



Educational Plan

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Executive Overview

Executive Overview

The Christian Classical University Model School at Castle Hills Educational Plan serves as a comprehensive blueprint designed to shape the new school model. It encompasses various components of the school, aiming to inform and involve all stakeholders throughout the process. This plan is structured to guide the development and implementation of educational strategies, ensuring alignment with the school's overall vision and goals. Through this framework, The Christian Classical School at Castle Hills aims to launch a cohesive and effective classical educational environment.



Purpose and Direction

Purpose and Direction

Mission Statement

Leading students to know Christ and make Him known.

Vision Statement

Developing tomorrow's servant leaders today.

Purpose Statement

The great purpose of The Classical University Model Christian School at Castle Hills is to lead students to know Christ and make Him known. Our highest goal is to raise up students who look like and live like Jesus - the ultimate servant leader. We intentionally partner with parents to produce well-rounded young people who are equipped to think, reason, discern truth, and contribute positively and productively to society.

Statement of Faith

Our core beliefs include the following:

- We believe the Bible is the inspired, infallible, authoritative, inerrant Word of God (2 Timothy 3:16; 2 Peter 1:21).
- We believe there is one God, eternally existent in three persons: Father, Son, and Holy Spirit (Genesis 1:1; Matthew 28:19; John 10:30).
- We believe in the deity of Christ (Matthew 3:17), His virgin birth (Isaiah 7:14; Matthew 1:23), 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), His bodily resurrection (John 11:25; 1 Corinthians 15:4), His ascension to the right hand of the Father (Mark 16:19), and His personal return in power and glory (Acts 1:11; Revelation 19:11).
- We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and men are justified on the single ground of faith in the shed blood of Christ. Only by God's grace and through faith alone we are saved (John 3:16-19; John 5:24; Romans 3:23, 5:8-9; Ephesians 2:8-10; Titus 3:5).
- 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 punishment (John 5:28-29).
- We believe that man was created by a direct act of God in His image, not from previously existing life (Genesis 1:1,22,27; 1 Corinthians 11:7; James 3:9).
- We believe in the spiritual unity of believers in the Church of our Lord Jesus Christ (Romans 8:9; 1 Corinthians 12:12-13; Galatians 3:26-28).
- 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; 1 Corinthians 6:19-20; Ephesians 4:30; 5:18).



Educational Ethos

Educational Philosophy

The great purpose of The Classical Christian School at Castle Hills is to lead students to know Christ and make Him known. Our highest goal is to raise up students who look like and live like Jesus—the ultimate servant leader. We intentionally partner with parents to produce well-rounded young people who are equipped to think, reason, discern truth, and contribute positively and productively to society.

Education and training of students are based on a God-centered, Classical Christian approach. A Classical Christian school emphasizes the pursuit of truth, goodness, and beauty and believes God is the source of all knowledge and wisdom. Our central educational goals include a commitment to the following:

- Provide a world-class, timeless, classical education that trains students to reason through the Trivium of Grammar (the foundation of knowledge and facts), Logic (thinking critically and reasoning soundly), and Rhetoric (the art of articulating thoughts persuasively) in preparation for success in a complex world. (Proverbs 1:2-8)
- Foster a love of learning through a curriculum that fully integrates the Bible with literature, history, language, art, math, and science, allowing students to think deeply about the world around them and discern truth. (II Timothy 2:14-15)
- Develop a Christian worldview in all areas of life and equip students to defend the faith through reason and apologetic persuasion. (Deuteronomy 6:5-7, Colossians 2:8)
- Commission students to live out their calling to pursue daily discipleship by a fervent commitment to the Great Commission and Great Commandment. (Matthew 22:38-40, 28:16-20)
- Instill virtuous character and spiritual self-discipline with evidence of justice, prudence, temperance, fortitude, faith, hope, and love for God and others. (Philippians 2:5, II Peter 1:3-11).
- Develop the servant leader qualities found in the ultimate role model - Jesus Christ- and express servanthood in every aspect of life. (Matthew 20:25-28)
- Ground students in the truth that they are “fearfully and wonderfully made” and that God has a unique plan and purpose for their lives. (Psalm 139, Jeremiah 29:11)
- Partner with parents in their God-given responsibility to nurture, teach, and train their children to know Christ and live according to His purposes. (Deuteronomy 6:6-7, Proverbs 22:6)

