

Dacula Classical Academy

Student Handbook

FIDES VIRTUS SCIENTIA



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2022 - 2023

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An Introduction to Dacula Classical Academy

Our Mission Statement

Dacula Classical Academy partners with families in a collaborative academic model to offer an exceptional college preparatory education that is Christ-centered, family-focused, and classically driven.

Our Motto: “Fides Virtus Scientia”

For this very reason, make every effort to add to your faith goodness; and to goodness, knowledge; and to knowledge, self-control; and to self-control, perseverance; and to perseverance, godliness; and to godliness, mutual affection; and to mutual affection, love. For if you possess these qualities in increasing measure, they will keep you from being ineffective and unproductive in your knowledge of our Lord Jesus Christ.

2 Peter 1:5-8 (NIV)

Our Statement of Belief

1. We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God (*2 Timothy 3:15; 2 Peter 1:21*).
2. We believe there is only one God, eternally existent in three persons - Father, Son and Holy Spirit (*Genesis 1:1; Matthew 28:19; John 10:30*).
3. We believe in the deity of Christ (*John 10:33*); His virgin birth (*Isaiah 7:14; Matthew 1:23; Luke 1:35*); His sinless life (*Hebrews 4:15; 7:26*); His miracles (*John 2:11*); His vicarious and atoning death (*1 Corinthians 15:3; Ephesians 1:7; Hebrews 2:9*); His resurrection (*John 11:25; 1 Corinthians 15:4*); His ascension to the right hand of the Father (*Mark 16:19*); His personal return in power and glory (*Acts 1:11; Revelation 19:11*).
4. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and that men are justified on the single ground of faith in the shed blood of Jesus Christ, God’s only begotten Son, and that only by God’s grace and through faith alone we are saved (*John 3:16-19; 5:24; Romans 3:23; 5:8-9; Ephesians 2:8-10; Titus 3:5*).
5. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of damnation (*John: 28-29*).
6. We believe in the spiritual unity of believers in our Lord Jesus Christ (*Romans 8:9; 1 Corinthians 12:12-13; Galatians 3:26-28*).
7. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (*Romans 8:13-14; 1 Corinthians 3:16; 6:19-20; Ephesians 4:30; 5:18*).

8. We believe that marriage is the uniting of one man and one woman in a single, exclusive union (*Genesis 2:18-25*); that God intends sexual intimacy to occur only between a man and woman in the bonds of marriage (*Matthew 19:4-6*).
9. We believe that sexual immorality, homosexual behavior, adultery, fornication, bisexual conduct, bestiality, incest, and pornography are sinful and offensive to God (*Matthew 15:18-20, 1 Corinthians 6:18, Leviticus 18:22-23*).
10. We believe all human life is sacred and created by God in His image; that He wonderfully and fearfully created the unchanging nature of each person to be male and female. These two distinct, complementary biological sexes together reflect the image and nature of God (*Genesis 1:27*); We believe a woman should behave and dress as a woman and a man should behave and dress as a man (*Deuteronomy 22:5*).
11. We believe we are called to defend, protect, and value all human life (*Psalms 139:14*).

Our History

Dacula Classical Academy grew out of an established academy of fine arts that was opened and facilitated by a group of homeschooling families in 1998. At that time, instruction focused on historically-based fine arts courses which were offered one day a week to home school students. With the success of the fine arts program, parents began requesting that academic classes be added to the course offerings. School leadership recognized the need for a different approach to education, one that combined the elements of homeschool with the elements of a traditional school setting. In 2008, Dacula Classical Academy was founded as a private, classical school with a unique, collaborative academic structure.

Our Philosophical Perspective

To be classically educated is to be able to think independently and creatively, to communicate clearly with people, to solve problems, and to know that which is true, good, and beautiful. This kind of education is based on several platforms. First, great teachers are the key to inspiring students to seek out learning. Second, courses are taught with classic literature in addition to textbooks. Third, only quality work is acceptable; and fourth, students benefit from the value of a mentoring relationship in which both student and mentor are continually challenging themselves to grow. DCA fully understands the need for a generation of classically educated leaders, and evidence of this guiding philosophy can be seen in every classroom - from the excellent teachers, to the classic literature studied, to expectations in quality student work, and to the mentoring relationships found between students and DCA staff.

Our Goal: A DCA Graduate Profile

All DCA students will attain proficiency in the content areas of Latin, English, math, science, and history and will graduate from high school prepared for a post-secondary education. Students will grow into life-long and self-directed learners and will become proficient in new areas through research and inquiry. Above and beyond academic proficiency and meeting graduation requirements, each student will become:

- **Accomplished Scholar** - Student will engage in an educational journey that nourishes and disciplines both the mind and soul in this purpose driven education through the knowledge of content, understanding of ideas, and mastery of skills.
- **Admirable Leader** - Student will display personal and professional integrity through demonstrating perseverance, trustworthiness, empathy, and responsibility.
- **Skilled Communicator** - Student will demonstrate leadership qualities through the ability to effectively communicate to all audiences through proficiency in reading, writing, speaking, and listening.
- **Inspired Artist** – Student will develop courage to explore creative and academic expressions through utilizing their experience in the fine arts such as art, music, and drama.



Collaborative Academic Model School

Collaborative Academic Model School Structure

Dacula Classical Academy is a Collaborative Academic Model school that offers a unique format and condensed schedule that is very similar to the schedule a student in college experiences. We partner with parents in a collaborative educational setting where students are on campus taking academic classes on Tuesdays, Wednesdays, and Thursdays, with elective classes on Fridays. Students are at home the remainder of the week working on assignments and projects under their parents' direct supervision.

