safety rules, and not use tobacco, alcohol, or other illegal substances.
9. Be dismissed by the teacher, not the bell or the clock.
10. Not leave school or the playground without permission.
11. Not bring electronic devices (cell phones, games, etc.). Such items will be confiscated until the end of the year. Acceptability of other toys is at the discretion of the teachers and administration.
12. Students will not bring anything to school that could be used to harm another or that is illegal.

Students possess the right of privacy as well as freedom from unreasonable search and seizure as guaranteed by the Fourth Amendment of the U.S. Constitution. This individual right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students, and to ensure compliance with school rules. School employees (usually administrators) may conduct searches of property or persons when they have reason to suspect that the health, safety, or welfare of students or staff may be endangered.

Mirus is not responsible for loss, theft, or breakage of items brought to school. Fines will be levied on parents for vandalism or theft committed by their students. Fines will also be levied for lost or damaged school property. Students may also be required to be involved in the maintenance or repair of damaged property.

Special note about dress code violations: Students must be strictly in code to attend class. Students in violation of the dress code will be sent to the office and must call a parent or guardian. Parents will either bring acceptable attire, or students will be sent home. These absences are NOT excused.

## **Philosophy of Sports**

Interaction with the physical world around us teaches lessons that pertain to the spiritual. Disciplining one's body, the practice of perseverance, leading through suffering and failure: all are provided by involvement in sports for the betterment of our physical and spiritual life. The body is not disregarded nor reviled by Christianity, merely the sin it contains; our sin-riddled shell will be transformed and glorified by Christ, not cast away. Here on earth we seek to begin that transformation, with the help of God, by learning to control our bodies and discipline them towards the Good, the True, and the Beautiful.

## **Dress Code**

Being a student is not a passive/casual activity: the school dress code exemplifies this attitude. Just as the nature of a Mirus student's education is intentional, directed, and purposeful, so is the manner of his/her dress. Our dress code is designed to maintain order and avoid distraction in the classroom. Uniforms will be worn to express union with our mission. In a culture in which personal expression is exalted, beauty is held in question, the good of our

neighbor is subordinated to the desires of the individual, and even the biological gender of men and women as created in the image of God (male and female) is brought into question, it is the desire of Mirus Academy to glorify God in both the character and culture of the school.

1. Our actions and our attire should portray a heart of both modesty and humility.
2. Our actions and attire should seek to reflect respectful conformity to our biological gender.
3. Our actions and our attire should not seek to exalt the outward beauty of the individual student but rather seek to invest in and protect the virtue and character of that person.
4. Our actions and our attire should support the effort to the orderly operation of the school.
5. As we seek to invest in each other, our actions and our attire should support a school culture that requires a decreasing level of oversight in contrast to a culture of the individual that requires increased regulation and oversight and the loss of freedom.

In light of the above, we ask that the parents and students support a manner of dress that reflects the Christian, classical, and scholarly image of Mirus Academy. As such, Mirus Academy students should appear neat, clean, and modest during the school day, seeking not to distract others or solicit oversight by their appearance.

	TOP	BOTTOM	FOOTWEAR	ACCESSORIES
<b>Grammar Boys (PreK-6)</b>	<ul style="list-style-type: none"> <li>• Polo shirt (blue)</li> <li>• Sweater vest (black, monogrammed)</li> </ul>	<ul style="list-style-type: none"> <li>• Boys Plain Front Straight Uniform pants (black)</li> </ul>	<ul style="list-style-type: none"> <li>• Slip on style or saddle shoe (black)</li> <li>• Crew socks (black, no pattern)</li> </ul>	<ul style="list-style-type: none"> <li>• Belt (black)</li> </ul>
<b>Dialectic Boys (7-9)</b>	<ul style="list-style-type: none"> <li>• Oxford shirt (blue)</li> <li>• Sweater (black, monogrammed)</li> </ul>	<ul style="list-style-type: none"> <li>• Boys Plain Front Straight Uniform pants (black)</li> </ul>	<ul style="list-style-type: none"> <li>• Slip on style or saddle shoe (black)</li> <li>• Crew socks (black, no pattern)</li> </ul>	<ul style="list-style-type: none"> <li>• Belt (black)</li> <li>• Tie (Clear blue plaid)</li> </ul>
<b>Rhetoric Boys (10-12)</b>	<ul style="list-style-type: none"> <li>• Oxford shirt (blue)</li> <li>• Hopsack blazer (black, monogrammed)</li> </ul>	<ul style="list-style-type: none"> <li>• Boys Plain Front Straight Uniform pants (black)</li> </ul>	<ul style="list-style-type: none"> <li>• Slip on style or saddle shoe (black)</li> <li>• Crew socks (black, no pattern)</li> </ul>	<ul style="list-style-type: none"> <li>• Belt (black)</li> <li>• Tie (Clear blue plaid)</li> </ul>

