

LCA

NEWSLETTER

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IN THIS ISSUE

- Our New Head of School
- A Note From Our Head Of School
- Classical Education for the 21st Century
- Celebrating Our Accomplishments
- LCA's Music Program
- The Amanda Proietti Award for Excellence
- 2022 Amanda Proietti Award for Excellence: Della Peron
- Congressman John Yarmuth Visits LCA
- Alumni Profiles
 - Emmie Lo
 - Cosmo Rudd
- LCA Board of Directors & Advisory Board
- Ways to Support LCA



Our New Head of School

We are very excited to announce that Greg Markowitz has accepted the position of LCA's new Head of School.

Over the past seven months, Greg has flourished in his position as Academic Dean. He has unified our faculty and revitalized LCA's mission. He has introduced and implemented the ten principles, which he's been discussing in the weekly bulletin. He has worked tirelessly to update and strengthen the curriculum for all grades. Greg was also instrumental in re-opening the Woodbourne campus and adding a Junior Kindergarten for the 2023-24 school year.

The Board of Directors has been working closely with Greg as Academic Dean and we are certain that he is the best candidate for Head of School. Over and again, Greg has demonstrated that he is up for the task of leading LCA into a bright future.

We are so excited to continue to work with Greg. His energy and passion for classical education; his experience in several classical schools; and his relationship with the faculty, the board, and our students and families has already had an extremely positive impact on LCA during his time as Academic Dean. Greg's vision for LCA into the 21st century is truly inspiring.

The Board of Directors

Michael Buckman | Tiffany Calvert | Jamie Cox | Lauren Freeman | Sandra Harris | Christy Hoke | Kristan Milam | Rebecca Siegel (Chair)



Note From Our Head Of School

I find that it is pretty difficult to understate how important LCA is to me as both a community and as an institution. In addition to transforming my pedagogy and inspiring me with its unparalleled academic goals and vision, LCA united me with a group of people (faculty, parents, and students alike) who are deeply driven by a desire to belong to the very best school imaginable.

The reach of LCA's vision is already remarkable, but I would like to briefly comment on the very essence of our school, our students.

There is just nothing in the world like working with an LCA student. They are knowledgeable, quick to learn, ready to listen, attuned to the rules, eager to help others, and really quite fun to be around. I have never met a group of people who will so immediately and frankly correct my errors and who are more excited for a round of soccer.

They are fierce. They believe deeply in justice, following the rules, and treating others with respect, yet they love a clever joke.

Most remarkably, I have found that they all believe what we do in class is valuable.

There are no jaded LCA students, and while yes, it can get hard or frustrating at times, I have seen literally every student pull through and accomplish something marvelous in class. (Perhaps my favorite thing about my job is that I get to work with every student!)

As Head of School, I want nothing more than to deliver the school that these outstanding students deserve. They have given LCA their trust. They have shown their families, peers, and teachers that they think this place is worth their time and effort.

I intend to meet them there.

I am terrifically grateful to our outstanding faculty and staff who are tireless in their efforts to improve the education of our students. They do the real work of daily leading the students through their exercises and showing them the value of their work.

I am also so, so grateful to our Board of Directors, who have led LCA through just about every single challenge and to great success. They have done immeasurable work in enacting and refining the vision and practice of the school so that the faculty and staff can sustain this wonderful institution.

I cannot wait to see what we can do at LCA next, and I am so excited for next year and the many years to come.

Fly, Pegasi, fly!
Greg Markowitz
Head of School



Classical Education for the 21st Century: The Value & Virtue of Rote Learning

Greg Markowitz, Head of School

One of the hallmarks of a classical education is the great pleasure taken in rote learning. Students are expected to recite poems, multiplication tables, and even laws of physics or other formulas. Walk through LCA, and you will probably find at least one class chanting.

Yet over the last 70 years in U.S. education, rote learning has gotten a rather bad rap. Students often complain about it at first, and many teachers, themselves finding it to be boring, abandon the technique altogether for more seemingly exciting methods such as analysis or research.

Do we just grin and bear it, forcing our students and faculty through endless cycles of the same material, cramming meaningless jargon into their minds, copying the psychological techniques of commercial jingles?

Not at all! Though rote learning is certainly capable of lapsing into those miseries, we avoid it simply by doing it well.