“And when the student is fully taught, he will be like his teacher.” -Jesus Christ (Luke 6:40)

Portrait of a Graduate

We are devoted to guiding students on their journey to become good, wise, and virtuous men and women of faith. With character formation at the center of all aspects of schooling and life, we provide opportunities to discern and emulate the true, the good, and the beautiful, cultivating both mind and soul. Recognizing our role as an extension of the Christian home, we strive to shape our students by instilling good habits, inspiring creativity, and equipping them to stand independently for the Lord in their generation. This Portrait of a Graduate exemplifies the ideal of wisdom, integrity, and purpose. It is the beacon by which our classical Christian education illuminates the path for our students from kindergarten to graduation.

We are committed to cultivating students who are dedicated to:

Spiritual Formation

Grow in the grace and knowledge of our Lord and Savior Jesus Christ. (2 Peter 3:18)

At the heart of the graduate lies a profound faith in Jesus Christ as their Lord and Savior. We pray that our students will understand and believe the Gospel, believing that Jesus bought their redemption, confess him as Lord and Savior, and desire to love him with all their heart, soul, and mind.

Grammar School Students:

- demonstrate an understanding of Gospel truths by loving God and loving others
- identify as a child of God responding to own sin with acceptance of Jesus Christ as Savior and King.

School of Logic and Rhetoric Students:

- articulate personal faith and trust in Christ as Lord and Savior.
- are secure in their identity as a disciple of Christ.

Biblical Wisdom

If someone asks about your hope as a believer, always be ready to explain it. (1 Peter 3:15)

Biblical wisdom equips graduates to discern good from evil, grounding their understanding in God's Word as the ultimate truth. They engage with creation in wonder and appreciation, diligently pursuing beauty and excellence. Through a Scriptural lens, they gain insights into life and culture, actively participating in disciple-making conversations and apologetic discussions.

Grammar School Students:

- memorize scripture
- learn the narrative stories of the Bible
- maintain the right attitude for the tasks before them
- explore nature and appreciate the beauty of creation

School of Logic and Rhetoric Students:

- seek to grow in grace and knowledge of Christ by developing a personal prayer life and engaging in more in-depth Bible study.
- understand life and culture through a Scriptural lens
- engage in Great Commission conversations and apologetic discussions
- appreciate the beauty in creation and aesthetics in the Arts.
- honor God by treating their body as a temple of the Holy Spirit.

Virtuous Scholarship

An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge. (Proverbs 18:15)

A virtuous scholar sees learning as a lifelong journey, deeply engaging with texts and ideas. They have a masterful command of language, viewing it as a divine gift for acquiring and sharing knowledge. With clarity, wisdom, and eloquence, they discuss literature, philosophy, and science, inspiring those around them. Committed to excellence in communication, they analyze complex ideas thoughtfully and strive for quality in all their work. Understanding that Christ and His Kingdom are central to all learning, this scholar embraces what is good, beautiful, and true, pursuing academic and career goals with a focus on glorifying God and bringing joy to others.

Grammar School Students:

- love learning and have a deep curiosity about the beauty of the world around them.
- pursue good workmanship in all that they do
- acquire skills in grammar, vocabulary, and writing mechanics.
- build the habit of reading quality literature.
- memorize poetry.
- ask questions and seek clarity while reading.
- acquire tools for learning.

School of Logic and Rhetoric Students:

- read and deeply understand original works of art and complex texts
- possess a masterful command of language, speaking, reasoning, and writing with wisdom and eloquence.
- are able to test what is true, good, and beautiful against modern culture.
- reason truthfully and analyze complex ideas with discernment.

Servant Leadership

Have this attitude in you, which was also in Christ Jesus. Philippians 2:5

A servant leader understands that the education they have received extends beyond personal development; the tools, wisdom, and eloquence they have acquired serve as instruments for advancing God's Kingdom. By embracing the call to lead through service and committing to making disciples, they actively seek opportunities to positively impact their community and local church, recognizing themselves as stewards of God's creation.

Grammar School Students:

- attend and participate in a local Bible-believing church with their family.
- consider others before self.
- see what needs to be done and do it.
- begin to share stories about Jesus with peers and family.

