

Greetings!

We are happy that you are considering St. Andrew's Academy for your child/children. Following, please find the St. Andrew's Academy Admissions packet. There is an Admissions Application as well as a Supplemental Admissions Questionnaire. They should be fairly self-explanatory. If, however, we have been unclear, please feel free to drop a line (email/phone) and ask any questions. The statement of faith for St. Andrew's Academy and other materials you will need in order to answer some questions on the supplemental questionnaire can be found at the end of this packet. All of this information, including this application packet, can be found on the web site: <[www.standrewsalmanor.org](http://www.standrewsalmanor.org)>, click on the Admissions tab.

Sincerely,  
Rev'd Father Brian Foos  
Headmaster

**Policy of racial non-discrimination:**

St. Andrew's Academy admits students of any race, color, national, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the Academy. Saint Andrew's Academy practices a biblical philosophy of admissions not discriminating on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarships, athletic and other school-directed programs.

St. Andrew's Academy  
PO Box 3050, 198 Main St., Chester/Lake Almanor, CA 96020  
Phone: 530-596-3343 • email: admin@standrewsalmanor.org

**GRAMMAR SCHOOL ADMISSIONS APPLICATION for Fall, Winter, Spring (circle one) of 20\_\_\_\_\_**

Date \_\_\_\_\_

Name of Student \_\_\_\_\_ Sex \_\_\_\_\_ D.O.B. \_\_\_\_/\_\_\_\_/\_\_\_\_ Grade Entering \_\_\_\_\_

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Name of Student \_\_\_\_\_ Sex \_\_\_\_\_ D.O.B. \_\_\_\_/\_\_\_\_/\_\_\_\_ Grade Entering \_\_\_\_\_

Home Address \_\_\_\_\_

City/ State/ Zip \_\_\_\_\_ Home Phone \_\_\_\_\_

Father's Name \_\_\_\_\_ Business Phone \_\_\_\_\_ email \_\_\_\_\_

Place of Employment \_\_\_\_\_ Position \_\_\_\_\_

Mother's Name \_\_\_\_\_ Business Phone \_\_\_\_\_ email \_\_\_\_\_

Place of Employment \_\_\_\_\_ Position \_\_\_\_\_

1. Do you agree to have your children taught in accordance with the attached Statement of Faith? \_\_\_\_\_

Are there any points in it which are inconsistent with your convictions? \_\_\_\_\_

If so please explain. \_\_\_\_\_

2. How did you hear about St. Andrew's Academy? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Why do you want your child to attend St. Andrew's Academy? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. How do you think the parents should participate in the education of their children? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. Is parent, stepparent, or guardian opposed to a Church-based education? \_\_\_\_\_

If so, please explain. \_\_\_\_\_

\_\_\_\_\_

6. Does your family attend Church? \_\_\_\_\_ How often? \_\_\_\_\_

Which Church? \_\_\_\_\_ Pastor? \_\_\_\_\_

7. Please list the school last attended or presently attending.

a. Name of Student \_\_\_\_\_ Teacher's name \_\_\_\_\_

School name \_\_\_\_\_ Phone \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_

b. Name of Student \_\_\_\_\_ Teacher's name \_\_\_\_\_

School name \_\_\_\_\_ Phone \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_

c. Name of Student \_\_\_\_\_ Teacher's name \_\_\_\_\_

School name \_\_\_\_\_ Phone \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_

8. St. Andrew's Academy is not staffed to handle students with severe learning disabilities or those who have trouble behaviorally. For your child's best interest, please be candid when you answer the following questions. (If more than one child is applying, please consider each one when answering.) Further elaboration on your answers may take place during an interview.

a. Has your child ever been referred for testing or placed in a special program? Yes \_\_\_ No \_\_\_

b. Has your child ever repeated a grade for any reason? \_\_\_\_\_ If so, which grade? \_\_\_\_\_

c. Has your child received any special honors or awards for scholastic achievements? Yes \_\_\_ No \_\_\_

e. Has your child ever been suspended or expelled by a previous school? Yes \_\_\_ No \_\_\_

f. Has your child ever seen a counselor/doctor/psychiatrist for any type of social, behavioral, or mental problems? Yes \_\_\_ No \_\_\_