	TOP	BOTTOM	FOOTWEAR	ACCESSORIES
<b>Grammar Girls (K-6)</b>	<ul style="list-style-type: none"> <li>• Polo shirt (blue, Peter Pan collar)</li> <li>• Cardigan sweater (black, monogrammed)</li> </ul>	<ul style="list-style-type: none"> <li>• Jumper (Clear blue plaid)</li> </ul>	<ul style="list-style-type: none"> <li>• Cable knit knee socks (white)</li> <li>• Mary Jane style (black)</li> </ul>	<ul style="list-style-type: none"> <li>• Headbands and bows (match school colors)</li> </ul>
<b>Dialectic Girls (7-9)</b>	<ul style="list-style-type: none"> <li>• Oxford shirt (blue, girls dress shirt)</li> <li>• Cardigan sweater (black, monogrammed)</li> </ul>	<ul style="list-style-type: none"> <li>• Skirt (Clear blue plaid, A-line or box pleated, below knee)</li> </ul>	<ul style="list-style-type: none"> <li>• Slip on, ballet, or loafer (black)</li> <li>• Cable knit knee socks (white)</li> </ul>	<ul style="list-style-type: none"> <li>• Cross Tie (navy)</li> </ul>
<b>Rhetoric Girls (10-12)</b>	<ul style="list-style-type: none"> <li>• Oxford shirt (blue)</li> <li>• Hopsack blazer (black, monogrammed)</li> </ul>	<ul style="list-style-type: none"> <li>• Skirt (Clear blue, box pleated, below knee)</li> </ul>	<ul style="list-style-type: none"> <li>• Slip on, ballet, or loafer (black)</li> <li>• Cable knit knee socks (white)</li> </ul>	<ul style="list-style-type: none"> <li>• Cross Tie (black)</li> </ul>
<b>Misc.</b>	<ul style="list-style-type: none"> <li>• <u>For more information about P.E. uniforms and additional pieces, please refer to our school <i>Uniform Guide</i>, available to view on our website.</u></li> <li>• Most items are purchased through our LANDS' END school store.</li> </ul>			

## Chain of Command

This procedure is a companion of SE—8.5 Parent Grievances, although it encompasses far more than grievances. This procedure refers to parents' communication of any kind that seeks or requires an action on the part of the school regarding their students. Mirus Academy understands that parents will have questions, opinions, and comments that need to be expressed concerning their children's education. Such communication can be very helpful to the running of the school.

- Our preference is that such communication be expressed initially to the teacher or teachers of the child.

- If further communication is warranted, the parent should consult the Headmaster, according to whether the matter concerns discipline or academics.

- If further communication is warranted after seeing the Headmaster, then the parent should request a hearing with the board by submitting in writing a grievance document, which can be found in the office. The Headmaster will bring the document to the board for review and the board will decide if the grievance warrants a meeting or not. If a meeting is deemed warranted, the board will call the Headmaster and the parent to an appointed meeting.

The reason for this chain of command is that the teacher invariably has the most direct knowledge of the child and can do more to remedy or meliorate a situation than can a Headmaster or board member. We understand that some parents are “conflict averse.” Nonetheless, the teachers are eager to help each child in whatever way possible. Teachers do not “take it out on a child” whenever a parent has expressed a concern. Some situations, admittedly, seem by their very nature to warrant a discussion with a Headmaster initially. For example, if it

occurs that students are overburdened with homework because all their teachers are giving projects and tests on the same date, it is easier and more expedient to speak to the Headmaster first. In these cases, however, it is always better for the parent to have as much specific information as possible so the Headmaster can act on that information.