Collaborative Academic Model School Method

Dacula Classical Academy operates as a collaborative academic model school, which offers a unique structure and condensed schedule allowing students to complete their classes in a dual setting. We partner with parents in a collaborative educational setting where students attend classes on campus three and a half days a week. Students work on assignments at home under the direct supervision of a parent or tutor one and a half days a week. The school provides a traditional classroom experience with teacher-led instruction, small class sizes (15 students maximum per class), curriculum, assignments, assessments, records, and accredited transcripts. The parents' role in this model includes supervising and checking the schoolwork completed at home, tutoring, enriching the coursework with extracurricular learning experiences, and teaching time management and study skills, all while maintaining the primary position of influence and character building in the child's life. This format has several significant benefits:

1. Students are uniquely prepared to transition to college because the structure of college classes is familiar and students are accustomed to the schedule of attending classes a couple of days a week and completing coursework off campus.
2. The school's unique structure provides extra time for parents to instill the principles of virtue that form a person's character, behavior, and beliefs. Parents are also given the time to provide enriching activities that are not possible in a traditional, five-day, classroom format.
3. Students have flexible schedules that allow time for them to participate in activities outside of school such as working part time, volunteering, and sports.
4. The unique schedule allows students to participate in dual enrollment classes at the college level.

Collaborative Academic Model School Schedule

I. On-Campus Days (Tuesday, Wednesday, Thursday, and ½ day Friday)

Students attend classes on campus on Tuesday, Wednesday, Thursday, and a half day on Friday. When students are in classes on campus, they are receiving new instruction from classroom teachers and are participating in such activities as learning stations, direct lecture, group projects, experiments, discussion, debate, and demonstrations. Please see the Homeschool Support Elective Program section for more information about the classes offered on Friday.

II. Off-Campus Days (Monday and ½ day Friday)

Students are working on completing homework assignments that are designed to practice skills taught in class. Homework may include such activities as completing projects, practicing skills, memorizing portions of class content, researching related topics for discussion and debate in the classroom, and gathering additional general knowledge by reading textbooks, books, writing, editing, and rewriting assignments.

General Collaborative Schedule Sample

Actual Class Schedule Varies

Monday	Tuesday (Academic Classes)	Wednesday (Academic Classes)	Thursday (Academic Classes)	Friday (Elective Classes)
Home Work Day	8:45 - Devotion	8:45 - Devotion	8:45 - Devotion	8:45 - Devotion
	9:00 - Language Arts	9:00 - Language Arts	9:00 - Language Arts	9:00 - Classical Studies
	10:00 - Math	10:00 - Math	10:00 - Math	10:00 - Elective
	11:00 - History	11:00 - History	11:00 - History	11:00 - Elective
	12:00 - Lunch/Recess	12:00 - Lunch/Recess	12:00 - Lunch/Recess	12:00 - Dismissal
	1:00 - Science	1:00 - Science	1:00 - Science	Home Work Day
	2:00 - Latin	2:00 - Latin	2:00 - Latin	
	3:00 - Dismissal	3:00 - Dismissal	3:00 - Dismissal	

Collaborative Model – School Role

At Dacula Classical Academy, we believe that parents desire an education for their child that is Christ-centered, academically challenging, family-focused, and classically driven. DCA's responsibilities in this partnership include the following:

1. **Curriculum Materials** - DCA will evaluate and select curriculum materials that align with the school's purpose and student achievement goals.
2. **Teaching Staff and Instruction** - DCA will hire qualified teachers who will incorporate classical teaching methods in their classrooms, provide meaningful coursework, and build mentoring relationships with their students.
3. **Communication** - DCA teachers will use a Learning Management System (LMS) to post grades and homework assignments online, and to directly communicate with parents. School administration will also communicate by email.
4. **Assessments and Grading** - The teachers and school administration choose the types of assessments that will be used to evaluate student mastery. Assessments may include homework, quizzes, tests, papers, projects, journals, notebooks, maps, memory work, presentations, etc. (Tests and quizzes must be taken at school.)
5. **Standardized Testing** - DCA Academic students will complete standardized testing in March of every school year. There is no charge for Academic students to take this test. Elective-Only students may register and pay a fee to be included in testing. DCA will send a copy of the student's test results to each family, and we will keep a copy on file for future reference as needed. All Academic students must have current test results on file at DCA.
6. **School Meetings** - DCA offers several parent meetings throughout the school year including Fall Orientation, Curriculum Night, High School and College Planning, and Graduation Meeting. The purpose of school meetings is to support parents by reviewing course guidelines and expectations, answering questions, and providing information and counseling, as students complete their education.
7. **Individual Parent Conferences** - DCA offers individual parent conferences to provide support for specific student needs, to review student achievement and academic progress, to provide college advisement, and to assist with the college application process.
8. **Records, Transcripts, and Transfers** - DCA provides a complete, unofficial transcript at the end of each year of high school. A report card will be provided to all students K-8, at the end of each semester. The family will receive a copy which will meet the state of Georgia's requirement of homeschoolers to complete an annual progress report. DCA will also keep a copy for record keeping purposes. Should a student decide to attend a different school, parents must sign a formal transcript/records request from the new school. There may be a \$50 transcript fee when completing the records request. *Records will be released when all financial commitments to DCA have been met.* DCA will submit high school transcripts to GSFC for those students who qualify for scholarships to attend colleges in the state of Georgia (i.e., HOPE/Zell Miller scholarships).

9. **Graduation Service** - DCA holds a graduation service at the end of the school year for 12th grade students who have completed the required courses in the academic program and met all graduation requirements as defined on page 18.

Collaborative Model – Parent Role

Though the primary responsibility for academic success falls on the students, we believe that parents play an integral part in assisting students to meet their academic potential. Thus, the parents' responsibilities are as follows:

1. **State Guidelines** - Parents must follow the guidelines of the Georgia State Law concerning home study programs by submitting a "Declaration of Intent to Utilize a Home Study Program" before September 1st (annually). This registration is required of our students so that we can meet the State of Georgia's attendance policy.

The following website will guide you through the process of completing this online form.

<http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Pages/Home-Schools.aspx>

A copy must be on file with DCA at the beginning of each school year.

