



American Faith Academy Family and Student Handbook

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

— Matthew 22:37–40

A Letter to Current and Prospective Families

Dear Current and Prospective American Faith Academy Families,

Choosing how your child will be educated is one of the most meaningful and consequential decisions a family can make. It is not simply a choice about curriculum or schedule. It is a decision about the kind of person your child is becoming and the kind of life they will be prepared to lead. At American Faith Academy, we believe children deserve an education worthy of them - one that forms both the mind and the heart.

More than two thousand years ago, Aristotle wrote, “Educating the mind without educating the heart is no education at all.” That wisdom has stood the test of time because it captures something deeply true about learning: education is not merely the accumulation of information; it is the formation of a whole person.

For generations, the most effective education in the Western world was rooted in the classical tradition, an approach that cultivated wisdom, character, and intellectual depth. Students engaged great ideas, read meaningful literature, asked thoughtful questions, and learned to reason carefully and speak with clarity and conviction. These time-tested methods formed many of history’s greatest thinkers, leaders, and citizens.

In many ways, modern education has drifted away from these foundations, often prioritizing speed over depth and information over understanding. Many parents today sense that something essential has been lost.

American Faith Academy exists to restore what worked so well, while thoughtfully bringing it forward for the world our children are entering. We believe in old-school pedagogy in a new way.

Our students experience the richness of classical learning: great books, thoughtful dialogue, careful reasoning, and the cultivation of wisdom, while also benefiting from a modern platform that allows learning to be both structured and responsive to the needs of each student. Foundational skills such as literacy and numeracy are strengthened through mastery-based learning, while the humanities and sciences invite students into meaningful exploration of the ideas that have shaped civilization.

Most importantly, our approach is grounded in the understanding that God is the source of all truth. When students encounter history, science, literature, and mathematics through this lens, they begin to see the order, beauty, and meaning woven throughout the world He has made.

Our aim is not simply academic success. Our hope is to help form young men and women who love what is true, pursue what is good, and appreciate what is beautiful, so

they become students who grow in wisdom, develop strength of character, and are prepared to live lives of purpose, service, and leadership.

The choice to pursue a classical Christian education is a significant one, and we are deeply honored that you are considering partnering with us. We look forward to welcoming you into the American Faith Academy community and walking alongside your family in the formation of the next generation.

Warmly,

The American Faith Academy Leadership Team

The Foundation of American Faith Academy

Mission

Our mission is to equip, support, and encourage parents while engaging, inspiring, and preparing students through the powerful and proven tradition of classical Christian education—delivered through an adaptive learning platform that helps every student flourish.

Goals

- To cultivate an academic program rooted in the time-tested methods of classical education, both in the subjects taught and in the thoughtful design of the digital learning environment.
- To enable every student to soar by meeting them where they are academically and guiding them toward mastery at an appropriate pace, building confidence, competence, and a lifelong love of learning.
- To equip and empower parents to guide their children toward their God-given potential by nurturing students who grow into clear thinkers, careful reasoners, and articulate communicators.
- To cultivate in students a deep love for the Lord, a genuine delight in learning, and the strength of character needed to live wisely and faithfully.

Portrait of a Graduate

American Faith Academy strives to partner with parents to raise young men and young women who:

- **Love God:** You shall love the Lord your God with all your heart, soul, mind, and strength. — Matthew 22:37

- **Love Others:** American Faith Academy students love others by treating them as they would like to be treated, by showing others respect, by caring for our online school community, and by serving others.
- **Reason Well:** “It is the mark of an educated mind to be able to entertain a thought without accepting it.” — Aristotle
- **Learn Independently:** A classical education taught in an online model captures the attention and imagination of students in developmentally appropriate ways. It promotes independent scholarship, inspiring them and equipping them for a lifetime of learning.
- **Engage Society:** American Faith Academy students learn to understand and critique culture against a Biblical worldview to represent Christ well, communicate truth winsomely, and argue persuasively.
- **Embody Virtue:** Inside and outside the virtual classroom: In all things Christ preeminent.
- **Delight in Beauty:** American Faith Academy students learn to discern and love beauty as manifested in art and all of creation.

Statement of Faith

“In essentials unity, in non-essentials liberty, and in all things love.” — Augustine

We believe:

- The Scriptures, both Old and New Testaments, to be the inspired Word of God, without error in the original writings, the complete revelation of His will for the salvation of men, and the Divine and final authority for Christian faith and life.
- In one God, Creator of all things, infinitely perfect and eternally existing in three persons: Father, Son, and Holy Spirit.
- That Jesus Christ is true God and true man, having been conceived of the Holy Spirit and born of the Virgin Mary. He died on the cross, a sacrifice for our sins, according to the Scriptures. Further, He arose bodily from the dead, ascended into heaven, where, at the right hand of the Majesty on High, He is now our High Priest and Advocate.
- That the ministry of the Holy Spirit is to glorify the Lord Jesus Christ and, during this age, to convict men; regenerate the believing sinner; and indwell, guide, instruct, and empower the believer for godly living and service.
- That man was created in the image of God but fell into sin and is, therefore, lost; only through regeneration by the Holy Spirit can salvation and spiritual life be obtained.
- That the shed blood of Jesus Christ and His Resurrection provide the only ground for justification and salvation for all who believe, and only such as receive Jesus Christ are born of the Holy Spirit and thus become children of God.

- In the personal and imminent coming of our Lord Jesus Christ and that this ‘Blessed Hope’ has a vital bearing on the personal life and service of the believer.
- In the bodily resurrection of the dead: the believer to everlasting blessedness and joy with the Lord; the unbeliever to judgment and everlasting conscious punishment.

Our Position on Human Sexuality, Gender, and Purity

At American Faith Academy, we believe that all human beings are created in the image of God (Genesis 1:26-27), and that gender is an integral part of this design.

- God created only two genders—male and female (Genesis 1:27), and Jesus affirmed this truth (Matthew 19:4; Mark 10:6).
- We uphold that gender is not a social construct, but an immutable aspect of God’s creation that should not be altered.
- We recognize that the fall of humanity has distorted God’s original design, leading to confusion and struggles such as gender dysphoria. However, we believe that the way to healing and wholeness is through aligning our understanding and expression of gender with God’s created order. We affirm that sexual intimacy is a gift from God, meant for one man and one woman within the context of marriage (Genesis 2:24).
- As a school, we are committed to supporting individuals who struggle with gender identity, offering compassionate care, but we will not affirm gender identities that contradict a person’s biological sex. We believe in the importance of sanctification—aligning our lives with God’s truth—and will support students in their journey toward understanding and embracing their God-given gender.

Application for American Faith Academy:

- **Gender and Pronouns:** We will use language consistent with a student’s biological sex.
- **Marriage and Family:** We uphold marriage as the union of one man and one woman and affirm the complementary nature of male and female.
- **Sanctification:** We will walk alongside students, helping them grow in alignment with God’s design for gender and sexuality.
- In all things, our goal is to honor God’s creation and truth, with love, grace, and respect for each individual. Soli Deo Gloria!

The Organization

American Faith Academy is led by a dedicated Leadership Team, gifted instructors, and committed staff.

Leadership Team

The Leadership Team is made up of:

- **Co-Founder and Head of School:** Jennifer leads American Faith Academy with more than two decades of experience in classical Christian education and a deep conviction that children are capable of far more than the world often tells them. She founded and continues to lead a classical Christian academy in Illinois, where she has spent years helping families pursue an education rooted in truth, goodness, beauty, and high expectations. Today, she also works alongside classical Christian schools across the country, helping them launch well, grow wisely, and build communities where students and families can flourish. Jennifer holds a master's degree from Northwestern University. She has been married to David for more than thirty years, is the mother of three young men, and is a grateful grandmother to one.
- **Academic Director:** Stephanie Ludwig brings a deep love for science, classical learning, and the formation of young minds to American Faith Academy. She graduated magna cum laude from North Central College with a degree in Biology and a minor in Secondary Education. Before becoming a homeschool mother to Nathan, Abigail, and Isaac, Stephanie taught high school Biology and Physical Science as well as middle school science. Today, Stephanie brings extensive experience in classical pedagogy, instructional leadership, and adaptive learning technology. She helps shape curriculum that is coherent, adaptable, and rooted in a biblical worldview—so that students are not simply moving through material, but growing in understanding, wisdom, and confidence.
- **Director of Technology:** Jan Pevny serves as Technology Director for American Faith Academy, bringing more than twelve years of experience building thoughtful, dependable digital systems. A skilled programmer with deep experience in PHP, Laravel, Symfony, TypeScript, Angular, Python, databases, and mobile and web applications, Jan helps turn the Academy's vision into a platform that works beautifully for students, parents, and teachers. At American Faith Academy, technology is never the point. Jan helps ensure it serves the child and family—making personalized learning, meaningful connection, and steady progress toward mastery possible in an online school.

Important Dates

Please make note of the following important dates.

Event	Date
Orientation	Week of August 17, 2026
First Day of Classes – 1st Semester	August 24, 2026
Thanksgiving Break	November 23 – 27, 2026

Event	Date
Final Day of First Semester	December 18, 2026
No Classes (Winter Break)	Dec 21, 2026 – Jan 1, 2027
First Day of Classes – 2nd Semester	January 4, 2027
Spring Break	March 29 – April 2, 2027
Standardized Testing Window (G1–L2)	Week of May 10, 2027
Thesis Defenses	May 19, 2027
Final Day of Classes	May 28, 2027
Graduation (Virtual)	May 29, 2027

Academic Details

General Description of a Classical Christian Education

A classical Christian education is made up of three distinct elements: God is the foundation of ALL teaching; the proven method of the Trivium is followed and dictates what is taught and how it is taught; and Great Works are read and used.

