



Policies

Midland Classical Academy

A Christian Classical Educational Institute

Admissions Statement

Midland Classical Academy admits students of any race to all rights, privileges, programs, and activities generally made available to all students. MCA practices a biblical philosophy of admissions, not discriminating on the basis of race, sex, color, or national origin in the administration of its policies, admissions, and other school-directed programs. Admission of each student will be based upon his/her character, academic merit, and potential to strengthen MCA's program as determined by the Board of Advisors. Parental support will be considered an integral factor in the preceding determination.

Learning Disabilities Policy

This policy applies to all students and teachers in all the classrooms of Midland Classical Academy.

Definitions:

Severe Learning Disability: Any condition in a potential student which would require a separate classroom, program, and/or staff in order to provide the educational services desired by the parents, *e.g.* Down's syndrome, deaf/mute, blind, *etc.*

Learning Disability: Any condition in a potential student which does not require a separate classroom, program, and/or staff in order to provide the education services desired by the parents, *e.g.* hyperactivity, attention deficit syndrome, dyslexia, *etc.* For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed and is a genuine learning disability.

1. Unfortunately, due to limited resources, children with a severe learning disability will be admitted to Midland Classical Academy, if and only if, the student's parents can provide any additional resources needed at no extra cost or administrative burden to Midland Classical Academy. Each such case will be evaluated by the School Board and admission granted if the Board determines that the student's admission will not unduly tax the staff or facilities of Midland Classical Academy.
2. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all other students at Midland Classical Academy.
3. Children who have been diagnosed as having a learning disability will be given the same individual instruction and encouragement as their classmates. The parents of such children will be responsible for any remedial requirements.

Code of Conduct

All students are assumed to be exhibiting the godly fruit of self-control. We anticipate working with students who are characterized by joy, honesty, and diligence. For this reason we require that each student, upon enrollment, affirm that he or she will maintain the highest standards of honesty and behavior in all work done for Midland Classical Academy.

Pledge of Academic Honesty

I have read and understand the Midland Classical Academy Code of Conduct. I pledge my honor, with God as my witness, to commit myself to the practice and preservation of these standards of academic honesty as long as I am a student of the academy.

Dress Code Policy

Students attending Midland Classical Academy are expected to comply with the following guidelines for student attire:

General:

Midland Classical Academy is a workplace for students as well as for tutors. Students should dress in such a way as to demonstrate their respect for the school, their fellow students, the tutors, and the staff.

Enforcement:

The tutor will determine if there is a violation of the dress code, either in fact or attitude. Students will be asked to rectify their appearance as quickly as possible. Cheerful, consistent compliance is expected; grumbling and challenging attitudes will be subject to disciplinary action. The student or the parents may appeal the decision to the Board of Advisors.

Discipline Policy

The goal of Midland Classical Academy is to help our students become godly disciples of Jesus Christ. We hope the need for discipline will rarely arise, if it does the tutors will determine the kind and amount of discipline. The discipline will be administered in the light of the individual student's problem and attitude. All discipline will be based on biblical principles, *e.g.* restitution, apologies (public and private), restoration of fellowship, no lingering attitudes, *etc.* In order to maintain consistency, the staff will discuss biblical standards and school policy concerning discipline. If a staff member is unable to satisfactorily deal with a discipline problem at the Upper School, the matter will be brought to the Dean of Students. The student and parents may meet with the Dean of Students to determine the nature of the discipline. The Dean may require restitution, janitorial work, parent's attendance during the school day with their child, or other measures consistent with biblical guidelines which may be appropriate. To increase clarity and accountability, the student may be asked to enter into a contract with the parents and student.

Student contracts may set forth conditions upon which the student may either a) maintain enrollment at MCA or b) continue to have a pending graduation plan. An Executive Committee Member of the Board of Trustees shall approve any contract entered into leading to termination of a student's right to attend MCA. A student may be expelled at the sole discretion of the Board of Trustees for either: a) a violation of the Policies of Midland Classical Academy or b) a violation of a contract pursuant to this policy. Expulsion due to a violation of the Policies of MCA shall require approval of the Dean of Students, as well as an Executive Committee Member or the Board of Trustees. Should a student be expelled from the school, there shall be no refund of any tuition or expenditures already paid, and the family shall be liable to pay any further contracted tuition for the remainder of the year.