School of Logic and Rhetoric Students:

- actively participate in the life of the local church.
- demonstrate a servant's heart engaged in serving others.
- affirm the value of others as image-bearers of God.
- fulfill the duties and responsibilities of a godly citizen.
- reflect the character of Christ in interactions with others.
- are unashamed of the Gospel and willingly share God's goodness and truth with others.

Traditional and Classical Education Comparison

This helpful comparison guides and shapes discussions with our admissions department as families discern which methodology best suits their families. The two educational models offer distinctives in four primary categories: ideology, curriculum, instruction, and schedule.

1. Ideology

Traditional Christian Education

Our conventional Christian education centers around integrating Christian beliefs and values into a broad educational framework. We apply a biblical worldview and Christian perspective in all subject areas, equipping students with essential academic knowledge enhanced by the ability to reason, think critically, and solve problems. Students are expected to utilize the information and content presented throughout their educational journey to prepare them for continued achievement and spiritual development in an increasingly complex world.

Classical University Model Christian Education

The modern application of this methodology is derived from the ancient Greco-Roman educational model, the Trivium (grammar, logic, and rhetoric), and the seven Christian virtues. We teach to instill prudence, justice, fortitude, temperance, faith, hope, and love. The classical framework aims to develop students' deep understanding of the development of Western civilization from a Christian worldview. Applied wisdom and virtue are an integral part of classroom discussions and debates. With an emphasis on equipping students with how to learn and think independently, they are taught to articulate their reasoning effectively through spoken and written word, relying on a base of holistic knowledge and understanding that aligns with God's will as the author of all knowledge.

2. Curriculum

Traditional Christian Education

Our conventional curriculum includes a robust model of core subjects, including Bible classes, and nurturing electives, which include the arts and athletics. Each subject is infused with the application of Christian principles and a Biblical worldview. The administration and faculty select texts and curriculum materials to provide robust academic knowledge and the skills essential for applying it to everyday life.

Classical University Model Christian Education

The Trivium outlines the learning stages of students as they mature and develop in the pursuit of knowledge, understanding, and wisdom. In the Grammar stage (grades Pk-4), students focus on memorization and acquiring foundational knowledge. The Logic stage (grades 5-8) emphasizes critical thinking and the application of logical reasoning to gain understanding. The Rhetoric stage (grades 9-12) allows students to concentrate on persuasive communication and skilled articulation of their knowledge and wisdom. The curriculum includes the study of classical languages, including Latin and Greek, as well as the great works of literature, philosophy, and theology from Western civilization. Texts and primary resources are selected specifically for each developmental phase, equipping students to be lifelong learners and critical thinkers.

3. Teaching Methodology

Traditional Christian Education

Our school employs a variety of effective teaching methods, ranging from direct teacher-to-student instruction to student-centered engagement through guided discussions, debates, and enriching classroom activities. The emphasis is on equipping students with essential academic knowledge and skills and reinforcing Christian values. Students read principle-rich, nurturing literature aligned with the curriculum goals.

Classical University Model Christian Education

Classical University Model Christian education uses a variety of teaching methods, including direct instruction, Socratic dialogue, discussions, and debates. Reading assignments of primary texts and rich, nourishing literature are intentional and purposeful in order to analyze details and enhance comprehension, application and critical thinking. The home-to-school partnership is essential to student success as teachers come alongside parents in the instruction to guide, support, and enhance the student's overall learning.

4. Schedule

Traditional Christian Education

The School at Castle Hills follows a conventional school day schedule. Students attend school five days per week during traditional school hours. Teachers are integral influences in students' lives, providing living examples of character and Biblical values as they teach the curriculum. Parental involvement is highly encouraged outside the classroom, as the faculty and staff come alongside parents to help produce young people who know and love Jesus Christ.

Classical University Model Christian Education

The University Model aligns with a collegiate-style schedule that expands with the students as they progress through Grammar (elementary), Logic (junior high), and Rhetoric (senior high) school. This gradually releases age-appropriate independence, time management, self-accountability, and organizational skills.

- Grammar School students (K-4th) attend school two days per week (T/Th). Scholé is an optional day for Grammar School students on Fridays.
- Logic School students (5th – 8th) attend school three days per week (M/W/F), and
- Rhetoric School students (9th – 12th) attend three to five days per week depending on course selection.