If so, briefly state the nature of the problem: \_\_\_\_\_

g. Has your child ever been examined or treated by a counselor/doctor/psychiatrist for hyperactivity or attention deficit disorder (ADD or ADHD)? Yes \_\_\_ No \_\_\_

h. Do you suspect or have you been told that your child might have dyslexia? Yes \_\_\_ No \_\_\_

i. Has your child ever been involved in legal problems or been arrested? Yes \_\_\_ No \_\_\_

9. Do you know of families who attend St. Andrew's Academy? Yes \_\_\_ No \_\_\_ If so, please list some names here: \_\_\_\_\_

Unlimited Personal Release Agreement

**Grant**

For consideration which I acknowledge, I irrevocably grant to St. Andrew's Academy and St. Andrew's Academy's assigns, licensees, and successors the right to use my image and name in all forms and media including composite or modified representations for all purposes, including advertising, trade, or any commercial purpose throughout the world and in perpetuity. I waive the right to inspect or approve versions of my image used for publication or the written copy that may be used in connection with the images.

**Release**

I release St. Andrew's Academy and St. Andrew's Academy's assigns, licensees, and successors from any claims that may arise regarding the use of my image, including any claims of defamation, invasion of privacy, or infringement of moral rights, rights of publicity, or copyright. St. Andrew's Academy is permitted, although not obligated, to include my name as a credit in connection with the image.

St. Andrew's Academy is not obligated to utilize any of the rights granted in this Agreement.

Parent/Guardian Consent

I, the below signed, am the parent or guardian of the minor, the candidate of this application. I have the legal right to consent to and do consent to the terms and conditions of this release.

**\*TO MAKE THIS APPLICATION COMPLETE, PLEASE INCLUDE THE FOLLOWING:**

- A \$50.00 application fee per family;
- A copy of the most recent achievement test scores, if available;
- Report cards from the most recent quarter and the previous year;

After the school receives the completed application and other required materials, we will contact you to arrange an interview and possibly a visit to the school, if in session. Entrance exams will be arranged with you at that time as well.

PARENTAL SIGNATURE

I certify that this application is correct.

Date \_\_\_\_\_ Parent or Guardian \_\_\_\_\_

Date \_\_\_\_\_ Parent or Guardian \_\_\_\_\_

Date \_\_\_\_\_ Witness \_\_\_\_\_

(for the Unlimited Personal Release Agreement above)

**ST. ANDREW'S ACADEMY**

**Supplemental Admissions Questionnaire**

*(An "open book" questionnaire; our answers follow. Please read them prior to responding to the questions below.)*

Names of Parents: \_\_\_\_\_

1. If you would be willing and able to volunteer your time as needs arise at the school, how much time would you have per month? \_\_\_\_\_

2. Do you support the following aspects of the curriculum and school policies (please see pgs. 8 & 9)?

*Please circle: Y=Yes N=No Q=Qualified Answer*

Discipline Policy Y-N-Q

Applied Classical Ed. Philosophy Y-N-Q

Learning Disability Policy Y-N-Q

Homework Policy Y-N-Q

Dress Code Y-N-Q

Classical Subjects Y-N-Q

Qualifications: \_\_\_\_\_

3. If a conflict arises between you (or your child) and the classroom teacher or administrator, in your attempt to resolve it, at what point, if any, would you call or write to other parents?

\_\_\_\_\_

4. Which virtues would you most like your child to exhibit? \_\_\_\_\_

\_\_\_\_\_

5. With regard to your child's personal priorities, which is more important to you: high achievement (grades, leading roles, rebounds) or doing one's best? \_\_\_\_\_

6. If you find that your child is sinking academically, how would you respond? \_\_\_\_\_

\_\_\_\_\_

7. How much time for homework is tolerable in your family? \_\_\_\_\_

8. Should a grade of "C" be a cause for pride and praise if a student is working to the best of his potential? Yes \_\_\_\_\_  
No \_\_\_\_\_ Why or why not? \_\_\_\_\_

\_\_\_\_\_

9. Would you expect a teacher in a class of 20 students to spend 25 % of his/her effort on one child with academic, behavioral, or emotional problems if that child were yours? \_\_\_\_\_ If it were not yours? \_\_\_\_\_.

