

INTRODUCTION

Cedar Hall School is a private, independent school for students between and including grades 3 through 12. It has been founded on the belief that children will develop a love for learning if they are allowed to learn in an atmosphere of encouragement and in a setting where hands-on activities are available.

The name was chosen for two reasons. First, most of the farm surrounding the school is comprised of cedar trees. Secondly, the 'heartwood' of the cedar tree is extremely strong and durable, which are the qualities we hope to instill in the hearts of the children. We want to help develop a child's inner strength so that he or she can make decisions according to what is 'right' rather than what is popular.

The philosophy of this school has been influenced by at least two educators of the past. Charlotte Mason and Sawney Webb were leaders in the field of education in their respective countries of England and the United States. Both agreed that the purpose of education is to teach children to think and to draw out of them the love for knowledge that originally exists in all children. Both believed in giving the children a wide range curriculum, and both emphatically believed that reading was the key to a full education. They also believed that the natural world was the greatest classroom available. We have incorporated the practices of these two educators along with our own convictions to form our school.

Cedar Hall is located 11 miles south of Murfreesboro, Tennessee off US 231. It sits in the middle of a 180 acre farm, which has been in the Gordon family for six generations. The farm is endowed with cropland, cedar thickets, barns and animals. As an extension of the school, we are involved with raising sheep, rabbits, calves, chickens, a garden, and an orchard. The school was constructed in 1990 and has one room, which furnishes enough room for approximately 20 children. In 1994 a second building was restored and is presently used for the third through fifth grades. In 1998 a facility was constructed for the high school students, and in 2006 a library was added to complete the campus.

As a graduate of Webb School, I have particularly appreciated the following quotation from Sawney Webb. He gave this warning around the turn of the century to the National Education Association, and it is still viable today.

To crowd great multitudes of children together and to require of them that perfect order which is described by its advocates by the term clockwork, and to require of them to sit at their desks when they can do better work under a tree, to exact of everyone at the same time the same motion is not like a family, nor is it natural, nor does it tend to develop those powers of the mind which distinguish rather than reduce to a contemptible dead level.

PHILOSOPHY AND PURPOSE

1. We believe the purpose of this school is to create in children a love for truth and knowledge.
2. We believe all truth is derived from the God of the Bible as He has created all things, and a Christian education should include the whole realm of human experience without separation between spiritual and secular.
3. We believe a child should have a solid understanding of himself, his world, the people around him, and the God Who made them all.
4. We believe that the basis for a child's love for learning is directly related to his self-esteem, and we want to strengthen that by acknowledging his worth as a child of God, created by Him as unique and special.
5. We believe the reading and comprehension of good books is the foundation for any education, and the skill of writing is paramount for success in the varied disciplines of study.
6. We believe the classroom should be conducive for allowing and encouraging a child to be and to do his best. Individual achievement is the goal. Comparison with other students will only create a false sense of security or insecurity, which can lead to pride or shame.
7. We believe that nature itself provides an excellent arena in which to study, and it should aid in developing an appreciation for our world and the responsibility that should exist in caring for it. We are committed to this in practical ways such as recycling and other means of caring for the world.
8. We believe that children can function in a classroom with varying ages as the older help the younger, promoting a sense of community among the students and building a sense of responsibility to help our fellow man.
9. We believe that a small ratio between teacher and students must exist to provide the necessary attention that this type of education warrants.
10. We believe that parents play a vital role in the students' education and welcome their involvement in all areas of their child's experience while at Cedar Hall.

SUBJECTS IN THE MIDDLE AND PRIMARY SCHOOLS

DEVOTIONALS:

The devotional time is designed to help build a child's confidence in God and His Word. We hope to accomplish this by encouraging all of the children to participate in reading and interpreting the Bible, allowing them to discover truth on their own. The messages will be on subjects with very practical applications to daily living without forcing specific doctrines.

MATHEMATICS:

Although math is rather self-explanatory as to the nature of what is to be studied, we want to keep all math practical and show how it can be used on a daily basis. We will be constantly involved in problem solving so that what is learned will be used and, consequently, will not be forgotten. Math should continue to build upon itself so that skills learned months ago will still be necessary to solve the new problems today. We use the Saxon Math curriculum.

LANGUAGE ARTS:

Language arts, as the name implies, contains all of the subject material related to the art of communicating through the use of a written or verbal language. This would include composition, grammar, handwriting, vocabulary, spelling, reading, literature, and narration. Of course, these are not treated as separate subjects, but they are learned through the practice of reading and writing. Students are encouraged and required to read good literature, and the art of writing is stressed heavily. Poetry, writing and memorization are fun activities throughout the year. Usually the student will learn 10-12 different poems in a year.