2. **Supervising and Assisting Students** - It is the responsibility of the parents during the school year to guide their student to complete each day's assignments. This is especially important on Mondays in order to make sure the student is ready for class on the following school days. The parents' role in the Collaborative Academic School model is that of tutor in the elementary through middle school grades and course monitor moving into the high school years. (If a student has a skill deficiency, it is highly recommended that the parents set up tutoring for their student.) Parents will be given solution guides so they can actively participate in their child's education by grading homework and requiring students to make necessary corrections to their work. (Solution guides and other support materials belong to DCA and are checked out for the school year.) Parents will also have access to web-based student assignments, and email access to our teachers. Student success is greater when students are supervised while they are working on class assignments. Even high school students do better when they are accountable to someone for their class work. **Parents should never purchase testing materials to "help" students prepare for tests. Integrity is in question when a student studies the test rather than the course material.**
3. **Communication** - If you find you have concerns, questions, or planned absences, we encourage you to contact your student's teachers. We ask the teachers to do likewise if concerns with students arise that can't be solved in class. Teachers may choose not to give assignments in advance of a planned absence. Preparedness of students will dictate this possibility. DCA uses an online Learning

Management System (LMS) for all grades and homework posting. This system allows direct communication between teachers, parents, and students. New families will receive an invitation to join the LMS before the first day of school. All homework assignments will be accessible through the LMS, but should be written down in the student agenda book while students are in class.

4. **Attending School Meetings** - It is important for parents to attend school meetings so that they stay informed, maintain open lines of communication, and build relationships with the teachers, administration, staff, and other DCA parents.
5. **Attendance & Punctuality** - In order for the student to achieve the greatest benefit from this academic opportunity, regular attendance and punctuality are essential. Out of respect for our instructors and fellow students, please have students on time (8:45 am). Once students arrive and have dropped off their materials in their first class, they should report to the lunchroom for morning devotion time. Parents will need to make certain that students are picked up, or if driving themselves, leave immediately following classes. The last class of the day dismisses no later than 3:00 pm. Students should not be dropped off before staff has arrived on campus (no earlier than 8:30 am). See High School Handbook for additional attendance requirements for graduation.
6. **Responsible Attire** - The purpose of the student dress code is not to inhibit any person's taste in attire, but rather to facilitate the process of education through reasonable guidelines of dress (*see page 23-24 for dress code details*). This includes any on and off campus events such as the Spring Formal for high school students. Detailed information regarding Spring Formal attire can be found on page 27. ***It is the parents' responsibility to make sure students choose appropriate clothing at all times.***

Collaborative Model – Student Role

1. **Student Accountability** - Students are required to have and use an agenda book to keep track of assignments for each class. For students in 3rd-12th grade, the agenda is the primary source for finding assignment information. The LMS should be used as a secondary source.
2. **Class Preparedness** - Students should be punctual and prepared for the day and for each class. Students should have all books and required materials and be prepared to participate in class activities and discussions.
3. **Completing Assignments** - Students should complete all assignments with a high standard of quality and submit work on time.
4. **Code of Conduct** - Students are expected to abide by the Christian Code of Conduct and follow School Policies found on pages 25-27.
5. **Communication** - Students should maintain open communication with their teachers through the LMS online program.
6. **School Facilities and Resources** - Students are expected to take care of the school facilities and resources including text books.

Admissions

Admissions Philosophy

We seek to enroll families who are dedicated to providing their child with an education that is Christ-centered, academically challenging, family-focused, and classically driven. More specifically, we seek families who are not only interested in Dacula Classical Academy as an educational alternative, but who value and support the philosophy that drives the school's mission to raise up young men and women in faith, character, and knowledge and who are committed to investing the time and effort it will take to accomplish this goal.

Our admissions process is designed to evaluate the whole child on the basis of their academic potential, scholastic motivation, extra-curricular interests, and character by examining past report cards, personal references, placement tests, admissions questionnaire, parental interview, standardized test scores, and by taking into consideration the potential overall to perform satisfactorily at DCA. The admissions committee's decision regarding placement is based on what is best for each child in regards to the student's academic, emotional, and behavioral needs. DCA reserves the right to deny admission to a student if his or her ability, behavior, or emotional development indicates that he or she could not best be served by our school program.

Dacula Classical Academy admits students of any race, color, national or ethnic origin.

Admissions Process

Step 1: *Submit an Application with Required Application Fee*

Step 2: *Submit Academic Records (required for students applying for the academic program)*

- A. Collect and submit the following records if coming from a public or private school:
 - Transcripts or report cards from the last two years
 - Most current copy of standardized test scores
 - Discipline records or letter stating there are none
 - Attendance records
 - Any other student support records (IEP, SST meeting notes, etc.)
- B. If coming from home schooling, submit the following records from the last two years:
 - List of completed courses with grades and curriculum used
 - Most current copy of standardized test scores

Step 3: *Provide Reference Information*

Provide the names and contact information for three people that you will ask to give a

reference for your child. The references may include teachers, coaches, tutors, mentors, etc., but may not include family members. We will provide a confidential questionnaire for your references to complete.

Step 4: *Schedule an Interview and Placement Test*

Once the above application, records, and reference information have been received, we will notify you through email that the application file is complete, and we will schedule a date and time for an interview and placement test. The placement test includes a reading assessment, math assessment, and writing sample.

Step 5: *Receive Notification of Admissions Panel Decision*

Once all of the above is complete and reviewed, the admissions panel will issue a decision regarding the acceptance and placement of the student based on what is best for the child as they take into consideration the child's potential for success at DCA. Each child's enrollment is considered in the order the application was received. You will be notified by email once the admissions panel reaches a decision.

Accreditation

Dacula Classical Academy is accredited through the Cognia accrediting body which includes the regional division, SACS CASI (Southern Association of Colleges and Schools Council on Accreditation and School Improvement).

Comprehensive Program

Comprehensive Program Overview

Dacula Classical Academy offers academic classes in the math, science, language arts, history, Latin, and classical studies subject areas on Tuesday, Wednesday, and Thursday from 8:45-3:00. The Comprehensive Program includes elective classes on Friday from 8:45-12:00. See page 21 for more information about the elective classes.

Classical Education Approach to Academic Classes

The goal of classical education is to teach students to read, think, speak, learn, and love learning. The classically educated student has been exposed to the great books, ideas, and works of art that have retained their value and virtue over time.

