

Legacy Christian Academy

Parent/Student Handbook

Legacy Christian Academy

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Welcome to the Legacy Christian Academy Community!

Dear Families,

The administration and staff wish to welcome you to Legacy Christian Academy. We are excited to partner with you in the academic and spiritual education of your child (children). As a University Model® school, we are part of a large and growing group of families across the United States and internationally who are choosing an innovative and distinct model of education. Legacy Christian Academy (LCA) is part of University Model® Schools International and the National Association of University Model® schools (NAUMS). As a University Model® school, LCA takes the most positive aspects from public and private schools, as well as home schools, to give students a highly successful, college-worthy education.

The core values and primary objectives of LCA are:

- to love and glorify God
- help make disciples
- affirm and encourage parents
- strengthen family relationships
- educate with excellence
- integrate home and school
- reach out to serve communities

LCA administration and staff have been praying for you and believe God will bless our endeavors as we seek in partnership to educate the whole child. We are excited about the LCA community that the Lord has brought together!

We look forward to a wonderful year!

Sincerely,

Paula L. Cowan, Administrator
Legacy Christian Academy

Parent/Student Handbook

Who We Are

Vision Statement

Strengthening Christian families by integrating home and school for the glory of God.

Introduction

Legacy Christian Academy is a University Model® school where teachers and parents work together to provide an affordable, Christ-centered education for the next generation. In 2010, the founding families of LCA envisioned an educational alternative that would allow more time to spiritually train and build relationships with their children while providing a high level of academic excellence in their educational experience. Using the University Model®, this vision can be accomplished through God's power, prayer and the hands and feet of many dedicated individuals.

Mission

Legacy Christian Academy exists to love and glorify God, help make disciples, affirm, encourage and equip parents, strengthen family relationships, educate students with excellence, integrate home and school learning and experiences, and reach out to serve communities by partnering with parents in the spiritual and character development and academic education of their children.

Purpose

The primary purpose of Legacy Christian Academy is to provide a solution for families seeking a viable educational alternative for their children through a University Model® school. As a University Model® school, Legacy Christian Academy takes the most positive aspects from public and private schools, as well as, home schools, to give students a highly successful, college-worthy education.

Core Values and Objectives

Legacy Christian Academy desires to create a community of learners where strong Christian character is built and academic excellence is achieved through a University Model® Christ-centered education.

The core values and primary objectives of Legacy Christian Academy are to love and glorify God, help make disciples, affirm and encourage parents, strengthen family relationships, educate with excellence, integrate home and school and reach out to serve communities.

Love and Glorify God

Love and Glorify God as He is revealed in the Holy Bible. “Jesus replied: ‘Love the Lord your God with all your heart and with all your soul and with all your mind.’ This is the first and greatest commandment” (Matt. 22:37-38). “And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him” (Col. 3:17). “So whether you eat or drink or whatever you do, do it all for the glory of God” (1 Cor. 10:31). The Holy Bible is our standard of truth and final authority for faith and practice in all matters relating to this ministry. Our chief aim is to love and glorify God through everything we do.

Help Make Disciples

Help Make Disciples (Matt. 28:18-20). The governing imperative verb of Christ’s Great Commission in Matthew’s gospel is “disciple” or “make disciples.” Members of Christ’s churches, therefore, are commanded to make disciples among all peoples by “going, baptizing, and teaching.” They are to do so in the confident assurance that all authority is given to Christ and that always He will be with them. This ministry seeks to build up the body of Christ by cooperating with Christ’s Great Commission purpose, encouraging all men, women, boys and girls to be both personal disciplined followers and public character witnesses of the Lord Jesus Christ everywhere they go.

Affirm and Encourage Parents

Affirm and Encourage Parents in their God-given opportunities and responsibilities. “Love the LORD your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up” (Deut. 6:5-7). The first two instructions to God’s people after the original giving of the Great Commandment was that they (1) keep God’s commandments in their hearts and (2) teach those commandments *in their homes*. Parents are God’s first plan, His single most effective agents for spreading the Gospel to children and discipling young believers. The vast majority of Christians come to a “saving faith” in Christ when they are children, under the influence of their parents; furthermore, the successful sharing of a parent’s faith and values is best facilitated when actively-involved parents take the time, make the opportunity, and employ the tools needed for developing close, loving, and nurturing relationships with their children. Whether the issue is instilling positive traits (e.g. respect for authority, personal integrity, honesty, dependability, loyalty, and commitment) or avoiding negative consequences (e.g. teenage suicide, substance abuse, adolescent violence, sexual promiscuity, and teenage pregnancy) parents must take their proper place on the front line. If the influence of parents ever breaks down, the cost will be measured in lost souls. The percent of children who come to faith later in life is so small, and the consequences of a negative, neglected childhood are so great, that the positive influence of parents early in life must command our utmost attention and priority.

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Educate with Excellence

Educate with Excellence in a Christ-centered environment. “Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving” (Col. 3:23-24). Children, like their Lord, are to keep “increasing in wisdom and stature, and in favor with God and man” (Luke 2:52). Likewise, “Blessed is the man who finds wisdom, the man who gains understanding” (Pro. 3:13). Also, “Instruct a wise man and he will be wiser still; instruct a righteous man and he will add to his learning (Pro. 9:9). If we are to teach and instruct students “as working for the Lord,” the standard of our performance can be nothing less than *excellence*.

Integrate Home and School

Integrate Home and School in age-appropriate ways throughout the curriculum design and student activities. A Christian, University-Model® school exists to assist parents with the modern-day difficulties of preparing their children for college while also recognizing and supporting the parents’ unique role in communicating their faith and values. For parents to succeed in their all-important task of discipleship, it is essential for families to experience meaningful time together. Traditional school systems, by their very structure, tend to rob parents and students of this most precious commodity. UMS gives time and access back to parents in exchange for their commitment to be academically and relationally involved with their students outside of class according to the college-preparatory, curriculum design. Such involvement, when lovingly and joyfully administered, leads to greater opportunity for parents to succeed in teaching their most important “subjects” - faith, hope, and love. This good-faith partnership between parents and teachers makes home and school integration for a *family-strengthening*, quality education both possible and practical.

Reach Out to Serve Communities

Reach Out to Other Communities. God’s blessings are for the glory of His name and the enrichment of our world. If an educational approach, such as University-Model® schooling, can successfully demonstrate that a high quality, college-preparatory education can be provided in a manner that also protects and even enhances the roles of parents in the discipleship of their children, then it is right and proper to do everything possible to communicate that approach with anyone who needs and wants it. As this ministry experiences God’s blessings, therefore, it will be about the business of sharing those blessings with “the world.”

Major Aims and Objectives

First Aim

Our first and most important aim at Legacy Christian Academy is to love and glorify God in all that we do (1Cor. 10:31, 1 Pet. 4:11).

Related Objectives:

- A. We will seek to delight ourselves in the Lord and celebrate His greatness regardless of our circumstances.
- B. We will seek a daily, close, loving, and obedient relationship with our Lord Jesus Christ.
- C. We will aspire through all aspects of this ministry's operations to be in constant, joyful, and whole-hearted submission to God's purpose and will as revealed in the Holy Bible.
- D. We will consistently acknowledge, in word and deed, the Holy Bible as our standard of truth and final authority for faith and practice.
- E. We will challenge our staff, students and their families to love God by becoming progressively more knowledgeable of and obedient to His will as revealed in the Bible.

Second Aim

Our second aim is to do everything, including academic teaching, in a way that helps fulfill Christ's commission to go and make disciples (Matt. 28:18-20).

Related Objectives:

- A. We will evaluate all aspects of this ministry by how effective they are in strengthening Christian families by integrating home and school for the glory of God.
- B. We will encourage all families to be actively involved in a local Christ-honoring church, the primary agency to which Christ gave His commission.
- C. We will encourage our students to develop their faith, love, and devotion to the Lord Jesus Christ and teach them to apply a God-centered perspective in all of their studies and activities.
- D. We will cultivate within students an increased awareness of the world that exists beyond their immediate culture and comforts along with the growing understanding that God's love and Good News are for all people everywhere.

Third Aim

Our third aim is to affirm, encourage and equip parents in their God-given roles and responsibilities (Deut. 6:6-7; Pro. 22:6).

Related Objectives:

- A. We will encourage parents, whenever we have opportunity, to understand that their highest calling and foremost responsibility with their children is to train them to be faithful disciples of Christ.
- B. We will strive to strengthen families as the first social and educational unit instituted by God and to demonstrate respect for the primary authority and responsibility for children that God has entrusted to parents.
- C. We will seek to give parents greater access to their children by involving parents in the scholastic lives of their children's training in a university-model structure and system.
- D. We will strive to provide relevant and practical family ministries, conferences, and services aimed at keeping parents encouraged, competent, confident, and on-task.

Fourth Aim

Our fourth aim is to educate students with excellence, providing preparation for college that is both high quality and Christ-centered (Luke 2:52; Pro. 1:2-7; 3:13-20; 4:1-9; 9:9; and 10:14).

Related Objectives:

- A. We will teach a work ethic that values doing all things "as unto the Lord" (Col. 3:23).
- B. We will promote and adhere to high academic standards.
- C. We will stress the importance of character development as a basis for true academic success and achievement.
- D. In our curriculum design and pedagogical practices, we will emphasize the acquisition and application of critical and creative thinking skills as well as the acquisition of data and the mastery of concepts.
- E. We will strive for constant and consistent improvement in our instructional methodologies.
- F. We will help and encourage our students to understand that all truth is God's truth by integrating the Bible's message with the content of a classroom subject.
- G. We will teach and encourage the use of good study habits.

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- H. We will train our students how to engage in independent study and research.
- I. We will incorporate and integrate student activities as an important tool in the educational process.
- J. We will strive to offer a balanced treatment of the arts, humanities, and sciences.

Fifth Aim

Our fifth aim is to effectively and systematically integrate the home and school throughout the curriculum design and student activities in order to keep facilitating parents' relational involvement with their children while also preparing those children for college.

Related Objectives:

- A. We will seek to develop curricular designs, instructional methods, and student-activity guidelines that effectively utilize and integrate the resources of both home and school.
- B. We will seek to establish clear guidelines defining the relationship between the home and school as educational institutions.
- C. We will seek to establish curricular and student-activity guidelines defining the respective responsibilities of the school and home instructors in the university-model system.