SCIENCE:

Children are naturally awed by science (laws of the natural world). We take this study to the outside world where it is more easily taught, then show the students that much of science is predictable and orderly. In any given year we study several of the following: anatomy, biology, electricity, weather, genetics, botany, chemistry, physics, and creation/evolution. Obviously any one of these could take years, but the objective is to make available to the child many different possibilities of his interest. We have experiments in these subjects, and we want to encourage the children to devise their own experiments in any they may have an interest. To encourage the students in the art of observation, we take nature walks periodically as weather permits.

GEOGRAPHY:

Each year in January we enter the National Geographic Geography Contest. Because of this exciting event we spend a lot of the first semester learning the countries of the world, principle features, landmarks, people groups, and other geography facts. By the completion of the year each student can fill out a map of the world including some 400 different countries, rivers, mountains and assorted facts. The winner of the Cedar Hall Geography Contest takes a qualifying test to be accepted as a state finalist. To date we have sent 8 to the state finals in the past 12 years.

HISTORY:

History is a record of men and women's lives. If we are to grasp a particular point in time, then we must study the lives of the people at that time. Most textbooks allow us to see only the facts, but biographies and especially autobiographies, allow us to look into the hearts of these people. We spend a lot of our time telling stories while trying to give the child a thorough understanding of time and chronological history. We also show the children that certain actions and thought greatly influence the world. Our major emphasis will be in studying how people shape history.

FOREIGN LANGUAGE:

French conversation is taught to the third through fifth grades to broaden their understanding of language and foster an appreciation of another culture.

In the Middle School students begin their study of Latin with emphasis on conjugations and declensions. Greek roots are introduced during these grades. Latin and Greek are introduced to give the student a foundation and framework for understanding his own English language.

MUSIC/ART:

We also want the children to develop an appreciation for music and art, and we hope to do this by taking them on field trips to symphonies, and museums, and exposing them to occasional classes in calligraphy and technical drawing. We play a game – Name that Tune- where the students try to identify great compositions of famous composers. It is a favorite among the students.

HANDICRAFTS:

We feel it is very important that children learn to create with their hands. We involve them in painting, woodworking, sewing, cooking, gardening, crafts, and others. Many of the students who are interested in animals help care for the rabbits, chickens, and sheep.

PHYSICAL EDUCATION:

Occasionally we have a structured time of learning a new game, but primarily the children make up their own games. Free time is given daily to encourage them to use their own imagination in a farm setting which includes a pond, a creek, barns, open fields, and wooded areas.

CEDAR HALL HIGH SCHOOL

In 1996 a group of four eighth graders approached us with the idea of starting a high school. Ginny and I had not planned on embarking on such a vigorous endeavor, but we did not want to disappoint them if indeed they were serious. We met with them and their parents and explained that if we established such a school, it would be academically challenging and in keeping with the college preparatory education we had received. We also emphasized that a sense of community ,perseverance, and hard work would be important to the life of the school. Everyone agreed.

The high school has been a blessing beyond our wildest dreams. These students became the mentors for the next classes, and many more students wanted to attend. Those early visionary students continued to instill in their younger peers the tenets which have made the experience in the high school very precious.

Academically speaking, the graduates have excelled in their college careers. To date there have been 36 graduates. The college board scores for these graduates have averaged in the top 20% each year. Five of our students have been named Commended National Merit Scholars finishing in the top 1 % nationally, and one has become a National Merit Finalist. Two students have been accepted to the Governor's School for the Arts. Many have received college credit in English, math, and history courses. They have been accepted to or are enrolled in various schools across the nation including :

- Asbury College(Lexington, Kentucky)
- Berry College (Atlanta, Georgia)
- Butler University (Indianapolis, Indiana)
- Centre College (Danville, Kentucky)
- Emmaus Bible College (Dubuque, Iowa)
- Harvard University (Cambridge, Massachusetts)
- Millsaps College (Jackson, Mississippi)
- Northland Bible College (Wisconsin)
- Samford University (Birmingham, Alabama)
- Taylor University (Indianapolis, Indiana)
- University of Tennessee (Knoxville, Tennessee)
- University of Texas (Dallas, Texas)
- Wheaton College (Chicago, Illinois)
- McDaniel College (Westminster, Maryland)
- Rhodes College (Memphis, Tennessee)
- Savannah College of Art and Design (Savannah, Georgia)
- University of the South (Sewanee, Tennessee)
- Vanderbilt University (Nashville, Tennessee)
- Washington & Lee, (Lexington, Virginia)
- NYU (New York City, New York)
- Maryville College (Maryville, Tennessee)