At Dacula Classical Academy, we follow the classical three-stage process of instruction to teach the tools of learning - grammar, logic, and rhetoric.

First through fifth grade classes emphasize grammar, meaning the foundational skills and concepts that students need to be able to build upon in future studies. In this stage basic reading, writing, and math skills are developed.

Students in sixth through eighth grades attend classes that focus on the relationships and interconnectedness of knowledge and ideas. This emphasis in the logic stage aligns with a child's natural development as students in these grades begin to question and discuss ideas with their peers and mentor teachers.

Students in ninth through twelfth grades attend classes that focus on the structure and style of expression and communication, which is known as the rhetoric stage. By the time students reach this stage, they have built a firm knowledge base and have learned to think and talk about ideas, and now they begin to hone their communication skills by learning to organize their thoughts, support their ideas, and express themselves through speaking as well as through creative and expository writing.

To be educated in any discipline, you must: know its basic principles (grammar), reason clearly about it (logic), and communicate its ideas and apply them effectively (rhetoric).

Academic Curriculum

Our curriculum is designed to assist in teaching, structuring, and motivating students to do their best. Not only do we provide teaching on the subject, but we also set completion goals for the students to help them learn to work within a time frame. We provide a safe and positive environment for healthy competition and peer interaction. Our integrated curriculum provides accountability and structure which leads to improved student motivation and attitude. We believe our well-balanced curriculum, coupled with teaching from a Biblical worldview, will develop lifelong learners capable of evaluating and discerning a godly approach to wise and productive adult lives.

DCA desires to disciple every student we teach, and we want Christ to have first place in their lives (Col. 1:18b). Although we do not teach a Bible class, all classes are taught from a Christian worldview.

Academic Scope and Sequence

The following charts provide a visual representation of the progression of subject matter that students complete in grades kindergarten through twelfth grade.

Early Elementary Academic Sequence

Subject	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Language Arts	Phonics, Reading, Spelling, Penmanship, & Composition	Phonics, Reading, Spelling, Penmanship, Composition, & Grammar	Phonics, Reading, Spelling, Penmanship, Composition, & Grammar	Novel Studies, Spelling, Penmanship, Composition, & Grammar	Novel Studies, Spelling, Penmanship, Composition, & Grammar
Mathematics	Number Sense with Manipulatives	Number Facts with Manipulatives, Number Operations	Number Facts with Manipulatives, Number Operations	Number Facts with Manipulatives, Number Operations, Number Sets	Number Facts with Manipulatives, Number Operations, Number Sets
Science	Days of Creation	Botany	Flying Creatures	Swimming Creatures	Land Creatures
Social Studies	World History	Ancient History	Medieval History	Early Modern History	Modern History
Latin	Latin Studies	Latin Studies A	Latin Studies	Latin Studies	Latin Studies

5th - 7th Grade Academic Sequence

Subject	5th Grade	6th Grade	7th Grade
Language Arts	Grammar, Composition, & Novel Studies	Grammar, Composition, & Novel Studies	Grammar, Composition, & Novel Studies
Mathematics	Number Operations and Number Sets - Fractions & Decimals	Number Operations and Number Sets - Fractions & Decimals	Pre-Algebra
Science	Human Body or Astronomy	Human Body or Astronomy	General Science
Social Studies	World History & Geography	World History & Geography	Georgia History
Foreign Language	Latin Studies	Latin Studies	Latin Vocabulary

High School Academic Sequence

Subject	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Language Arts	Grammar, Composition, & Novel Studies	Intro to Literature & Composition	American Literature & Composition	British Literature & Composition	Advanced Composition (Dual Enrollment)
Mathematics	Algebra I (HS credit)	Geometry	Algebra 2	Trigonometry	
Science	Physical Science (HS credit)	Biology	Chemistry	Forensic Science	
Social Studies	Geography	US History	World History I	Government & Constitution	World History 2 (Dual Enrollment)
Foreign Language	Latin I (HS credit)	Latin 2	Latin 3	Economics & Finance	

Online Learning Management System

DCA uses an online Learning Management System (LMS) for all grades and homework posting. This program allows direct communication between teachers, parents and students. New families will receive an invitation to join the LMS before the first day of school. Although homework assignments will be accessible through the LMS, students are required to use an agenda book to write down assignments given in class.

Student Evaluation and Grades

- Student grades are based on performance in the following:

Homework	Projects	Labs/Timelines/ Maps
Book Reports	Behavior	Participation/Attendance
Notebooks	Test/Quiz	Reading Journals
- All assignments are to be completed, checked, and corrected – no exemptions.
- Being absent does not exempt a student from assignments or assessments. Students are responsible for accessing missed lessons and assignments through the online learning management system.
- Tests are based on material covered in class, textbooks, and reading assignments.
- **Absences** - Students who are absent should complete assignments within one week upon return.
- Extra credit or correcting assignments for additional credit is up to the individual teacher on a class basis. No individual will be given extra credit to “bring up a

grade” for their overall class grade, but a teacher may give a whole class such an opportunity.

- **Failure to Complete** - Teachers **may** choose to accept assignments from students who fail to complete assignments and were not absent. Students will not be given more than two days after the original due date to turn in late work, and the amount of credit given will be up to the teacher’s discretion.

Grading Scheme	
Tuesday/Wednesday/ Thursday Academic	Friday Electives
A = 90 to 100	A = 90 to 100
B = 80 to 89	B = 80 to 89
C = 70 to 79	C = 70 to 79
D = 65 to 69*	D = 65 to 69
F = 0 to 64	F = 0 to 64

* A final grade of 69 or below will require repeating the course or taking an equivalent course before advancing in the subject. All grades will be included on the high school transcript.

Comprehensive Program Participation Policy

Students will not be allowed to drop out of core academic classes (Math, Science, History, Language Arts, Latin, and Classical Studies); however, students can be placed in a lower or higher-level class to accommodate skill level. If a student has a skill deficiency, it is highly recommended that the parents set up tutoring for their student.