The Trivium includes three stages:

- The Grammar Stage studies the fundamentals of disciplines in order to build a framework of knowledge on which later information can be hung. Questions of who, what, where, and when are the focus. Teachers at this level act as lecturers and coaches. They transmit information, plan and supervise the practice of that information, motivate and tutor until the skills are mastered.
- The Logic Stage brings the grammar of disciplines into ordered relationships. The goal is to equip students with the thinking skills necessary to recognize sound arguments and ideas and to detect and correct fallacious ones. This stage addresses the questions of how and why. Teachers at this level act as midwives. They use the Socratic method (leading questions) to help students give birth to an idea.
- The Rhetoric Stage seeks to produce students who can use language, both written and spoken, to express their thoughts eloquently and persuasively. Teachers at this level act as tutors. They set students on their own, supervise, and give feedback.

The goal of the Trivium is to educate students not on what to think primarily but on how to think thoroughly, maturely, and biblically.

We highly recommend that you read *An Introduction to Classical Education* by Christopher Perrin or *Recovering The Lost Tools of Learning* by Douglas Wilson to fully understand the benefits of and methods unique to a classical Christian education.

The Three Pillars of American Faith Academy

At American Faith Academy, education begins with a simple conviction: every child was designed by God on purpose, for a purpose. Our model is built upon three foundational pillars that shape everything we do.

Truth.

All truth belongs to God. Every subject is taught through a biblical worldview, helping students see Christ not as an addition to education, but as the foundation of it.

Wisdom.

We believe education should form a life, not simply fill a transcript. Through classical pedagogy and the timeless methods of the trivium, students learn to think clearly, communicate persuasively, and love what is good, true, and beautiful.

Design.

No two children are the same because no two children were designed the same. Our approach uses thoughtfully stewarded AI and adaptive technology to support the unique pace, strengths, struggles, and calling of each student — while keeping parents and teachers firmly at the center of the educational journey.

General Information about American Faith Academy

American Faith Academy exists to partner with families in providing an education worthy of their children—one that forms both the mind and the character of each student. We believe that parents are the primary stewards of their children's education, as Scripture teaches, and our academy exists to equip, support, and encourage parents in that calling. Our role is to come alongside families by providing a rigorous classical Christian education, exceptional instruction, and the tools necessary to help students flourish academically, spiritually, and personally.

Our program integrates a biblical worldview, classical pedagogy, and adaptive learning technology to cultivate students who grow in wisdom, virtue, and understanding. We believe that all truth is God's truth, and therefore every subject—from mathematics and science to literature and history—points ultimately to the order, beauty, and wisdom of the world He has made.

American Faith Academy follows the classical model of education, which has shaped many of history's greatest thinkers and leaders. This approach recognizes the natural stages of learning and develops students accordingly. In the Grammar Stage, students build strong foundations of knowledge. In the Logic Stage, they learn to reason carefully

and evaluate ideas. In the Rhetoric Stage, they grow in the ability to communicate truth clearly, persuasively, and thoughtfully.

While our program is academically rigorous, it is designed for any student who is willing to work diligently and grow steadily. We believe that learning should challenge students while also helping them build confidence through mastery and understanding. Success at American Faith Academy requires commitment, discipline, and thoughtful engagement from both students and parents. Expectations are high, but they are attainable for students who approach their studies with diligence and perseverance.

Our classes are designed to introduce new ideas, guide students in thoughtful discussion, and cultivate deeper understanding. Students are expected to come prepared, participate actively, and complete assignments that reinforce the concepts studied. Homework is not assigned as “busy work,” but rather to develop mastery and strengthen the habits of careful study and intellectual discipline.

At American Faith Academy, we believe that growth in knowledge must be accompanied by growth in character. Students are expected to demonstrate respect, responsibility, and integrity in their interactions with teachers and classmates. Because character formation is central to our mission, disobedient, disrespectful, or dishonoring behavior is taken seriously and addressed according to the policies outlined in this handbook.

Online Learning Model

American Faith Academy offers a full-time online educational model designed to combine the strengths of classical education with the flexibility and personalization made possible through thoughtful technology.

Our program integrates student-paced mastery with community-centered learning. Foundational skills such as mathematics and language arts are delivered through adaptive pathways that meet students where they are and allow them to progress toward true mastery. This approach ensures that students are neither left behind nor held back, while providing parents and teachers with meaningful insight into student progress.

At the same time, students participate in school-paced courses in subjects such as history, literature, science, and theology, where they engage great ideas, primary sources, and enduring works that have shaped civilization. This shared academic experience allows students to participate in discussion, develop critical thinking skills, and grow as part of a learning community.

American Faith Academy provides families with access to:

- A rich classical Christian curriculum

- Skilled teachers who guide students
- Adaptive learning pathways that support mastery
- Coaching and support for parents
- A vibrant online community for students

This model allows families to maintain the benefits of learning from home while participating in a structured, academically rigorous, and mission-driven educational environment designed to help students grow in wisdom, virtue, and readiness for life.

Our Educational Philosophy

At American Faith Academy, we believe that education is not merely the transmission of information—it is the formation of the whole person. True education shapes the mind, strengthens the character, and directs the heart toward what is true, good, and beautiful.

Our approach rests on three enduring foundations: a biblical worldview, classical pedagogy, and thoughtful innovation.

First, we believe that all truth is God’s truth. Every subject—history, science, mathematics, literature, and the arts—reveals something about the order, beauty, and wisdom of the world God has made. By integrating faith throughout the curriculum, students learn not only to acquire knowledge, but to see learning as part of their relationship with God and their calling to serve Him faithfully in the world.

Second, our academic program is rooted in the classical tradition of education, a time-tested approach that has formed thinkers and leaders for centuries. Classical education recognizes that children develop intellectually in stages and teaches them accordingly through the Trivium: the Grammar, Logic, and Rhetoric stages. This method cultivates more than knowledge—it develops wisdom, disciplined thinking, and the ability to communicate truth clearly and persuasively.

Finally, while our philosophy is rooted in timeless principles, we recognize that modern tools can strengthen learning when used thoughtfully. American Faith Academy integrates adaptive learning technology that supports mastery in foundational skills while giving parents and teachers meaningful insights into student progress. This allows each student to grow with confidence while maintaining the rich intellectual formation that defines classical education.

The result is what we often describe as old-school pedagogy in a new way—an education that restores the depth and wisdom of the classical tradition while equipping students for the opportunities and challenges of the modern world.

What Makes American Faith Academy Distinct

Many educational options exist today, but American Faith Academy is intentionally designed to offer something different: an education worthy of every child—one that forms both intellect and character.

Several features make our academy distinct.

A Classical Christian Foundation

Our curriculum is grounded in Scripture and shaped by the classical tradition. Students study great works, explore enduring ideas, and develop the habits of thoughtful reasoning, careful reading, and articulate communication.

A Partnership with Parents

We believe parents are the primary stewards of their children's education. Our academy exists to support and equip families, providing guidance, structure, and resources that help parents lead their children toward intellectual and spiritual maturity.

Mastery-Based Learning

Students progress toward mastery in foundational subjects such as math and language arts through adaptive learning pathways that meet them where they are academically. This approach allows students to build strong foundations, develop confidence, and advance at a pace appropriate for their growth.

Community-Centered Learning

While foundational skills are personalized, students participate together in rich discussions, shared readings, and collaborative learning experiences in subjects such as history, literature, and science. This preserves the essential communal dimension of classical education.

Formation for Life

Our goal is not simply academic achievement. We seek to cultivate students who grow in wisdom, virtue, and courage—young men and women who are prepared to live faithfully, think clearly, and contribute meaningfully to their communities and the world.

At American Faith Academy, we believe education should do more than prepare students for tests or careers. It should prepare them for life, for leadership, and for faithful service to God and others.

Courses Offered and Materials Used

American Faith Academy serves students from kindergarten through twelfth grade. Our students are referred to by their progress through the Trivium. G1, G2, G3, and G4 are in the Grammar stage and are the equivalent of 3rd, 4th, 5th and 6th grades. L1 and L2 are in the Logic stage and are the equivalent of 7th and 8th grades. R1, R2, R3, and R4 are in the Rhetoric stage and the equivalent of 9th, 10th, 11th and 12th grades.

Each week begins in a special way. All students come together for a virtual Chapel. A Rhetoric Level student Chaplain and a student worship band lead Chapel. Chapel includes worship songs, a devotional, and prayer.

Primary Level (Kindergarten – 2nd Grade)

A joyful, hands-on introduction to classical Christian education. The Primary Level is designed to prepare students for the Grammar Level. Our Primary program equips parents to teach their students early learning skills that provide a solid foundation for academic learning. Our classes study Bible, language arts, science, history, geography, math, Latin, and literature.

- **Bible:** Our Primary Bible program is designed to nurture a child's earliest understanding of who God is, what He has done, and how He continues to work in the lives of His people. Built around the theme 'God at Work in His People,' this course invites young students to encounter the grand narrative of Scripture through vivid storytelling, joyful memory work, and age-appropriate theological foundations. Using a three-year rotating cycle, students journey through the major storylines of the Bible: Creation to the Patriarchs; Exodus to the Kingdom; and the Life of Christ and the Early Church.
- **Language Arts: Logic of English & Classical Composition:** Our language arts program leads young learners on a grand adventure into the world of words, stories, and imagination. We utilize Logic of English Foundations, an evidence-based, speech-to-print phonics program that explicitly teaches the sounds of English, phonemic awareness, decoding, encoding, and fluent reading. All components—reading, spelling, grammar, handwriting, and writing—are intentionally integrated so students experience language as a unified whole. Handwriting instruction is provided through Classically Cursive beginning in second grade.
- **Literature:** Students are immersed in timeless stories through a curated selection of high-quality early readers, daily read-alouds that cultivate imagination and vocabulary, and guided discussions that train students to listen carefully, think deeply, and articulate ideas. Classic tales introduce children to virtue, beauty, heroism, and enduring truths.
- **Math: Primary Math Adventure:** Our math program's emphasis is placed on number sense, mental math, and problem-solving strategies that create strong conceptual understanding. Using digital manipulatives, visual models, and interactive activities, students deepen their understanding of mathematical

relationships. Skills are reinforced through songs and chants, online games, and daily practice and real-life applications.