Sixth Aim

Our sixth aim is to reach out and serve people in other communities who need and want what University-Model® schooling offers (Matt. 9:37; Matt. 25:34-36).

Related Objectives:

- A. We will develop Legacy Christian Academy as a University-Model® school, with the care and attention needed to successfully represent an educational model that can be used by parents and educators in other communities who are seeking better ways to teach children.
- B. We will seek ways to demonstrate effectively that the application of biblical principles on behalf of academically average students can indeed produce better college-preparatory results with less classroom time and less cost through the increased and more meaningful involvement of parents.
- C. We will seek ways to assist in the propagation of this educational model by encouraging other interested servants of the Lord in the start-up and development of new University-Model® schools.

What We Believe

Statement of Faith

Staff, faculty, and Board Members of Legacy Christian Academy embrace the historic tenets of Christianity as presented in the following Statement of Faith. Beyond these primary doctrines, we respect and acknowledge many secondary doctrinal questions exist among the true Body of Christ. We defer to parents and their local Bible-believing churches to clarify these issues.

The Bible: We believe the Bible to be the only inerrant, authoritative Word of God, and that it is, therefore, the final authority in matters of faith and practice. (*2 Timothy 3:16, 2 Peter 1:20-21*)

The Trinity: We believe that there is one God, eternally existent in three persons: the Father, Son, and Holy Spirit. (*Deuteronomy 6:4; Matthew 28:19; John 10:30; Colossians 2:9; 2 Corinthians 13:14*)

- **God the Father:** We believe the Father is fully God, and His fatherhood is eternal and personal. He is the Father of our Lord Jesus Christ, and of all who believe in Christ. (*Genesis 1:1; 2 Corinthians 1:3; Ephesians 4:4-6; 2 Corinthians 6:18*)
- **God the Son:** We believe in the deity of Christ, His virgin birth, His sinless life, His miracles, His substitutionary and atoning death, salvation through His shed blood, His bodily resurrection, His ascension to the right hand of the Father, and His coming return. (*Matthew 1:18-25; John 1:1-2, 14; 3:16-18; Acts 1:9-11; Romans 5:8-11; 2 Corinthians 5:21; Ephesians 1:20-23; Philippians 2:5-11; Hebrews 4:14-15; 7:25; 1 Thessalonians 4:16-17*)
- **God the Holy Spirit:** We believe that the Holy Spirit indwells all believers. He, likewise, convicts of sin, increases desires for righteousness and obedience, leads in truth, brings assurance, empowers, and gives spiritual gifts to the church. (*John 3:3-8; 14:16-17; 16:7-11; 1 Corinthians 2:13; 12:11-13; 2 Peter 1:20-21*)

Human Nature: We believe all people are created in the image of God, to be like Him in character. Our sin alienates us from God, makes us liable for His judgment, and ultimately results in eternal death apart from God's salvation. (*Genesis 1:26-27; Romans 1:18-23; 3:23; 5:12; 6:23; Ephesians 2:1-3*)

Salvation: We believe it is through Christ's death on the cross, where He took our sin upon Himself, and His resurrection, where He defeated death once and for all, that we can be made right with God on the basis of Christ's righteousness and atoning death. We can never make up for our sin by self-improvement or good works. Only by trusting in Jesus Christ alone can we be forgiven for our sin, overcome our separation from God, and be saved from God's judgment. At salvation, we are justified by God; meaning that we are declared positionally righteous before God because of our identification with Jesus Christ. (*John. 1:12-13; 6:37-40; 10:28-30; Ephesians 1:7, 13; 2:8-9; 1 John 5:11-13*)

The Christian Life: We believe it is God's will that through the Holy Spirit, we continually grow in grace, in obedience, and in our love for Him until we get to heaven and are made perfect in Christ. (*Romans 6:1-8; 1 Corinthians 6:11; Philippians 1:6, 2:13*)

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Eternity: We believe in the bodily resurrection of all people. We believe in a literal heaven and hell, and that all men will either spend eternity under God's just and holy judgment or in His glorious presence.

(Daniel 12:2; Matthew 25:31,46; John 5:28-29; 1 Corinthians 15:51-52; 2 Thessalonians 1:9)

The Church: We believe that believers comprise the Church which is the Family of God, the Body of Christ and the Temple of the Holy Spirit, and that it is expressed in local churches. It was created by God to display His glory on the earth by reaching out to people who do not know Him, lifting up worship to Him, loving one another as His family, growing in maturity to be like Christ, and serving others in His name.

(Matthew 26:26-29; 28:18-20; Acts 2:42-47; 1 Corinthians 12:1-27; Ephesians 1:22-23; 3:10; Colossians 1:18; 1 John 3:14-18)

Non-Denominational Position

This ministry's Statement of Faith is fundamental to basic Christian tenets and contains those doctrines to which we unreservedly adhere and teach. It is our desire to maintain this position and to do so in all fairness to each family. In honoring this desire concerning the outreach of this ministry, there shall be no attempt made by parents, students, staff, or school board members to promote or disparage any doctrinal or denominational beliefs, practices, or positions regarding issues upon which the ministry itself has assumed no official stance. Included are denominational positions regarding:

1. Church government-authority
2. Time and mode of baptism
3. Security of the believer
4. Timing of future events
5. Second work of grace – baptism of the Holy Spirit
6. Sinless perfection
7. Gift of the Spirit – tongues, interpretation of tongues, healing, miracle working, discerning of spirits

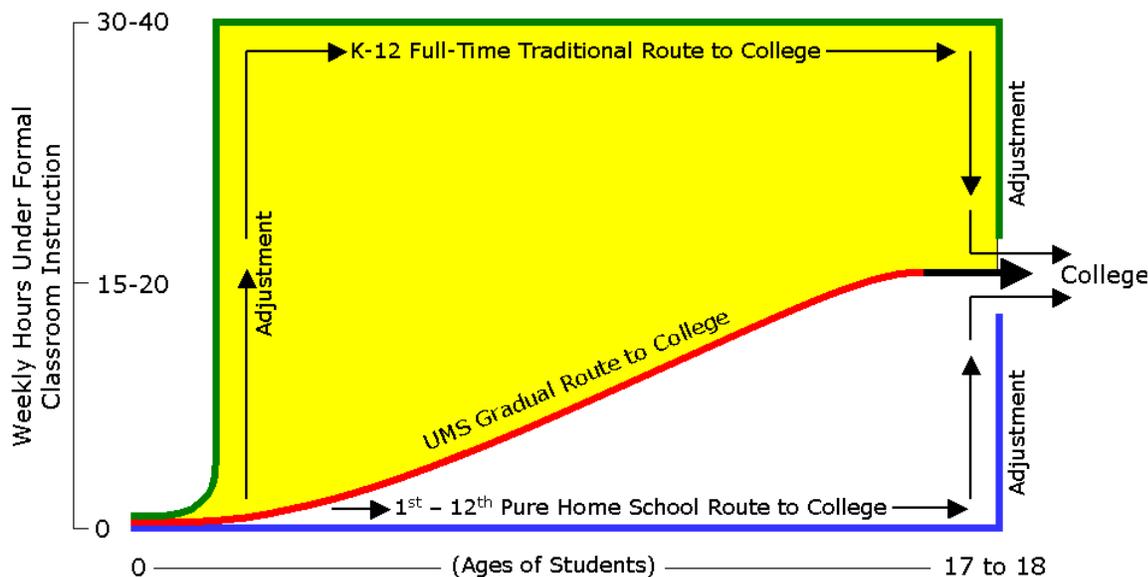
Philosophy of Education

University-Model® schooling (UMS) was developed as a result of two guiding concerns: to offer students the opportunity to acquire a high degree of academic achievement and to preserve and strengthen the God-ordained family relationships in which the Christian faith is most effectively fostered. The structure in which these two concerns are brought together, University-Model® schooling, provides an academically challenging education while integrating the home and school in the common goal of discipling children.

A diagram of the UMS model, in contrast to traditional schools and homeschooling, is as follows:

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Represented along the left side of this diagram are the different number of weekly hours students would encounter in a classroom setting guided by a professional teacher. Represented along the bottom, from left to right, are the ages of students up to 18, the typical age for high school graduation. The academic benefit of gradually preparing students for direct entrance into college vs. an approach that requires significant adjustments is evident.

More importantly, however, is the UMS goal of helping to preserve and strengthen the God-ordained family relationships in which the Christian faith is most effectively fostered. According to information gathered by well-known pollster George Barna, the most critical period when 94% of all boys and girls come to a saving faith in Christ is before the age of 18; 90% before the age of 14! Only 6% will make that soul-saving decision between the age of 18 and their death. Since parents are the most influential factor in this decision, it is vital that models of education exist that recognize the significance of keeping parents involved with their children during the early, critical years of a child's education. Represented by the shaded portion of this diagram is an indication of the additional amount of time the UMS model, in contrast to the traditional model, strives to preserve for the influence of parents. Unfortunately, if there is a breakdown in the preservation of parental influence during a child's educational years, then it will likely be measured in lost souls.

The person of Jesus Christ is the focal point of all that is, has been, and ever will be. We believe that the education of our children begins with this reality. Most philosophies of education place man at the center and are humanistic. The Christian philosophy places God at the center and seeks to view life in every dimension through this lens. We desire our children to self-consciously live and move and have their being in Christ, as the Scriptures teach (Acts 17:28). We believe that God is the author of all truth and that reality in life is only fully understood through a personal saving knowledge of Jesus Christ.

We believe the Bible is the only authoritative written revelation from God to man. We hold a bibliocentric view which encompasses all aspects of a student's educational experience: spiritually,

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physically, mentally and socially. All knowledge is therefore interrelated and teaches us about God's character, wisdom, and power. Therefore, every attempt is made to integrate the principles of faith and learning so that each student will develop a viable Christian world view and live a life that brings glory and honor to God.

We believe God has given parents, not the Church or State, the responsibility of educating their children and teaching them to faithfully love and serve Him. Our board, administration and faculty view themselves as servants of the parents who assist them in their biblical obligation to educate their children in the Lord.