General comments such as “Mirus Academy is really hard” may be true but cannot be acted on as effectively as specific comments such as, “My son takes a long time to write papers and still does not make very good grades on them,” or “Should Mrs. X’s homework be taking my daughter Y amount of time?”

## **Standardized Testing**

"When they measure themselves by themselves and compare themselves with themselves, they are not wise." (II Corinthians 10:12b)

Standardized test results are one piece of information that help teachers and parents understand how well children are learning. To obtain a more complete picture of a student, standardized test results must be evaluated along with report cards, teacher's observations and comments, and parental observations. Test results are only one aspect of a broad picture.

Mirus Academy does not feel the burden to over evaluate students, but we do want to be accountable in our academics. The CLT (Classical Learning Test) is the new standard for classical academies. This test is now offered from grades 3-12. This test gives us valuable information regarding the strengths and weaknesses of our school and ensures that we are not deceiving ourselves about our successes or weaknesses.

# **SECTION V: POLICES, PROCEDURES AND DESCRIPTIONS**

**The following school rules are those essential policies in which we require all our students to be aware and to adhere. Each teacher is free to add to this list those rules that allow his/her classroom to run more smoothly and efficiently.**

## **Enrollment & Financial Policies**

### **Continuous Enrollment**

Continuous enrollment means we will assume each year that currently enrolled students will be returning the following year unless we are notified otherwise. Parents must notify the school Admissions office in writing or by submitting a *Notification to Decline* form by February 1st of the then-current year if their student will not be returning. Without a written notice, students will be enrolled for the following academic year automatically.

## **Withdrawals**

The continuous enrollment agreement is a financial agreement that represents a commitment for the full tuition and fees of all enrolled students for one academic year. Mirus Academy in turn makes commitments to its teachers and other financial obligations based on enrollment levels. Mirus depends on the promises made by its families to honor their financial commitments to the school. Without those commitments the quality of education could be jeopardized. Therefore Mirus must enforce a policy that requires full payment of tuition for the school year regardless of the timing or circumstances of a student's withdrawal from school.

For an enrolled student to officially withdraw, a signed letter of withdrawal must be submitted to the administration. A student whose withdrawal has become official is no longer eligible to attend class or participate in any school-sponsored activities.

## **Tuition & Fees**

Tuition rates change yearly. Refer to the school website for the most current rates. At the time of enrollment a non-refundable registration fee is due. This amount is applied to the yearly tuition fee.

## **Tuition Payments & Accounts**

Monthly and weekly tuition payments must be set up with TUIO for Electronic Fund Transfer (EFT) from your bank account on the 1st each month for monthly K-12th grades, and weekly for our K4 program. The school Admissions office will forward the information needed to set up of your TUIO account. TUIO does not administer the non-refundable registration fees, school supply fees, or book fees as these are paid by cash, check, or Venmo directly to the school.

- a. You may also choose to pay the tuition in full by September 1st.
- b. A student may not begin attending classes until they have paid both the required enrollment deposit and any installment charges that are due.
- c. Non-Current Accounts
  - Accounts with payments more than 30 days past due are considered non-current.
  - Student re-enrollment, report card issuance, and transcript release may be suspended for those students with non-current accounts until those accounts are made current.
  - The school reserves the right to deny students access to class for non-current accounts.

## **Tuition Assistance**

- a. We use a third party system to process all tuition assistance applications. They process the information and propose awards based on the information gleaned from taxes and other documentation.
- b. Mirus Academy then awards assistance based on those findings.

# Academic Policies

## Policy AP - Human Sexuality

Character education is part of our program. Sexuality involves serious moral decision-making. It is important to help children build the capacity to make and abide by sound moral choices. We would like our teaching of human reproduction to be a springboard to initiate and facilitate discussions between parents and children on this sensitive subject.