High School Graduation Service

DCA holds a Graduation Service at the end of the school year for all Comprehensive Program seniors. All seniors wear cap, gown, and a stole. Honor students are recognized by honor cords awarded by DCA. Any other honors received outside of DCA may be included in the written portion of the student biographies in the graduation programs as well as highlighted on the student display board. The service includes a video presentation and music spotlighting each graduating student. For seniors wishing to participate in the service, check for requirements in the High School Handbook. *In order to participate in the service, all financial obligations to DCA must be paid in full by the date indicated at the Graduation meeting.*

High School Graduation Qualifications

To participate in the graduation service at DCA, Comprehensive Program students must complete at least 23 credits in APPROVED course work and be a student during his/her

senior year. All academic courses attempted will appear on a student's transcripts, but **only the courses with a grade of 70 or above will receive credit toward graduation.**

Academic Program Required Coursework:

Academic Courses	Classical Studies
English- 4 credits	Art History- 1 credit
Math- 4 credits	Music Appreciation- 1 credit
Science- 4 credits	Rhetoric- 1 credit
Social Science- 4 credits	Worldview- 1 credit
Foreign Language- 3 credits	

Types of Diplomas

Dacula Classical Academy offers two types of high school graduation diplomas:

1. *College Preparatory Diploma of Classical Studies* - Students completing DCA's high school Comprehensive Program as represented in the chart below without taking any additional elective classes will receive the College Preparatory Diploma of Classical Studies at their high school graduation.

College Preparatory Diploma of Classical Studies

Required Coursework:

Academic Courses	Classical Studies
English- 4 credits	Art History- 1 credit
Math- 4 credits	Music Appreciation- 1 credit
Science- 4 credits	Rhetoric- 1 credit
Social Science- 4 credits	Worldview- 1 credit
Foreign Language- 3 credits	

2. *Advanced College Preparatory Diploma of Classical Studies* - Students completing DCA's high school Comprehensive Program required coursework and four or more credits in general elective classes will receive the Advanced College Preparatory Diploma of Classical Studies.

Advanced College Preparatory Diploma of Classical Studies

Required Coursework:

Academic Courses	Classical Studies	General Electives
English – 4 credits	Music Appreciation – 1 credit	Additional Elective Program classes of your choice to total 4 credits
Social Science – 4 credits	Art History – 1 credit	
Math – 4 credits	Worldview - 1 credit	
Science – 4 credits	Rhetoric & Speech - 1 credit	
Foreign Language – 3 credits		

Elective course credit is determined by the difficulty of the class and outside class assignments. Elective credit is given in increments of .25 and .50 per semester. Hence, it could take more than one year to gain one full unit of credit.

Students who complete the Homeschool Support Elective Program and do not complete the Comprehensive program will receive a transcript of the classes taken at DCA, but they will not receive a diploma.

For more details regarding graduation information, please refer to the High School Handbook.

Elective Program

Elective Program Overview

Dacula Classical Academy offers elective classes in the areas of fine arts, practical arts, and technical arts on Fridays from 8:45 am – 12:00 p.m. The electives are included in the Comprehensive Program, or they can be taken as a stand-alone Homeschool Support Elective Program. Students in kindergarten through second grade have a set program of content and activities while students in third through twelfth grade may choose from a schedule of class offerings. Elective classes are scheduled on a rotational basis so that there are a variety of topics, and a new schedule of elective classes is posted prior to each semester. During the first two weeks of the semester, students may change their choice of classes if space permits. After the second week of the semester a student may only drop a class. **Elective class offerings are different each semester.**

Elective Program Curriculum

DCA's fine arts curriculum was developed around the same parameters as our academic courses. Our goal is to help students in early elementary grades to explore all the different areas of the arts and help them find and refine their God-given talents. The middle school fine arts are devoted to defining skills while the high school level classes are devoted to refining skills.

Elective Program Scope of Classes

The following charts provide a visual representation of the types of classes and subject matter that are offered in the elective program. This is a sampling of classes that we have offered and not all the classes listed below are offered every semester. A preview of classes for the upcoming semester is available to enrolled families before the elective class enrollment period.

Fine Arts Electives

K through 2nd grade students participate in a set program that is designed to expose the students to different fine arts and activities.

Grades	Art	Music	Drama
Elementary	Drawing, Painting, Sculpting	Chorus, Recorder, Hand Bells, Rhythm & Stomp	Show & Tell, Skits, Recitations, Elementary Drama
Middle School	Jewelry Making, Calligraphy, Mosaics, Photography, Scrapbooking	Voice, Violin, Ukulele, Guitar, Orchestra, Musical Theater	Introduction to Theater, Readers Theater, Drama
High School	Studio Art, Oil Painting, Graphic Design, Stain Glass	Orchestra, Voice, Guitar, Ukulele	Drama Production*, Comedy Cafe, Monologue

* Drama Production

DCA sponsors a Drama Production in the fall of each year. Auditions are in late July or early August before school starts. Those students who are cast in the play will meet on Fridays as one of their elective classes.

Practical Arts, Technical Arts, and General Interest Electives

Grades	Practical Arts	Technical Arts	General Interest
Elementary	Cooking, Gardening, Hand Sewing, Animal Care	Computer Coding, Keyboarding, Math Games	Lego Design, Magic Treehouse Book Club, Tea Party, Flying Machines
Middle School	Sign Language, Fashion Design, Machine Sewing, Home Repair and Maintenance	Movie Making, Animation, Scrap Booking, Computer Coding	Color Guard, Model Construction, Probability and Games, Mythology
High School	Interior Design, Career Exploration, First Aid, Babysitting, Home Economics	Blog Writing, Web Page Design, Graphic Design, Animation	Swing Dance, Business Ventures, Chess Club, Floral Design, Newspaper

Elective Course Credit

Elective course credit is determined by the difficulty of the class and outside class assignments. Elective credit is given in increments of .25 and .50 per semester. Hence, it could take more than one year to gain one full unit of credit.