The key to success for the UMS model is the integration of a biblically based, parentally guided, Christian faith and a sound, teacher-facilitated, academic environment. The Bible gives parents authority and responsibility for raising their children with the goal of becoming disciples of Jesus Christ. In matters of education, that parental authority and responsibility, although not surrendered, may be shared with an educational institution when the parents consider it desirable or necessary. In such cases, a University-Model® school will assist, and not supplant, parents in their work of training and educating their children.

Parents will retain the oversight of their children's educational progress and will determine the manner and extent to which they will be involved in the academic institution. Parents will help place each child in the proper stage of academic progress. Parents will also be involved in the out-of-class instructional responsibilities of their children's courses based upon each child's age and stage of academic development. In addition, parents will continue to build into their children those character qualities that reflect their own understanding of the Christian faith.

The University-Model® school, on the other hand, will operate under the umbrella of parental authority by offering a challenging academic track in the context of Christian values. The school will unapologetically speak and teach in a manner consistent with the school's statement of faith, emphasizing the necessity of a personal relationship with Christ and growth in Christ-like character. The school will also help parents properly place each of their children in an appropriate stage of academic development. In addition, the school will develop and implement academically challenging, college-preparatory courses that integrate an appropriate level of parental involvement into each student's out-of-class study. The school will encourage and expect the student to learn the material assigned and will provide regular feedback to both the student and parents concerning the student's progress in each class enrolled. Finally, the school will integrate the Christian faith and a biblical worldview into the context of the various subject areas offered, to the end that Christian character-building will receive support and enhancement outside the home.

University-Model® schooling is designed for those families in which parents take an active role in the oversight and implementation of their children's education. As the level of parental involvement progresses from being a private tutor in the elementary years to a guide for dependent study in Junior High to more of a course monitor in the Senior High courses, parents are expected to continue exercising loving and active responsibility for their children all the way through graduation. In partnership with these committed parents, the school is then able to integrate the home and school effectively toward the common goal of Christian character development and solid academic preparation for college.

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How To Be A Part of the LCA Community

Admission Procedures for New Students

1. Attend a Parent Information Meeting (please check website for dates).
2. Read the LCA Parent/Student Handbook. Speak to an administrator regarding any questions you may have regarding LCA and the University Model® Program.
3. Pray for the Lord's guidance in this decision for your family.
4. Submit the Pre-Enrollment Application (including one Student Information Form for each applying student) and appropriate Processing/Assessment Fee* per student. *This is a non-refundable fee.
5. Complete a family interview scheduled through the LCA office.
The family interview is an opportunity to answer any questions you may have and clarify the expectations of LCA. New students for existing/returning families must participate in a student interview with their parent.
6. Complete Academic Screening Assessment scheduled through the LCA office. Report cards from the last two years and any test results are to be brought to the screening along with payment. If you have any other examples of work, or pertinent educational documents that help us to know more about your child, please feel free to bring them. Each potential LCA student will be given a set of age appropriate screening assessments. LCA administers a set of screening tools to identify the strengths and areas of need for each student applying for admission. Reaching a specific score on assessments is not a prerequisite for acceptance to LCA.
7. Receive letter of acceptance from LCA Administration.
8. Upon acceptance, the enrollment fee must be paid and all admission forms must be completed and submitted before the admissions process is considered final. Each student needs to have a complete and current cumulative report on file at Legacy Christian Academy by the start of classes. This file includes, but is not limited to: Student birth certificate, transfer of previous school records, health examination by a licensed physician, immunization records, pertinent student and family information and a completed emergency authorization form. If your child is a transfer student from another school, LCA will request their Cumulative Record folder.

Additional Information:

The Processing/Assessment Fee is non-refundable.

Any family applying to Legacy Christian Academy, who may have previously attended, but are not currently enrolled, will be required to meet the same admissions criteria as new families.

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The administration reserves the right to dismiss or refuse to enroll/re-enroll a student. In the unfortunate event of mid-year dismissal, there will be no refund of any tuition previously paid. The policy laid out for early withdrawal will be enforced. (See page 29)

If a family must withdraw a student prior to the end of the academic year, a 30 day written notice is required. Tuition will not be refunded and early withdrawal policies will be enforced. (See Page 29)

Diversity and Non-discrimination Statement

As a Christian community, Legacy Christian Academy is committed to a biblical perspective that values diversity as multi-ethnic, multi-cultural, multi-generational, and multi-national. By encouraging an environment that treats every person with respect, dignity, and love, our school seeks to foster an understanding and appreciation of diversity that is consistent with scriptural teaching and prepares one to serve effectively in a global community.

Legacy Christian Academy, in accordance with applicable federal and state laws, does not discriminate on the basis of race, color, national and ethnic origin. This nondiscrimination policy covers admission, access, and operation of Legacy Christian Academy's programs and activities.

As a private religious institution, Legacy Christian Academy reserves the right to exercise preference on the basis of religion in all of its employment practices and student admissions.

Admission Requirements for Students

1. Generally, a child should reach the age of five years by September 1st of the school year in which he enters kindergarten at LCA.
2. Generally, a child who has not completed kindergarten at LCA should reach the age of six years by September 1st of the school year in which he enters first grade at LCA.
3. If a child has successfully completed the previous school year, he will generally proceed to the next grade level. New students will be assessed individually to determine the best placement to be challenged with curricula appropriate to their needs and abilities.
4. The child should understand that his parents have delegated their authority to LCA while the child is in school. He/she is therefore subject to instruction and discipline of the teachers and staff while at school (see Discipline Code).

Admission Requirements for Parents

1. During the family interview, at least one parent must be willing and able to clearly articulate a saving relationship with Jesus Christ. Both parents must read and have a clear understanding of the Statement of Faith and functioning of LCA and accept that it constitutes the doctrinal beliefs of the school and that its truths will be purposefully and clearly taught to their children who are enrolled at LCA.

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2. The parents must be willing to cooperate with the policies of the LCA School Board and must agree to support, uplift, and encourage their children in the things taught at LCA. This is most important in the areas of discipline and academic learning.
3. Parents must understand the school's commitment to parental responsibility for their child's education. LCA exists to assist parents in the task of educating their children, not to take over the sole responsibility for the education of their children. LCA is a partnership between parents and school. The teaching parent is considered a "co-teacher" and is often referred to as such.
4. Prior to final admission of the student(s), both parties should clearly understand and agree to the financial arrangements between the school and the parent(s).
5. Parents are expected to attend the following:
 - a. Mandatory Parent Orientation Meeting held at the beginning of each academic year.
 - b. Co-Teacher Trainings and Parent/Teacher Conferences scheduled both before classes begin as well as throughout the school year.

Re-admission for Current Students

Re-enrollment packets are distributed each year for current students, and timely submission of the re-enrollment application and appropriate fees will reserve the student's space in class. LCA reserves the right to refuse re-enrollment if we believe LCA is not meeting the needs of the student academically and/or socially. Examples would be: if the student presents ongoing discipline issues; if the tuition agreement has not been fulfilled; if there has been a lack of support for LCA's academic and spiritual expectations.

Tuition and Fees Collection Policy

The objective of this policy is to ensure that tuition and fees are collected in a timely manner and to establish a process whereby unpaid tuition and fees can be collected as early as possible. Acceptance of a student for enrollment constitutes a significant financial commitment on the part of the school (textbooks, personnel, supplies, etc.). Therefore, all fees and tuition, once paid, are non-refundable and non-transferable.

Tuition is due each month beginning in July prior to the academic year and ending in June following the close of the school year. All families are required to enroll with FACTS tuition management services for remittance of tuition. This process must be followed unless specific other arrangements have been made between the LCA Board or its delegate and the family involved.

Prepaid Annual Tuition Policy

This policy applies to any situation in which a family desires to prepay their annual tuition. A 2% discount will be given to any family who desire to pay in full the annual tuition portion of their fees (no discount can be given on application & enrollment fees). This full payment must be paid before classes begin. All prepaid annual tuition and fees are non-refundable and non-

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transferable. In the event of early withdrawal or dismissal, any "unused funds" (monies remaining as a result of a student discontinuing enrollment) will be calculated and acknowledged as a gift with a receipt to the donor.

Refund Policy

1. Processing Fees: These fees are due with application paperwork and are non-refundable, as stated on Schedule of Fees.

2. New Student Academic Screening Fee: These fees are 100% refundable prior to the administration of academic screening. If screening has been scheduled, then 24-hour notice of cancellation is necessary to receive a refund of these fees. If academic screening is performed, these fees are non-refundable.

3. Enrollment Fees: Student Enrollment Fees are due upon acceptance and are non-refundable after July 1, even if a student withdraws enrollment before the first day of school. The exception would be if a specific course or class for which a student has registered is canceled, or if the student is placed on a waiting list. In such cases, the student may withdraw from the course or class with a 100% enrollment fee refund for the specific class(es) in question

4. Monthly Tuition: (a) All tuition payments will be 100% refundable for any class or course that is canceled by the school. (b) In the event of a student's early withdrawal, 30-days' notice is required. Said period begins only when notice of withdrawal is officially communicated to the school administration. All payments required through the end of this withdrawal period will be non-refundable and will represent an obligation due the school if not yet paid.

5. Athletics or Other Extra-Curricular Activities: No refunds, partial or otherwise, may be given to students temporarily barred from participation in athletic or other extra-curricular activities due to academic or disciplinary problems.

Fulfilling the Mission

Parent Partnership

As a support and extension of the family unit, LCA considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed. We strive to support the family and respect parental authority and responsibility in all we do. LCA believes in supporting and equipping parents in an educational partnership. At the core of our philosophy of education is the conviction that parents are ultimately responsible for the education of their children. We see ourselves as “subcontractors” of the parents. The parents are the contractors- the ones who are responsible for getting the job done. The School’s authority and tasks are delegated to us from the parents. Therefore, our program is formatted to foster parental involvement.

Parent Involvement

Parents at LCA play an integral role in the education of their child. As a result, parents must commit to the following:

1. Pray for our school community.
2. Be available to assist your student(s) in completing all assignments for a approximately 4 to 6 hours per day on “at home” school days (home-study).
3. Closely monitor and praise your student’s progress and take time to check all teacher notes and papers sent home.
4. Set up a place to study free of distractions in your home.
5. Uphold the authority of the teachers in the school.
6. Attend scheduled Parent-Teacher Conferences & Co-Teacher Trainings.
7. Commit to participate in the efforts of at least two fundraising events for LCA.