- **Science:** Our science program invites students to explore God’s creation through hands-on, inquiry-based unit studies. Each year follows a rotating 3-year cycle—Land Animals and Anatomy and Physiology, Flying Creature and Aquatic Animals, and Astronomy and Botany—allowing students to experience the wonder of creation from multiple perspectives through virtual labs and online resources.
- **History:** This U.S. History series introduces students to the unfolding story of America from the First Peoples through the founding of the United States and the early Republic. Through vivid storytelling, memorable characters, hands-on activities, map work, narration, and cumulative memory of foundational documents and patriotic verse, students encounter history as a meaningful narrative shaped by courage, perseverance, wisdom, and God’s providence. In Year One, students will explore early American history; in Year Two, they will study the geography of the United States; and in Year Three, they will engage with modern American history.
- **Latin:** Students are joyfully welcomed into the world of Latin—the language of the Church, early scholars, and much of Western civilization. Instruction emphasizes songs and chants, simple vocabulary, early conversational expressions, and a playful introduction to roots and word families. The goal is delight and familiarity, not mastery, laying the groundwork for formal study in later grades.

Primary Literature Integration

Students are immersed in timeless stories through daily read-alouds and guided reading.

Primary Year A Book List:

- * Charlotte’s Web — E.B. White
- * Winnie-the-Pooh — A.A. Milne
- * The Mouse and the Motorcycle — Beverly Cleary
- * Mr. Popper’s Penguins — Richard & Florence Atwater
- * Stuart Little — E.B. White
- * Little House in the Big Woods — Laura Ingalls Wilder
- * The Wind in the Willows (selected/abridged) — Kenneth Grahame

Primary Year B Book List:

- * The Boxcar Children — Gertrude Chandler Warner
- * Babe: The Gallant Pig — Dick King-Smith
- * The Door in the Wall — Marguerite de Angeli
- * Little Bear — Else Holmelund Minarik
- * The Stories Julian Tells — Ann Cameron

- * The Hundred Dresses — Eleanor Estes
- * The Trumpet of the Swan — E.B. White

Primary Year C Book List:

- * The Lion, the Witch and the Wardrobe — C.S. Lewis
- * Heidi (abridged/illustrated) — Johanna Spyri
- * The Railway Children (adapted) — E. Nesbit
- * My Father's Dragon — Ruth Stiles Gannett
- * The Borrowers (illustrated) — Mary Norton
- * The Courage of Sarah Noble — Alice Dalgliesh
- * Paddle-to-the-Sea — Holling C. Holling

Grammar Level (3rd–6th Grade)

Laying the foundation of knowledge through memorization, recitation, and joyful learning. At the Grammar Level, students take five courses.

- **Bible:** Our Grammar Stage Bible program follows a unified 4-year rotation that allows all students—regardless of grade level—to study the same portion of Scripture together. This structure strengthens family discipleship, deepens school-wide community, and ensures students encounter the full narrative arc of redemptive history multiple times throughout their elementary years. The four-year rotation covers: Old Testament 1 (Genesis through Ruth and Job); Old Testament 2 (1 Samuel through the Prophets); The Gospels (Life and Teachings of Christ); and The Early Church (Acts and the New Testament Epistles).
- **Latin:** The study of the classical language, Latin, is the core of a classical education. In the Grammar Stage, the emphasis will be on the memorization of Latin grammar by the ancient method of oral recitation and form drills. Additionally, students will learn rigorous vocabulary, chants, and derivatives. As students move through the program levels, they will work on Latin translation.
- **Language Arts:** The Language Arts curriculum is structured around five interrelated domains—grammar, spelling, vocabulary, composition, and analogy—which work synergistically to cultivate comprehensive language proficiency. The instructional progression moves from Fable Crafters (G1) through Narrative Navigators (G2), The Wisdom Seekers/Chreia (G3), Eloquence Architects, Argument Architects, and Dialectic Masters (G4), ensuring students develop both technical literacy skills and the habits of thought necessary for articulate, thoughtful, and persuasive communication.
- **Omnibus (History, Literature, Science, Geography, Art & Music):** Grammar-level students engage in an integrated study of history, literature, science, geography, and fine arts, built around a four-year rotation of historical eras: Ancient, Medieval, Renaissance, and Modern. Each subject draws meaning from the historical period being studied, creating a cohesive and immersive learning experience rooted in a biblical worldview. History is presented as a compelling narrative of God's providence across civilizations. Literature uses historical

fiction, biographies, Scripture, and classic tales. Geography maps the lands, regions, and journeys significant to the time period. Science connects to the cultural and intellectual developments of the era. Art and Music studies are aligned to the historical period.

- **Math:** The Mathematics curriculum cultivates computational fluency, logical reasoning, and a deep appreciation for the order and consistency inherent in the created world. The curriculum follows a classical spiral methodology in which concepts are introduced incrementally, practiced thoroughly, and revisited regularly to ensure durable mastery. The instructional progression moves through Math Explorer (Foundations of Number and Reasoning), Math Trailblazer (Building Strong Paths Through Numbers), Math Navigator (Reasoning Through Fractions, Decimals, and Data), and Math Pathfinder (Launching into Pre-Algebra).
- **Living Wisely, Winsomely, and Well:** This formative series is designed to equip students with the habits, disciplines, and skills essential for a life of wisdom, virtue, and faithful Christian living. Rooted in biblical truth and aligned with the classical vision of educating the whole person—mind, heart, soul, and body—this program provides students with practical tools for personal growth while cultivating habits that prepare them for meaningful impact in their homes, communities, and future vocations.

Grammar Literature and History Integration

The Grammar stage literature is deeply integrated with the four-year history cycle.

Grammar Year 1 Book List (Ancients):

- * Gilgamesh the Hero — Geraldine McCaughrean
- * Golden Goblet — Eloise Jarvis McGraw
- * Tirzah — Lucille Travis
- * D'Aulaires' Book of Greek Myths — Ingri and Edgar Parin d'Aulaire
- * Detectives in Togas — Henry Winterfeld
- * Archimedes and the Door of Science — Jeanne Bendick
- * Bronze Bow — Elizabeth George Speare

Grammar Year 2 Book List (Medieval):

- * The Adventures of Geraldine Woolkins — Jean F. Blashfield
- * Beorn the Proud — Lloyd Alexander
- * D'Aulaires' Book of Norse Mythology — Ingri and Edgar Parin d'Aulaire
- * The Hobbit — J.R.R. Tolkien
- * The Merry Adventures of Robin Hood — Great Illustrated Classics Edition
- * Otto of the Silver Hand — Howard Pyle
- * Door in the Wall — Marguerite de Angeli
- * Crispin: The Cross of Lead — Avi
- * Castle — David Macaulay

Grammar Year 3 Book List (Renaissance/Early Modern):

- * Where the Mountain Meets the Moon — Grace Lin
- * The Shakespeare Stealer — Gary Blackwood
- * Surviving Jamestown — Karen Cushman
- * Blue Birds — Caroline Starr Rose
- * The Tinker's Daughter — Mary Chalmers
- * Cecile: Gates of Gold — Andrea Cheng
- * Adventures of Don Quixote translated — A.T. de G.
- * Dangerous Journey — John Bunyan, adapted by Oliver Hunkin
- * Tales from Shakespeare — Charles and Mary Lamb
- * Starry Messenger — Peter Sís

Grammar Year 4 Book List (Modern):

- * Ben and Me — Robert Lawson
- * Mr. Revere and I — Robert Lawson
- * Caddie Woodlawn — Carol Ryrie Brink
- * Toliver's Secret — Esther Wood Brady
- * Silent Thunder — Andrea Davis Pinkney
- * White Lilacs — Carolyn Meyer
- * Snow Treasure — Marie McSwigan
- * Number the Stars — Lois Lowry
- * The Winged Watchman — Hilda van Stockum
- * Maniac Magee — Jerry Spinelli
- * Esperanza Rising — Pam Muñoz Ryan
- * Sarah, Plain and Tall — Patricia MacLachlan

Logic Level (7th–8th Grade)

Training students to ask good questions and reason through arguments. There is a two-year track for Logic Level students.

- **Christian Studies (L1):** Our Logic-Level Christian Studies program introduces students to the systematic study of Scripture and theology. Building on their Grammar-level biblical foundation, students begin to think more critically and analytically about what they believe and why they believe it. Students explore key categories such as the nature of God, the person and work of Christ, salvation, the Church, and the Christian life, examining doctrines through clear biblical texts and engaging with historic creeds and confessions.
- **Church History (L2):** Church History at the Logic level introduces students to the mighty acts of God throughout the centuries as He builds and preserves His Church. Students trace God's work in the world from the apostolic era through the spread of Christianity into global cultures, engaging with primary source excerpts from early church fathers, reformers, missionaries, and theologians.
- **Formal Logic:** Students learn the structure of clear reasoning through syllogisms and deductive reasoning, identifying and correcting informal

fallacies, and evaluating arguments for validity and soundness. They begin to recognize faulty reasoning in media, conversations, and writing, developing habits of intellectual discernment.