10. How do you promote spiritual values in your home? \_\_\_\_\_

\_\_\_\_\_

*I state that I have read the supplemental material in this application packet, including the statement of faith (p. 10).*

Signatures of adults bearing responsibility for these applicants:

Signature \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**ANSWER KEY**  
**to Supplemental Admissions Questionnaire**

Why are we giving you an open-book test? It's similar to a driver's license examination. The goal is not to flunk applicants but rather to make sure they read and understand the lesson. Thus, you get the questions and answers ahead of time. Every one of the questions on our supplemental questionnaire deals with real-life questions and concerns we have had with parents of our students over the years. It is not our desire to be negative in any way in this questionnaire. However, we feel it incumbent upon us to be up front with our philosophy and up front with how strongly we hold to that philosophy. So, please use this questionnaire, as we will use it, to see how well you and your student/family will be able to fit in and be a part of St. Andrew's Academy.

When you read these answers below, which reflect the school's philosophy, we hope that you will wholeheartedly agree. If, however, you disagree with *some* points, it may be that you can be honest about your disagreement, but still plan to support wholeheartedly our philosophy of education. If you simply don't agree at all, and this isn't a school you can appreciate unreservedly (or at least tolerably) and support without major changes, the best course of action would be for you to choose another school more in keeping with your philosophy. The Lord God requires parents to be active leaders in the education of their children, (Deut. 6:4-9, Eph. 6:4) but that responsibility does not include trying to re-shape an entire class or institution to fit your individual preferences. Positive criticism and ideas are always welcome, especially when they are in line with our stated philosophy. We are eager to answer any questions you may have which will help you make a good decision.

1. A great school needs the active participation of parents. Everyone has skills or knowledge that contribute to advancing our educational mission.
2. You may be surprised how often a parent will object to one facet of the curriculum. They may love the reading materials for English, but don't see why their child has to memorize, or take Greek, or wear the uniform/follow the dress code. We have had to make choices concerning our curriculum. We have based those choices on years of experience and learning on our part, and we think they have been good choices. We expect parents to support these choices and policies while we continually seek to upgrade the curriculum. No aspect of the curriculum is optional and school policies should be willingly obeyed. If your attitude is not supportive, your child will pick it up, and this will be reflected in his work and attitude at school.
3. Conflicts should be resolved as discretely as possible and at the lowest level possible, in accordance with Matthew 18. If you have a problem with a teacher, a member of the staff or administration, or other parent, you must first meet with the person involved, and if an agreement cannot be reached, both parties should then approach the next level of authority. You should, of course, not gossip with other parents about a problem.
4. Answers to this question will vary from family to family and child to child. But we would like to get an idea of what values are important to your family.
5. Wise parents will not contribute to modern society's worship of success by paying too much attention to the outward marks of achievement. Our goal is for every student to do his best, to pursue excellence in order to attain his potential

in every area. Not every student can high jump seven feet, and not every student can make the honor rolls at St. Andrew's. All students have their strengths and their weaknesses.

**6.** One of St. Andrew's Academy's greatest strengths is academic excellence. Our curriculum goals demand serious, concentrated effort from every student. Parents of students who must work harder to keep up with the academic demands may well need to limit their student's extracurricular activities and insist on completion of homework on some nights. We don't work academics around our extracurricular activities; studies come first.

**7.** We have set certain guidelines for homework. We base these guidelines on what we have come to believe are reasonable, necessary amounts for most students. We also highly value family time and will do all we can to respect it. If your student uses his class time wisely and is a good steward of his study time, normally he should not be spending an excessive amount of time on homework.

**8.** Students transferring into St. Andrew's will likely have difficulty adjusting to higher standards and may find that good grades are harder to come by at this school. A grade of "C" represents satisfactory performance at St. Andrew's, but may also represent excellent effort and great accomplishment by a given student. That student should not be made to feel inferior by a parent's expectation for higher marks. If you want uniformly high grades, this may not be the school for you. If you want high, personal achievement, it is.

**9.** A teacher's attention is never going to be evenly divided among students; nor are parents' among their own children. But there is a point beyond which we are being unfair to the compliant majority. This is a small school with a conservative budget and limited resources, and we simply cannot be all things to all people in this context. The teacher will not be able to give any one student excessive attention to the detriment of other students.