Additionally, parents are encouraged to be actively involved in the school in the following ways:

1. Act as chaperone on field trips or as a host for special class events.
2. Share your expertise, experience and travels as they may relate to an area of study in a class.
3. Communicate your ideas for school improvement and comments regarding school programs to the administration. We value your constructive input.
4. Volunteer to serve in the classroom, office, or on school committees as able.

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Mandatory Parent Orientation / Co-Teacher Training

At the beginning of each school year, we will have an Annual Parent Orientation and Co-Teacher Trainings. Attendance at all of these meetings is mandatory; Orientation, for both parents and Co-Teacher Training, for the teaching parent. Administration and teachers will explain the academic programs, the structure of the home school-classroom format, initial training in how to organize your home program, curriculum and the LCA-parent partnership. It is imperative that we all start the year on the same page.

In addition, regularly scheduled Co-Teacher trainings are mandatory for all new Co-Teachers and highly recommended for veteran Co-Teachers. For mandatory meetings and trainings, any absence must receive prior approval from the school administrator. Mandatory meetings will be indicated as so via emails and calendar.

Academic Program Parental Roles

Primary Teacher

This role is usually for parents with young elementary students. The parent and the classroom teacher both provide direct instruction.

Co-Instructor

Courses that use a co-instructor role are primarily in the elementary area, Language Arts. Language Arts often encompasses more study time than any other subject in the elementary grades, and as a result, responsibilities are often divided between the classroom teacher and the parent-teacher. For example, the responsibility for spelling review may be turned over completely to the parent. The classroom teacher simply provides the pacing and lesson plan. Little or no central classroom time is used to review spelling since it can be done more effectively one-on-one at home.

Private Tutor

Many elementary academic courses design this role for the parent. Courses involving this role are made successful because each student has a private tutor (mom or dad) at home, who is willing and ready to assist. Parents will receive instructions from the classroom instructor on a regular basis outlining home study assignments, follow-up study/instruction over covered material, and any preparation or review needed for their next class. This role may also exist in the Middle/High School level if a student requires additional support and may be done by the parent or an individual with specialized training.

Guide for Dependent Study

This role will usually relate to parents with children in grades 7th to 10th. Many courses at this level will begin to cover subject matter that is unfamiliar to many parents. At the same time, the student is at a dependent age where disciplined study habits must be developed, not by parental force, but through positive encouragement and through the student's growing awareness of personal consequences. In order for these classes to be successful, the teacher is dependent upon the parents to ensure that their child keeps up with the course material and to communicate to the instructor any difficulties that should arise.

Guide to Independent Study

Academic courses at the 11th and 12th grade level will usually involve this role by the parents. The parent has the opportunity to monitor the independent schoolwork performed by the student while it is still possible to provide additional guidance if needed. Courses offered by Legacy Christian Academy at this level will mimic that of a junior college program where independent study skills and disciplined planning for completing home-study assignments are necessary.

Course Monitor

Some courses (like art, foreign language, music) will involve equipment or expertise that necessitate that teaching be done in the classroom and leave little instruction for the parent at home. This role, therefore, will require the least amount of time by the parent, but its importance must not be understated. The primary responsibility of the parents is to track the progress of their son or daughter and to monitor how well they are doing. Parents need to show an active interest in their child's studies and should inform the instructor if problems should develop.

Project Assistant

Parent involvement is needed, but not on a regular basis. This role is in many respects similar to that of the course monitor but will be needed one or more times during the semester for specific projects. Drama courses, for example might involve additional help for student costuming, working on sets, etc. Other examples may include Science experiment or History project.

Parent Coach

The role of the parent coach is to provide individual practice and instruction to their son or daughter at home who are involved in athletics and/or the arts (choir, public speaking etc.). The head coach or director will organize the overall activity, direct group practices, and communicate to the parent coaches any information and directions concerning home practice.

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Active Supporter

This role by the parent most often relates to athletics or fine arts. In competitive student high school activities, the required level of training and skill needed for the activity tends to go beyond the expertise of most parents. As a result, parents are instead asked to continue mentoring their children in character matters (humility, integrity, loyalty, initiative, diligence, sportsmanship etc.) and to actively support their children through regular attendance at games, performances, and even practices.

Interactive discussion/Disciplineship

All parents are expected to interact with their student on teacher-directed and chapel topics throughout the year. Students will then reflect on those interactions through class discussions and written assignments. These courses are designed in such a way as to place emphasis on the parent-student relationship by emphasizing and reinforcing the values parents are teaching within their home, especially issues that are of importance during teen years.

Adapted from Character Driven College Preparation: Parents & Teachers in Partnership Through University Model® Schooling by Dr. John Turner

Reaching Our Academic Goals Grading, Evaluation and Feedback

Grading Standards and Grade Point Ratio

Students in grades K-3 will not receive letter grades, but goals and standards will be designated as *not demonstrating proficiency, proficient or mastery*. Letter grades will be given to students in grades 4 and above based on class assignments, home assignments, written and oral assessments and participation.

Most courses at Legacy Christian Academy (the exception being courses graded on a pass/fail basis) are graded on a scale of 0-100. The course grade itself represents a percentage of content mastery, which is then used to determine the grade point average (0-4.0) of individual courses.

The earned grade points are then multiplied by the number of credits earned for the course to determine the earned course grade points, and the sum of all course grade points is divided by the sum of all credits attempted to obtain the semester and later Cumulative GPA (Grade Point Average). The letter grade equivalents of this system are as follows:

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Grading Standards and Grade Point Ratio

0-100 Scale	Letter Grade Earned	Earned Grade Points
90-100	A	4.0
80-89	B	3.0
70-79	C	2.0
65-69	D not passing	0
Below 65	F not passing	0

Other grades recognized by LCA are I (incomplete), W (Withdrawal, before the end of the first eight weeks of classes), WP or WF (Withdrew Passing or Failing, after the first eight weeks of class), and T (Transfer Credit). For classes repeated at LCA a grade of NG (No Grade) will be applied to the class with the lowest grade earned. Both attempts for taking the class will be recorded on the transcript. Grades of I, W, WP, WF, T, or NG are not calculated into the student's GPA.

Each course instructor will define specific criteria for assessing grades. All such criteria must honor any standards, requirements or limitations imposed by curriculum guides and other relevant policies for the establishment of grading criteria within a given course. All class assignments will be graded and returned to the student within one week after the student has turned in the assignment.

Gradebook Weights

Core Subjects	Summative	Formative	Home-study
English	60%	20%	20%
History	60%	20%	20%
Math	60%	20%	20%
Science	60%	20%	20%

Academic Standing

Students must achieve a GPA of 2.00 or above each semester in attendance at Legacy Christian Academy to remain in good academic standing. A student whose GPA falls below 2.00 during any

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given semester may, at the discretion of the faculty and administration, be given the opportunity to regain good academic standing by being placed on academic probation for the following semester. A student placed on academic probation must earn a GPA of at least 2.00 the following semester to return to good academic standing. If a student should earn a GPA less than 2.00 for two consecutive semesters, he or she may be blocked from further enrollment in classes at LCA.

Testing

The academic progress of each student will be measured through the use of formative and summative assessments. Formative assessments will be given regularly in the classroom to monitor all academic areas and plan instruction. Such assessments may include, but are not limited to, Running Record of Text Reading, math chapter tests and benchmarks and writing prompts. Students will also participate in oral exams each year to demonstrate their expressive knowledge of their new learning. All 2nd – 10th grade students will participate in Standardized Testing during the second semester (see Schedule of Fees).

Legacy Academic Screening

LCA administers a set of screening tools to identify the strengths and areas of need for each student applying for admission. These assessments are used to determine the best placement for each child. Reaching a specific score on assessments is not a prerequisite for acceptance to LCA.

Curriculum

Textbooks and curriculum are selected through a process of review by a team including parents and experienced educators using high standard criteria for selection. This criterion includes prayerful consideration, review of a variety of resources, piloting programs with students, reviewing research of the effectiveness of the curriculum and consideration of alignment to the adopted Academic Standards for Legacy Christian Academy.

Teachers are trained to adhere to the high level standards of excellence in teaching and learning for all students. LCA Academic Standards and Statement of Faith are the foundation for teaching and learning. We believe they will provide the essential skills for developing lifelong learners and independent thinkers.

Students with Special Needs

Definitions:

Severe Learning Disability: Any condition in a potential student which would require a separate classroom, special program, or specialized staff in order to provide the educational services desired by the parents (e.g. Downs Syndrome, deaf/mute, blind, etc.).

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Learning Disability: Any condition in a potential student which does NOT require a separate classroom, special program, or specialized staff in order to provide the education services desired by the parents and that meet the regular academic requirements of LCA (e.g. hyperactivity, attention deficit disorder, dyslexia, etc.).

LCA believes all students are created with specific traits, talents and gifts to be used for the glory of God. LCA believes in highlighting the strengths of each learner and creating supportive scaffolding where there is a need.

LCA staff will commit to supporting students and parents in this partnership endeavor. LCA staff will use formative and summative assessments, school records review and parent interviews to make informed decisions regarding specific services for each student.

LCA will maintain a high standard of teaching and learning for all students. Students who may need accommodations in the classroom will be given a Legacy Christian Academy Action Plan. This plan does not modify the curriculum but allows access to the curriculum through the use of accommodations.

Students who need additional support outside of the classroom may be referred and required to employ a qualified expert who may or may not be part of the LCA staff. These services are not limited to but may include- tutoring for a specific content area, reading intervention and tutoring for dyslexic students. These services require additional expense for the parent(s) not LCA (see Schedule of Fees).

General Information

Student/Teacher Ratio Limits

The following student/teacher ratios are to be used as limits for standard core classes during each semester's registration. These ratios can differ for non-core classes, and exceptions to these ratios can be temporarily granted by the Governing Board (examples: gradual preparation to expand school enrollment). In addition, the school recognizes a two-student registration buffer to protect its enrollment during the add/drop period at the beginning of each semester.