No corporal punishment will be administered. If a staff member is unable to satisfactorily deal with a discipline problem at the Grammar School, the student will lose the privilege of attending class for that day and will be sent home. If the behavioral problems persist or are severe, the matter will be brought to the Board of Advisors to determine the nature of the discipline.

It is vital for parents and students to realize that maintaining an orderly atmosphere is critical to the learning process. As in all other areas of the education at Midland Classical Academy, *love and forgiveness* will be an integral part of the discipline of a student.

- I. **Note on Expulsion:** The Midland Classical Academy Board of Trustees 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 are fundamental to our total discipline policy. However, should a student and his parents not be able to make satisfactory progress toward eliminating behavioral problems the student will be expelled.
- II. **Serious Misconduct:** If a student commits an act with such serious consequences that the Board of Trustees deems it necessary, suspension or expulsion may be imposed immediately. Examples of such serious misconduct could include acts endangering the lives of other students or staff members, bringing deadly weapons onto school premises, perpetrating or threatening gross violence, vandalism to the school facilities, violations of civil or criminal law, or any act in clear contradiction of scriptural commands for moral or ethical conduct. Students may be subject to school discipline for serious misconduct that occurs after school hours and/or away from school grounds.
- III. **Re admittance:** Should the expelled student desire to be readmitted to Midland Classical Academy at a later date, the Board of Trustees will make a decision based on the student's attitude and circumstances at the time of reapplication.

Student Drivers

Students who drive to school are expected to do so responsibly. Special attention should be paid to students in the parking lot before and after school. Driving to school is a privilege that may be revoked if necessary.

Grievance Policy

The objective of this policy is to establish biblical guidelines for the resolution of disputes and grievances in the operation of Midland Classical Academy. These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Midland Classical Academy's operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, and Board.

Students/parents to tutors:

1. The student and/or parents must first present all concerns about a class to the tutor or teacher. If the student presents the concern, a respectful demeanor is required at all times.
2. If the problem is not resolved, the student, parents and the tutor or teacher together may bring the concern to the School Board.

Parents/patrons to School Board:

1. If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of a class), they should bring their concerns to the Executive Committee.
2. This procedure applies to board members who are acting in their capacity as parents/patrons, and not as representatives of the board.

Attendance Policy

This policy is designed to encourage student attendance at school. At school, a student is exposed to various types of instruction in each class or subject. Because of the nature of classes at Midland Classical Academy, each class period should contribute significantly to the curriculum objectives and therefore, it is necessary to encourage student attendance in all prescribed classes. However, in recognizing the authority of parents over their children, we understand that parents may decide that it is in the best interests of their child *not* to attend school on a particular day.

1. Students enrolled in a class at Midland Classical Academy are expected to attend all prescribed class sessions, i.e. parents and/or students may not choose how many class sessions to attend.
2. A record of attendance for each student will be kept.
3. In the event a student is absent from a class for more than one third of the sessions during a semester (for any reason), the student's parents will meet with the tutor or teacher to determine whether the student will receive credit for the class. The tutor may require makeup or additional work in order to receive credit.
4. Upon request from parents, the Board of Advisors may waive requirements set by provisions of this policy. In doing so, the board should take into account the student's mastery in all subjects, attitude toward work and study, and disciplinary record at school.

Inclement Weather Policy

In the event that school is postponed or canceled due to inclement weather, information concerning weather cancellations will be listed on the following television stations: 2, 7, 9, and 24. You may also find this information on Midland Classical Academy's website, www.mcaknights.org. Please call the main office if you have any questions or need further information.

Upper School - (432) 694-0995
Grammar School - (432) 699-7300

Attendance Guidelines

Due date: In the event of an absence, an extension will be given. The extension will not exceed the number of school days missed during the absence. Due dates will be established by the teacher or class tutor. Students must complete all work assigned during their absence. However, the teachers or tutors may, at their discretion, excuse the students from any portion of the assignments missed. Students will receive full credit for submitting assigned work.