On the days the students are not on campus, they are expected to work at home with direct guidance from the parent to continue, reinforce, and enrich the instruction. Parents do not need formal education training or teaching experience, but rather the ability to commit the time to engage, direct, support, and mentor their children. The school views this as a true partnership supporting the parent's responsibility to raise up a child. **Lesson plans for at-home instruction are provided by the classroom teacher.**



Governance

Board Structure

The Classical Christian School at Castle Hills will be governed by a committee of board members, a subset of the larger board of directors of The Christian School at Castle Hills. This committee will have three primary responsibilities: overseeing the school's development, reviewing and approving school policies, and providing guidance on both short-term and long-term financial planning and resource allocation. The committee will collaborate closely with the Board of Directors and the administration to ensure the school's academic, structural, and spiritual growth aligns with the organization's overall mission. This structure ensures sound financial management, clear policies, and shared commitment to the school's mission, while holding the committee accountable for the school's continued development.

Board Training and National University-Model® Schools Affiliation

The Classical Christian School at Castle Hills is in the process of becoming a certified University-Model® School. University-Model® Schools International (UMSI) is an organization dedicated to "strengthening Christian families and values by helping parents prepare life-equipped, college-worthy disciples of Jesus for the next generation." UMSI works with schools to implement a college-style schedule alongside a classical education model, providing resources and support to member schools. The certification process for a University-Model® School includes adherence to UMSI's Certification Standards, participation in a New School Development Workshop, and UM Visionary Board Training. Every member of the Board of Directors will attend the UM Visionary Board Training at the annual UMSI National Conference. This training will ensure the school's credibility and equip its leaders to effectively implement the unique University-Model® School framework.

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Human Resources

Staffing Requirements

Ensuring the right staff members are in place is crucial to creating a Christian, classical, collaborative learning environment. The teachers are the living curriculum in the classroom, modeling Christ-like virtues while providing instructional support for the families as they implement the curriculum in the home. Family ministry is another crucial element to the success of the model. This section outlines the essential considerations and guidelines for determining staffing needs across various departments and grade levels.

The school will launch in August 2026 at the Grammar School level, serving students in Kindergarten through Fourth Grades.

Administration

1. School of Grammar Head:

Primary Job Functions:

- Provide leadership in all aspects of the School of Grammar

2. Administrative Assistant:

Primary Job Functions -

- Day-to-day administrative support
- Overseeing communications
- Overseeing operations
- Overseeing tuition & fee receivables

3. Family Ministry Coordinator:

Primary Job Functions -

- Provide administrative support to the School Leader.
- Support families in the admissions and enrollment process.
- Support families in the ongoing fulfillment of the educational partnership.

Instructional Staff

Grammar School Teachers (5 positions):

Grade Levels (Level 1):

Kindergarten teacher, First Grade Teacher, Second Grade Teacher, Third Grade Teacher, Fourth Grade Teacher. Staff members serving students at The Christian School at Castle Hills will teach special subjects (art, music, PE, substitutes) on select days.

Primary Job Functions:

- Instill a lifelong love of learning and virtue in young students, preparing them to become thoughtful and articulate servant leaders in society.
- Partner with parents to provide their children with academic, moral, and spiritual education.



Facilities and Resources

Alignment and Coordination of Resources

Incorporating a Classical, University-Model® school (UMS) alongside a well-established traditional school framework offers cultural and practical advantages. The Christian Classical UMS School at Castle Hills leverages the opportunity to collaborate with The Christian School at Castle Hills, upholding the legacy of servant leadership and discipleship deeply embedded in the school culture. Sharing physical and human resources will be an economical solution for launching an educational model aimed at reaching a distinct demographic in the surrounding area. Shared resources outlined in this section are a launching point and are an exhaustive list.

Policy and Governance

- Mission, Vision, and Core Values
- Bylaws
- Student Discipline Policy
- Uniform Policy

Celebrations and Traditions

All students from both school branches participate in schoolwide celebrations and traditions, allowing them to join the greater school community.