How? We treat rote learning as a first step in any lesson. Memorization would indeed be meaningless if the students never did anything with it. After we memorize a poem, we talk about what it means. Students find themselves liberated from the burden of continuously needing to look up the verses and are instantly able to make connections. Likewise, mathematics built upon a foundation of memorization is exciting because so much of problem solving is effortless when you have internalized your factual or formulaic knowledge. Memorization, of course, does not do the analysis for you, but it does cut down on the number of tasks you must perform while analyzing because if you've memorized the right content, you barely need to look anything up.



Here, we also see that rote learning is a brilliant method to instill confidence, even from an early age. Rote learning inspires students by making them feel like competent learners in tasks they would be otherwise totally unable to approach. Any language takes two to five years in order to become conversational. But you can train someone to memorize a real poem with a solid accent in about an hour of instructional time. You won't be able to converse in Latin, but you can sure recite a ten-line poem in it, which goes a long way in helping students feel like they are and will be capable of speaking it. With rote learning, rather than letting students feel trapped in an alien language, they feel keyed into something they already know about.

However, the ultimate sell is that rote learning is exciting, even impressive. There is something magical about a nine-year old being able to recite ancient poetry in a foreign language from memory. It just seems impossible. That's why we have the students perform recitations to an audience. It gives students something that they have all to themselves, something no adult can do, something to be proud of. And as the school ages over many years, I hope that the canon of memorized poetry becomes a way that LCA students recognize each other. Our goal is that it be unforgettable.



Celebrating Our Accomplishments

2022

2022 was an exciting year for LCA! We had our first community Trunk or Treat; won a community gardening award to plant a wildflower garden on our campus; collaborated on two fundraisers with Carmichael's Bookstore; had two read-a-thons; performed a one-act play, *Appropriate Audience Behavior* (directed by Carolan Brown); studied ethics and feminist philosophy with UofL Philosophy Professor (and LCA parent) Lauren Freeman; welcomed Louisville Metro Council Member Cassie Chambers Armstrong to tour our school; and learned about politics and civics with Congressman John Yarmuth. Our students worked together with Feed Louisville to prepare food for community members in need. Our alumnus, Joly Lo, delivered a [TedxYouth](#) Talk on classical education!



Cassie Chambers Armstrong & Greg Markowitz



This year, we expanded our Monday electives and our After School Program.

In the fall, Monday enrichment included classes in Forensics, Comics, Debate, Ancient Greek, Poetry, and Strategy Games.

In the spring, Monday enrichment included classes in Mystery Stories, Costuming & Fashion, Debate, Spoken Latin, and Strategy Games. Additionally, on Mondays, our students volunteer with Feed Louisville.



Celebrating Our Accomplishments *2022*

We have expanded our After School Program, directed by Dewey Kincade. We offer classes in French, Mandarin, Architecture, Fencing, Typing, and Photography. These classes are open to the community!

In the fall, our Cross-Country Team, coached by Leigh Anne Preston, had a phenomenal season. The runners built their stamina, team spirit, and their deep support of one another. We can't wait to cheer on our unbelievable Pegasi runners again this spring!



LCA'S MUSIC PROGRAM

Aurum Chorum is LCA's new music leadership group, open to all middle school students. They are responsible for planning both school music programs (together with Mrs. Cleary). Students in this group learn basic conducting skills and they take turns leading the chime choir during weekly rehearsals. They also storyboard and produce music videos (their [Halloween video](#) received 798 views on YouTube!). They will organize and host the first annual LCA talent show in February 2023. For each school music program, *Aurum Chorum* students learn a choral piece of their own and the harmony/descant parts for choir pieces. They also assist with all of LCA's public music performances.

Founding members of *Aurum Chorum* are Penelope Kincade, Liliya Kourdeltchouk, Maya Nanda, Jovi Diggs, and Violet Snyder.

In December, LCA's chime choir was invited to play at the Lessons and Carols service at The Cathedral of the Assumption. This was LCA's first ever alumni music event. The group is comprised of LCA alumni and our new music collective, Aurum Chorum. This concert gave us the opportunity to showcase our new set of 3-octave chimes.



*Aurum Chorum (right)
Chime choir (below)*



Celebrating Our Accomplishments

2022

Grammar School Academic Team: LCA competed in the Governor's Cup, winning the Quick Recall event in the district competition, placing third at regionals, and placing first in three of five categories.