Note: It is the student's responsibility to find out what work was assigned. In the case of extended illness, it is recommended that the student or parents contact the tutors directly in order to find out what assignments were missed.

Arrival and Dismissal (Grammar School, K – 6th)

Midland Classical Academy does not provide supervision for kindergarten through sixth grade students before or after school. Children should be dropped off at school no more than 10 minutes before the scheduled start time. Out of respect and courtesy for the MCA staff, parents should make every effort to pick up their children on time. If a parent is going to be more than 10 minutes late picking up a child, the parent must notify the school's administrator. If a parent is 15-30 minutes late picking up a child, the parent will be fined \$25 per incident. Likewise, if a parent is more than 30 minutes late, he or she will be

fined \$50 per incident. The school must be notified if anyone other than the custodial parent or the regular car pool will pick up a child.

Leaving Campus (Upper School, 7th - 12th)

Midland Classical Academy has no system for monitoring whether a seventh through twelfth grade student remains on campus, and no intention of establishing one. Midland Classical Academy assumes no responsibility for the parental oversight of its students.

Lunch and Snacks (Grammar School, K – 6th)

On the core academic days (Mondays and Wednesdays or Tuesdays and Thursdays), please pack a lunch for your child. Please do not send anything that would require a microwave, and please send only clear liquids for your child's drink. Also, please send a snack for their "Fruit Break" time. This could be any type of fresh, dried, or canned fruit.

Athletic Philosophy

Midland Classical Academy considers the extracurricular athletic activities it sponsors to be an integral part of the learning experience for students, and accordingly encourages wide participation.

With the primary mission of MCA being focused on assisting parents in developing their children into Christian leaders who walk with the Lord in a manner that impacts the world for Christ, athletics provides an outstanding opportunity to put the principals learned in class into action. Our culture worships fame, and athletics is one significant way fame is achieved. Accordingly, our culture tends to pursue athletics to achieve personal glory. In contrast, MCA seeks to pursue athletics in a manner distinctive from our culture, pursuing drastically different results.

Effort

Ecclesiastes 9:10 says "whatever your hand finds to do, do it with your might". Ephesians 2:10 says, "we are created in Christ Jesus for good works, which God prepared beforehand that we might walk in them." Paul says in I Corinthians 9:24, "Do you not know that those who run in a race all run, but one receives the prize? Run in such a way that you may obtain it." Colossians 2:23 says, "whatever we do, do it heartily, as to the Lord and not to men." In all these passages the need for diligent effort is apparent.

Goal 1: MCA's athletic program provides an ideal opportunity for students to learn to put forth maximum effort, even when the flesh is weak.

Character

Romans 8:28-29 says that God weaves all things together to conform us to the image of Christ. Galatians 5:22 lists the fruits of the Spirit, that we exhibit as we allow Christ to live through us.

Goal 2: MCA's athletic program provides an ideal opportunity for students to practice walking by faith, denying the flesh and walking in the spirit.

Joy: When we experience disappointment in meeting athletic desires, whether it be playing time or outcome, we have the opportunity to learn to focus on the greater goal of becoming like Christ, which will then allow us to experience joy in times of unhappy circumstances.

Peace: When we are confronted with belligerent opponents, a biased official, a heckling crowd, or even uncooperative teammates, we have the opportunity to learn to focus on the fact that Christ as the great judge will bring all to right, and His rest becomes our peace.

Patience: When we are frustrated in achieving our desires - the development of personal ability, performing at less than our capability, overcoming injury, not being utilized by the coach in the manner we desire, not getting recognition we think we deserve etc. - we have the opportunity to focus on the greater goals of life and gain God's perspective, which allows us to rest in Christ and look past the disappointment.

Goodness, Kindness, Gentleness: As we focus on giving our all for Christ for the eternal rather than temporal rewards we can receive, and as we emphasize becoming like Christ as we walk in the newness of life as He has made us new creations, we can then view our competitors as our best allies, because they are creating the environment that allows us to progress toward our goal. We can view the officials and the rules as great friends because they are providing an opportunity to achieve our ultimate objective in life. We can view our teammates as essential elements in developing our character. As this occurs, our behavior towards others exhibits these traits of Christ.