Examples include:

- Homecoming Festivities
- Color Run
- Retreats
- Character Parade
- Wax Museum
- Hall of Heroes

Extracurricular Activities

- Clubs
- Sports and Athletics

Servant Leadership

- Service projects
- Student Ambassadors
- Missions

Master Schedule

- School start and end dates
- Holidays and Vacations

School Day

- Fine Arts
- Physical Education
- Library
- Guidance

Other Resources

- Finance Department - Accounting, HR, Accounts Receivable, Accounts Payable
- Informational Technology
- FACTS Management Software
- Janitorial Services
- Maintenance
- Safety and Security
- Marketing
- Communications

Facilities Plan

Launching a Grammar School with Kindergarten through Fourth Grade requires at least 5 classrooms and an administrative, welcoming space. The school's core classrooms are located in a space dedicated to The Classical School. Some spaces will be shared with The Christian School at Castle Hills, spaces such as playgrounds, outdoor athletic facilities, gymnasiums, chapel hall, and cafeteria spaces. With creative scheduling and careful attention to detail, these shared spaces can continue for several years until a larger independent facility is available. A sample school schedule is provided in the Academic section, considering the use of shared spaces and human resources.

Furnishings Plan

The classical classroom is comfortable, orderly, and pleasing to the eye, yet free from distractions. In the lower Grammar School, tables are in place for structured working areas, and a rug is positioned for gathering to listen to literature and texts read aloud and to engage in discussions. In the upper Grammar School, students have desks that are positioned as needed for best learning practices for the different subjects at hand. As students progress into the Logic and Rhetoric Schools, the classroom space is set up with a large conference table to allow for debates and discussions. Students each have their own individual workspaces, either at a student desk or at a small table shared with one or two other students. The teacher also has a clearly defined workspace. A whiteboard provides a location for modeling and instruction. Only relevant information is posted on the walls. At the primary level, this may include an alphabet line, number charts, calendars, grammar rules, recitation charts, and maps. Great art is on display in each room and hallway. Teachers maintain relevancy by rotating the charts as students master the content. Students take pride in the work displayed on bulletin boards, and take ownership of their own materials stored in bookshelves or storage shelving. The minimalist learning environment reduces distractions and prioritizes the curriculum.

Software Requirements

The Christian School at Castle Hills currently uses the FACTS Management software as its student information system. The FACTS SIS Family Portal is a private and secure information system that allows families to access all academic and school-related information specific to their child(ren). Information such as demographic information, school announcements, daily grades, missing assignments, enrollment and re-enrollment forms, and tuition information and payments can be accessed through the Family Portal.



Academic Profile

Curriculum List

Our curriculum is designed to nurture both the mind and spirit, fostering a deep love for learning while grounding students in the timeless truths of the Christian faith. Rooted in the classical tradition, our approach emphasizes the development of critical thinking, clear communication, and moral virtue through the study of Scripture, the liberal arts, and the great works of Western civilization. By integrating academic excellence with a biblical worldview, we prepare students to think deeply, reason soundly, and live faithfully, all while equipping them to engage the world with wisdom, courage, and a servant's heart.

Pending: Curriculum is under final review by the Curriculum and Instruction Committee.

The [Scope and Sequence linked here](#) is still under review but will be close to this model.

Student Progression Plan

At The Classical Christian School at Castle Hills, satisfactory progress is the result of a partnership between students, parents, and educators, all working together in the pursuit of wisdom and virtue. The Student Progression Plan is designed to reflect our commitment to nurturing student growth and development in Spiritual Formation, Biblical Wisdom, Virtuous Scholarship, and Servant Leadership.

The Classical Christian educational approach is built on the foundation of the trivium, a framework of learning that guides students through three stages: Grammar, Logic, and Rhetoric.

In the Grammar Stage, serving students in kindergarten through 4th grade, the focus is on building a strong academic foundation. Students engage in phonics, spelling, basic math facts, and the chronological study of history. Hands-on science exploration also plays a key role in their learning, along with the development of a love for literature and the study of Latin, which together set the stage for future academic success.

The Logic Stage, grades 5-8, emphasizes the development of critical thinking and reasoning skills. At this stage, students begin to analyze and evaluate ideas through structured argumentation, laying the groundwork for deeper understanding across subjects. Formal grammar, advanced math, the scientific method, and a more profound study of history and literature are central to their education. The formal study of Latin sharpens their logical thinking, while students are encouraged to view the world through a biblical lens, cultivating discernment and wisdom in all they learn.