Questions Most Often Asked Concerning the High School

1. WHY IS IT IMPORTANT FOR A STUDENT TO HAVE A LIBERAL ARTS EDUCATION IN HIGH SCHOOL?

One can graduate from 78% of America's colleges without taking Western Civilization

- 38% without taking any history at all
- 45% without taking American or English literature
- 77% without taking a foreign language
- 41% without taking mathematics

These statistics make it clear that a college degree does not in any fashion guarantee a well rounded education. We want to expose our students to as wide a variety of subjects as possible while they are in high school so that they will learn to think about every aspect of their lives and how all subjects are related to one another. This exposure also has the potential to light a fire that might otherwise lie dormant.

2. WHY ARE YOU NOT ACCREDITED AND HOW DOES THAT AFFECT MY CHILD'S CHANCES OF GETTING INTO A GOOD COLLEGE ?

We have chosen not to be accredited because it has the potential to limit the freedom of selecting our own curriculum that we now enjoy. Accreditation has very little to do with a school's ability to educate a child and can only add to the pile of paperwork necessary in running a school.

Our transcript does not indicate whether or not we are accredited, and colleges have never asked. They are only interested in variety and high levels of difficulty in courses. They are, of course, concerned about the college board scores. To date, our students have had no difficulty getting in to the college of their choice.

3. WILL OUR CHILDREN BE PREPARED TO MEET THE "REAL WORLD" HAVING ONLY EXPERIENCED THIS SMALL "UTOPIAN" COMMUNITY ?

The Cedar Hall High School experience is far from utopian in that the students have to deal with various differing relationships in a manner of respect and acceptance. They cannot just avoid a difficult personality; they have to relate and work out problems.

We also are committed to giving the children a different perspective on what the world could be like if they have the courage to be themselves instead of learning how the world is and being content just to leave it as they have found it.

The most important concern we have in maintaining a high quality student body is that they are the mentors for the middle and primary schools. We "buddy" them up with the younger students to keep the spirit of learning and integrity going from year to year. We cannot take a chance with students who are not of mentoring quality for the sake of the younger students.

CEDAR HALL HIGH SCHOOL

A typical program of study for grades 9-12

<u>Freshman</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>
*English I	*English II	*English III	*English IV
World History	*Western Civ	*European History	*American History
Health	*Latin II	Spanish I	Spanish II
*Latin 1	*Algebra II	Physical Education	Civics
*Algebra 1	*Geometry	*Trigonometry	Calculus
Biology	Bible	Chemistry	Physics
Bible			

Electives: (varies with each year and is not exhaustive)

- Art
- Computer Literacy
- Chess / Bridge
- Home Economics
- Automotive
- Choir
- Speech / Debate
- Art History
- Calligraphy

* Honors status is assigned to certain courses as indicated

The high school is reserved for students who are self-motivated and have a strong desire to learn. They must be willing to be involved in leadership and serve the school in any capacity. We have very high expectations academically and cannot tolerate mediocre performance. If a student falls below the required 2.50 GPA, he is put on academic probation. Two consecutive quarterly probations could result in expulsion. All students are required to complete each year with a cumulative 2.50 GPA. No senior will graduate if his or her final semester has a failing grade on it. Although a 2.50 GPA is required, any attitude less than expected supersedes the academic requirement and can lead to dismissal.

Graduation Superlatives

Summa Cum Laude.....90 or above average on all core credited courses
with no failing quarters on any subject

Magna Cum Laude.....85 to 89 average on all core credited courses

Cum Laude.....80 to 84 average on all core credited courses

Bona Civitate (Good Citizenship).....Exemplary Conduct

An "Honors Diploma" or a "General Diploma" is awarded each student depending upon the requirements he or she has fulfilled as specified.

Cedar Hall High School Course Description

HISTORY:

WORLD HISTORY

A study primarily of ancient history from the beginning of time from a Biblical perspective and progressing through the civilizations of Mesopotamia in the Fertile Crescent including Babylon, Persia, Media, Phoenicia, Assyria, and the Hebrew nation with an in depth study of Egypt. There is a major emphasis on the study of China, India, and other great civilizations not covered in St. John's History.