National Mythology Exam: Of the 9,000 students in 400 schools nationally and internationally who took this exam, two fourth-grade students received perfect scores and several others merited distinguished rankings.

National Classical Etymology Exam: This exam tests a student's ability to handle both Latin and Greek derivatives and their usage in the English language. LCA students won one gold, two silver, and two bronze awards.

National Latin Exam & Exploratory Latin Exam: LCA students participated in this international exam taken by over 100,000 students from all 50 states and 21 foreign countries. Two of our students earned gold medals, two earned silver medals, and five placed *cum laude* and *magna cum laude*.

Junior Classical League: In this high school level competition, eight of our grammar and middle school students placed in the top five places in the Mythology and Mottos and Abbreviations exams.

KET Young Writers' Competition: Out of the 1,200 entries in multiple categories from across the state, three LCA students were finalists.

Kentucky State Poetry Society's Student Contest: LCA had several submissions and one of our sixth graders had a poem chosen for publication in Young American Poetry Digest.

Horsing Around with Art Competition sponsored by the Kentucky Derby Museum: Of LCA's five submissions, three received distinguished awards and one was selected by the Jane Chancellor Moore Gallery in Frankfort for a special exhibition.

Appropriate Audience Behavior: LCA put on a production of this play. Students from grades 4-8 worked on it all year. The performance was Directed by Carolan Brown, attended by over 50 people, and was an overall smashing success!



The Amanda Proietti Award for Excellence



Amanda Proietti is one of LCA's dedicated founders, a beloved teacher, and a visionary Academic Dean. She has been instrumental in building and shaping the school into what it is today. In 2021, after 15 years of service to LCA, Amanda retired. To honor her legacy and deep commitment to the school, we created **The Amanda Proietti Award for Excellence**. This is the highest distinction that LCA offers and is awarded to a graduating 8th grade student who embodies the virtues and values of our school.

2022 Recipient of The Amanda Proietti Award for Excellence

Della Peron

I graduated from LCA last year and was the first ever recipient of **The Amanda Proietti Award for Excellence**. Mrs. Proietti was such a big influence and role model for me and I am so honored to have received this award!

LCA was a unique learning environment and supportive place for me to grow as a student and person. The most valuable thing to me about a classical education was studying Latin. Latin has been so helpful to know not only because it is the root of many English words, but also because Latin's structure was difficult to learn since it is different from English. Latin's complexity has helped me in many ways. Through learning Latin, I have developed good studying skills and memorization tactics that I use in every class. I am now studying Chinese and even though the languages are so different, studying Latin has helped me tremendously.

My favorite part of my LCA experience was the level of challenge throughout the curriculum. I absolutely loved pushing myself to learn new things and the support of all my friends and teachers was terrific. Having already had harder material has helped me in my high school classes. I am better able to comprehend and execute new skills thanks mostly to the difficulty of the LCA curriculum. Even the things in my LCA classes that I thought were unnecessary help me now in the harder classes of high school.



Amanda Proietti & Della Peron

What inspires me about high school is being exposed to new subjects and ideas from my classmates and teachers. I feel like I can explore things in more depth and really focus on the subjects that I am most interested in. There are also many opportunities to do extracurricular activities, such as volleyball and Chinese calligraphy. Also, meeting my new classmates and getting to know more people from different cultures is incredible!

Something that LCA taught me was to be more confident in myself and my abilities. I was very shy and self-critical when I first came to LCA, but all of the support and comfort that LCA gave me helped me open up and recognize what I am capable of. Every person at LCA helped teach me that, but I especially remember Mrs. Proietti saying to never give up and to always believe in myself.

Thank you, Mrs. Proietti!

Congressman John Yarmuth Visits LCA

During Civics class last spring, 4th and 5th grade students learned about the three branches of government. While studying the Legislative branch, students chose a bill from [Congress.gov](https://www.congress.gov) to research. Their project was to write a letter to Rep. John Yarmuth, Sen. Mitch McConnell, or Sen. Rand Paul about their chosen bill.

Students wrote about many different issues including immigration, animal rights, climate change, access to public transportation for those with disabilities, and many others. They were to express either their support or opposition to the bill, relate why it was important in general and specifically to them, and close with an action item.

Rep. Yarmuth responded over the summer and then visited the school on December 9.