### **Sexual Points to be communicated:**

- Sexuality in practice is best accompanied by marital commitment and fidelity.
- Premarital abstinence is a positive, practical, achievable lifestyle that promotes self-control, self-respect, respect for others, responsibility, maturity, and good health.
- Abstinence prior to marriage is the only 100% safe approach to sex physically, emotionally, morally, and spiritually.

## Policy AP - Teaching Controversial Issues

Controversial issues are defined as contemporary problems, subjects, or questions of a political or social nature where there are differences of opinion and passions run high.

As with all areas of teaching, Mirus Academy strives to guide students to seek Truth, Goodness, and Beauty. With this, students must understand that controversial issues must be handled with great wisdom. The teacher will model this in the classroom by encouraging constructive dialogue that is given appropriate parameters to guide students to a deeper understanding of the issue at hand.

## Policy AP - Homework

Homework is an essential part of education. As such, students at all grade levels will have assignments to work on and complete on a daily basis. Parents should be supportive of this policy by providing a suitable, quiet place to work, free from intrusion by other family members and the various media.

Homework should be an opportunity for practice or for acquisition of background material. Parents are not expected to “teach” material to students.

All assignments must be turned in on time. Half credit will be given for assignments that are one day late. No credit will be given for work turned in more than one day late. Medical conditions are the only routinely excused absences. Students have one school day for each day missed to turn in assignments and make up missed work. Absences for any other reasons must be excused by the headmaster.

Homework will not be sent home nor will credit be awarded for any work done during periods of unexcused absence.

## Policy AP - Grading Policy

Grading is not the be-all and end-all of education. Still, grades are a useful tool to accurately evaluate the range between true mastery and insufficient knowledge of a subject.

Therefore grades will be assigned in all subjects. Mirus Academy will assign grades in order to reflect accurately the mastery of information of a given class. Grade inflation will be discouraged. In this scheme the following letter grades have these meanings:

- A – Mastery
- B – Proficiency
- C – Sufficiency (Competence)
- F – Insufficiency and Failing

A+ 97-100%	C 75-78
A 93-96	C- 70-74
B+ 89-92	F 0-69
B 86-89	
B- 83-85	
C+ 79-82	

The grading scale as defined above is utilized for all students with the exception of kindergarten, where the scale will reflect W(wonder), M (mastery), J (journeyman), Ap (apprentice), N (novice), and I (insufficient).

## **Policy AP - Reporting**

For students to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the following means will be employed to inform parents of their student's academic progress.

- A progress report will be sent home to parents midway through every grading period.
- If a student is evaluated to be significantly below grade level, a meeting will be scheduled with a parent, the teacher, and other faculty as deemed appropriate.
- Quarterly report cards will be mailed or sent home.
- At the end of each of the first three quarters, parent-teacher conferences will occur to discuss the student's academic progress.

**Report Cards:** Student report cards are completed at the end of each quarter.

## **Policy AP - Promotion**

### **K-6 students**

Our primary goal at the elementary levels is solid literacy in both words and numbers. A child cannot go on to more complex studies if he or she does not have adequate fluency in these areas.

A student may pass to the next grade if he reads just above grade level. For example, first graders must read at a minimum of a 2.0 instructional level to pass to second grade; second graders must read at a minimum of a 3.0 instructional level to pass to third grade; third graders

must read at a minimum of a 4.0 instructional level to pass to fourth grade. (2.0 means 2nd year 0 months)

To avoid loss of reading skills over the summer, a vacation reading program will be instituted. This will consist in reading specified works and completing written assignments. These assignments are due the first day of school and will be evaluated.

In addition to literacy, K-6 students must have attained competence in all the core subjects (English, including reading, spelling, grammar, composition; history; math; science) over the course of the year and attained at least a C average. Competence is attained by not only knowing the material but by completing assigned work. Completion of work demonstrates not only the ability of the student in the various subjects but also the mastery of study skills necessary for academic and personal achievement. Students whose grades or skills fall below the requirements of their grade level will be retained. "Borderline" cases will be decided by the teacher and the headmaster.