**10.** There is no right answer here, of course. We want to know what is important to your family.

## Curriculum and School Policies Information

### Conduct and Discipline

Students are expected to conduct themselves at all times so as to bring honor to God. Respect and obedience to faculty, staff, fellow students, and visitors are the foundation of the disciplinary code. Courteous behavior and polite manners are expected. Cheerful compliance with regulations is secured, when needed, with counseling. However, in cases where cooperation cannot be otherwise achieved, or in flagrant violations of the Ten Commandments, a student may be suspended from school by the Headmaster. Rebellious behavior, lack of respect for authority or for adults or for a student's peers will not be tolerated. Expulsion from the Academy may be the final action the Headmaster administers, and in some cases, may be the first. Off-campus behavior will always be taken into account regarding the student's conduct and behavior. Should a student who has been expelled seek to be readmitted to St. Andrew's Academy at a later date, the administration will make a decision based on the student's attitude and circumstances at the time of reapplication.

Teachers maintain standards of student behavior that are based upon God's Word, conducive to learning, and consistent with school policies. The teacher's responsibility and authority extend to classroom and non-classroom activities and may include any student in the school. The Headmaster and teachers explain classroom and school standards at the beginning of the year and as needed.

St. Andrew's Academy believes that each student should overtly demonstrate self-discipline and responsibility through: 1. Cheerful and respectful obedience to authority (even when the authority figure is not present). 2. Responsibility in doing assigned and expected tasks. 3. Cooperation with others. 4. Courtesy and good manners. 5. Cleanliness in person and property. 6. Truthfulness. 7. Respect for the property of the school and other people. 8. Promptness in attendance and assignments. 9. Morally upright conduct in language and social relationships. 10. Love for God and for the things that please Him.

The teacher stands "in loco parentis," that is, in the place of the parents with respect to the responsibility of discipline in the classroom and at school. Parents are expected to support the faculty and administration in disciplinary action taken.

### Learning Disabilities Policy

This policy applies to all students and teachers in all the classrooms of St. Andrew's Academy.

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

1. Children with a severe learning disability will not be admitted to St. Andrew's Academy due to the lack of adequate staff, funding, and facilities. 2. Children who have been diagnosed (either before or after enrollment in St. Andrew's Academy) as having a learning disability will be required to meet the same academic standards as all the other children in their grade level. 3. Children who have been diagnosed (either before or after enrollment in St. Andrew's Academy) as having a learning disability will be given as much individual instruction and encouragement as their classmates.

### Homework Policy

Homework is an essential part of the academic program at St. Andrew's Academy because it causes the student to wrestle with the material on their own. Repeated exposure to subject matter is vital to moving the information from short-term memory to long-term memory. Students should expect homework assignments each day. We have guidelines for how much time a student needs to be spending on homework nightly which varies from grade to grade and from student to student, but it must be understood that this guideline is based on concentrated effort. If a student doesn't have disciplined habits, homework will take much longer. We fully understand that an increased homework load causes increased family stress (after all, our own children attend here!), but the goals of increased learning and development of intellectual discipline are not served by a trivial homework load.

All students purchase an assignment book and are expected to write down assignments daily. Parents can be of greatest help with homework by establishing a routine homework place and time, free from distractions as well as by keeping their students accountable to do their homework.

Late homework is not accepted for credit though it must be completed and turned in.

### Classical Subjects

Classical education employs a paradigm that includes as its foundation, Grammar, Logic and Rhetoric (known as the Trivium). As part of this classical program of education, there are certain classes that must be taught. One is a formal Logic class. This class grounds the student in solid reasoning and the terminology of classical, formal logic. It is a must for a classical education. It is generally new material for students and parents, but material that is needful and applicable in all other learning.

Other classes involve the classical languages. Latin and Greek are both taught at St. Andrew's Academy and are foundational to a sound education. The classical languages are a constant reminder of the grammar part of our learning that, though most easily dealt with when young, we all continue to deal with whenever we learn new information.

The final "classical" subject taught is Rhetoric. This class deals with the skills and tact necessary for poetic discourse. In other words, this class helps the student to learn to know when to say what and how to say it. This can often be thought of as the finishing touches of the education. The student, of course, even in this class, continues to learn new grammar and to sharpen his reasoning (logic) skills, but the focus is the end result, the art of speaking and writing well. Rhetoric is informally taught throughout a student's career at St. Andrew's, but also receives the particular attention of an advanced High School course.