The now 5th graders did a review with Mr. Markowitz the week before the visit and put together excellent questions for Rep. Yarmuth. Rather than Rep. Yarmuth simply lecturing about his job, we had a great discussion. The students were in awe of Yarmuth and his accomplishments as a politician and highly engaged in the discussion. Likewise, Yarmuth was blown away by our students. He complimented them on their letters, their insightful questions, and their ability to discuss politics, civics, and current events.



Here is what some of our students said about Congressman John Yarmuth's Visit

"It was really cool that a political leader came to our school. We could see what he was like and how classical education fit with actual government."

- **Wendell Nunley**

"I was inspired by Rep. Yarmuth. By visiting our class and responding to our letters and our questions, he showed us that even if you have a federal governmental job, you can still make a difference on the local level to help and inspire adults and children alike."

- **Rafa Elpidorou**

"I loved Congressman Yarmuth's visit to our class and I wish he could do it again. I learned so much about what it's like to work in Congress."

- **Eli Rabin**

"Congressman Yarmuth's visit helped me understand what it means to be a good leader and how to work together with others who have different views."

- **Ben Schissler**

Alumni Profile

Emmie Lo

There are so many things I loved about my experience at LCA that it's hard to condense it down into words on a page. I loved how my dedicated teachers nurtured my curiosity and desire to learn. With a classical approach to education, they guided me to read and write about incredible works of literature, to go deep into Latin and Greek, and to struggle but persevere through math. My teachers challenged and pushed me in my writing and equipped me with a classical foundation in all subjects that prepared me to be a thoughtful, responsible citizen and a lifelong learner.

At LCA, through the texts we read, our teachers' lectures, and seminar discussions, I learned the discipline of engaging and grappling with complex and sometimes difficult ideas. The world is a complicated place, and humans are complicated creatures. Many of life's biggest questions don't have easy answers. My classical education at LCA forced me to confront these facts. At LCA, I learned to not just accept oversimplified answers, but to ask questions to probe deeper into things. I learned to think critically and to listen with an open mind to honestly seek to understand perspectives and beliefs completely different from my own. These disciplines of thought continue to serve me every day as I navigate our complicated world.



Emmie Lo with her sister

I studied Classical Languages and Literature at Davidson College, a rigorous liberal arts college in North Carolina. I was able to excel at Davidson because LCA's high standards of academic excellence prepared me for the demanding workload. I've told people that adjusting to the academic standards at Davidson wasn't too difficult for me as a freshman, because Davidson felt like the logical next step in my education after the rich content of LCA. I was able to submit quality papers, even as a freshman, because LCA taught me how to write well. I was able to keep up with readings and contribute to classroom discussions because LCA taught me how to analyze texts and to participate in a Socratic seminar. The strong foundation in Latin and Greek that LCA gave me enabled me to jump into upper-level Latin and Greek literature classes where I got to engage with great works of literature, history, and philosophy in their original languages.

LCA also started the journey that eventually led me to become a Latin teacher. For my senior project, I researched different theories and methods of teaching Latin and composed my own Latin textbook that I sought to use to address gaps in the textbooks that the LCA curriculum was using. This was my first exposure to Latin pedagogy and my first opportunity to think about how I would approach the somewhat daunting task of teaching Latin to middle school students.

I graduated from Davidson in May of 2022. I now teach Latin to middle and high school students full time at Saint John's Classical Academy, a classical charter school in Fleming Island, Florida.

The most challenging part of teaching is that you always have to juggle so many things at once. I have to create my lessons and assignments, try to teach the content in a way that is engaging and comprehensible to my students, manage the classroom, deal with behavioral issues and concerns from parents ... the list goes on. It's an exhausting job on the best days and can be extremely discouraging on the worst days.



Emmie Lo with Scott Boyd

The most rewarding part of my job is seeing my students get excited about learning and seeing the students who struggle with Latin improve and grow. One of my favorite classroom activities is to give my students a short story about a famous Greek myth in Latin and guide them through reading it and translating it into English. It makes my day when I have a student shoot up his or her hand, eager to try to translate the next sentence. I love when my students who don't even like Latin get excited to share their reactions to the themes and characters in the stories. Finally, it's so rewarding when students who don't understand something I'm teaching have the courage to speak up and ask a question about it in class; or when students put in the effort to come to me for after school tutoring, and I see that effort pay off on their next test. These moments remind me that I am making a positive impact, that the time and effort I put in is making a real difference.