In addition, students in grades K-2 must achieve mastery of the phonograms at the following minimum levels:

- Kindergarten: 50% of phonograms taught at the kindergarten level
- First grade: 80% of phonograms taught at the first grade level
- Second grade: 100% of phonograms taught at the second grade level

Age is the second criterion for placement in a grade level at Mirus Academy. A student must fall within state guidelines to enter a grade.

The upper age limit for 9 – 12th graders will be determined by Mirus's administration in accordance with Maine law.

### **Dialectic and Rhetoric Students (grades 7-12)**

It is our goal for parents, teachers, and students to work together during the year to ensure that students are developing responsible work habits and attaining a sufficient level of understanding in their courses. A student must attain a 1.7 GPA in core courses (English, history, math, science) to pass to the next grade level. Students who make a C in a single class may re-take that class with the approval of the headmaster. Failing a core course will require the student to re-take the class. A student who fails an elective course may retake that course with the approval of the Headmaster.

*See policies AP – 7.1 and SE – 10.0*

### **Policy AP - Repeating of Classes**

Students who re-take a class multiple times in the upper school may only receive credit for the class once. They may, however, take the highest grade earned.

### **Policy AP - Re-Admittance**

Students who have left Mirus Academy due to retention in a grade and later choose to re-enroll will be re-admitted based on the retention.



Once placed in the lesser grade, if the Mirus Academy's teacher observes mastery of the skills and materials by that student, the student may then be placed in the next grade.

If approved by the Headmaster a formal evaluation may occur to determine appropriate placement in lieu of the placement in the lesser grade.

## **Policy AP - Grade Level Placement of Newly Enrolled Students**

The grade level placement policy is designed to promote educational excellence and fairness by placing students at the most appropriate level for instruction. If students new to the school are found to be reading more than one grade level behind their existing peer group, they may be required to enroll in the grade level deemed appropriate by the teacher and Headmaster. If the parent chooses that the student is placed at the grade level in which the student originally enrolled against the advice of the teacher and Headmaster, a signed document of this choice will become part of the student's permanent file.

## **Policy AP - Admissions During the Current School Year**

### **Full-time Students**

#### **Space permitting:**

- K-6 students will be admitted through the end of the 1st quarter when transferring from another local school or homeschool.
- Dialectic and Rhetoric students will not be admitted after the fall enrollment period (1st quarter) when transferring from another local school.
- K-12 students transferring from other classical schools or classical homeschool will be admitted through the end of the 3rd quarter.

*The administrator and school board may consider special circumstances of a family and admit a student at any time if it is in the best interest of the student/school.*

## **Policy AP - Academic Textbooks and Supplies**

Students are expected to treat all of the school's materials or facilities with respect and care. This includes all textbooks distributed to the students. (Students will be charged for lost or damaged textbooks.)

## **Policy AP - Special Events: Field Trips**

Field trips should be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Field trips must be approved by the Headmaster or designee two weeks prior to planning. The field trip planner will work with the field trip coordinator to ensure that all procedures are followed. Field trips should have the written consent of parents or guardians prior to the trip.

## **Policy AP - PE Injuries**

In the event that a student is injured and has provided the health office with a doctor's note explaining the nature of the injury, a determination will be made as to whether the student may remain enrolled in PE. If the injury is of such a nature that it prohibits the student from

participating in the PE class for more than a quarter of the total class hours, the student will be required to drop the course and take a study hall or other class in its place. If the student is a senior and needs the course for graduation, the headmaster will review and consider waiving the PE class as a graduate requirement.

### **Policy AP - Video Viewing Policy**

From time to time videos or other media may be used to support the lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the headmaster in order to show a video. Teachers are responsible for previewing videos to ensure that they are appropriate.

## **School Environment Policies**

### **Policy EP - Pick Up and Drop Off Procedures**

Morning drop off begins at 7:45 am. At the beginning of the school day, the headmaster will greet students and parents at the front door. Students will be expected to proceed directly to their morning classrooms. The doors of our facility will be locked at 8:00 am and will remain locked at all times for safety purposes.