### Classical Ed. Philosophy Applied

What is the Trivium? In a sentence, it is a methodology wherein the student is trained in age appropriate ways and with age appropriate content, taking advantage of the student's natural inclinations and working with the student's natural, God-given learning curve. It has three stages: grammar, logic and rhetoric. When the student is in the primary grades, he loves to rhyme and to memorize. This is the work of grammar. At the middle school age, he loves to argue--hence, he is taught to argue effectively and with sound reason (logic). During the years following, the student is taught how to express his ideas and logic with more detail, flair, style and appropriateness--this is rhetoric, and follows after the maturing of the student's sensibilities and sense of tact. The classical, Christian model gives the student the tools of learning. It teaches the student how to think, how to discern, as the scriptures say, between good and evil. The "classroom" goal of education then, becomes not the regurgitation of a series of facts or a philosophy of art or history (though these might be a part of the process), but rather the search for Truth. Then, the student can follow the advice of St. Paul to the Philippians: "Finally, brethren, whatever things are true, whatever things are noble, whatever things are just, whatever things are pure, whatever things are lovely, whatever things are of good report, if there is any virtue and if there is anything praiseworthy--meditate on these things" (Phil. 4:8).

The Trivium in Short: Grammar: The fundamental rules of each subject. Logic: The ordered relationship of particulars in each subject. Rhetoric: The clear expression of the grammar and logic of each subject.

### Uniform/Dress Code

St. Andrew's Academy strives to set the highest possible standards in academic and moral conduct. An important aspect of achieving that goal is for students to view their educational duties as their calling before God. All students will wear uniforms, including choir robes at appropriate events, in order to foster a serious attitude toward their responsibilities.

Hems and necklines must be modest. Modesty, neatness and personal hygiene are encouraged at all times. Hairstyles for boys and girls should be simple, neat, and not faddish; moderation in appearance and length is the rule. Makeup and accessories should be non-distracting, not drawing undue attention to the individual. No hats or caps are to be worn inside any building. The administration remains the final authority on the acceptability of the student's dress.

## Statement of Faith

*Below are listed the two most famous of the Church's statements of faith. They summarize the basic teachings of the Bible and what the Church has called, following Jude's lead, the "faith once for all delivered to the saints" (Jude 1:3). These teachings are also commonly referred to in contemporary America as, the "basics of the faith." We stand unapologetically on the doctrine and teachings below. St. Andrew's Academy also holds to the 39 Articles of the English Reformation, which amplify and clarify issues of doctrine and belief. A copy of the 39 Articles is available at [http://anglicansonline.org/basics/thirty-nine\\_articles.html/](http://anglicansonline.org/basics/thirty-nine_articles.html/). For the purpose of this application, the Creeds below are sufficient.*

### The Apostles' Creed

I Believe in God the Father Almighty, Maker of heaven and earth: And in Jesus Christ his only Son our Lord: Who was conceived by the Holy Ghost, Born of the Virgin Mary: Suffered under Pontius Pilate, Was crucified, dead, and buried: He descended into hell; The third day he rose again from the dead: He ascended into heaven, And sitteth on the right hand of God the Father Almighty: From thence he shall come to judge the quick and the dead.

I believe in the Holy Ghost: The holy Catholic Church; The Communion of Saints: The Forgiveness of sins: The Resurrection of the body: And the Life everlasting. Amen.

### The Nicene Creed

I Believe in one God the Father Almighty, Maker of heaven and earth, And of all things visible and invisible:

And in one Lord Jesus Christ, the only-begotten Son of God; Begotten of his Father before all worlds, God of God, Light of Light, Very God of very God; Begotten, not made; Being of one substance with the Father; By whom all things were made: Who for us men and for our salvation came down from heaven, And was incarnate by the Holy Ghost of the Virgin Mary, And was made man: And was crucified also for us under Pontius Pilate; He suffered and was buried: And the third day he rose again according to the Scriptures: And ascended into heaven, And sitteth on the right hand of the Father: And he shall come again, with glory, to judge both the quick and the dead; Whose kingdom shall have no end.

And I believe in the Holy Ghost, The Lord, and Giver of Life, Who proceedeth from the Father and the Son; Who with the Father and the Son together is worshipped and glorified; Who spake by the Prophets: And I believe one Catholic and Apostolic Church: I acknowledge one Baptism for the remission of sins: And I look for the Resurrection of the dead: And the Life of the world to come. Amen.