- | | | |
|----|--------------------------|-------------------------|
| 1. | Elementary Grades 1-5 | 18 Students / 1 Teacher |
| 2. | Middle School Grades 6-8 | 20 Students / 1 Teacher |
| 3. | High School Grades 9-12 | 20 Students / 1 Teacher |

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On-Campus Days

The School Office is open from 8:00 a.m. - 4:00 p.m. on campus days. Classes are in session two days per week for all students. Middle/High School students will also attend a third day of instruction.

Students may be dropped off 15 minutes prior to their first class. Supervised care will be provided during this time. Please do not drop off your child prior to the assigned supervision time.

Please be prompt in picking up your child/children at the end of the school day. Fees will be assessed for ongoing late pickup.

Visitation Policy

By its very nature, Legacy Christian Academy must encourage a high level of parental participation in education. However, in order to enhance both student safety and operational efficiency, the school has adopted the following guidelines governing the presence of visitors on the campus during regular school operating hours (8:00-4:00 on school days). For the purposes of this policy, "visitors" are defined as all individuals other than staff or students (on their respective class days) present in any part of the building other than the front foyer or office complex, or on the grounds other than the normal student loading area (e.g., the front walk).

1. All visitors must report to the office when staying on campus either inside or outside of the building, other than the front foyer and office and the normal delivery and student loading areas, such as the entry walkways and the parking areas adjacent to it.
2. All visitors must check in with the office staff upon arriving at the campus. At a minimum, visitors must identify themselves, explain their intended business, and indicate how long they expect to be on campus. A written record of this information will be kept. All visitors must wear a visitor badge to identify that they have permission to be on campus.
3. All visitors must be willing to comply with all rules and regulations governing student and/or staff conduct, including the appropriate dress regulations (variances for legitimate and honorable reasons may be granted).
4. Any student who is not a current or former student of the school (who left or graduated in good standing) must be accompanied by an adult.

Anyone failing to abide by these provisions may be denied access to any and all restricted areas or be required to leave the campus. Persons having no legitimate connection with the school or reason for being present on the school campus will be expected to leave immediately.

Security

Safety of our students and staff is a priority for Legacy Christian Academy. As part of our campus safety plan a security guard and parent volunteer walk the campus from 7:30 a.m. to 4:00 p.m. each school day.

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Safety Drills

Each classroom is equipped with an Emergency Backpack. Teachers are required to keep the backpack next to the exit door. The backpack is carried by the teacher or designated individual for each emergency drill. Each Emergency Backpack includes:

Class Lists for all students attending class in that room
20 water pouches
20 emergency blankets
Whistle
Flashlight
Emergency Procedures for all situations

Fire and Earthquake Drills are practiced quarterly by all staff and students.

Lockdown Drills are practiced quarterly by all staff and high school students.

Note-Lockdown Drills will be conducted for staff and high school students twice a year, near the start of the first semester and shortly after the start of the second semester. Lockdown Drills will currently not be done for younger students so as to not cause undue fear or anxiety. Since the procedures for a Lockdown Drill are the same as for an Earthquake Drill, it can be treated like an Earthquake Drill with the younger students or conducted completely separately if possible.

To learn more, parents may view the Legacy Christian Academy Crisis Management Plan in the office.

Lunches

Students must bring a lunch to school each day. Please use ice packs to refrigerate any cold items. Lunches must be ready to eat - no microwavable items please.

Attendance

Students enrolled in LCA are expected to be present and on time every day school is in session. Parents will be required to keep attendance records for their home study days. Although we partner with parents in a “home-study” type program with greater flexibility than traditional school models, parents need to recognize that enrollment in a UMS program provides limited flexibility. School days are set and planned weeks in advance, and all families are working to keep pace with their student’s classroom teacher. When a student misses a scheduled school day, whether at home or on campus, that work cannot simply be put off, it must be made up. This is important for parents to understand in order to maximize their student’s success and optimize learning.

The following attendance guidelines have been adopted:

1. Parents should phone the school office by 9:00 a.m. the day of a student’s absence. Please do not email regarding attendance.

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2. Parents should schedule medical appointments for after-school hours or non-school days whenever possible.

Examples of Acceptable Absences include:

1. Illness, serious injury or a family emergency
2. An absence approved by the Administrator and teacher upon request of the parent at least two weeks in advance.

If a student is absent, arrangements should be made through the office to receive missed assignments. The teacher may be given at least 24 hour notice to prepare adequate assignments. These may be picked up from the office at the end of the school day.

If a student will be absent due to a family event or trip, please give the office at least two weeks notice. The teacher may be given at least two weeks notice to prepare adequate and/or modified assignments.

Late Work Policy

Whoever loves discipline loves knowledge, but he who hates correction is stupid. (Prov. 12:1)

But the fruit of the Spirit is...self-control, against such things there is no law. (Gal. 5:22-23)

Legacy Christian Academy, desiring to promote both godly character qualities and high academic standards, has adopted the following general principles concerning student assignments turned in late. These principles are designed to promote the development of godly character qualities such as self-discipline, diligence, and self-control in the lives of our students and to give all faculty members a framework within which they may formulate their individual class policies.

A grade penalty will be assessed for any work turned in late. Late work will be graded per the following policy:

Work turned in any time after the beginning of the class period will be considered late.

1 Legacy Class Day Late	10-point grade penalty
2 Legacy Class Days Late	20-point grade penalty
3 Legacy Class Days Late	No Credit for the Assignment

Arrangements for making up late work DUE TO ABSENCES shall be made between the teacher and the Co-teaching parent, in general, the student will have one week to turn in work that is late due to illness. It is the students' responsibility to bring the late assignment to the teacher.

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Tardiness

Please be sure your child arrives at school on time, prepared and ready to learn. One student's tardiness affects an entire class. When a student is tardy, it is disruptive to the teacher and the other students. To be counted "on time," the student must be in the classroom, prepared for class to begin. If your child is tardy, please bring your child to the office to be signed in. Staff will escort your student to their classroom with a Hall Pass to class.

Foggy Days

LCA does not observe fog delays. However, safety is always our primary concern. Unless you feel driving conditions are unsafe, please plan to have your child at school at the regular starting time. If you are going to be arriving late once the fog lifts, bring your child to the office to be signed in. Staff will escort your student to their classroom with a Hall Pass to class.

Report Cards / Parent Conferences

Report cards are issued each semester. Regular Parent/Teacher conferences will occur at the end of the first semester to review student progress and report cards. Additional conferences may be scheduled as needed with the teacher throughout the school year to ensure the maximum success of your child in the LCA program. Please set up a mutually agreeable time with your child's teacher so preparation can be made for an effective meeting.

Holiday Observances

Observance of holidays at LCA shall be conducted according to the following guidelines:

1. LCA recognizes the necessity of joy and thankfulness in the Christian life. The school will seek to provide students with opportunities for joyous celebration and thankful recognition of God's providence and blessing in their individual lives (birthdays, personal accomplishments) and in history (e.g. Columbus Day, Memorial Day).
2. The school will emphasize the Scriptural and spiritual elements of holidays such as Easter (the cross and resurrection) and Christmas (the incarnation of Christ), rather than the secular elements (Santa and Easter Bunny). The school is not against secular images and symbols. These are matters of personal conscience and Christian freedom for each family. The school simply chooses, as a Christian school, to de-emphasize secular elements in its recognition of holidays.
3. Halloween will not be celebrated at LCA. Other holidays (e.g. Valentine's Day etc.) shall be observed when their recognition is deemed spiritually and/or academically beneficial to the students and consistent with the LCA Philosophy of Education.
4. Interpretation and application of these holiday observance guidelines shall be the responsibility of the Administration.

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Student Records

Provisions of the California and Federal Education Codes have authorized parents, in consultation with school personnel, to inspect the school records of their children. The school maintains these records. Parents or legal guardians of students who wish to review any of their student's records should make an appointment through the office. Parents wanting a copy of items in their child's records may request such through the office.

Transfers or Early Withdrawals from School

We understand that some unforeseen circumstances may occur in which a family may need to withdraw or transfer a student to another school mid-year. Legacy will provide transfer records to insure any transition will be as smooth as possible for your child. The parents of any student withdrawing from LCA should contact the school with sufficient notice so that the child's records may be completed for transfer. All books and materials belonging to the school should be returned for all students who are no longer attending Legacy.

Audio Visual Policy

Audio-visual materials (videos, DVD's, California Streaming, etc.) are to be an extension of the class curriculum and therefore enhance the educational experience of the student. Audio-visual materials should have direct correlation to the curriculum of the classroom for that year.

Teachers will follow the guidelines when using audio-visual materials:

1. All audio-visual materials must be approved by the Administrator before they are viewed in the classroom. The Administrator may consider both the relation to the curriculum and the quantity of audio-visual materials used.
2. The day and time of viewing audio-visual materials must be approved by the Administrator.
3. All audio-visuals should have a G or PG rating. This rating system does not guarantee approval. An audio-visual that is not rated should be viewed in its entirety by the teacher before submission to the Administrator for approval. All materials should be "age appropriate."
4. Audio-visuals should be used sparingly.

If a parent has concerns regarding audio-visual materials, he/she should follow the Communication Guidelines and address his/her concerns with the teacher first.

Christ-likeness Behavior and Character Expectations

Code of Student Citizenship

LCA has set a “Code of Student Citizenship” based on Scripture, academic environment, expectations of mutual respect, love and encouragement for each student and staff member. All students are expected to abide by the Code of Student Citizenship. Teachers will set clear expectations and a system of management to encourage successful citizenship among students.