My teachers at LCA were excellent at getting to know each and every one of their students and tailoring their teaching methods to fit our individual personalities and learning styles. By doing this, they communicated to us not only that they cared about our learning, but also that they cared about us as people. This is the approach I try to bring to my classroom. I hold my students to high standards of honesty, integrity, and hard work while recognizing that everyone makes mistakes sometimes and everyone faces unique challenges. I strive to make sure all my students can understand what I'm teaching, and if some of them don't, I reassess and adjust my approach. These are all things that my teachers at LCA modeled for me, and I am forever grateful to them.

Alumni Profile

Cosmo Rudd

When I first came to LCA I was a bit lost. I had been drifting between different forms of homeschooling and other alternative schooling methods which ultimately left me unfulfilled and without the education I wanted. At LCA, I was quickly confronted with an intense yet highly educational curriculum. I instantly loved the focus on group discussion and analysis. Other schools I've been to have occasionally offered this, but not to the degree LCA does and not as consistently. The format of a group discussion is far more engaging and made me actually engage with the text instead of just being forced to just memorize it.



Cosmo Rudd shooting a film

I was quickly thrown in the deep end at LCA, finding myself at first overwhelmed by the rigorous courses. However, over time as I grew as a person and a student, I learned to appreciate being pushed by my teachers and it's something I now actively seek from my professors. When I had my first English class, I remember being scared at what was asked of me because I was so used to being able to get away with the bare minimum. I quickly learned that that wouldn't fly at LCA, so I put my head down and got to work. I saw more improvement in my writing in that year than I have ever before in any other class. After that, I never looked back. The most important thing I learned at LCA is how fun and engaging learning can and should be. It taught me that knowledge is something to be actively pursued not passively absorbed. And that has affected my entire academic career.

The thing I miss most about LCA is the tight knit community. Everyone, from students to teachers, is incredibly kind and it truly feels like a family that cares and supports each other. I miss the friends I made, not just the students but the teachers too. LCA feels like it permits the teachers to actually have fun and engage with their classes instead of just sticking to a tried-and-true formula which creates a more engaging classroom experience for everyone. That is something I deeply miss.

I'm currently studying Filmmaking at the New York Film Academy. I've always had a love for film as a medium of artistic expression and am incredibly excited to be pursuing it in school.

Board of Directors

Michael J. Buckman (he/him) is the Major Gifts Officer for Family Scholar House here in Louisville. He completed his undergraduate work at Murray State University, holds a M.Ed. from the University of Illinois at Urbana-Champaign, and is completing his doctoral work at the University of Illinois at Urbana-Champaign. His research is in education policy. Michael has more than 15 years of nonprofit experience including working in higher education. He and his wife, Janet, are very proud parents of Alex Buckman, 5th grade. LCA faculty have lit and fanned the flame of curiosity for Alex. He loves learning. The opportunity to bring my enthusiasm and skills to the board is greatly humbling and appreciated. LCA is the perfect school for Alex. It encourages students to pursue the why, how and who of ideas and decisions in addition to the what, and helps develop young people who own their power to enrich their lives and the lives of others.

Tiffany Calvert (she/her) is an exhibiting artist and educator. Her paintings which integrate traditional oil painting and digital media have been shown in the US and abroad including at the Speed Museum in Louisville. She is Associate Professor of Art at the Hite Institute of Art & Design at the University of Louisville. Her daughter Esme is a second-grader at LCA.

Jamie Cox (she/her) is a founding member of Vice Cox & Townsend PLLC, a boutique transactional law firm in Louisville, Kentucky, where her practice focuses on commercial real estate. She earned a BA in Philosophy from UNC-Wilmington, an MA in Philosophy from Duke University, and a JD from University of Louisville. She is the proud mother of LCA alumna, Miller.

Lauren Freeman (she/her) has a BA in Classics and Contemporary Studies from the University of King's College (Halifax, Canada), an MA in Social Sciences from University of Chicago, and a PhD in Philosophy from Boston University. She is an Associate Professor of Philosophy at University of Louisville, where she also is Director of the M.A. in Health Care Ethics. Lauren has always been committed to education and is proud to be a Board Member at Louisville Classical Academy. Her two children have been flourishing at LCA for the past six years.