- **Critical & Constructive Argumentation:** Building on formal logic, students learn how to construct cohesive, compelling arguments; how to analyze claims, evidence, and assumptions; and how to engage respectfully through dialogue. Socratic discussion and analytical writing are woven throughout all subjects.
- **Omnibus (History, Literature, Composition, Culture):** Omnibus forms the core humanities program for the Logic level, integrating history, literature, theology, composition, and worldview analysis into a unified course of study. Year 1 covers Ancient & Medieval History; Year 2 covers Renaissance & Modern History. Students read rich primary texts and discuss them through a Christian lens, practice persuasive and analytical writing, and analyze ideas by comparing them to biblical truth.
- **Latin & Spanish:** Logic-level language study deepens students' linguistic understanding. Latin I & II are required; students complete two years of Latin before transitioning to a modern language. Introduction to Spanish is offered in L2 as a foundation for high school Spanish, emphasizing pronunciation, basic grammar, conversational expressions, and cultural appreciation.
- **Science:** Logic-level science courses emphasize foundational scientific concepts, hands-on experimentation, and the development of scientific reasoning. L1 students study Introduction to Chemistry & Physics, exploring matter, atoms, energy, motion, and forces. L2 students study Introduction to Biology, covering cells, genetics, ecosystems, classification, and the structure and function of living organisms. Both courses include virtual lab work.
- **Math:** Math at the Logic level builds a strong foundation in algebraic thinking and problem solving. Students are placed according to their current mastery level. Instruction focuses on variables, equations, proportional reasoning, graphing, functions, and multi-step problem solving.
- **Living Wisely, Winsomely, and Well:** This character and life-skills program continues into the Logic level, deepening students' understanding of wisdom, virtue, and responsible living. Students build habits of personal responsibility, discernment, and Christian maturity through modules integrating practical skills, hospitality, digital safety, healthy relationships, stewardship, and long-term vision.

Logic Literature Integration

Logic Year 1 Book List:

- * The Epic of Gilgamesh translated — N.K. Sandars
- * Code of Hammurabi translated — L.W. King
- * The Odyssey translated — Samuel Butler
- * Augustine's Confessions — St. Augustine, translated by R.S. Pine-Coffin
- * Beowulf translated — Seamus Heaney
- * The Merry Adventures of Robin Hood — Howard Pyle

- * A Midsummer Night's Dream — Oxford School Shakespeare
- * Macbeth — Oxford School Shakespeare
- * The Rule of St. Benedict — Timothy Fry, Timothy Horner, Imogene Baker
- * The Canterbury Tales (General Prologue) — Chaucer
- * Inferno — Dante
- * Concise Theology: A Guide to Historic Christian Beliefs — J. I. Packer

Logic Year 2 Book List:

- * The Pilgrim's Progress — John Bunyan
- * Chains — Laurie Halse Anderson
- * A Tale of Two Cities — Charles Dickens
- * Twelve Years a Slave — Frederick Douglass and Louis Hughes
- * Two Roads — Joseph Bruchac
- * When My Name Was Keoko — Linda Sue Park
- * Inside Out and Back Again — Thanhha Lai
- * Frankenstein — Mary Shelley
- * Escape from Aleppo — N. H. Senzai
- * Animal Farm — George Orwell

Rhetoric Level (9th–12th Grade)

The capstone of classical learning: wisdom expressed with beauty and truth. At the Rhetoric Level, students may choose from four different tracks. A student will meet with an advisor prior to his/her R1 year and decide which track he/she would like to take.

- **Bible, Theology & Worldview:** Our Rhetoric-level program equips students to think deeply, argue persuasively, and live faithfully in a complex cultural world. Students explore the major doctrines of the Christian faith through Scripture, classic theological texts, and historic creeds. They are trained to apply biblical truth to literature, politics, philosophy, ethics, and contemporary cultural issues. Students also learn to defend the faith using both classical arguments and presuppositional approaches rooted in the authority of Scripture.
- **Omnibus:** The Omnibus program is the intellectual and cultural backbone of the Rhetoric Stage. R1 students study American Studies, integrating American history, literature, founding documents, and political philosophy. R2–R4 students journey chronologically through the Great Books, from Homer and Plato to Augustine, Dante, Shakespeare, the Reformers, Enlightenment thinkers, and authors of the modern age. The course integrates literature, theology, philosophy, and history into a unified learning experience through Socratic discussion, rhetorical writing, and worldview integration.
- **Writing (Critical Writing):** Rhetoric-level writing focuses on advanced composition, argumentation, and style. Students learn to craft compelling essays, research papers, speeches, and creative works that demonstrate precision of thought and eloquence of expression. Emphasis is placed on

structure, logic, clarity, tone, and stylistic excellence, as well as training in thesis development, evidence-based reasoning, and literary analysis.

- **Classical Rhetoric I (R2):** R2 students begin training in the art of rhetoric, focusing on oral expression and delivering a well-crafted speech. Students study the classical canons of rhetoric —Invention, Arrangement, Style, Memory, and Delivery—and practice persuasive speeches, oral interpretation, debate, formal presentations, and elocution in a virtual environment.
- **Apologetics:** In this course, R3 students are introduced to the field of Christian apologetics—the reasoned defense of the Christian faith. Building upon the rhetorical training developed throughout the Rhetoric stage, students learn to articulate and defend the truth of Christianity with clarity, conviction, and charity. Students examine the intellectual foundations of the Christian worldview, exploring questions related to the existence of God, the reliability of Scripture, the person of Christ, and the problem of evil. Through the study of Scripture, classical arguments, and contemporary cultural challenges, students learn how to thoughtfully respond to common objections to the Christian faith. Emphasis is placed on the development of rhetorical skill, as students practice constructing logical arguments, engaging opposing viewpoints, and communicating truth persuasively and graciously. By the end of the course, students will be better prepared to “give a reason for the hope that is in them” (1 Peter 3:15) and to engage the world with confidence, wisdom, and humility.
- **Foreign Language:** Students study Spanish I–IV, or pursue an approved modern or classical language alternative. Emphasis is on speaking, listening, reading, and writing fluency, with cultural studies integrated to build global awareness. The program prepares students for college-level language credit.
- **Mathematics:** The Rhetoric-level math sequence provides deep conceptual understanding and practical readiness for college and career pathways. Students progress through Algebra I, Geometry, Algebra II, Pre-Calculus, and Calculus at a personalized pace based on mastery. Mathematical reasoning and problem-solving prepare students for STEM pathways, trades, entrepreneurship, and higher education.
- **Science:** Rhetoric-level science builds advanced scientific understanding and laboratory proficiency. R1 students study Fundamentals of Physics; R2 students study Chemistry; R3 students study Advanced Biology. All courses include virtual laboratory experience, experimental design, data analysis, scientific writing, and engagement with ethical questions at the intersection of faith and science.
- **Economics & Personal Finance:** In these one-semester courses, students learn foundational principles for responsible living and Christian stewardship. Economics covers supply and demand, market systems, public policy, entrepreneurship, and global economics. Personal Finance covers budgeting, saving, investing, insurance, taxes, wise borrowing, and planning for long-term goals.
- **Classical Rhetoric II:** Classical Rhetoric II provides students the opportunity to pursue a passion or explore a particular topic of interest and to gain considerable knowledge in that topic area. The student will work closely with a

faculty member to approve the study plan, direct the study in a mentorship role, and evaluate the outcome.

- **Living Wisely, Winsomely, and Well:** This advanced series builds on earlier modules, guiding students toward Christian maturity and thoughtful adulthood. Students deepen habits of responsibility, discernment, stewardship, relational wisdom, digital integrity, and legacy-minded living.

Rhetoric Literature Integration

Rhetoric Year 1 Book List:

- * The Scarlet Letter — Nathaniel Hawthorne
- * Killing England — Bill O'Reilly & Martin Dugard
- * The Pursuit of Happiness — Jeffrey Rosen
- * The Narrative of the Life of Frederick Douglass — Frederick Douglass
- * The Jungle — Upton Sinclair
- * The Great Gatsby — F. Scott Fitzgerald
- * The Grapes of Wrath — John Steinbeck
- * To Kill a Mockingbird — Harper Lee
- * Bomb: The Race to Build—and Steal—the World's Most Dangerous Weapon — Steve Sheinkin
- * Thirteen Days — Robert F. Kennedy
- * Farewell to Manzanar — Jeanne Houston
- * The Red Badge of Courage — Stephen Crane
- * Twenty Basics Every Christian Should Know — Wayne Grudem
- * What's Your Worldview? An Interactive Approach to Life's Big Questions — James Anderson

Rhetoric Year 2 Book List:

- * The Iliad — Homer, translated by Robert Fagles
- * Republic — Plato, translated by Benjamin Jowett
- * Lysistrata, Clouds, and Wasps by Aristophanes — Aristophanes, translated by William Arrowsmith
- * The Bacchae, Electra, and Trojan Women by Euripides — Euripides, translated by Philip Vellacott
- * Euclid's Elements — Euclid, translated by Sir Thomas Heath
- * Nicomachean Ethics — Aristotle, translated by W.D. Ross
- * Politics — Aristotle
- * On the Nature of Things — Lucretius, translated by A.D. Leeming
- * Eclogues and Georgics — Virgil, translated by David Raeburn
- * Metamorphoses — Ovid, translated by David Raeburn
- * Meditations — Marcus Aurelius, translated by Gregory Hays

Rhetoric Year 3 Book List:

- * City of God — St. Augustine, translated by Henry Bettenson
- * The Consolation of Philosophy — Boethius, translated by Victor Watts
- * Summa Theologica — St. Thomas Aquinas, translated by Fathers of the English Dominican Province
- * Divine Comedy — Dante Alighieri, translated by Allen Mandelbaum
- * Canterbury Tales — Geoffrey Chaucer, translated by Nevill Coghill
- * The Prince — Niccolò Machiavelli, translated by W. K. Marriott
- * In Praise of Folly — Desiderius Erasmus, translated by Clarence H. Miller
- * Institutes of the Christian Religion — John Calvin, translated by Henry Beveridge
- * Don Quixote — Miguel de Cervantes, translated by Edith Grossman
- * Tartuffe — Molière, translated by Richard Wilbur
- * The Tempest — Shakespeare

Rhetoric Year 4 Book List: * Paradise Lost — John Milton

- * Leviathan — Thomas Hobbes
- * Pensées — Blaise Pascal, translated by W.F. Trotter
- * The Wealth of Nations — Adam Smith
- * Moby-Dick — Herman Melville
- * Notes from the Underground — Fyodor Dostoevsky, translated by Richard Pevear
- * Beyond Good and Evil — Friedrich Nietzsche, translated by Walter Kaufmann
- * The Sun Also Rises — Ernest Hemingway
- * The Stranger — Albert Camus, translated by Matthew Ward
- * One Day in the Life of Ivan Denisovich — Aleksandr Solzhenitsyn, translated by H.T. Willetts
- * Brave New World — Aldous Huxley
- * Emma — Jane Austen

Subject Rotation

We rotate a few courses to make home teaching easier for parents with students at different levels. In the Grammar stage, History and Science are on rotation. All students in the Primary and Grammar stage will study the same historical period and science subject.