1. God is holy and His name is to be revered. Students are expected to demonstrate respect toward worship, prayer and class discussions of the Lord God.
2. Respect toward authority is biblically mandated and critical to shaping a child’s life. Students will obey their parents, school policy and instructions from the LCA staff.
3. Truth is commanded by God and is the core of all meaningful relationships. Students will demonstrate honesty with each other, the LCA staff, parents and community.
4. Diligence is part of excellence in education. In Colossians 3:23 we are called to “do our work heartily, as to the Lord, and not to man.” Our goal for Legacy students is that they will learn to work diligently, striving to do their best at all times because “it is the Lord Jesus Christ whom [we] serve.”
5. Self-discipline and gratitude are important when working with others. Students will be prompt in their arrival to class and school activities. Students will refrain from actions that distract others from their academic endeavors. Students will refrain from harmful and rough physical contact with other students such as hitting, punching, tripping, wrestling etc.
6. Our bodies are the temple of God. Students will care about their health and well-being. The possession and use of drugs, alcohol, tobacco or weapons is strictly prohibited.
7. God expects man to be stewards of their thoughts and words. Students will refrain from language and actions which are vulgar, inappropriate and demeaning to God and others. Teasing, criticizing, put-downs, insults and name-calling are not permitted.
8. Good stewards are responsible for God’s provision. The physical facilities and school materials are part of God’s provision for each of us. Students are expected to treat all school materials (e.g. textbooks) and facilities with respect and care. Students are expected to be aware of and avoid the off-limit areas of the building and grounds. Students are expected to keep the school’s campus neat and clean. Chewing gum is prohibited on school grounds.
9. Focus and learning are keys to academic success. Certain forms of recreation can distract students from their educational pursuits. Therefore, personal electronic devices for games, music and other toys are not permitted on school grounds.
10. iPads and laptops may only be used on campus when directed by the classroom teacher and approved by the Administrator. Electronic devices will be stored with the classroom teacher and may not be kept in student crates. Cell phones will not be allowed for any

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purposes on campus for students in grades K-8. Cell phones are a privilege for High School students. High School instructors may have students access cell phones for instructional purposes. High School students are expected to use their cell phones for communication and educational purposes. Misuse of cell phones will result in loss of privilege and confiscation of the phone.

11. Holiness and Purity are biblical principles of conduct. Students shall refrain from all forms of inappropriate sexual behavior. All sexual activity, including fornication, viewing of pornography and homosexuality, is forbidden among LCA students. Public displays of affection (e.g. holding hands, kissing, etc.) are not permitted on school grounds.
12. Spiritual disciplines (e.g. prayer, worship, Bible study and fellowship) are essential to Christian growth and discipleship. At Legacy, we desire that all students will grow to maintain a daily relationship with Christ and be active with their families in a local Bible teaching church.
13. Students and parents serve as ambassadors for Christ and representatives of the school. It is expected that students and parents will conduct themselves accordingly at all times, whether they are at school or away from school. Families should be aware of the potential for harm when using public social media sites and exercise caution and restraint.

Discipline Guidelines

All discipline will be based on biblical principles (e.g. confession, repentance, reconciliation, restitution, forgiveness, etc.). Misbehavior shall be viewed from a spiritual and Scriptural perspective with the goal of shepherding the child's heart toward a God-pleasing life. It is also understood that parents are ultimately responsible for their child's behavior even while the child is at school. These discipline procedures shall have the function of placing the responsibility of discipline on the parent.

Practically, the vast majority of real and potential discipline problems will be dealt with at the classroom level. The kind and amount of discipline (within these stated guidelines) will be determined by the teachers and Administrator. The specifics and nature of each discipline incident and the individual personality of the student involved will be considered in the administration of discipline.

It is vital for parents and students to realize that maintaining an orderly atmosphere in the school and the classroom is critical to the learning process; therefore, the principles set forth in the Code of Student Citizenship must be adhered to. Students will not be subject to corporal punishment at LCA. As in all other areas of education of LCA, forgiveness and restoration will be an integral part of the discipline of a child. The goal of discipline is to help each child learn to exercise their ability to make healthy, positive decisions for him or herself and others as he/she grows and matures.

Misconduct and Discipline

The following behaviors necessitate corrective discipline. Teachers may handle corrective discipline at the classroom level but they may involve the Administrator in the discipline process for repeated or blatant misbehavior or strong attitudes. Those behaviors are:

1. Disrespect shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
2. Dishonesty in any situation while at school, including lying, cheating, stealing or plagiarism.
3. Rebellion e.g. clear disobedience in response to instructions.
4. Fighting e.g. striking in anger with the intention to harm another student.
5. Unkind, obscene or profane language, including taking the Lord's name in vain.

If a teacher deems it necessary for a student to receive discipline from the Administrator for any of the above behaviors, or other reasons, the following procedures will be observed. Within the entire school year:

1. First time offense. The student will be sent to the Administrator for discipline. The student's parents will be notified and given the details of the visit. The parents' assistance and support in averting further problems will be expected.
2. Second offense. This will be followed by a meeting with the student, student's parents, Administrator and teacher.
3. Third offense. A two-day suspension may be imposed on the student. The student will be required to make-up all classroom assignments and tests missed during the suspension period.
4. Fourth offense. The student may be subject to expulsion from the school.
5. The Administrator may, at his/her discretion, accelerate the above process and administer discipline due to a student's misbehavior or violation of the Code of Student Citizenship. For example, a student may not be allowed to participate in that day's special event should the Administrator deem that appropriate.
6. The Administrator may, at his/her discretion, bypass the above office-visit process and impose an immediate suspension or expulsion on a student who is not making progress in correcting serious misbehavior.

Serious Misconduct

If a student should commit an act with such serious consequences and the school deems it necessary, the office-visit process may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence/vandalism to the school facilities, violations of the

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law or any flagrant act in contradiction of Scripture. Students may be subject to school discipline for serious misconduct which occurs after school hours or when school is not in session.

Expulsion

The LCA School Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate the behavioral problems the student is having, the Administrator is empowered to expel the student. The procedure will be as follows:

1. Parents will be notified immediately after the decision for expulsion.
2. The student will turn in all school texts/materials, clear out his/her work area and be picked up by his/her parents the same day.
3. Transfer of school records will be arranged within a week following expulsion.
4. Appeals may be made first to the Administrator and then to the LCA Board.

Re-admittance

Should the expelled student desire to be re-admitted to LCA at a later date, the school board will make a decision based on the student's attitude and circumstances at the time of re-application.

Harassment

LCA is committed to maintaining an academic and spiritual environment where individuals treat one another with respect and dignity and which is free from all forms of intimidation, exploitation and harassment, including sexual harassment, bullying and electronic/digital harassment (cyber-bullying). LCA is prepared to take action to prevent and correct any violations of this policy. Anyone who violates this policy will be subject to discipline up to and including termination or expulsion.

Uniform and Dress Standards

The purpose of our dress code is to provide an appearance that is modest, neat, clean and appropriate for learning and to de-emphasize the use of clothing as a significant means of establishing self-identity or gaining attention or social status (Matt. 6:28-34; 1 Cor. 9:19-23; 1 Peter 3:2-4; 1 Tim. 2:9, 10; James 2:1-5). The Administrator, one of the deans, or one designated to act in their stead, retains the authority to determine the appropriateness of a given student's attire or hairstyle, and may remove from the campus or otherwise discipline any student deemed to be inappropriately dressed. The administration also reserves the right to grant a limited variance to these regulations for special purposes, such as LCA's sports programs and physical education classes, special dress days or other instructional exercises, provided that high standards of modesty are always upheld. **All elements of the dress code are in force (and may be enforced) on the school campus from 8:00 a.m. to 5:00 p.m. on school days.** During that time, students anywhere

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on campus **must** be dressed in either proper class attire or proper sports attire. Changing into off-campus attire should be done off-campus. While dress code enforcement will be limited to school days, provisions and standards relating to modesty and decency should be respected by the students and are enforceable by the staff anywhere on the campus as well as at off-campus, school-sponsored events.

The academy's dress codes are in place as an application of Kingdom values taught in God's Word. As you prepare to explain the reasons behind LCA's dress code to your children, please read the above passages and talk about them together. If you personally disagree with certain specifics of the dress code, feel free to communicate your suggestions to the school in writing, but we humbly ask that you defer to the present practice and speak respectfully of these matters in your home. We ask this for the sake of the Biblical principles they represent and for the peace and order of the learning environment.

The daily dress code will reflect LCA's school colors: navy, white, silver (dark gray), and light blue. Students will comply with the dress code on all school days unless otherwise directed.

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Girls' Uniform

Tops

Long Sleeve or Short Sleeve polo shirts, button down oxford shirts (shirts must have collars).

- Solid white
- Solid navy blue
- Solid dark gray
- Solid light blue

Bottoms

- Jumpers/Skirts (see Lands' End), "Clear Blue Plaid" only, khaki, navy blue or dark gray.
- Pants/Shorts (no denim-no faded, holey or torn pants, no yoga pants or leggings)
Khaki, navy blue, dark gray.
- Skirts, jumpers, shorts must be worn no more than 3" above the knee. Privacy shorts should be worn under all skirts/jumpers.
- Leggings may be worn under skirts and jumpers. Navy blue, dark gray, white, khaki
- High School students may also wear black skirts, pants, and shorts meeting the same guidelines.

Outerwear (no wording outside Legacy Logo)

- Sweatshirts
 - Hoodies
 - Sweaters
 - Jackets
 - Cardigans
 - Vests
- Color Options:
Solid white, navy blue, dark gray, light blue and khaki
High School students may also wear black.

Shoes

Close-toed shoes recommended. No Flip-Flops or slip on sandals. Tennis shoes must be worn during PE. High School Students may wear Burkenstock sandals.

Health and Fitness

7-H.S. grade students may dress out for P.E. 7-High School must follow P.E. uniform.

Accessories

- Hairbows and headbands should be in school colors
- Students may wear modest jewelry
- Extra accessories, scarves, wraps etc. should be school colors
- Hats, beanies or other head coverings are not allowed
- "Clear blue plaid" (see Lands' End) ties are optional

Other Notes:

- **Legacy Spirit Wear is appropriate any day. Spirit Wear is sold two times per year.**
- All students must keep their hair tidy, neatly washed and groomed. Hair is to be of natural human color.
- No visible tattoos
- Clothes should not be torn or have holes
- Pierced ears for girls only are acceptable but additional body piercings must be covered.
- Makeup should be modest and used sparingly.

Free Dress Day for Girls:

- Modesty is expected
- Clothing must not be more than 3" above the knee
- No yoga pants or leggings
- No transparent clothing
- No strapless or spaghetti straps
- No clothing with inappropriate emblems, insignia, wording or picture

Where can I purchase items?