Student Evaluation and Grades

Students will be evaluated and graded on their performance in the following for general elective classes:

- class participation
- performance practice
- completion of individual and group projects

Students will be evaluated and graded on their performance in the following for classical studies classes:

- class participation
- quizzes
- tests
- projects

Behavioral Principles and Guidelines

Three Biblical Convictions

Dacula Classical Academy seeks to provide an educational environment that is respectful, peaceful, challenging, and safe. The Bible outlines appropriate behavior, and while students are not required to be Christians as outlined in our statement of belief, we do expect each and every one to exhibit Christian behavior. These behaviors include, but are not limited to the following:

In Speech: Use wholesome talk; refrain from coarse joking; speak the truth in love; do not gossip or slander others. (*Ephesians 4:29, Ephesians 4:15*)

In Action: Be kind and respectful; show compassion; be gentle; display joyfulness and self-control; be a peacemaker; be honest and caring. (*Galatians 5:22-23, Matthew 5:9, Proverbs 22:21*)

In Attitude: Show fortitude and attentiveness; be conscientious and steadfast; push for excellence; show a positive attitude. (*2 Peter 1:6, Colossians 3:23, Hebrews 4:12*)

Christian Code of Conduct

A godly standard of behavior is required to accomplish the goals of DCA. Students will be expected to demonstrate self-control and godly discretion in their speech, actions, dress, and other forms of expression at all times. Maintaining an atmosphere conducive to academic and spiritual growth, students will be required to adhere to the Code of Conduct. The following Code of Conduct has been written to inform the students as to the types and range of behaviors that are acceptable or unacceptable; nevertheless, not every specific variation of prohibited conduct has been included. Consequently, students should expect to be disciplined for conduct that inhibits the school from operating in an orderly and godly manner.

The following are the Christian conduct expectations that are laid out for students enrolled at DCA:

1. STUDENTS' DISCIPLINE RIGHTS AND RESPONSIBILITIES

The Code of Conduct is based on the idea that the student has certain rights and responsibilities. You, the student, have the right to pursue an education in an orderly environment free of distractions and disruptions by other students. You also have the responsibility to conduct yourself in such a way that other students can also learn in an orderly and respectful atmosphere. You have the right to know exactly what is expected of you, and the responsibility to live up to these expectations.

2. ATTITUDE

- Students shall relate to authority figures with respect and courtesy.
- Students shall relate to fellow students with respect and courtesy.
- Students shall approach their studies in a manner that glorifies God (i.e., assignment completion in a timely manner; preparedness and participation in classes).

3. SPEECH

Students shall communicate in a Christ-like manner. No offensive language will be tolerated including obscenity, foolish talk, coarse joking, slander, gossip, or threats.

4. DRESS

Students shall dress in a conservative manner. The dress code is designed to reduce the likelihood of distraction or disruption to the daily academic focus. Choose modest clothing so that your fellow students are not distracted by your attire. It is your responsibility to assure that your guests at school, or a school related function, follow the dress code.

If, in the judgment of the administration or staff, a student is dressed inappropriately, the student will receive a first-time warning and be required to change clothing. Repeated offenses will be addressed through the Disciplinary Plan. **Any student's dress/appearance not specifically stated below which the faculty or staff deems undesirable will not be permitted.** Conservative dress includes, but is not limited to, the following:

- The following types of leg coverings ARE permitted: Jeans, dress pants, khaki pants, athletic pants, shorts, skirts, dresses. All leg coverings must reach the knee or below.
- Undergarments should not be visible at any time.
- No leggings, unless worn under a dress or skirt.
- No spandex or yoga pants.
- Pants, shorts, and skirts should not be excessively baggy, excessively tight fitting, low-riding, ripped, worn, or showing any holes.
- Shirts should not be tight fitting, not expose midriffs, not be low cut at the neckline exposing cleavage while sitting, moving, or standing.
- No sleeveless shirts.
- No student's clothing should display words or symbols that are inflammatory, derogatory, insulting to other students, or in reference to gangs. Articles of clothing, which have words or designs that are suggestive, obscene, or in relation to drugs or alcohol, are prohibited.
- No unnatural hair colors.
- No visible tattoos or body piercings or excessive ear piercings.
- Hats are permitted, however, head coverings that are distracting are not permitted.
- Health regulations and safety factors require that shoes be worn at all times. Bedroom shoes/slippers are not allowed.

5. ILLEGAL SUBSTANCES

No illegal substances (drugs, alcohol, or cigarettes) shall be possessed or used before, during, or after school hours on school property or at any school function. Students found in violation may be immediately expelled from DCA.

School administrators, teachers, and/or their designated representatives are given the authority to conduct a reasonable search of students and their possessions, including the vehicle of driving students, when on school property, on property being used by the school, at any school function or activity, or at any school event being held away from school if it is established there is reasonable suspicion of the student being in violation of a school code.

6. PHYSICAL VIOLENCE

No physical violence between students will be tolerated. If a student hits another student, that student will be suspended for a period of two days. If both students are found to have hit one another, both students will be suspended for a period of two days.

7. HONOR CODE

Students shall conduct themselves honestly and honorably during any assignment or testing situation. During tests, students are expected to abstain from taking, receiving, or sharing information. Students must refrain from sharing course tests with students who take the class after them. Teachers reserve the right to more specifically monitor and manage the learning environment to maintain the optimal conditions for all students in the class. If a student has cheated, the disciplinary

action will be as follows:

- **1st offense:** The student(s) will receive a "0" on that test and be placed on academic probation.
- **2nd offense:** The student(s) will receive an "F" for the course and be expelled without refund of tuition.

Acquiring a copy of any test for the sole purpose of studying the test to ensure a passing grade is strictly prohibited.

8. PLAGIARISM

Plagiarism occurs when a student copies the writings or ideas of an author or another person and presents the writings or ideas as their own. When using the writings or ideas of an author or another person, a student is required to use quotation marks and a citation (e.g., footnote) to the true author. The first time a student is found to have plagiarized, the student will receive a "0" on the assignment and will be placed on academic probation. The second time a student is found to have plagiarized, the student will be expelled from DCA without refund of tuition.