Sandra Harris (she/her) has a BA in English Education from University of Louisville and an MA in Education/Secondary Reading from University of Kentucky. She is retired from Jefferson County Public Schools after 47 years as an educator. As a member of Ted Sizer's Coalition of Essential Schools while teaching at Iroquois High School, Sandra became passionate about the small school movement and high school restructuring. After leaving the classroom in 1994, she worked for Gheens Professional Development Academy as a state resource for the High School Restructuring Initiative, training Kentucky schools in 23 counties to pilot core components for graduation. Until 1996, she worked as a District School Support resource in four JCPS high schools where she coordinated their professional development and facilitating school planning. In 1997, she trained seven teachers and launched the Liberty Program for alternative students, serving as curriculum coordinator when it became a school in 1998. She worked there until her retirement in 2019. This year, Sandra launched her jewelry business. She is thrilled to be associated with LCA and have the opportunity to work with a small school.

Christy Hoke (she/her) is the founding partner and Chief of Operations for the DevSmart Group LLC. Christy began her professional career with UNICEF, working in Kenya, South Sudan, Sudan, and Somalia. Since founding the DevSmart Group, she has supported humanitarian and development agencies on five continents through project management; resource mobilization; and by supporting coherent, transparent, and accountable programming. She holds a BA from Trinity Western University and an MA from the University of Leicester. Christy has two adult sons and a daughter, Adelaide, who is in second grade at LCA.

Kristan Milam (she/her) is a general internist/primary care physician and is Treasurer of the LCA Board. She attended the University of Kentucky for her undergraduate education and obtained her medical degree from the University of Louisville School of Medicine. Kristan was on faculty at the University of Louisville for 10 years where she taught both medical students and residents in internal medicine. Kristan and her husband, Michael Schissler, have two children who are both students at LCA. This is their fifth year as part of the LCA community.

Rebecca Siegel (she/her) is Chair of the Board. She has a BA in Psychology from Amherst College and an MS and PhD in Clinical Psychology with a Specialization in Children and Families from the University of Miami. She works as a Clinical Psychologist specializing in women's mental health. She is originally from New Jersey and lived in Massachusetts, Florida, and North Carolina before settling in Louisville. She is the proud mom of LCA students Lily and Maya. She and her family have loved being part of the LCA community for more than 5 years.

Advisory Board

Louisville Classical Academy also maintains an Advisory Board of previous members of the Board of Directors or other affiliated people in the Louisville community.

Andrew Rabin (he/him) holds a B.A. from Grinnell College and his M.A. and Ph.D. from the University of Chicago. He joined the English Department of University of Louisville in 2005, and his research examines the law and literature of early medieval England. His published books include *Crime and Punishment in Anglo-Saxon England*, *Wulfstan: Old English Legal Writings*, *The Disputatio Puerorum: A Ninth-Century Monastic Instructional Text*, and *The Political Writings of Archbishop Wulfstan of York*. He is a proud parent of Eli and Ari, two happy LCA students. Professor Rabin is a fellow of the Royal Historical Society.

Becky Ruby Swansburg is CEO of Stonewood Financial. She brings to LCA's Advisory Board years of experience in marketing, public relations, and communications across a range of industries in for-profit, non-profit, and government sectors. Becky holds a BS in Political Science from Middlebury College and an MS in Public Relations from Boston University. She was named to Business First's prestigious 'Forty Under 40' list of community leaders, and is a Bingham Fellow through the Leadership Louisville Center.



Ways to Support LCA

There are three easy ways that you can support LCA.

If you shop at [Kroger](#), visit the Kroger Community Rewards page and create or login to your Kroger account. There, you can designate *Louisville Classical Academy* as your charity. If you don't want to create a login, you can always use the school phone number as your plus card number when you shop (502-228-7787).

If you shop on [Amazon](#), visit Amazon Smile and log in to your regular account. Search for and select *Louisville Classical Academy* as your designated charity and every time you shop, the school will receive a percentage of eligible purchases.

Finally, you can become a monthly supporter of LCA by clicking [here](#), and you can always provide a one-time gift by clicking [here](#).

We are always so grateful for your support!



Louisville Classical Academy

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Notice of Nondiscriminatory Policy as to Students: *Louisville Classical Academy admits qualified students of any race, color, gender, identity of expression, religion, sexual orientation, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded to students at the school. Louisville Classical Academy does not discriminate on the basis of race, color, gender, religion, sexual orientation, or national ethnic origin in the administration of its educational policies, financial-aid program, or any school-administered program.*