PRIMARY

School Year	History Studied	Bible Studied
2026-2027	Exploration to the Early Republic (Pre-1607 – 1828)	Year 1
2027-2028	Expansion, Civil War, and the Gilded Age (1828 – 1900)	Year 2
2028-2029	The 20th Century and Modern America (1900 – Present)	Year 3
2029-2030	Exploration to the Early Republic (Pre-1607 – 1828)	Year 1

GRAMMAR

School Year	History Studied	Bible Studied
2026-2027	Creation through Christ (Ancients)	Year 1
2027-2028	Middle Ages (Medieval)	Year 2
2028-2029	The Renaissance	Year 3
2029-2030	Revolutions and the Rising of Nations (Modern)	Year 4

LOGIC

School Year	History Studied
2026-2027	Ancient & Medieval History
2027-2028	Renaissance & Modern History
2028-2029	Ancient & Medieval History
2029-2030	Renaissance & Modern History

RHETORIC

School Year	History Studied
2026-2027	Ancients
2027-2028	Middle Ages
2028-2029	Modern
2029-2030	American Studies and Constitution

Graduation Requirements

Students at the Rhetoric Level must meet specific credit requirements to graduate. The table below outlines the minimum credits required in each subject area.

Credit Type	Min Credit Amount Required
English/Language Arts	5
Mathematics	4
Science	3
Social Studies	3
Foreign Language	2
Electives	6
Physical Education	1

The following table lists all approved courses, their course codes, grade levels, credit amounts, and credit types. A student will meet with an advisor prior to his/her R1 year to develop a course plan that meets these requirements.

Course Code	Course Title	Grade Level	Credit Amount	Credit Type
BIO400	Advanced Biology	R	1.0	Science
MTH100	Algebra I	L or R	1.0	Mathematics
MTH200	Algebra 2	R	1.0	Mathematics
MTH400	Calculus	R	1.0	Mathematics
SCI300	Chemistry	R	1.0	Science
RHE101	Classical Rhetoric I	R	1.0	English/Language Arts
RHE102	Classical Rhetoric II	R	1.5	English/Language Arts
ENG201	Critical Writing	R	1.0	English/Language Arts
ECN101	Economics	R	0.5	Mathematics
MTH250	Geometry	R	1.0	Mathematics
LWW007	Living Wisely, Winsomely, and Well G	R	0.5	Electives

Course Code	Course Title	Grade Level	Credit Amount	Credit Type
LWW008	Living Wisely, Winsomely, and Well H	R	0.5	Electives
LWW009	Living Wisely, Winsomely, and Well I	R	0.5	Electives
LWW010	Living Wisely, Winsomely, and Well J	R	0.5	Electives
OMN103	Omnibus III: American History & Constitution	R	3.0	Social Studies, English/Language Arts
OMN104	Omnibus IV: Ancients	R	3.0	Social Studies, English/Language Arts, Electives
OMN108	Omnibus V: Medieval	R	3.0	Social Studies, English/Language Arts, Electives
OMN109	Omnibus VI: Modern	R	3.0	Social Studies, English/Language Arts, Electives
FIN101	Personal Finance	R	0.5	Mathematics
PHY101	Physics (Algebra Based)	R	1.0	Science
MTH300	Precalculus	R	1.0	Mathematics
SPA101	Spanish I	R	1.0	Foreign Language
SPA201	Spanish II	R	1.0	Foreign Language
SPA301	Spanish III	R	1.0	Foreign Language
SPA401	Spanish IV	R	1.0	Foreign Language
THE101	Systematic Theology & Biblical Worldview	R	1.0	Electives

Homework

Parents frequently ask how much time students will need to accomplish their homework assignments. This is a difficult question to answer because it depends on the student's ability to grasp the concepts and both the student's and parent's ability to focus on getting the work done. Our homework goals are: to help you give your student the best and most complete classical Christian education; to accomplish what is expected by the high-quality curricula we have created; to focus on the majors (Latin,

Biblical Studies, Literature, Composition, History, and Math); to focus on mastery markers; and to not assign busywork.

We expect all homework to be done independently (within reason), completely, neatly, to the best of the student's ability, and on time.

Age-Appropriate Guidelines for Parent Involvement

There are different levels of supervision required by parents at each stage of development:

Grade Level	Recommended Parental Involvement Level
Primary K–2	Parent as Primary Teacher: Our platform equips you to be your child's primary teacher guiding them through learning each subject.
G1	Parent at Elbow (PEW): Sitting next to your student helping him/her understand concepts and complete his/her work.
G2	Moving towards Hovering Parent in all but one or two subjects. Make use of a Student Checklist.
G3	Hovering Parent in all but one or two subjects. Begin to work on personal schedule-keeping.
G4	Goal: one Parent at Elbow subject, two Hovering Parent subjects, rest Assign and Check .
L1	Goal: two Hovering Parent subjects, rest Assign and Check . Establish regular school schedule.
L2	Work towards becoming a Start and End of Day Parent, On Call . Help student plan how to organize.
R1–R4	Start and End of Week Parent. Review the week's tasks at the beginning of each week.

Student Participation, Colloquia, & Technology Use

American Faith Academy is committed to cultivating students who grow not only in knowledge but also in wisdom, responsibility, and character. The following expectations are designed to support a healthy learning environment and to help students develop the habits necessary for success in both their academic work and their personal lives.

Colloquia

Colloquia are a defining feature of the American Faith Academy educational experience and a direct expression of its classical, Socratic model. Rather than passive consumption of information, Colloquia call students to engage actively — to think on their feet, articulate their understanding, defend their positions, and listen charitably to others. These events are not supplementary; they are central to how AFA measures and develops mastery.

Types of Colloquia

Colloquia take several forms depending on the course and the stage of learning:

Event Type	Description
Socratic Seminar	A structured, text-based discussion in which students explore ideas, ask questions, and build understanding together under the guidance of a teacher.
Debate	Students prepare and argue assigned positions on a topic, developing skills in logic, rhetoric, and civil discourse.
Presentation	Students present research, arguments, or creative work to the class, demonstrating both content mastery and communication skills.
One-on-One Oral Exam	A private, scheduled conversation between the student and teacher in which the student demonstrates mastery of course material through spoken explanation and reasoning.

Scheduling

Colloquia are scheduled in accordance with each course's instructional calendar. All group Colloquia (seminars, debates, and presentations) are held at 3:00 PM CT on the scheduled date. Students and families will be notified of upcoming Colloquia through the LMS and school email with sufficient advance notice.

One-on-One Oral Exams are scheduled differently: a sign-up window opens two weeks prior to the exam period, and students select the time slot that best fits their schedule.

Preparation Requirements

Colloquia require meaningful preparation. Students are expected to complete all assigned readings, review relevant course material, and, where applicable, prepare arguments, outlines, or presentations in advance. Arriving unprepared is not acceptable and will be reflected in the assessment.

Preparation expectations for each event will be communicated by the instructor through the LMS at least one week in advance.

Attendance and Grading

Colloquia are mandatory and are graded as formal assessments. They carry the same academic weight as a major test or project. Failure to participate without an approved absence will result in a grade of zero for that assessment.

Absence and Make-Up Policy

If a student is unable to attend a scheduled Colloquium due to illness or an unavoidable emergency, the parent must notify the school at absent@americanfaithacademy.org as soon as possible and prior to the event when feasible. An unexcused absence will receive a zero with no make-up opportunity.

For an approved excused absence, the student will be required to complete one of the following make-up alternatives, as determined by the instructor:

- A written paper demonstrating mastery of the same material and questions addressed in the event, or
- A one-on-one oral discussion with the teacher, scheduled within a reasonable timeframe.

One-on-One Oral Exam Policy

One-on-One Oral Exams are conducted throughout the academic year as a core assessment tool. They reflect AFA's commitment to ensuring that students can articulate and explain what they know — not merely produce correct answers.

- **Sign-Up:** The scheduling window opens two weeks before the exam period. Students are responsible for selecting their time slot promptly.
- **Rescheduling:** A student may reschedule their slot with a minimum of 24 hours' advance notice to the instructor.
- **No-Show:** A student who misses their scheduled oral exam slot without 24 hours' notice will receive a grade of zero for that assessment. No exceptions will be made without prior administrative approval.

Technology Use & Digital Conduct Policy

American Faith Academy utilizes technology to support learning, collaboration, community, and communication. Because technology is a powerful tool, students are expected to use it responsibly and in a manner that reflects Christian character and integrity.

Students are granted access to the academy's learning platforms and digital resources for educational purposes. Misuse of technology undermines the learning environment and will be addressed appropriately.

Responsible Technology Use

Students are expected to:

- Use academy technology and platforms only for educational purposes.
- Follow the instructions of teachers regarding the appropriate use of digital tools during lessons.
- Protect their login credentials and not share accounts with others.
- Respect the privacy and work of other students and teachers.

Digital Conduct

Students should conduct themselves online with the same character and respect expected in any Christian learning environment.

Students must not:

- Use inappropriate language, images, or behavior in digital spaces.
- Disrupt learning through chat features, audio, or other digital tools.
- Share offensive, disrespectful, or inappropriate content.
- Record or distribute students without permission.

All communication within academy platforms should reflect respect, kindness, and maturity.