9. ACCOMPLICE

Students found guilty of being an *accomplice* to any violation of the Code of Conduct are subject to the same penalties as students who are actively involved in committing such offenses.

10. PHYSICAL DISPLAYS OF AFFECTION

No student shall engage in inappropriate physical displays of affection at school or at a school activity. This includes, but is not limited to holding-hands, kissing, caressing, and similar behavior.

School Policies

The following are school policies that students are expected to abide by:

1. ATTENDANCE & PUNCTUALITY

In order for the student to achieve the greatest benefit from this academic opportunity, regular attendance and punctuality (arrive by 8:45 am) are essential. Out of respect for our instructors and fellow students, please be on time for classes and for pick-up (classes dismiss no later than 3:00 pm). Parents are required to make certain that students are picked up, or if driving themselves, leave immediately following class. Students are not permitted to loiter on school premises (including in parked cars). Morning devotion starts at 8:45 am each morning. Students are required to report to the lunchroom as soon as they arrive. "Hanging Out" in a classroom, hallways, or front lobby is not allowed.

2. CELL PHONES / ELECTRONICS

NO CELL PHONES or electronics are allowed at school. “Electronics” include, but are not limited to: cell phones, computers, tablets, cameras, MP3 players, iPods, earphones, and **smart watches**. If these items are found at school, they will be confiscated. The first time a student’s phone or other item is confiscated, a parent will need to retrieve the confiscated item(s) from the front desk. The second time a student’s phone or other item is confiscated, a fine of \$50 will be required to retrieve the item. *Driving students will be permitted to keep their cell phone in their vehicle.* Certain Tapestry classes require the use of computers, cameras or other electronic equipment. Those devices will be allowed and must be used and stored in the classroom where they will be used. If these class specific devices are used to distract or disrupt those classes, they will be confiscated.

3. FOOD AND DRINK IN CLASSROOMS

Students are allowed to have only water in the classrooms. All other food and drinks need to be consumed in the lunchroom. Gum is not allowed. Kindergarten students are allowed a snack and water during the day as set by the teacher for a specific time.

4. DRIVING STUDENTS

All driving students must use extreme caution while driving in the parking lot. Any driving deemed reckless by the Administration will result in the student's driving privileges being revoked. **All driving students must have a Student Driver Information form on file with DCA along with a copy of their driver’s license.** Driving students are not permitted to go out to their car during the school day except when approved to leave campus for lunch.

5. LEAVING CAMPUS

Once students arrive at school or a school related function, he/she will not be allowed to leave campus alone or with another student. No student will be allowed to walk to any of the surrounding stores or establishments during or following school hours. If a student must leave early, he/she must have parental permission and sign out in the office before leaving campus. APPROVED Juniors and Seniors may leave campus for lunch with prior written permission from parents and Administration (pick up form in the office). **Students will not be permitted to transport other students to/from restaurants during the lunch period.**

6. LUNCH/RECREATION TIME

Students should be either in the lunchroom or recreation area. Tutoring with a teacher is the only exception.

7. FORMAL SPRING DANCE

DCA sponsors a formal spring dance for high school students at the end of each year. The dance is held off campus and includes a live DJ, catered desserts, and parent and staff chaperones. Students must be entering the 9th grade at the time of the dance and be a DCA student in good standing. Students should choose

formal attire for this event. Ladies' dresses should come below the knee and provide adequate coverage of all other areas. Guys should wear a suit or tuxedo including a jacket and tie. It is the parents' responsibility to make sure students choose appropriate clothing for this event. Any questions about the appropriateness of the formal attire chosen can be asked well ahead of purchasing or wearing those items. Guests of DCA students are expected to follow the dress code for the dance as well as the other Code of Conduct items that apply to a school event. DCA students are responsible for reviewing the Code of Conduct with their guests.

Disciplinary Plan

A godly standard of behavior is required to accomplish the goals of DCA. Students will be expected to demonstrate self-control and godly discretion in their speech, actions, dress, and other forms of expression at all times. Maintaining an atmosphere conducive to academic and spiritual growth, students will be required to adhere to the Code of Conduct. Consequently, students should expect to be disciplined for conduct that inhibits the school from operating in an orderly and godly manner.

Disciplinary Actions

STEP 1 ~ If a student violates the Code of Conduct in his or her speech, actions, dress, or other form of expression, a teacher, staff member, or administrator will talk with the student about the violation. If the violation occurs in the classroom and is deemed disruptive to the class, the student may be removed from the classroom and sent to the office, and an administrator will discuss the violation with the student. After the conversation with the student has taken place, the parents will be notified, and the student will be expected to immediately rectify the problem. Depending on the severity of the violation, a parent conference may be deemed necessary and a student intervention form may be filed in the student's school record.

STEP 2 ~ If a student continues to violate the Code of Conduct, the student will be sent home for the day and can be placed on behavioral probation.

STEP 3 ~ After the student returns to school from being sent home for the day, any additional violation will result in suspension if already on probation. This determination will be made by the office staff. Depending on the severity of the violation, the student can be suspended for up to (3) days.

STEP 4 ~ If the student's behavior does not improve or deteriorates after being suspended, any additional violation will result in dismissal from DCA.

Order of Discipline actions

1. Warning / Phone call to parents
2. Sent home for the day / Behavioral probation
3. Suspension for up to (3) days
4. Dismissal

*Depending on the severity of the violation, a student may be dismissed immediately without going through any other steps of discipline.

Behavioral Probation

The principal may place a student on behavioral probation if the student's behavior is physically or verbally defiant towards correction. The period of time the student is placed on behavioral probation will be up to the discretion of the principal and will be commensurate with the seriousness of the offense. Further offenses during probation will result in dismissal.

Academic Probation

Students are expected to complete their homework and other assignments in a timely manner, be prepared for each class with all necessary work or supplies, and participate in class with an attitude of readiness to learn. If a student fails to meet these expectations, the principal may place that student on academic probation. The period of time the student is placed on academic probation will be up to the discretion of the principal. Further demonstrations of a poor attitude towards studies during the probationary period may result in dismissal.