You may purchase uniform clothes many different places. The store below is our primary source:

Lands' End School

www.landsend.com/school

Preferred School Number 900158593

Other sources:

JC Penney School Clothing

www.jcpenney.com

Target, Costco and Walmart

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Boys' Uniform

<p>Tops Long Sleeve or Short Sleeve polo shirts, button down oxford shirts (shirts must have collars).</p> <ul style="list-style-type: none">• Solid white• Solid navy blue• Solid dark gray• Solid light blue <p>Bottoms</p> <ul style="list-style-type: none">• Pants/Shorts (<u>no denim-no faded, holey or torn pants</u>) Khaki, navy blue, dark gray.• Navy blue, dark gray, white, khaki• High School students may also wear black pants, and shorts meeting the same guidelines. <p>Outerwear (<u>no wording outside Legacy Logo</u>)</p> <ul style="list-style-type: none">• Sweatshirts• Hoodies• Sweaters• Jackets• Cardigans• Vests <p>Color Options: Solid white, navy blue, dark gray, light blue and khaki High School students may also wear black.</p> <p>Outerwear must be worn over regular uniform collared shirt. Must be solid (no stripes, patterns, spots, plaids etc)</p> <p>Shoes Close-toed shoes recommended. <u>No Flip-Flops or slip on sandals.</u> Tennis shoes must be worn during PE.</p> <p>Health and Fitness 7-H.S. grade students may dress out for P.E. 7-High School must follow P.E. uniform.</p>	<p>Accessories</p> <ul style="list-style-type: none">• Extra accessories, scarves, ties etc. should be school colors• Hats, beanies or other head coverings are not allowed• “Clear blue plaid” (see Lands’ End) ties are optional• Solid color belts are optional <p>Other Notes:</p> <ul style="list-style-type: none">• Legacy Spirit Wear is appropriate any day. Spirit Wear is sold two times a year.• All students must keep their hair tidy, neatly washed and groomed. Hair is to be of natural human color. Boys’ hair must be cut above the collar.• No visible tattoos• Clothes should not be torn or have holes• Pierced ears for girls only are acceptable but additional body piercings must be covered. <p>Free Dress Day for Boys:</p> <ul style="list-style-type: none">• Modesty is expected• No sleeveless shirts• No clothing with inappropriate emblems, insignia, wording or picture <p>Where can I purchase items? You may purchase uniform clothes many different places. The store below is our primary source: Lands’ End School www.landsend.com/school Preferred School Number 900158593 Other sources: JC Penney School Clothing www.jcpenney.com Target, Costco and Walmart</p>
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General Appearance

All students must keep their hair tidy, neatly washed and groomed. Hair is to be of natural human color. Boys’ hair must be cut above the collar. Boys may not wear pony tails. No visible tattoos are allowed. Pierced ears for girls only are acceptable but additional body piercings are not allowed. Makeup should be modest and used sparingly.

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Communication

Email, Mailed Announcements and Other Information

To support clear communication between school and home, Legacy Christian Academy uses the following tools to effectively communicate:

- Monthly news sent via email
- Monthly calendar sent via email and hard copy
- Email reminders for events, schedule changes, athletics
- Quarterly Newsletter from the Administration
- Follow-up information for chapels, Leadership Academy and special events

All academic documents including Standardized Test Scores and Report Cards are mailed. All emails from the school must be approved by the administration and clearly uphold the Core Values, particularly to help make disciples, affirm and encourage parents, and integrate home and school.

School Management System

Sycamore school management system provides a venue for clear communication to parents regarding their child's progress in each course, special class messages, links to videos, solution keys, notes and lesson plans. Each LCA parent and student have access to their course instructors through a private login.

Website

The Legacy Christian Academy website serves to inform and communicate the vision and mission of the school and the University Model® education to our school community and the public. All information must be approved prior to display on website. All photos and videos of students must have a photo/video release on file in the office.

Communication and Grievances

We consider it a great privilege to serve families in the partnership of educating their children from a Christian perspective. We are committed to upholding and supporting each family's authority in the lives of their children. This kind of relationship requires clear communication. We recognize that in this relationship there lies a great temptation to talk to others (gossip) about a specific issue or person rather than take direct action to resolve conflicts in a manner consistent with Scripture. We have outlined the proper lines of communication and dealing with grievances according to the biblical principles found in Matthew 18 and James 3. Scripture teaches that conflicts should be handled discreetly and carefully, while believing and speaking the best about each individual involved. LCA staff and administration will abide by these same principles in communicating with parents and students.

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If an issue should arise regarding an individual teacher's behavior, rules or procedures, or the child's behavior or achievement in the classroom, the parents should speak directly to the teacher. Please respect the teacher's schedule and preparation time for class and do not raise a serious issue before the start of the school day, rather make an appointment with the teacher to discuss the matter either in person or by telephone.

If an issue should arise regarding school rules, procedures or disciplinary measures, concerns about a teacher or curriculum, the parent should contact the Administrator.

If an issue regarding any policy, curriculum, program or staff member has not been satisfactorily resolved with the individual or Administrator, the parents may present their concerns in writing to the LCA Board of Directors. The LCA Board of Directors will review the concerns with the appropriate individual(s) and communicate results with the family.

While clear communication between the school and families can break down regarding negative issues, they can break down with positive issues as well. Often parents have an idea on how to improve the school but are not sure how to share it. In this case, the same principles should be applied. If a parent has an idea about how to improve a classroom, he or she should talk to the teacher. If a parent has an idea regarding how to improve the school in general, he or she should talk to the administration. It is always best to communicate directly with the person primarily in authority over the issue at hand.

No individual LCA Board director may speak on behalf of the LCA Board unless specifically authorized by the LCA Board.

Closed Campus

Some High School students are responsible for their own transportation to and from the campus. Closed campus is defined as:

1. High School students **are** required to check in or out of the office when arriving at or leaving the school campus on regularly scheduled school days if they are late or leaving early.
2. Parents are responsible for guiding their students regarding their high school students' use of transportation to and from campus.
3. High School student attendance records will be kept for all courses and study halls; (Please refer to the LCA's "Definition of Credits and Minimum Per Credit Attendance Requirement" and "Attendance Requirements")
4. All students are to be under supervision by being physically present in the class for which they are registered whenever they are on campus. Being present on campus but not in the class or study hall for which he or she is registered, or present on campus at a time when the student does not have a scheduled class or study hall may result in disciplinary action.
5. No student will be allowed to walk off the campus. The only exception will be for a

- student living next to the school that has written permission from the parents to walk home.
6. It is considered a discourtesy to the teacher and a disruptive influence to the learning environment for a student to leave a class in session before that class has been dismissed. Therefore, unless prior arrangements have been made or permission is granted by the instructor, leaving a class early will be considered a breach of good conduct and treated as a discipline issue.

Controversial Subjects Policy

We desire to remain united in the salvation and love of Christ, avoiding the dissension that may be caused by denominational distinctives.

I appeal to you, brothers, in the name of our Lord Jesus Christ, that all of you agree with one another so that there may be no divisions among you and that you may be perfectly united in mind and thought. (1 Cor 1:10)

Therefore, let us stop passing judgment on one another. Instead, make up your mind not to put any stumbling block or obstacle in your brother's way. (Rom 14:13)

Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others. (Phil 2:3-4)

Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you. (Eph 4:32)

Each of the above admonitions in Scripture speaks to the issue of managing differences within the body of Christ. Differences of opinion and practice existed among believers in New Testament times, and they continue to be a fact of life today. Some differences demand that lines of fellowship be drawn because the issues underlying them strike at the very core of Christian teaching and moral practice (Rom 16:17; Tit 3:4-10; 1 Cor 5:9-13). Other differences, however, call for mutual respect, forbearance, and peace with one another despite even strong disagreement over individual applications of sound teaching (Rom 14:1-4; Acts 15:5-11).

This section on controversial issues assumes that there is agreement between school and home on the core elements of Christian teaching as summarized in the Legacy Christian Academy Statement of Faith and guiding principles. On those foundational matters, the school is obligated to stand firm with no “apology” or controversy. The term *controversial* will be about issues that call for the practical application of Scripture, where disagreement can exist even among those known to be dedicated Christians. On those issues, the school will seek to take positions that pave the way for informed and involved parental leadership.

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The purpose of this guideline is to help LCA respect the convictions of parents and teachers in various academic and/or sensitive subject areas, while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian worldview. A controversial subject is a subject which Christian families and churches commonly consider divisive or very sensitive, whether the introduction of the topic was planned by the teacher or brought up by a student.

Examples: environmentalism, partisan politics, a non-salvation issue, etc.

1. If in the course of teaching a class, a teacher sees that a subject has arisen which he/she has good reason to believe is controversial or obviously of a sensitive nature, and discussion of that subject will not help him/her achieve the goals set for that class, then the teacher will not allow class time for the discussion of the topic at all. When appropriate, as it benefits the students, the teacher may explain to the students the reason for not discussing the topic.
2. If a subject arises which the teacher has reason to believe is controversial and/or of a sensitive nature, and the discussion of that topic will help achieve the goals of that class, then the teacher will do the following:
 - a. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
 - b. Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
 - c. As appropriate (e.g. pertinent to the stated objectives of the class), the teacher will direct the students' attention to original writings, historical source documents, and other informed sources on each side of the subject concerned. This may be done in a variety of forms, such as, a research paper, guest speakers, reading differing authors, etc. Students will be encouraged to become knowledgeable of the most widely held views on the topic.
 - d. Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling or poor teaching of controversial subjects.
3. Due to the extremely sensitive and intimate nature of human sexual relations, discussion and instruction on this topic generally will be limited to human reproduction in biology and Biblical principles and references, as they arise in appropriate class contexts.
4. The teacher is to remember that according to Scripture and the goals of LCA he/she is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with students on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding a subject, in light of this policy and sound teaching practices, he/she is to encourage a gracious and scholarly attitude in the students.