In the Rhetoric Stage, students in grades 9 through 12 refine their ability to communicate both clearly and persuasively. This stage deepens their understanding of complex ideas, and students learn to express their thoughts with clarity and grace. Drawing from the knowledge gained in the Grammar and Logic stages, students study advanced literature, history, philosophy, and theology. They are challenged to engage critically with the world around them, while articulating their beliefs with confidence. Latin and advanced writing techniques further hone their rhetorical skills, preparing them to lead with wisdom and live out their faith thoughtfully.



Family Ministry

Family Ministry Philosophy

The Family Ministry component is one of the most beautiful elements to our UMS and is essential to the collaborative, distinctive school model offered by the Christian, Classical, University Model School. It exists to minister to families as they navigate the many different roles required of parents by providing a safe place where they can have their needs met and ultimately, it nurtures a school community that is a supportive partnership deeply rooted in faith and love.

The purpose of the Family Ministry is to:

1. **Empower and equip** families with the tools and resources to effectively teach, parent, and raise children to be servant leaders for Christ.
2. **Engage** families in meaningful opportunities to deepen their connections with the school, teachers, each other, and the Christian community.
3. **Encourage** families and support them in times of need.

One of the reasons a family selects the Christian, Classical, University-Model® School is to take a more active role in their child's education as a primary function of their responsibility for their child's academic, moral, and spiritual instruction. Partnering with parents more deeply than can be done in traditional schools, the UMS provides a unique platform for a mutually supportive environment in which the school supports the family while the family supports the school.

1. Empower and Equip

"These commandments that I give you today are to be on your hearts. Impress them (God's commandments) on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up." -Deuteronomy 6:6-7

Two important principles come from this verse. First, parents are primarily responsible for their children's academic, moral, and spiritual education. Parents can delegate that responsibility to different entities to help them get the job done, but the ultimate responsibility for the children's education belongs to the parents. Second, educating children should naturally arise out of the usual ebb and flow of a day: when we sit at home, when we lie down, when we get up, and so on. It is not formal; it is natural. Parents always teach, model, and explain as their children are with them at home. (Source: Wylie Preparatory Academy, Five Tips for Parents in Christian Schools)

The 70/30 Rule

The 70/30 rule can explain the educational partnering process established by the Classical University-Model®. The school partners with parents for roughly 70% of the student's academic training while the parents oversee the remaining 30%. When it comes to moral and spiritual

instruction, however, this ratio reverses: parents take on 70% of the moral/spiritual training while the school supports the home with the remaining 30%. Parents lean on the school for academics, and the school leans on the parents for moral instruction, and each supports the other in both. (Source: Wylie Preparatory Academy, *Five Tips for Parents in Christian Schools*)

Parent training opportunities scheduled at the start of the school year and throughout the school year are just the beginning of the partnership. The annual Three-Day Paideia Parent Training held in August is required for all new families. The school provides families with the curriculum for a classical education along with the tools and lesson plans to effectively implement on satellite (at home) days. The teachers communicate regularly and make themselves available to families throughout the school days to answer questions related to the material and implementation of the lesson plans. Resources are also provided throughout the school year to support families in understanding their students as learners, and how to help them develop as Christ followers.

2. Engage

Families in the school seek active ways to participate around the school and will often be seen around campus on school days assisting teachers and leading extracurricular or engaging activities. Providing meaningful opportunities for families to engage in the school community can take many forms. Hosting intentional events to celebrate families provides opportunities for parents to participate in the greater school community while building a culture of service and connection. Suggestions include:

- Participate in prayer meetings and Bible studies
- Lead an extracurricular activity or club
- Help with special projects and events
- Provide service and volunteer opportunities
- Join students in chapel
- Attend Coffee at the School events
- Gather at town hall style meeting
- Enjoy social events (Ice cream socials, Skate night, etc.)

3. Encourage

The Family Ministry deeply cares for families, especially during times of need. Whether it's organizing meals, prayer chains, or simply offering a listening ear, we are here to walk alongside families, supporting them through every challenge. Encouraging and caring for families is at the heart of what we do, and it is vital to the lasting success of our unique school model. This branch of the Family Ministry is an integral part of The Christian School at Castle Hills, dedicated to providing comfort, support, and encouragement when families need it most.