ST. JOHN'S HISTORY

A course that combines the study of the origins and the progression of Western Civilization with that of European history. It takes up where World History ended with the Classical Age. The in-depth study of mythology from the Greeks and Romans provides a background for much of Western literature. Philosophy as it has evolved over the ages provides a clear understanding of how the thoughts of men and women promote changes in society. The student also studies the political situations that evolved as Europe took shape. The students are required to read excerpts of many of the great thinkers through the centuries and write commentaries on them weekly. We consider this an Advanced Placement course. It is so named in reference to St. John's College in Maryland where the reading of the great books in history is the essence of their educational philosophy. The following are examples of the books or personalities to be read in part by students taking this course :

Plato's <i>Republic</i>	Plato's <i>The Last Days of Socrates</i>
Sophocles' <i>Oedipus Rex</i>	Augustine's <i>Confessions</i>
Foxe's <i>Book of Martyrs</i>	Augustine's <i>City of God</i>
Aristotle's <i>Metaphysics</i>	Writings of Thomas Aquinas
Life of Dante	Thomas More's <i>Utopia</i>
<i>Imitation of Christ</i>	Erasmus' <i>Praise of Folly</i>
<i>Provocations</i>	<i>Origin of the Species</i>
Life of Bonhoeffer	The German Euthanasia Program
<i>Mein Kampf</i>	<i>The Social Contract</i>
<i>Paradise Lost</i>	<i>The Prince</i>
Epictetus	<i>Plutarch's Lives</i>
<i>On Loving God</i>	<i>Bible</i>

AMERICAN HISTORY

Taught in conjunction with Civics (required ½ credit). The first semester takes the student from the inhabitation of the Indians around AD1400 to the end of the Civil War in 1865; the second semester takes the student to the present. Students are required to read original documents and write on them accordingly. This course is considered Advanced Placement. The year American History is taught, we plan a week long trip in the spring for the students. We have previously traveled to Boston, Philadelphia, Washington D.C., and New York.

SCIENCE:

BIOLOGY

Biology is a combination of Zoology and Botany. Dissections of mammals as well as other animals is an important aspect of the study. Since an entire course is devoted to anatomy and physiology of humans, the majority of the biology study is devoted to botany. Much of the study takes place outdoors as weather permits. The student is required to make a leaf collection, to identify trees and flowers on the farm, understand the propagation of various plants, dissect and identify various species as well as learn the technical vocabulary associated with this discipline. The ultimate goal is to help the student develop an appreciation for nature and its complexities.

CHEMISTRY

The first three quarters are devoted to inorganic chemistry which includes: atomic theory, bonding, stoichiometry, quantum theory, behavior of gases, kinetics, acid base equilibria, product constants, electrochemistry, solubility and other areas. Experimentally, they learn how to distill water, to titrate, to sample and determine pH values in water and soil, to produce hydrogen gas through electrolysis, and to electroplate various metals, to name a few. The remaining quarter is spent in organic chemistry. They learn concepts associated with the molecular structures of organic compounds and how they react to form other compounds.

ANATOMY/PHYSIOLOGY

This course involves the study of the human body from the cellular level to the completion of the various systems. Genetics and current issues concerning humanity are discussed from an ethical point of view. Dissections of animals with similar design to our own are used in this study. There is a concerted effort to infuse nutrition in all aspects of this course.

PHYSICS

Taught in conjunction with calculus, this study introduces the basic concepts of physics. It also delves into the physics that only calculus and extensive math skills can solve. This is designed only for upper classmen. The Saxon physics textbook is used which gives the student a lot of practice on skills not just theoretical laws. Many hands-on activities and experiments are conducted.

MATHEMATICS

Students who enter Cedar Hall as freshmen are required to complete courses in Algebra I, Algebra II, Geometry, Advanced Math (Trigonometry), and Calculus. All of these courses are deemed “Honors” and are intended to prepare the student for college level math. Regardless of a student’s interest and proficiency level, we require all students to be exposed to all of these disciplines. Cedar Hall’s graduates have averaged on SAT and ACT math scores in the top 15% nationally.

ALGEBRA I

Saxon Curriculum. Students are introduced to the basic concepts of this abstract math including solutions of equations, graphs of linear and other conic functions, the quadratic equation, the algebra of polynomials and radicals, rational equations, advanced factoring, and the daily solving of real life problems. The use of calculators is limited.

GEOMETRY

This is the only math not taught with the Saxon Math curriculum. We use a textbook by Richard Brown who emphasizes proofs as well as the mathematics behind geometry. Proofs are absolutely necessary for a full understanding of this exciting math.