Academic Integrity in Digital Work

Students must complete their own work and avoid plagiarism or unauthorized use of outside assistance. The use of artificial intelligence tools, online answer banks, or other digital shortcuts to complete assignments dishonestly is strictly prohibited. Integrity in academic work is essential to the mission of American Faith Academy and to the development of student character.

Consequences for Misuse

Failure to follow the Technology Use and Digital Conduct Policy may result in disciplinary action. Depending on the situation, consequences may include:

- Temporary restriction from digital platforms
- Loss of participation privileges in Colloquia
- Parent conferences
- Additional disciplinary action as outlined in the academy's discipline policy

Our goal is not simply to regulate technology use, but to help students develop the wisdom and discernment necessary to use technology responsibly in their lives.

Habits of a Flourishing AFA Student

At American Faith Academy, we believe education should cultivate more than academic knowledge—it should shape the habits and character that enable students to live wisely and faithfully.

A flourishing AFA student seeks to grow in the following habits:

- **Curiosity:** A love of learning and a desire to understand the world God has made.
- **Diligence:** A willingness to work carefully and persistently, even when tasks are challenging.
- **Humility:** A recognition that learning is a lifelong process and that wisdom grows through listening and reflection.
- **Integrity:** A commitment to honesty in both academic work and personal conduct.
- **Respect:** Treating teachers, classmates, and others with kindness, patience, and honor.
- **Responsibility:** Taking ownership of one's learning, actions, and commitments.
- **Courage:** The willingness to pursue truth, defend what is right, and stand firm in faith.

These habits are not developed overnight. They grow gradually through daily choices, disciplined study, and the guidance of parents and teachers. Our hope is that students who cultivate these habits will leave American Faith Academy not only prepared for academic success, but also equipped to live lives of wisdom, service, and faithful leadership.

Testing

At American Faith Academy, we see tests as an opportunity to apply what students have learned. They also serve as practice for students who don't test well. Every test is an opportunity for student growth.

In May, American Faith Academy offers the Classic Learning Test (CLT 3-6 and 8) for G1–L2 students. The CLT evaluates reading, grammar, and mathematics and provides a comprehensive measure of achievement and aptitude. Unlike other tests that change according to educational or cultural trends, CLT exams emphasize foundational critical thinking skills. We highly encourage Rhetoric Level students to take the CLT 10 and CLT as well. To learn more about the CLT, please visit www.CLTEexam.com.

Grading Policy

At American Faith Academy, grading is designed to support student growth, accountability, and mastery of knowledge. While grades provide helpful feedback regarding a student's progress, they are only one measure of learning. Our primary goal is not simply the completion of assignments, but the development of understanding, discipline, and mastery of foundational concepts.

Grades encourage students to take responsibility for their work, complete assignments thoughtfully, and engage fully in their studies. They provide a useful, though not perfect, indicator of how well a student understands the material and where additional attention may be needed.

Student grades are recorded and maintained within the academy's system. At the beginning of the school year, parents and students will receive login credentials that allow them to monitor academic progress and review grades at any time.

Mastery-Based Learning

American Faith Academy emphasizes mastery of learning rather than simple completion of coursework. Students are expected to demonstrate a solid understanding of essential concepts before advancing to more advanced material.

Promotion to the next level of study requires that students show sufficient competency in the foundational skills of the course.

Minimum Competency for Advancement

Students must achieve a minimum cumulative score of 70% in a subject to be considered for advancement. When students advance without adequate understanding of foundational concepts, they are often set up for greater difficulty in future coursework. Maintaining this standard helps ensure that students develop the knowledge and skills necessary for continued academic success.

Grading Scale

Kindergarten – 8th Grade

Grades for students in Kindergarten through 8th grade focus on communicating progress and growth in learning.

Score	Description
90–100	Exceeding Expectations
80–89	Meeting Expectations

Score	Description
70–79	Approaching Expectations
69 or below	Needs Support

This scale reflects a student’s progress toward mastery and helps parents and teachers identify areas where additional support or practice may be beneficial.

9th – 12th Grade

Students in high school receive traditional letter grades that reflect academic performance and mastery of course material. Cumulative GPA is computed beginning in 9th grade. Transcripts include both weighted and unweighted GPAs. AFA does not share class rank.

Percentage	Grade	GPA Points
93–100	A	4.0
90–92	A-	3.7
87–89	B+	3.3
83–86	B	3.0
80–82	B-	2.7
77–79	C+	2.3
73–76	C	2.0
70–72	C-	1.7
0–69	F	0.0

These grades are recorded on the student’s academic transcript and are used to document high school coursework.

The Purpose of Grading

Grades are intended to help students develop the habits necessary for long-term success: diligence, responsibility, perseverance, and careful attention to their work.

While grades are important, the ultimate goal of education at American Faith Academy is not simply achieving high marks, but cultivating wisdom, understanding, and intellectual maturity that will serve students throughout their lives.

Academic Probation

Any student who receives a first or second-semester final grade of 69% or less in any subject will be placed on academic probation. The parents of the student, the student, the Head of School and/or the Academic Director will meet to discuss the issues surrounding the poor grade. If the student shows a willingness to improve, he/she will be allowed to continue. If the student's grades don't improve, he/she may be asked to take the course again or leave the program.

Grade Reports and Transcripts

Grade reports will be given two times per year – end of December and end of May. Final tests and assignments will be graded and final grades will be available within two weeks after the final day of the semester.

American Faith Academy maintains official transcripts and grade reports as accurate, permanent records of a student's academic performance. Revisions to these records are rare and permitted only under specific, well-documented circumstances to ensure both accuracy and integrity.

Allowable Circumstances for Revision Revisions to an official transcript or grade report may be considered under the following circumstances:

- Clerical or administrative error (e.g., data entry mistakes, incorrect course titles, or miscalculated grades)
- Documented grading error identified and verified by the supervising instructor and administration
- Completion of approved grade resolution (e.g., resolution of an incomplete grade within the designated timeframe)
- Formal academic review outcome resulting in a justified grade change

Revisions are not permitted for the purpose of improving academic standing without evidence of error, revising grades due to dissatisfaction with performance, or altering records after final grades have been validated and posted.

Request Process All requests for transcript or grade revisions must be submitted in writing by a parent or legal guardian (or the student, if 18 or older) and must include:

- Student name and course information
- The specific requested revision
- A clear explanation of the reason for the request
- Supporting documentation, if applicable

Requests should be submitted to school administration within a reasonable timeframe, typically no later than 30 days after the issuance of the report card or transcript in question.

Review and Determination Upon receipt of a request:

- The school will review all relevant documentation, including lesson transcripts, course records, submitted work, and grading rubrics.
- The supervising instructor may be consulted to verify the accuracy of the original evaluation.
- A determination will be made based on alignment with course objectives, mastery standards, and documented evidence.

Authority for Approval Final authority for approving or denying transcript or grade revisions rests with designated school leadership, which includes the Head of School and the Academic Director. All decisions are final and are made to uphold the integrity, accuracy, and credibility of the school's academic records.

Course Repetition Policy

American Faith Academy is committed to ensuring that all students achieve true mastery of course content. Course repetition is permitted in specific circumstances when it serves the student's academic growth and supports successful progression.

Allowable Circumstances for Repeating a Course Students may be permitted to repeat a course under the following circumstances:

- Failure to demonstrate mastery of required course objectives
- Significant gaps in foundational knowledge that impede future success
- Extended absence or extenuating circumstances that impacted course completion
- Administrative recommendation or requirement based on academic review

Course repetition is not permitted solely for the purpose of improving a satisfactory grade without demonstrated academic need.

Management of Grade and Credit When a course is repeated:

- The most recent grade earned will be used in the calculation of the student's GPA.
- The original course and grade remain on the transcript as part of the student's permanent academic record.
- Credit will be awarded once, upon successful completion of the course with demonstrated mastery.

This approach maintains both academic integrity and transparency, while allowing students the opportunity to strengthen their understanding.

Transcript Designation

- All repeated courses will be clearly indicated on the student's transcript.
- The original course entry will remain, along with the grade earned.
- The repeated course will be listed with a designation such as "Repeated" or "Retaken".
- The original course will be marked as "Credit Replaced" or similar notation.

Approval Process All course repetition requests must be reviewed and approved by school administration. Final determination is made by the Head of School or designated academic leadership, based on what best supports the student's academic success while upholding program standards.

Placement

Both the parents and Head of School will determine the placement of students with the aid of past report cards, placement tests, and writing samples. We believe that students should be placed at a level where they can complete the assigned work fairly independently and successfully. Students may be placed at a level different from where they would be placed in a traditional school. It is also possible that students will be asked to spend more than one year at a level to ensure that they have a firm grasp on the material taught.

Enrichment Opportunities

Rounding out your student's academic life with fun and enriching experiences is important. We offer several enrichment opportunities that we hope you will take advantage of.

Virtual Clubs and Activities

We highly encourage students to invest in areas of interest. In the past, students have formed virtual academic bowl teams, chess clubs, art clubs, entrepreneur clubs, school newspapers, and more. Just let the Head of School know of your interest and get approval.

American Faith Academy Services

Here are the resources that are available to our families through American Faith Academy:

- **Community for Families and Students:** Education flourishes in the context of meaningful relationships. Our academy intentionally cultivates a vibrant, Christ-centered online community where students and families are known, supported, and encouraged. Students build lasting friendships through shared academic experiences, virtual activities, Bible studies, and extracurricular events. Parents

are welcomed as active partners in their child's education through regular communication, training, and fellowship opportunities. This partnership between school and home strengthens both academic growth and spiritual formation.