Parent Training

The purpose of all parent training programs at the school is to equip parents with the knowledge, tools, and spiritual guidance they need to support their children's holistic growth. We partner with parents equipping them to become confident leaders in their children's educational journey, fostering a nurturing environment that aligns with our shared values and cultivates lifelong learners. Through this program, we aim to strengthen families, deepen faith, and build a foundation for academic excellence and spiritual development

Informational Meeting

Creating an environment of collaboration and connection starts at the initial informational meeting and continues throughout the enrollment process. Given the school's uniquely collaborative model, it is essential that families understand their roles and responsibilities from the beginning. The informational meeting establishes a strong foundation for partnership, connection, and mutual support.

Paideia – Our Annual Family Conference in August

The three-day Paideia Family Training Conference held each August provides a deeper understanding of classical education, the collaborative University-Model®, and logistics of implementation. The purpose of the Paideia is to:

1. Provide an introduction to the school, its mission and vision, and goals for year one
2. To more deeply explain the classical collaborative model
3. To equip families with all of the tools and fundamentals for implementing the curriculum in the home.

Each NEW family is required to attend the three-day Paideia, but all returning families are encouraged to attend as their children enter new grade levels. If a family is entering a new level of the school (Logic School or Rhetoric School) they will be required to attend at least a portion in which new expectations for that particular new level will be discussed and examined.

Ongoing Training

Monthly parent training is crucial to the success of the school model, especially during the first year. These will be scheduled on the master calendar so that families know when to expect them and can plan to attend. As the school year progresses, themes and areas of need will naturally emerge, shaping some of the training topics. However, thoughtfully planning specific sessions for key times throughout the year will help families effectively implement the school model at home. Some of the monthly training opportunities may include:

- Curriculum/unit planning
- Instructional best practices
- Resources
- Foundational reading instruction fundamentals
- Foundational writing instruction fundamentals
- Family connection opportunities

- Technology support
- Organization tips for the at-home (satellite) classroom
- Extracurricular activities
- Enrichment strategies and ideas (extend and enrich)
- Your Child is a Genius



Admissions

Admissions and Enrollment

The Christian Classical School at Castle Hills is a University-Model® Christian school. Because of this, parent involvement and student cooperation are essential to fulfill the mission successfully. The admissions and enrollment process begins with prayerfully considering whether the Christian Classical University-Model® school is the best educational model for each family. The Parent and Student Responsibilities for school participation are outlined below to support the school and future families as they reflect on whether or not the educational opportunity best serves the family.

Parent and Student Responsibilities

In the Grammar School (kindergarten through 4th grade), the parent acts as a co-teacher, partnering with the schoolteacher to provide direct instruction, reteach, and enrich the curriculum on satellite (at home) school days.

In the Logic School (5th - 8th grades), the parent acts as a coach, partnering with the schoolteacher to guide students as they develop effective learning strategies, time management and study skills, and support overall academic performance on satellite (at home) school days.

In the Rhetoric School (9th - 12th grades), the parent serves as an advisor, providing guidance on curriculum requirements, elective choices, and aligning coursework with career or educational goals.

Parent Guidelines

1. Parent(s) must agree to support the school's Mission, Vision, and Statement of Faith.
2. Both parents must be active members of a Bible-believing church in keeping with the school's Statement of Faith and provide a pastoral reference.
3. The parents must be committed to the parental responsibility for providing a quality, Christian education for their children in collaboration with the school.
4. At least one parent must take responsibility for educating their child(ren) on satellite (at home) school days under the guided lessons provided by their teacher(s).
5. The Co-Teaching parent must participate in the annual Paideia Parent Training Conference in August plus additional educational training offerings throughout the year. The parent who is not the Co-Teacher is always invited and encouraged to attend also.
6. Parents must provide the school with a completed application for each child applying for admission, along with transcripts, reference letters, report cards, or information about homeschooling curriculum and hours spent in study.
7. Parents must provide continually updated immunization records and screenings for each

child.

8. Parents must acknowledge that each child has reviewed the “Student Code of Conduct” and be willing to abide by those policies and support the school’s procedures for handling student discipline.
9. Parents must indicate that they accept the primary responsibility for their children’s behavior at school and student supervision on satellite (at home) school days.
10. Parents must agree to abide by all policies and procedures as set forth in the current school handbook(s).

Student Guidelines

1. Students must adhere to the “Student Code of Conduct” at school, home, and elsewhere.
2. Students must commit to working with excellence in all they do, both at school and at home.