This Euclidian geometry provides the student with a keen insight into the world of structure while giving him a foundation in the art of logical thinking. There is an attempt to take this math outside of the classroom and make it real to the student.

ALGEBRA II

Saxon Curriculum. A continuation of Algebra I taught after geometry to give the student a variation. This math introduces trigonometry, polar coordinates, vectors, complex numbers, topics in chemistry and physics, logarithms, standard deviations and special topics associated with SAT and ACT preparation.

ADVANCED MATH (TRIGONOMETRY)

Along with trigonometry, there is a vast array of topics covered which are an asset on college board exams. These topics include advanced logarithms, radian measures, permutations, combinations, complex conic sections, probability, echelons, arithmetic and geometric means, determinants, and graphs of all trigonometric functions.

CALCULUS

The derivative and the integral are taught with their practical applications. This course is not taught with the goal of receiving college credit, but rather to give the student an exciting rather fun experience in his senior year.

ENGLISH I, II, III, IV :

In a three year rotation of American, British, and “Genre” literature, English is taught with a strong emphasis on writing skills. The fourth year involves the reading of novels and discussion and writing upon the topics brought from those works. The novels chosen are those not typically read by high school students because of difficulty or length or both. *Les Miserables* and *War and Peace* are two such examples. These books are read daily and discussed in class.

Reading List – Cedar Hall’s “Best Books List of 100” is available for the students to select from each quarter. In a four year period an average reader will read about 50 of these books.

FOREIGN LANGUAGE :

LATIN I AND II

Taught by Miss Margaret Smith, this course teaches the very essence of Latin. We are extremely fortunate to have a teacher of this quality. Miss Smith prepares her students for the National Latin Exam each year. She has had an astounding 26 medalists out of 50 students, and her classes are always well above the national average. The past two years she has taken them to the State Latin Convention which has resulted in many ribbons of accomplishment. She was awarded the National Latin Teacher of the Year in 2006.

SPANISH I AND II

A strong emphasis is placed on vocabulary and speaking skills. The entire purpose is to be able to communicate to someone in his own language.

CEDAR HALL SCHOOL
Graduation Requirements

HONORS

Bible	2
Language Arts.....	4
Math	4
Algebra I	
Algebra II	
Geometry	
Trigonometry	
Calculus	
Science	4
Biology	
Chemistry	
Physics	
Anatomy	
History.....	3½
World History	
Western Civ/European	
U.S. History	
American Gov't (½ credit)	
Health.....	½
Foreign Language.....	4
Latin and Spanish	
Visual or Performing Arts.....	1
Physical Education	1
Electives.....	4

Total 28

GENERAL

Bible	2
Language Arts	4
Math	4
Algebra I	
Algebra II	
Geometry	
Trigonometry	
Science	3
Biology	
Anatomy	
Chemistry or Physics	
History.....	3½
World History	
U.S. History	
American Gov't	
Western Civ	
Health	½
Foreign Language	2
Visual or Performing Art	1
Physical Education	1
Electives	1

Total 22

The general diploma is only relevant to students who enter Cedar Hall as sophomores or juniors and cannot fulfill the requirements for an Honors Diploma.

SCHOOL POLICY

1. The school day begins at 7:50 a.m. Please try to be prompt as tardiness is a disruption to devotional time. We will be available to take the children no sooner than 7:30 a.m.
2. Parents are required to call the school by 7:30 a.m. if there is an absence for that day. Please try to refrain from routine doctor visits during school hours.
3. Students are asked to bring only their necessary school supplies, teacher requested items, and lunches. Cell phones are prohibited during school hours. (Permission to bring any personal items requires the prior approval of the teacher).
4. Students are to be neat, clean, and well groomed. We want children to dress in comfortable play clothes. High school students have higher expectations.
5. Report cards will be sent home each quarter (4 times per year).
6. At Cedar Hall, students will be given a standardized achievement test toward the end of each school year. The tests administered are nationally recognized and are used widely by other schools. We use the Stanford Achievement Test and the results are provided to the parents.
7. School ends each day at 2:30 p.m. and all children should be picked up no later than 2:45 p.m.

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

The Cedar Hall School, Inc. 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 school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

TUITION COSTS: 2007—2008

Grades 3 through 8: The price for one child is \$300.00/month for 12 months.

If two children are sent from the same family, the second child is \$275.00/month for 12 months.

If three or more children are sent from one family, the price for the third and each additional child is \$250.00/month for 12 months.