Dismissal is at 2:00 pm. There are two pick-up areas, the back kitchen door, and the center set of double doors at the front of the building. Pre-K through 3rd grade are dismissed through the back kitchen pick-up area, and 4th-12th grade, plus younger siblings, are dismissed at the front pick-up area. Parents will park and remain in their cars and faculty will walk students to parents vehicles.

### **Policy EP - Respect**

Students are expected to cooperate with respectful behavior and conversation. There should be no talking back or inappropriate arguing with teachers or staff. Instructions from the teacher should not have to be repeated. Students are expected to treat prayer and class discussion with proper reverence. It is expected that students will work diligently and concentrate fully on their work while in school. All work is to be completed within the time specified by the teacher. Repeated failure to complete assignments on time is considered disobedience and will be addressed in an office visit and possibly suspension.

### **Policy EP - Discipline**

It is imperative that our school be a haven of safety for all children. Actions that jeopardize the safety of others are dealt with promptly. The kind and amount of discipline will be determined by the teachers and the headmaster. The discipline will be administered in light of the student's problem and attitude. The goal of discipline is to restore relationships and address heart issues that are destructive to self or others. As part of our belief in the authority of the family,

parents will be made aware of concerns or warnings given to a student by a teacher or the headmaster.

The majority of day-to-day discipline should be conducted by the classroom teacher. However, there are instances where a stronger warning or more severe penalty is needed. Such cases will be dealt with by the headmaster. There are five basic offenses that will automatically necessitate such action. They are:

1. Disrespect shown to any staff member. The staff member will be the judge of whether or not disrespect was shown.
2. Dishonesty in any situation while at school, including lying, cheating, and stealing.
3. Rebellion, i.e., outright disobedience in response to instructions, including repeated failure to follow teacher directions or to complete tasks as assigned.
4. Fighting, i.e., striking in anger with the intention to harm another student.
5. Unkind, obscene, vulgar, or profane language.

The headmaster may require immediate suspension for the remainder of the day, restitution, janitorial work, parental attendance during the school day with their child, or other measures deemed appropriate. In severe cases where there is no change in the student's actions or assistance from the parents, the child will be expelled for the remainder of the school year.

**1. SUSPENSION:** The headmaster will normally follow the protocol below. In cases where change is evident and the student appears repentant, exceptions are possible. These exceptions will be determined by the headmaster. Appeals for exceptions will not be recognized.

a. First offense of any of the above mentioned behaviors and others where the child is clearly disobeying authority – Warning, restitution/apologies, suspension for one school day. Missed work must be turned in when the child returns to school or a grade of zero will be recorded.

b. Second offense – Restitution/apologies, suspension for two school days. Missed work must be turned in when the child returns to school or a grade of zero will be recorded.

c. Third offense – Restitution/apologies, suspension for five school days. Missed work must be turned in when the child returns to school or a grade of zero will be recorded.

d. Fourth offense – Expulsion for the remainder of the school year.

**2. EXPULSION:** The Mirus Academy Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution (repairing the damages through work, apologies, etc.) are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fourth offense occurs, the student will be expelled.

**3. SERIOUS MISCONDUCT:** Should a student commit an act with such serious consequences that the headmaster deems it necessary, the protocol defined above may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross

violence/vandalism to the school facilities, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours

### **Policy EP - Mirus Anti-Bullying Policy**

Students are expected to treat one another with kindness and respect. Teasing, criticizing, and name-calling are not permitted.

### **Policy EP - Weapons**

No guns, knives, or weapons of any kind are allowed on the school grounds.

### **Policy EP - Personal Hygiene**

All students of Mirus Academy must be independent in toileting. On occasion students may have 'accidents'. When an accident occurs, it is the responsibility of the parent to assist the child and to provide clean clothing.

If there are repeated 'accidents', a meeting with the parents, teacher, and Headmaster will be held to evaluate the situation. Appropriate action will be taken based on what is in the best interest of all students and the school.