Self-Control (Discipline): As we are pushed beyond our limits by our teammates, opponents, and coaches, we have the opportunity to learn to trust in Christ for our sufficiency rather than reverting to the flesh and making excuses or placing blame on others. We also are allowed the opportunity to resist the temptation to cut corners as we submit to the rules, even when we could get away with non compliance.

Since each player, coach, and fan will reflect on MCA and what we stand for, we will agree to hold each other accountable to a standard of behavior toward other teams, officials, and each other that reflects the foregoing philosophy. Any player, coach, or fan who becomes an obstacle to the implementation of this policy shall not be allowed to participate.

Midland Classical Academy is a member of the Texas Association of Private and Parochial Schools (TAPPS) and will abide by all the rules and regulations of TAPPS.

Social Policy

MCA encourages appropriate social activities, and may sponsor such activities throughout the year. The Board of Advisors, at its sole discretion, will determine which events are appropriate.

One of the primary goals of MCA is to assist parents in developing *outstanding character* in their children. The Great Commandment to "...love your neighbor as you yourself" (Galatians 5:14) embodies the most supreme of all character qualities next to one's love for the Lord. Furthermore, the quality of Christian love is the governing character quality for both Christian relationships and one's relationship with God (1 John 3:10, 16, & 4:20). It follows that the term "socialization" should encompass Christian love as the proper "social" behavior toward others.

Relationships among boys and girls provide an outstanding opportunity to practice respectful, encouraging, and loving behavior. Rather than the common notions about "romance as love," we believe the foundational definition of love is found in 1 Corinthians 13: 4 – 7 and is the measure of the actions of the students toward one another:

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.
(1 Cor 13:4-7)

This Biblical standard of "love" in principle excludes the common practice of focusing on the emotions or physical attributes of a member of the opposite sex as an instrument of entertainment. Therefore, we will actively discourage any activities or actions that promote such "unsociable" and unloving Christian behavior. Included in such unsociable behavior are the following examples: Comments which denigrate others, inappropriate behavior or comments which measure the worth of others based on an improper emphasis on physical characteristics or capabilities, rude or vulgar language, etc.

In light of this Great Commandment to "love others," **MCA seeks to cultivate both the environment and attitudes that encourage practical growth in exercising this type of Christian love as our basic social policy. Therefore:**

- Any behavior between students which violates this principle of Christian love will be discouraged.
- "Social events" will be encouraged as an outstanding opportunity to exercise Christ-like love toward on another.
- Every Social Event, however, should not only promote Christian love (which builds one another up); but each Event shall also encourage the standards described in **Philippians 4:8**: *Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.*

The Board of Trustees, at its sole discretion, will determine what events comply with the above Social Policy.

Relational Skills

MCA will seek to promote Biblical virtues in the area of relationships, with emphasis on Biblical principals.

MCA seeks to train students in relational skills through implicit as well as explicit means. Some classes, such as Rhetoric, place major emphasis on such skill. In other classes, discussions may lead to subjects that provide opportunity for students to develop a biblical, and therefore effective, understanding of relational skills.

The staff also seeks to promote the development and practice of effective, biblically sound, relational skill development outside the classroom. Set forth below is a philosophy and/or strategy the MCA staff intends to utilize in promoting such skill development. We solicit and desire to be of one mind with parents on this subject, and accordingly welcome parent communication and feedback relating to this subject.

However, we realize that in some cases the parents will not agree with parts of this philosophy. In keeping with our commitment to parent ownership of the education process and in the event that parents disagree with this philosophy, we therefore that when students are off campus, they may not comply with these philosophies.

I Corinthians 13 Friendship

This is not intended to be an exhaustive study on what the Bible has to say on the subject of friendship, but rather a brief outline of certain pivotal principals. Both 1Corinthians 13, and Jesus' description of the "greatest commandments" are familiar passages, but each has much to offer on this subject.

What is 1 Corinthians 13 Friendship?

Hebrews states that no one can have any greater love than to lay down his life for a friend. This might be viewed as the ultimate definition of friendship. Perhaps 1 Corinthians 13 could be viewed as the steps one takes toward those ultimate friendship commitments.