- **Academy-Wide Experiences:** As part of a larger network of online learners, students benefit from opportunities that extend beyond their academics. These include academic competitions, leadership conferences, virtual seminars with subject-matter experts, collaborative projects, and service initiatives. Students gain exposure to a broader community of peers, mentors, and ideas, helping them develop confidence, perspective, and leadership skills.
- **Trades Survey Course and Certificate Pathway:** We recognize that students are uniquely gifted and called to a wide range of vocations. Our Trades Survey course introduces students to high-demand skilled professions such as construction, electrical work, plumbing, automotive technology, healthcare support, and digital technical fields. Students may pursue industry-recognized certificates while in high school, equipping them with practical skills, confidence, and viable career options upon graduation.
- **Associate's Degree Pathway:** Through partnerships with accredited colleges, qualified students may earn significant college credit—and in many cases complete an associate's degree—before graduating from high school. This pathway reduces the time and cost required to complete a bachelor's degree and allows students to enter the workforce or continue their education with a strong academic foundation.
- **Career Placement and Vocational Guidance:** Our academy provides intentional guidance to help students discern their gifts and calling. Career advisors assist students with vocational exploration, resume development, internship placement, and connections with employers, colleges, and training programs. This support helps students transition confidently from the classroom into meaningful work and purposeful service.
- **College Scholarships for Long-Term Students:** Students who remain with American Faith Academy for nine or more years may be eligible for exclusive scholarship opportunities through our partner institutions and supporters. These scholarships recognize sustained commitment to the program and help make continued education more accessible for families. Our goal is to reward perseverance and help launch graduates into the next stage of life well prepared and well supported.

Life Beyond American Faith Academy

We actively work to help students achieve their goals. We have developed materials that help Rhetoric Level students and their families prepare for higher education. Our Rhetoric curriculum is NCAA approved, making it very easy for our elite athletes to play for the university of their choice. All Rhetoric Level students will be enrolled in our Life Beyond American Faith Academy course maintained by our guidance counselor. Here parents and students learn about scholarships, testing, and other college, missions, and job opportunities.

Admissions and Fees

Admissions Schedule and Process

Admission to American Faith Academy is a multi-step process. All steps must be completed before students are allowed to join us for classes.

- 1 Attend a Virtual Open House and review the American Faith Academy handbook.
- 2 Complete and submit enrollment forms.
- 3 Join the AFA family.

Tuition and Fees

All fees are non-refundable unless otherwise stated. Tuition is due on the first of each month. A late fee will be assessed for any tuition not received by the 10th of the month.

Withdrawal and Refund Policy

If you must withdraw your student from our academy, we would like at least 30 days written notice. You are expected to pay the tuition due during that 30-day period. There are no refunds for tuition already paid.

Device and Material Requirements

Required Materials and Supplies

To ensure a successful learning experience, students are required to have the following materials and supplies:

- Required books (provided by AFA) and curriculum materials as specified in the Materials document for courses requiring additional materials.
- Basic school supplies (binder with tabs for each course, writing utensils, three-hole punch, etc.)
- Computer/tablet with reliable internet access (see Device Compatibility below for details).
- Headphones
- Microphone (if not built into the computer)
- Printer with sufficient ink and paper supply

Device and Network Requirements

To ensure full access to American Faith Academy's online learning platform and resources, please ensure your devices and network meet the following requirements.

Category	Requirement
Supported Devices	Desktop Computers, Laptops, Chromebooks, Tablets (iPads), Smartphones
Recommended Browsers	Google Chrome (Recommended), Microsoft Edge, Safari, Firefox (Latest versions preferred)

Category	Requirement
Internet Connection	Minimum Speed: 5 Mbps download/upload, Stable broadband connection, Low latency recommended
Firewall & Security	Allow these domains: *.flintk12.com and app.flintk12.com , Open ports for web traffic (80, 443)

Category	Requirement
Authentication	School-provided email address, Single Sign-On (SSO) compatible, Multi-factor authentication support
User Accounts	Managed through school's directory services, Role-based access control, Granular permission settings

Category	Minimum Specifications	Recommended Specifications
Processor	Intel Core i3 or equivalent	Intel Core i5 or equivalent
RAM	4 GB	8 GB
Storage	20 GB free disk space	50 GB free disk space
Graphics	Integrated graphics card	Dedicated graphics card

Category	Requirement
Input Methods	Mouse/Trackpad, Touchscreen, Digital Pen/Stylus, Keyboard

Category	Requirement
Recommended Accessories	Stylus for precise drawing, External keyboard for typing, Touchscreen devices for younger students
Category	Requirement
Microphone	Built-in device microphone, External USB microphone, Noise cancellation support
Speakers/Headphones	Built-in device speakers, 3.5mm audio jack, Bluetooth audio support
Category	Requirement
Device Management	Mobile Device Management (MDM) support, Kiosk mode capabilities, Web content filtering, Disable incognito browsing
Network Security	Allowlist Flint domains, Block other AI/LLM websites, Implement safe browsing policies
Performance Optimization	Regular browser cache clearing, Update to latest browser version, Close unnecessary background applications, Disable browser extensions during use

Policies

This section focuses on the details that help our online program run well. Our intention is to be as clear as possible about our expectations so all our families are set up for success.

Communication Policy

Clear, respectful, and timely communication is essential to the success of every student and family at American Faith Academy. Because we operate as a fully online institution, intentional communication practices are especially important. This policy establishes expectations for how the school communicates with families and how families and students communicate with school staff.

School-to-Family Communication

American Faith Academy communicates with families primarily through email and the online Learning Management System (LMS). All official communications — including announcements, grade reports, policy updates, and scheduling information — will be sent to the email address on file. It is the responsibility of every family to ensure that the school maintains a current, active email address. Families are expected to check email regularly, at minimum several times per week.

The school will also use the LMS portal for course-specific communications, assignment feedback, and teacher-to-student messaging. Families are encouraged to log in to the LMS regularly to stay informed of student progress and any messages from instructors.

Family-to-School Communication

All communication from families to teachers and staff should be conducted through the school's online portal or via the official school email system. This ensures that all correspondence is documented and that the appropriate staff member receives and responds to each inquiry.

Families should allow 24–48 business hours for a response to non-urgent inquiries. For urgent matters — such as a student emergency, a time-sensitive enrollment issue, or a concern requiring immediate attention — families should contact the Head of School directly at jennifer.burns@americanfaithacademy.org.

Student-to-Teacher Communication

Students are expected to communicate with their teachers through the LMS messaging system or designated communication channels established within each course. Students should communicate respectfully, professionally, and clearly, consistent with the character expectations of the academy. Messages should be written with proper grammar and a courteous tone.

Students must not contact teachers through personal social media, personal email addresses, or any channel outside of the school's official platforms unless explicitly authorized by school administration.

Response Time Standards

Communication Type	Expected Response Time
General inquiry (parent to school)	Within 24–48 business hours

Communication Type	Expected Response Time
Student question to teacher (via LMS)	Within 24–48 business hours
Urgent matter (parent to Head of School)	Same business day when possible
Grade or assignment feedback	Within 5 business days of submission
Formal grievance acknowledgment	Within 3 business days of receipt

Tone and Conduct in Communication

All communication between families, students, and staff — whether written or verbal — is expected to reflect the values of American Faith Academy: respect, kindness, honesty, and Christian charity. Disrespectful, threatening, or inappropriate communication directed toward any staff member, student, or family will not be tolerated and may result in disciplinary action or, in serious cases, dismissal from the program.

Communication Records

All communications conducted through the LMS and official school email are logged and may be reviewed by school administration when necessary to address concerns, resolve disputes, or ensure the safety and well-being of students.

Academic Expectations

It is our expectation that all students and their parents are fully engaged in the academic process. We expect students to complete all assigned work, try their very best, and ask for help when needed. Parents are expected, at the very least, to facilitate the learning process by knowing what is required of their students each week, helping when necessary, and making sure that all work is complete.

Academic Integrity and Misconduct

American Faith Academy is committed to cultivating students who pursue truth with honesty, diligence, and integrity. Academic work at AFA is not merely the demonstration of knowledge, but the formation of character. Therefore, all students are expected to uphold the highest standards of academic integrity in all coursework, assessments, and interactions.

Academic integrity means that all work submitted by a student is their own, reflects their true level of understanding, and is completed in accordance with the expectations of the course.

Violations of academic integrity include, but are not limited to:

- Cheating (e.g., using unauthorized resources, copying answers, or receiving inappropriate assistance)
- Plagiarism (e.g., presenting another's ideas, words, or work as one's own without proper attribution)
- Unauthorized collaboration (e.g., completing individual assignments with the help of others when not permitted)
- Misrepresentation of work (e.g., submitting work completed by another person or generated without proper authorization)
- Improper use of technology (e.g., using tools to generate answers or responses without demonstrating personal understanding)

In AFA's instructional model, students are expected to demonstrate mastery through thoughtful articulation, reasoning, and application. Simply arriving at a correct answer is insufficient; students must show that they understand and can explain what they know. Any attempt to bypass this process undermines both learning and integrity.

Consequences of Violations Consequences for academic integrity violations are designed to uphold standards while promoting growth and accountability. Depending on the severity and frequency of the violation, consequences may include:

- **First Offense:** Notification of parents/guardians, required resubmission of the assignment or assessment, and an academic integrity conference with student and/or parent.
- **Second Offense:** Loss of credit for the assignment or assessment, required completion of an academic integrity remediation process, and formal documentation in the student's record.
- **Repeated or Severe Offenses:** Failure of the assignment or course, disciplinary review by school administration, and possible suspension or dismissal from the program.

All suspected violations will be reviewed by school administration, with input from the supervising instructor as appropriate. Determinations will be made based on evidence, context, and alignment with school policies.

American Faith Academy views academic integrity not only as a policy to enforce, but as a virtue to cultivate. Students are guided and encouraged to grow in honesty, responsibility, and a love for truth, recognizing that who they are becoming matters more than any single grade.

Attendance and Daily Expectations

American Faith Academy operates within a mastery-based, online instructional model in which student progress is measured by demonstrated understanding rather than seat time alone. However, consistent engagement is essential to academic success, skill development, and the formation of disciplined learning habits. Attendance at AFA is therefore defined not merely by physical presence, but by active participation and academic engagement.