Admissions Process for Student Enrollment:

1. Attend an Informational Meeting or Open House

At an informational meeting, parents hear directly from school leaders and current students to obtain an overview of the model, mission, academics, and extracurricular opportunities. At least one parent must attend before beginning an admission application and scheduling a family interview.

2. Pray

Families are to prayerfully consider whether the Christian Classical School at Castle Hills is best suited to meet their family's needs and whether they are able to commit to the level of educational involvement a University-Model® School requires.

3. Apply

After the family prayerfully considers their educational needs, they may complete an online application for each student. The application, along with the required documentation and application fee, can be submitted online.

The following documentation will be requested along with the application:

- Home-school students –current curriculum list, samples of student’s work, and average number of hours weekly devoted to each subject from the last two years.
- Transfer students – copy of report cards, transcripts, and/or achievement test results from the last two years.
- Current immunization records
- Diagnostic or psychological evaluation results, IEP, (if applicable)
- Custodial documentation (if applicable)
- Home-school reference (if applicable)

- State or city-issued birth certificate

4. **Academic Assessment**

All incoming students will be scheduled for an academic assessment after parents submit an application along with the required documents.

5. **Family Interview**

The family interview, a vital step in the admission process, will be scheduled after all prerequisite steps are completed. The entire family is requested to be in attendance as we get better acquainted, discuss the compatibility of your family's goals with the school's methods and philosophy, and for you to ask questions.

6. **Admission Decision**

The Admissions Team prayerfully considers each admission request in light of the applicant's needs and fit with school's mission, beliefs, and entrance requirements. A decision will be made, and the family will be notified by email or phone, typically within two weeks of the family interview.

7. **Enroll**

Upon acceptance, families will receive an email with directions to complete the online enrollment packet.

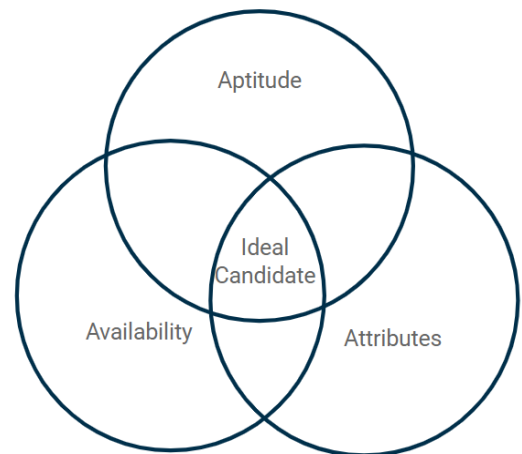
Admissions Decision-Guiding Questions

The ideal family and student candidate for the Christian Classical University-Model® School exhibits the right aptitude, availability, and attitude for success.

Aptitude: Consider the aptitude of both parent and child. What is the family's capacity to grow and expand their knowledge?

Availability: Because the model requires partnership with the families, at least one parent must be available to be the co-teacher in the home—especially in the Grammar School.

Attributes: Students and families who naturally thrive in independent thinking, seeking truth, and are rich, deep thinkers excel in this model.



The Admissions Team may use the following decision-guiding questions during and following the family interview to determine whether the family is an ideal candidate for the Christian, Classical, University-Model® school.

1. Does the family agree to support the classical Christian discipleship model of education?
2. What is the family seeking through this educational model?
3. Is the family an active member of a Bible-believing Church?
4. Does the family have the capacity to fulfill the parental responsibility for providing classical Christian education for their children in collaboration with the school? What evidence supports this answer?
 - a. Availability - Does at least one family member have the time to commit to educating in the home?
 - b. Aptitude - Does the family have a growth mindset that demonstrates a willingness to learn?
 - c. Attributes - Does the family have varied interests and a desire to go deeper? (Are you avid readers? What are your hobbies? How do you spend your free time? How much time are you spending on your phone?)
5. What is the educational background of the parent(s)?
6. Which family member will serve as the primary co-teacher? (Grammar School)
7. Will the family employ an academic tutor? (School of Logic and/or Rhetoric)
 - a. If so, does the academic tutor agree to support the classical Christian discipleship education model?
8. Does the family agree to and have the ability to participate in the annual parent educational training offerings?

We are extremely grateful for your consideration of The Classical School at Castle Hills as a possible option for the education of your children!

If you have any questions, feel free to email Jill White, Interim Head of School, at jwhite@castlehills.school, or you can call the school at 210.878.1000.