The first thing to notice about this chapter of the Bible is that emotions are never addressed. This does not necessarily mean that emotions must not play a role, or that emotions are to be excluded. It does seem to indicate that this ultimate friendship love is defined by actions taken rather than the feelings of the one taking the action. Following is a brief review of some of the active characteristics identified in what might be considered the consummate treatise on friendship.

Love is patient... Patience is, of course, a fruit of the Spirit (Gal 5:22). It is interesting that the first characteristic noted for effective friendship is patience. The very definition of patience indicates that there is an irritant present. No patience is required when all circumstances are harmonious. It is when an acquaintance is annoying that the opportunity to employ this 1 Corinthians 13 definition of friendship takes wing.

Therefore, the MCA staff will endeavor to promote a culture in which students bear a receptive attitude toward those with whom they have significant differences. This might include taking the time and effort to question or challenge a fellow student in their thinking, rather than simply shooting them down. In the event a fellow student is out of line, it might include a rebuke that is offered with dignity and respect for the fellow student. It definitely excludes grouping an undesirable student into a category that is then ridiculed or persecuted by another group. For example, the action of a student in categorizing fellow students as “nerds” or “jocks” for the purpose of categorical opposition and ridicule has no place in this Biblical definition. If a student has difficulty dealing with a fellow student having such differences based on student interests, backgrounds, or even personalities, then the MCA staff will endeavor to promote the development of patience in that student.

Love is not jealous... God calls Himself jealous when His bride, the church, chases after other gods. Therefore, we would take this not to be the godly kind of jealousy that desires exclusivity of relationship, such as in marriage, that is proper and in the best interest of those concerned. Rather, this appears to refer to the kind of exclusivity that seeks to possess another person for one's own self-serving purposes. Therefore, the MCA staff will seek to encourage students to avoid creating barriers that might inhibit the broad development of friendships. This could include groupings, or “cliques”, that seek to exclude and/or denigrate “outsiders” as a primary tenant of the group's purpose. This could also include inappropriate “best friend” or inter-gender relationships that are based on exclusivity and possessiveness.

Love's characteristics... “Love does not brag, is not arrogant, does not act unbecomingly, does not seek its own, does not take into account a wrong suffered” This passage describes characteristics any of us would love to have in a friend, bringing to mind the admonition in Hebrews to “stir one another up to love and good works.” The MCA staff believes that by emphasizing friendship, in the sense of exhibiting this type of behavior towards those that don't necessarily have anything to offer to us, the students have a terrific opportunity to develop godly character. We believe this can provide a solid foundation in their future endeavors, whether it is in their family, community, or business.

Does not rejoice in Unrighteousness... We will diligently seek to encourage students to applaud and encourage only righteous and godly behavior.

1 Corinthians 13 Friendship is Unnatural

After reading the foregoing, it should be clear that this describes an ideal rather than an existing state of being. It requires, at a minimum, a lot of dedication and hard work to be a real friend. In reality, it probably requires supernatural empowerment. A student that develops these skills in their formative years will be, in our opinion, substantially equipped for leadership in the home and the community.

Relationships Based on Physical Attraction

Unlike the previous section where a sketch of the 1 Corinthians 13 friendship ideal is proposed, initiating relationships based on physical attraction can be effortless. God built a physical attraction between the genders that is mysterious and powerful. This attraction can create emotional fireworks that can be exhilarating, for a while. However, without the 1 Corinthians 13 style of relationship as a foundation, these relationships will inevitably falter.

It seems clear in scripture that the ideal model is for young men and women to contain their physical desires that lead toward physical, sexual union until marriage. Unlike 1 Corinthians, in which we are admonished to “pursue love” (1 Cor 14:1), in the case of physical attraction, we are admonished to “flee” and “control” such urges until the appropriate timing, in marriage. When a young man and woman are in a station of life to pursue marriage, scripture seems clear that the physical relationship is then to become an integral part of their marriage.

Conclusion

In light of the foregoing, it seems fitting for MCA staff to continually encourage students to develop 1 Corinthians 13 friendship skills and to avoid bypassing such opportunities by pursuing relationships based on physical attraction. Accordingly, social discourse and intermingling of all kinds of students would be a positive opportunity. Younger and older students, men and women, math-oriented and language-oriented students may all benefit from the opportunity to practice 1 Corinthians 13 friendship skill with one another, since these differences are likely to lead to circumstances that require skills like patience and forbearance.