A student is considered present when they log into the learning platform and engage in assigned coursework, lessons, or assessments for the day. Engagement may include completing lessons or assignments, participating in discussions or teacher-guided sessions, and demonstrating progress toward mastery.

Daily Attendance Expectations Students are expected to:

- Engage in coursework each scheduled school day, including:
 - A minimum of **30 minutes per day** (3rd-5th grades) in both mathematics and language arts, four days per week for 36 weeks.
 - A minimum of **45 minutes per day** (6th – 8th grades) in both mathematics and language arts, four days per week for 36 weeks.
 - A minimum of **60 minutes per day** (9th-12th grades) in both mathematics and language arts, four days per week for 36 weeks.
 - Completion of daily assignments for all other enrolled courses.
- Make consistent, measurable progress in all assigned courses.
- Maintain pacing aligned with course expectations, unless otherwise approved by school administration.

Absences and Illness A student may be marked absent if they do not log in to the platform for the day, or log in but show no meaningful academic engagement. Excused absences may include illness, family emergency, or approved travel/special circumstances. Parents should notify absent@americanfaithacademy.org of absences as soon as possible.

Due to the mastery-based model, students are expected to complete all required lessons and demonstrate mastery, regardless of absence. Flexibility may be granted in pacing when absences occur. Students who are ill and unable to attend class should not be penalized for missing class, provided the absence is communicated to the school in a timely manner.

A student may be considered chronically absent if they miss a significant number of instructional days or show inconsistent engagement over time. In such cases, the school will communicate with parents, a plan may be developed to support re-engagement, and continued lack of participation may result in academic or enrollment review.

Attendance Monitoring Attendance is tracked through platform login records, lesson completion data, assignment submissions, and student interaction and engagement metrics. AFA reviews attendance weekly to ensure students remain on track.

Parent Responsibility Parents play a vital role in ensuring attendance by monitoring student engagement, supporting consistent daily learning habits, and communicating with the school regarding absences.

Accountability and Integrity Attendance is not merely a requirement but a reflection of responsibility, discipline, and stewardship of time and opportunity. Students are expected to approach their education with diligence and integrity, recognizing that consistent engagement leads to meaningful growth.

Grievance Procedures

All grievances should be resolved by following the process outlined in Matthew 18. We believe that most conflicts can and should be resolved at the lowest possible level, with grace, humility, and a commitment to reconciliation.

1. First, go to the person with whom you have the conflict or trouble and try to resolve the matter in a biblical way.
2. If not resolved, take the concern to the Head of School.
3. If the grievance is still not resolved, it should be taken to the other members of the Leadership Team.

We ask that all parties involved in a grievance maintain confidentiality throughout the process. Gossip and slander are not consistent with Christian character and will not be tolerated.

Confidentiality

All information shared within the American Faith Academy community, whether about students, families, or staff, is to be treated with the utmost confidentiality. This includes, but is not limited to, academic records, disciplinary matters, financial information, and personal communications.

Violations of confidentiality may result in dismissal from the program.

Withdrawal

If you must withdraw your student from our academy, we would like at least 30 days written notice. You are expected to pay the tuition due during that 30-day period. There

are no refunds for tuition already paid. Please contact the Director of Administration to initiate the withdrawal process.

Online Code of Conduct

Because American Faith Academy operates as a virtual campus, the digital environment *is* our school building. We expect students to conduct themselves online with the same level of respect, integrity, and Christian character that would be expected in a physical classroom. This Online Code of Conduct outlines the rules and expectations for all students to ensure a safe, respectful, and productive learning community.

All students are expected to adhere to these guidelines in all online interactions, including virtual campus or classes, email, discussion forums, the Learning Management System (LMS), and any other school-related digital platforms.

Virtual Campus Etiquette and Presence

In our virtual campus, the standards of behavior are just as important as in a traditional school. To create a positive and respectful learning environment for everyone, students are expected to:

- **Be on time and prepared for colloquia.** Log in a few minutes early, test your audio and video, and have all necessary materials ready.
- **Dress appropriately.** Students must dress modestly and respectfully for all live video sessions. Pajamas, inappropriate graphic tees, or revealing clothing are not permitted. Dress as if you were attending an in-person class.
- **Maintain a proper learning environment.** Choose a quiet, well-lit location with minimal distractions. Students should be seated at a desk or table, not lying in bed. The background visible on camera should be appropriate for a school setting and free from distracting or inappropriate items.
- **Keep your camera on.** Cameras must remain ON during colloquia to promote engagement, accountability, and a sense of community, unless a specific exemption has been granted by the instructor or administration.
- **Mute your microphone when not speaking.** This helps to reduce background noise and distractions for everyone.
- **Participate respectfully.** Do not interrupt or talk over others. Use the chat feature responsibly and exclusively for class-related comments and questions.
- **Stay engaged and focused.** Avoid distractions such as using a cell phone, browsing other websites, playing games, or engaging in side conversations during instructional time.

Digital Citizenship and Communication

As members of the American Faith Academy online community, students are expected to demonstrate good digital citizenship and communicate in a manner that honors God and respects others. The virtual campus requires heightened awareness of how words and actions affect the community.

- **Use respectful and appropriate language.** Obscene, profane, threatening, discriminatory, or disrespectful language is strictly prohibited in any form of communication (verbal, written, or visual).
- **Communicate with courtesy.** All communications with teachers, staff, and fellow students should be polite, courteous, and respectful. Address teachers and staff with their appropriate titles (e.g., Mr., Mrs., Ms.).
- **Be mindful of your tone.** Written communication can be easily misinterpreted. Be careful with your wording, avoid using all caps (which can be perceived as shouting), and assume positive intent from others.
- **No Cyberbullying or Harassment.** Bullying, intimidation, exclusion, or harassment of any kind, whether inside or outside of school platforms, will not be tolerated and is grounds for immediate disciplinary action.
- **Protect personal information.** Do not share your own or others' personal information, such as addresses, phone numbers, or passwords.
- **Respect copyright and intellectual property.** Do not plagiarize or use the work of others without proper citation. This includes content from the internet and the work of your classmates.

Appropriate Use of Technology

Technology is an essential tool for learning at American Faith Academy. Students are expected to use all school-provided and personal technology in a responsible, ethical, and legal manner.

- **Use technology for educational purposes.** School-provided accounts, devices, and software are to be used for learning and school-related activities.
- **Do not misuse technology.** This includes, but is not limited to, creating or spreading computer viruses, attempting to hack into the school's network or others' accounts, or using technology to bully or harass others.
- **Protect your passwords.** Keep your passwords private and do not share them with anyone other than your parents.
- **Report any security issues.** If you identify a security problem with the school's computers, network, or online platforms, notify a teacher or administrator immediately.

Consequences for Violations

Violations of the Online Code of Conduct will be addressed in a timely and thoughtful manner. Consequences will be appropriate to the severity of the infraction and may include:

- A warning from the teacher or an administrator.
- A meeting with the student, parents, and the Head of School.
- Loss of privileges, such as access to certain online platforms or participation in virtual activities.
- A failing grade on an assignment or for a course.
- Suspension or dismissal from the academy.

We believe that this Online Code of Conduct will help to create a positive, safe, and Christ-centered learning environment for all our students. We appreciate your partnership in upholding these standards.

Appendix: Forms and Agreements

The following agreements outline the shared commitments required to participate in the American Faith Academy community. Families are required to review and sign these agreements electronically during the enrollment and registration process.

Appendix A: Parent/Guardian Agreement

As a parent/guardian of a student at American Faith Academy, I understand that my active partnership is essential to my student's success in an online, classical Christian educational model.

I agree to the following commitments:

1. **Academic Support:** I will provide a quiet, appropriate learning environment for my student. I will monitor their daily engagement, ensure they meet the minimum daily time requirements (30–60 minutes for math and language arts, depending on grade level), and help them establish disciplined learning habits.
2. **Communication:** I will maintain an active email address, check it regularly, and respond to school communications in a timely manner. I will communicate with teachers and staff respectfully, adhering to the Communication Policy and Grievance Procedures outlined in the handbook.
3. **Supervision and Integrity:** I will ensure my student completes their own work. I will not complete assignments for them, nor will I allow them to use unauthorized resources, including AI generation tools, to bypass the learning process.

4. **Technology Provision:** I will provide the necessary device, internet connection, and software required for my student to fully participate in the virtual campus, including a working webcam and microphone.
5. **Financial Obligation:** I agree to fulfill all tuition and fee obligations as outlined in the Admissions and Fees section, understanding the withdrawal policy and 30-day notice requirement.
6. **Support of Mission:** I have read the Statement of Faith and the foundational documents of American Faith Academy. While I may not agree with every point, I agree to support the school's mission and will not actively oppose the classical Christian worldview taught in the curriculum.

Appendix B: Student Honor Code

As a student at American Faith Academy, I understand that my education is a privilege and a responsibility. I am called to pursue truth, goodness, and beauty in all that I do.

I commit to the following standards of conduct:

1. **Academic Integrity:** I will submit only my own original work. I will not cheat, plagiarize, use unauthorized AI tools, or misrepresent my understanding. I understand that I must be able to explain and defend the work I submit.
2. **Virtual Campus Etiquette:** I will attend colloquia on time, appropriately dressed, from a suitable learning environment. I will keep my camera on, participate actively, and avoid distractions during class time.
3. **Respectful Communication:** I will communicate with my teachers and peers respectfully, politely, and with Christian charity. I will not use profane, threatening, or inappropriate language, and I will not engage in cyberbullying or harassment of any kind.
4. **Diligence:** I will complete my daily assignments, meet the minimum time expectations for my grade level, and take responsibility for my own learning and mastery of the material.
5. **Digital Citizenship:** I will protect my personal information, respect the intellectual property of others, and use technology exclusively for educational purposes while engaged in school activities.