Financial Responsibility

In the event that a student is dismissed from school due to a discipline or an academic reason, the parents remain responsible for the full amount of tuition for the entire school year.

Conflict Resolution

Conflict Resolution for Parents

A. *If you have a concern or issue regarding the classroom:*

1. Present your concern or issue to the teacher directly through email or schedule a time to meet with the teacher at school.
2. Express your concern promptly as negative feelings can build up and have a detrimental effect on everyone involved.

3. Express your concern clearly with tender mercy and love as both parties work to find understanding and resolution.
4. Bring the concern to the school principal if the problem is not resolved through these steps or if you feel she should know about it.

B. If you have a concern or issue regarding school policy or operations:

1. Present your concern or issue directly to the school principal through email or schedule a time to meet with the principal at school.
2. Express your concerns directly to the school principal as opposed to teachers or fellow parents because they are not able to address or resolve the issue. Sharing concerns with others instead of the one who can resolve the complaint can lead to gossip.

C. If you are told a complaint:

1. Direct the person with the concern to discuss it with the specific individual in question.
2. Do not repeat complaints to others as that may result in gossip.

Conflict Resolution for Students

A. If you have a concern or issue regarding a class or teacher:

1. Discuss your concern with your parents first and ask for their help in navigating the problem.
2. Bring your concern to the teacher's attention with parents present if necessary.

B. If you have a concern or complaint regarding another student:

1. Present your concern or complaint directly to the person involved as opposed to other students because other students are not able to provide resolution. Sharing concerns with others instead of the one who can resolve the complaint can lead to gossip.
2. Include a mediator such as a teacher or administrator for issues taking place at school if you are unable to resolve the problem yourself.

C. If a complaint is made about you:

1. Understand the problem. Talk directly to the person with the complaint and make sure you know exactly what the complaint is and why it is being made.
2. Give it prompt attention. Talk to the person who is complaining about you as soon as possible and try to reach a resolution because avoidance may make the problem worse.

3. Include a mediator such as teacher or administrator for issues taking place at school if you are unable to resolve the problem yourself.
4. Learn from mistakes and turn them into growth experiences.

Biblical Teaching on Conflict Resolution

In Matthew 5:23-24, Jesus tells us, “Therefore, if you are presenting your offering at the altar, and there you remember that your brother has something against you, leave your offering there before the altar and go; first be reconciled to your brother, and then come and present your offering.” We need to resolve disagreements we have with others so that we can bring our praise and offerings to Him with a clean heart. When it comes to conflict with others:

1. Express the complaint promptly; don’t let the issue percolate.
2. Express the complaint to the right person, the one with whom you have the complaint.
3. Don’t broadcast the complaint. Express it only to the person who should hear it. Unneeded stress, worry, harm and hard feelings result when problems and dissatisfactions are expressed to people other than those directly involved with the problem.
4. Pray about it. Ask God to help you make your complaint in such a way that it will result in the betterment of others and our school.

Tuition and Fees

Tuition Information

All tuition and fees cover one school year and are subject to change from year to year. Tuition and fees are non-refundable and non-transferable. You can find tuition and fees for the current school year on our website at: www.daculaclassicalacademy.com

Please note that re-enrollment may be denied if your financial account is not in good standing by May 1st.

Tuition and fees for each year will include the following:

1. Application/Registration Fee (new and returning students)
 - Application fees are due at time of registration for new students
 - \$50 is nonrefundable

2. Tuition includes curriculum and supply fees
3. Senior Fees for high school graduation
4. Records Management Fee for dual enrollment students

Tuition may be paid in one of the three following ways:

1. Plan A ~ Annual - payment in full no later than July 1st
2. Plan B ~ Biannual - two payments paid on July 1st and on January 2nd (*This option has an added finance charge of 3%*)
3. Plan C ~ Monthly - (11) payments due the 1st of each month for the months of July-May (*This option has an added finance charge of 5%*)

A late fee of \$35.00 will be applied for any payments that are more than one week past the chosen payment plan due date. Returned checks are subject to a \$35.00 returned check charge. DCA reserves the right to require the annual payment plan when deemed necessary.

*If a student is not accepted or decides to withdraw his/her application before June 30th, \$50 will be withheld from the application before refund. If a student decides to withdraw his/her application after June 30th, the application fee will not be refunded. If a student withdraws after the start of the school year, the application fee will not be refunded and you will be liable for tuition and included fees for the entire year.

Financial Commitment

NOTE: Please prayerfully consider this commitment before applying. You will be held liable for payment for the full year once the school year has begun. Your application is considered a binding contract to this agreement.

If a student does not complete a full school year, he/she may not be eligible to return for the next school year.

Where have our graduates gone?

Abraham Baldwin Agricultural College - Tifton, GA
Anderson University - Anderson, SC
Athens Technical College - Athens, GA
Brenau University - Gainesville, GA
Cedarville University - Cedarville, OH
Emmanuel College - Franklin Springs, GA
Florida State University - Tallahassee, FL
Georgia College and State University - Milledgeville, GA
Georgia Gwinnett College - Lawrenceville, GA
Georgia Tech - Atlanta, GA
Georgia Southern University - Statesboro, GA
Georgia State University - Atlanta, GA
Gwinnett Technical College - Lawrenceville, GA
Lee University – Cleveland, TN
Liberty University - Lynchburg, VA
Middle Georgia College - Cochran, GA
Piedmont College - Demorest, GA
Samford University - Birmingham, AL
Savannah College of Art & Design - Savannah, GA
Southern Polytechnic State University - Marietta, GA
Truett-McConnell College - Cleveland, GA
University of Georgia - Athens, GA
University of North Georgia - Dahlonega & Gainesville, GA
University of South Carolina - Columbia, SC
United States Army
United States Navy

Contact Information

All correspondence, application forms, payments, etc. can be mailed to the following address:

Mailing Address
Dacula Classical Academy
P.O. Box 986
Dacula, GA 30019

Or dropped off at the following address:

Physical Address
495 Harbins Road
Dacula, GA 30019

Questions can be directed to Stacey Sheets at

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or
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Our web address is:

www.daculaclassicalacademy.com