High School: The price for a high school student is \$390.00/month for 12 months. There is no price break for additional children in the High School.

This tuition pays for evaluation exams, registration fees, activity fees, books, teaching supplies, state testing and field trips. We do not believe in returning to the parent for additional money throughout the year. Tuition does not cover the cost of food and transportation.

** All families are required to place a deposit equal to one month's tuition by February 15th for any child returning. This is a holding fee and will go towards the 1st month's tuition. It is non-refundable.

** Payment is due on the first day of each month beginning in the month of June and ending on the first day of May. If the tuition is not paid by the tenth of the month, it is considered late and a late fee of \$25.00 will be charged to the next month's tuition. All late fees are used to buy books for the school library. If these late fees are not paid with the following month's tuition, they will begin to accumulate. Your child's records will not be released to you until those accumulated fees are paid in full.

** Any account not paid by the 25th of the month in which it is due will be handed over to the board, and they will contact the delinquent account.

** All tuition for the year is due even if a child is removed by either the parents or by the school during the school year. If you choose to withdraw your child from school after the previous spring acceptance date of May 1, the entire year's tuition is still due.

FOOD

Each student will be responsible for bringing his or her own lunch each day with a beverage (no cokes or soft drinks) which may be kept in the refrigerator at school. No snack food please. We have microwaves available for prepared foods. Chewing gum is not allowed.

TRANSPORTATION

All transportation will be the responsibility of the parents. When we get a list of the students who will be enrolled this year, we will notify the parents in order that they might be able to car-pool.

DISCIPLINARY RULES

Although there are many guidelines that all students are required to adhere to, we boil these requirements of conduct down to a simple statement:

“Always conduct yourself as a gentleman or lady.”

Specific guidelines are covered at the beginning of each year. We have very high expectations for conduct and will not condone the lack of it. We consider ourselves extremely fortunate to have such a strong backing from the parents.

There are a few infractions that will not be tolerated, and parents will be contacted at once:

Lying, swearing, cheating, fighting or humiliating others. These infractions could result in suspension or expulsion.

HONOR CODE

Cedar Hall School has an Honor Code which requires integrity in all aspects of a student's life. Our students are trusted to conduct themselves in a manner which allows each teacher the freedom to give out tests and leave the room and expect the students to complete their tests without supervision.

IN MAKING APPLICATION TO CEDAR HALL I UNDERSTAND THAT:

1. We as parents are required to read *For the Children's Sake*, by Susan Schaeffer Macaulay, before the child enters the school.
2. We will be required to attend at least one private meeting throughout the year in regards to the child's progress. A convenient time will be scheduled in advance.
3. No refund will be made on tuition costs. If a child is removed from the roster after May 1 of the previous year, the entire tuition is still required for the upcoming year.
5. We give permission for our child to take part in all school activities, including sports, projects, and trips. We absolve the school from liability to us or our child because of any injury to the child at school or during school activity.
6. The school reserves the right to dismiss any student who does not cooperate with the educational process or willfully participates in any of the infractions listed on the previous pages. Parents are still required to pay the full tuition for the remainder of the school year.
7. All tuition costs will be paid in accordance with rules stated in the tuition section.
8. Cedar Hall is legal in the state of Tennessee by virtue of its membership in the Tennessee Association of Not-Public Academic Schools, T.C.A. 49-50-801. Membership in TANAS in no way denotes state control of Cedar Hall. The school is exempt from state accreditation and does not refer to itself as being accredited. The school is classified by the Tennessee State Department of Education as a Category IV, Church-Related school, Exempt from Accreditation. Students transferring back to public school from Cedar Hall may be required to take pre-placement tests. Public schools may substitute pre-placement tests with recent achievement test scores given by Cedar Hall.
9. As a new family entering Cedar Hall, in order to reserve a position in the school, we agree to pay a one month's tuition fee by April 1. This fee will be counted toward the first month's tuition and is due upon completion of this application. The reservation fee is non-refundable.

SIGNATURE OF BOTH PARENTS:

FATHER: _____

MOTHER: _____

Cedar Hall Board of Directors

Please feel free to contact any of these for more information.

Robert and Joan Collier	898-1279
Dan and Trisha Decker	893-3403
Gilbert and Ginny Gordon	893-4015
Duane and Donna Griffin	890-3484

Cedar Hall Staff

Headmaster	Gilbert Gordon
Middle School Principal	Gilbert Gordon
Primary School Principal.....	Donna Griffin
Administrator	Ginny Gordon

You can also contact our web page at www.cedarhallschool.org