Conversely, social groups that identify “members” by modes of dress or actions, and seek to differentiate themselves from other students in a derogatory manner, should be discouraged or disallowed. Similarly, it seems apparent that when the powerful, but temporal, intrinsic inter-gender physical attractions are cultivated, the opportunity to develop the difficult, but sustaining, supernatural, 1 Corinthians 13 friendship skills will most likely be substantially compromised. Therefore, MCA staff will encourage inter-gender relations to remain at a 1 Corinthians 13 friendship level, given that MCA students are not expected to be at an age or station of life to pursue marriage.

Our belief is that the easiest way to promote this distinction is to discourage any “mock marriage” type of commitments. In a marriage, each spouse is committed to the other, and exclusivity is essential. Biblically, this commitment is ideally broken only by death. Our society has invented various forms of “temporary marriage”, whereby a couple is exclusive, and pursues mutual “enjoyment” of physical and emotional intimacy. We view this sort of arrangement as a barrier to the aforementioned development of the spiritual discipline that we are admonished to pursue in Scripture. We believe that by pursuing this “supernatural” rather than “natural” course, students have the opportunity to develop skills that will lead to real, fulfilling marriages, complete with the physical relational pleasures, as well as terrific ministry opportunities that could otherwise be missed.

We hope to promote these principals without reverting to making many rules. We ask, and require, that students do not display physical intimacy appropriate for married or engaged couples, such as kissing, caressing, embracing, and holding hands, etc. while on campus. We also intend to address any pattern of clothing that is designed to create exclusions or divisions among students, as the need may arise.

Grading Guidelines: An Explanation of the MCA Grading System

The students' work will be evaluated by an objective standard in each class rather than compared with other students. Our grading system is designed to emphasize the development of character and leadership in our students rather than to draw comparisons with one another or to use other common measures. By insisting that students strive until they achieve a required level of accomplishment, we believe that, among other things, we are helping shape in MCA students the Biblical admonition that whatever we do, we should do it with all our might, and that we should run the race to win.

We intend for excellent communication to be maintained between parents and teachers, and for parents to be aware as quickly as possible when their child is having difficulty in a particular subject. Parents may check the progress of their child daily by going to our school website and logging onto Grade Speed. In addition, students in all grades will receive report cards two times per school year.

Kindergarten through Sixth Grade:

Although teachers have a record of a numeric grade, semester report cards will denote "M" (Mastery) or "NM" (Non-Mastery). Students must achieve a minimum score of 85% in order to accomplish Mastery. As a general principle, students must have achieved Mastery in all classes in order to be promoted to the next grade. In some circumstances, a student may be given a "C" for Completion, in a course in which the student has not achieved Mastery, but has exhibited either: a) a sufficient effort in pursuing the course material or; b) made adequate progress toward Mastery to allow the student to progress to the next course. At the sole discretion of the Board of Advisors with input from the teacher and parents, a limited number of "C" courses may be allowed to apply toward promotion.

Translating Mastery Into Letter Grades

We realize that this grading standard is difficult to translate for some that are unfamiliar with it, so there may be times when it would be a service to MCA families to provide a transcript with letter grades. One particular instance would be the event of a family's move and a student's subsequent application to another school. Letter grades will be assigned based on the students achieved percentage of target points.

A +	97 +	B -	80-82
A	93-96	C	70-79
A -	90-92	D	60-69
B +	87-89	F	below 60
B	83-86		

Tuition

Please refer to the Tuition Payment Schedule or Schedule of Fees.

Service Hours/Fees

We are able to pass on a lower tuition rate and still provide a high quality education to parents with the agreement of a minimum of 5 service hours per month for parents of Upper School students and 3 hours per month for parents of Grammar School students. For families with children at both the Upper and Grammar schools, their monthly service hour requirement will be: Upper School – 4 hours per month and Grammar School – 2 hours per month. In the event that parents decline or are not able to fulfill their

service hours for any given reason for the month, they will be required to pay \$15.00/Upper School hour and \$10.00/Grammar School hour to defray the cost of their absence.