### **Policy EP - Attendance**

Regular attendance is important to ensure achievement in school. We discourage vacations and trips taken during the school year. If families disregard this advice, they should meet with teachers prior to the trip and receive all work that will be missed. The work will be due the first day back from the trip. We also discourage doctors' and other appointments when avoidable. When those appointments are unavoidable, students are responsible for any make-up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades.

### **To Report an Absense**

If your child is absent because of illness or an appointment for which we have not been notified previously, please call to make us aware of the situation before 8:00 a.m. It is critical to student safety that we know where all students are on school days. Please notify the school every day your child is to be absent. Office staff will place calls daily to parents for unaccounted absences.

### **Excused Absences**

The following will be considered excused absences:

- Medical reasons
- Mental or emotional disabilities
- Approved pre-arranged absences of an educational nature (e.g., college visits, performance related activity)
- Attendance of a school-school-sponsored activity/event
- Bereavement

The School may require suitable proof of excused absences, including written statements from medical sources.

### **Extended Excused Absences**

Due to the individual nature of extended excused absences (e.g., acute or chronic illnesses/injuries, terminally ill family member, or death in the family) the parent/guardian can expect to be informed by the Headmaster of the general expectation of the faculty related to the completion of assignments and status for moving to the next grade, if applicable.

### **Unexcused Absences**

If a student has more than four unexcused absences in one month or ten days in any year, the student may be classified as habitually truant. When the parent does not explain sufficiently the reason for unexcused absences, a parent conference will be required, and credit may be withheld.

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence will be entered on the student's record. The parents or guardian of the student receiving an unexcused absence will be notified by the school of the unexcused absence.

### **Late Arrival /Tardiness**

Tardiness is a form of absence and interferes with student learning. Disruption and loss of instruction time result when students are not in their classrooms ready to begin learning on time. Classes begin promptly at 8:00 a.m. Parents are expected to have their students at school a minimum of 5 minutes prior to the start of classes. Tardy students must be checked in at the office by their parent or guardian before going to class.

### **Checking Students In and Out**

All students arriving late on campus must report directly to the school office to check in with office staff. Any student needing to leave campus early during the school day must be signed out by a parent, guardian, or designated adult through the school office. Students may NOT be taken from the school or playground unless a parent, guardian, or designated adult has first signed them out from the school office. To minimize distractions, parents are required to wait in the school lobby while a staff member retrieves their student.

Students may only leave a school-sponsored activity or event with their parent, guardian, or designated adult if prior written authorization is given to the school administration. School-sponsored activities require a teacher or other staff member to be responsible for the students, therefore, if a parent wishes to take their student at the completion of the activity, written notification must be given to the school administration.

### **Policy EP - Mirus Academy Cancellation Policy**

Mirus Academy will alert families to school closure, or delays, due to snow by 6:00 am via email, Facebook, and local media. If no announcement is made by 6:00 am, it is a regular school day.

Our snow policy calls for the Headmaster to monitor the weather during times of heavy snow. We will be looking at how the weather affects the safety of our families traveling to school. We recognize that most of our families live outside of the Ellsworth area and that different areas of Hancock County will be affected uniquely during winter storms – we encourage our families to use their own judgment as to whether or not they bring their children to school on inclement weather days. If it is felt that a snow day closing or delay is necessary, a decision will be made by 6:00 am and notifications are made as indicated above.

In making the decision on whether to have a snow day or delayed opening, Mirus takes into consideration the local public school system- the Ellsworth School Department as well as RSU24. The only exception will be when we are issuing a delayed opening; the public school may decide to issue a 2-hour delay, and Mirus will issue a 1-hour delay.

### **Policy EP - Enrollment Policy**

Mirus Academy will not make any distinction on account of the disability, race, creed, color, gender, national origin, religion, or ancestry of any student who seeks admission. Enrollment is open to anyone who chooses to attend. We encourage parents to review carefully Mirus Academy's Statement of Faith and to enroll their children if they value the school's philosophy and educational offering.

### **Nondiscriminatory Clause**

Mirus Academy admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to the students at the school. It does not discriminate on the basis of race, color, national origin, and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

*Please contact the President of the Board of Directors if you have any questions or concerns regarding this handbook.*