Health and Medication Policy

Immunizations

California State Immunization Law requires that the parent or legal guardian provide documentation of adequate records of immunization for all students and a physical examination before a child's admittance into kindergarten. Documentation must be in the form of a standard blue "Child Health and Disability Prevention Certificate" (CHDP). The school health examination form must also be completed by the kindergartner's physician and returned to the office before school begins. The exam must be no earlier than March of the year the child begins kindergarten. The following immunizations are required when starting school and must be listed on the CHDP form (yellow immunization card) by month, date, and year:

DPT Series and Booster

Polio Series and Booster

Varicella

Measles, Mumps and Rubella

Mantoux Skin test (1 year prior to Kindergarten enrollment)

Hepatitis B

Illness

If your child has a fever or any other symptoms of illness, please keep him or her home. Students with a fever over 100 degrees, vomiting, or diarrhea must remain at home until symptom free for 24 hours without the use of medication. If a child comes to school ill or becomes ill, parents will be required to pick up the child. We are unable to allow ill students to stay in the office for an extended period of time due to exposure issues and our lack of adequate space. If, for some reason, a child is unable to participate in regular school activities, the school must be notified in writing as to the nature of the incapacity and estimated duration (a physician's note may be required).

If a minor injury occurs at school, an accident/injury report will be completed and the child will be given immediate first-aid attention. Parents shall receive a copy of the accident/injury report. Should further medical attention be necessary, the office will notify the parent or available emergency contact person immediately. **Please remember, it is vital that the office know how to contact you at all times (keep this information current on your emergency form).**

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Communicable Diseases

Immediately upon recovery from the following diseases, a child must have written consent from either a physician, the Health Department or be subject to school office approval before returning to school:

Chicken Pox	Measles	Mumps
Pneumonia	Whooping Cough	Conjunctivitis (Pink Eye)
Scabies	Ringworm	Impetigo
Pinworms	Head Lice	

Medication

Medication will not be administered at school by anyone for any reason unless it is medicine prescribed by a physician and a form for administering medication has been filled out and signed by the parent or guardian authorizing school personnel to assume responsibility. No medication will be given by anyone unless this procedure is followed: All medications are kept in the school office in a locked cabinet. **Students are prohibited from self-medicating while on school premises** (e.g. cough drops, aspirin, etc.).

Emergency Contact

Each student must have a current Emergency Contact form on file in the school office (Yellow Form). It is the parent's responsibility to see that this information is updated at the beginning of each school year. This form must be turned in when you enroll or re-enroll your student. An updated "Authorization to Consent to Treatment of Minor" form (Blue Form) is also required to be on file in the school office should the student need emergency medical treatment during school hours or on a school related activity when the parent or guardian is unavailable.

Position Statements

Necessity of Parental Guidance

In the daily application of biblical principles to life, Legacy Christian Academy will depend upon parents to give their own children specific guidance and oversight according to their personal convictions and preferences. The school and staff will serve to assist parents with helpful information and resources as needed and requested. LCA will then take the position of (1) encouraging students to follow their parents' leadership, (2) emphasizing growth in Christ-like character qualities, and (3) advocating an atmosphere of respect, acceptance, kindness, and compassion for one another as emphasized in the passages above.

Purpose of Position Statements

As parents lead their children in the application of Christian teaching, Legacy Christian Academy will maintain principle-based policies and positions aimed at supporting parents and facilitating wholesome student relationships. Since Scripture counsels that the best strategy for overcoming many temptations is to “make no provision” (Rom 13:14) or “flee” (2 Tim 2:22), the academy’s policies will seek to define basic standards that help to limit the degree of temptation students must face, especially in matters relating to moral purity.

Position/Policy Regarding Public Displays of Affection

While on campus and/or participating in school-sponsored activities or trips, students shall not engage in public displays of affection between sexes such as hand-holding, kissing, etc. Though there may be occasion for limited and appropriate brother-sister hugs, LCA’s intent is that students relate with one another at the fellowship and friendship levels, stopping short of any overt impression of exclusive friendships (boyfriend-girlfriend) that are leaning toward “romance.”

For students who are mutually attracted to one another, this regulation defines a clear boundary. For other students, however, this regulation provides a measure of protection from having to deal with the awkwardness of unwanted displays of “affection” while participating in school-related activities.

Position on Dating

Generally, there are two predominant, yet quite different, philosophies that guide Christian parents today as they lead their children through relationships with members of the opposite of sex during the high school years. These are *dating* and *courtship*. The school does not take an official stand on one or the other, but leaves this issue of practical application to parents.

Legacy Christian Academy does, however, emphasize the necessity of parental vigilance, guidance, and involvement with sons and daughters as they navigate the treacherous waters of teenage temptation. Parents should make sure that proper extended time has been taken with each of their pre-adolescent children to prepare and equip them with an understanding of God’s perspective and ways. Then, as their children move through their secondary school years, parents should set and enforce appropriate guidelines, curfews, and accountabilities. Because of the great pressure on today’s youth to yield to sexual temptation, parents are wise to assume that their children will indeed feel that pressure and that they will need mentoring. For that mentoring to be effective, parents must consistently work at creating priority times for *positive* communication with their progressively “autonomous” teenagers, so that as needs arise there is freedom and context for talking about struggles.

Out of deference and respect for today’s conscientious parents, the school will make every effort to encourage fellowship, friendship, and group activities rather than pairs so that the predictable

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pressure to “date” is minimized. LCA supports the position of postponing male-female “dating” relationships as long as possible in favor of encouraging the development of friendship, communication, and servant-leadership skills through the high school years.

Position/Policy Regarding Dances

In keeping with the above-mentioned priority of fellowship and friendship among students, the school shall sponsor *no more than* two dances per year. The dance shall include students in grades 9-12 only and shall be properly supervised and the music for it carefully chosen (see policy regarding music). Proper compliance with a clearly defined student dress code will be prerequisite to attendance. Emphasis shall be placed on wholesome fun and relationships with one another.

Position/Policy Regarding Music

Music may be used in conjunction with LCA events as a tool to enhance the spirit and purpose of that event. Music that tends to draw undue attention to itself, distracting from the main purpose of the event, should be avoided.

Music that is used traveling to, during, and returning from school-sponsored events should be in harmony with the overall vision of LCA. All controllable music choices therefore must be consistent with and not in contradiction to basic and normative Christian values. This does not mean that all music must have explicitly Christian lyrics. Nor does it mean that any song of any style that happens to have Christian lyrics will automatically be deemed appropriate. It does mean that the music must not glaringly stand out as questionable or contrary to LCA’s primary purpose.

Music selections for any Legacy event should be evaluated by its leaders in light of (1) the event’s primary *purpose*, (2) the event’s *audience* (students, parents, grandparents, friends, etc.), and (3) the music’s *lyrics, style, harmony (or dissonance), rhythm, and volume*. Any extremes in music volume, style, or content that have significant potential to offend that music’s audience (direct participants as well as spectators) or to distract from the event’s main purpose should be avoided, with preference given to selections that are more likely to be readily received as *acceptable* to the average Christian listener and *appropriate* for the event’s purpose.

Because the analysis of music is multifaceted and because interpretations of the combined effects of those facets vary so widely from individual to individual and from family to family, the final decision about what constitutes appropriate music at LCA’s events shall be rendered as needed by the administration.

Position/Policy on Swimwear

On the occasion that any school-sponsored event or trip includes the option of swimming, there shall be a dress code for proper swimwear. For both males and females, swimwear shall not be too tight or “revealing,” but cover their bodies sufficiently. Females shall wear a one-piece suit or tank suit with bottoms. Adult sponsors are responsible for the supervision of swimwear, and

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students are responsible for proper response to their leadership and judgment.

Chaperone/Supervision Policy

On-Campus Supervision Policy

Students will be supervised by LCA staff at all times while on campus. LCA provides after school care supervision for parents attending meetings or co-teacher trainings. Students must be signed in and out of after school care by a parent. Students will abide by all Code of Citizenship expectations. Parents volunteering and/or supervising students on campus for any reason must be trained and adhere to the following policies:

- Code of Citizenship
- Adult Dress Code
- Controversial Subjects Policy
- Media Policy
- Music Policy
- Campus Safety

Off-Campus Supervision Policy

Off-Campus supervision will be provided for all Legacy Christian Academy approved off-campus events or meetings. Students will be supervised by staff and parents who meet the Qualified Chaperone designation. All Off-Campus events must have at least one LCA staff member present with at least one other Qualified Chaperone. Qualified adults are parents who demonstrate respect and adherence to the following:

- Code of Citizenship
- Adult Dress Code
- Controversial Subjects Policy
- Media Policy
- Music Policy

High School Graduation Requirements

General Requirements

Legacy Christian Academy currently offers three diploma options: the HONORS DIPLOMA, intended to provide students with even greater depth preparation for college and future career and which meets the A-G requirements for UC/CSU and other four year institutions of higher education; the PREPARATORY DIPLOMA, intended to prepare students for entry into various types of colleges including entry into UC/CSU colleges and the BASIC DIPLOMA, intended to prepare students for entry into junior colleges and specialized training programs. To receive any of the diplomas offered, ALL candidates must register for and successfully complete on campus a minimum of 40 credits, of which at least 30 are academic, during the senior year, or alternatively, a minimum of 15 academic credits for each semester of their junior and senior years. A student must attend Legacy Christian Academy for their junior and senior years in order to be named the

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class valedictorian or salutatorian. Also, students must maintain a Grade Point Average of 3.00 or above, and must submit scores from either the ACT or the SAT (Scholastic Aptitude Test), as well as complete the course requirements that apply to their specific situation, as described below.

The Honors Diploma

Seniors Graduating in 2018-2019 and beyond. The Honors Diploma is intended not only to prepare students for entry into more competitive four-year colleges and universities of choice but also to provide them with greater understanding and preparation of college courses, career goals and rigorous learning. All Honors Students must successfully complete the A-G requirements determined by the UC/CSU systems. The honors diploma requires the student to continue their study of Mathematics, Science, History and Foreign Language, beyond the A-G subject requirements. The student must also earn an A or a B in their Bible Classes and must fulfill their community service hours. In addition, a candidate for the honors diploma must serve in a student leadership role, successfully complete an internship in an area of interest or a college readiness course and have completed an approved college course at Bakersfield College. Furthermore, to receive a Legacy Christian Academy Honors Diploma, a student must maintain a cumulative grade point average of a 3.0 or higher, and must be in good academic standing upon graduation.

ENGLISH: 40 credits, (Freshman, Sophomore, Junior and Senior English).

MATHEMATICS: 40 credits, consisting of Algebra 1, Geometry and Algebra 2

SCIENCE: 30 credits, including biology, chemistry and physics.

HISTORY: 30 credits consisting of World History, US History, Government and Economics.

FOREIGN LANGUAGES: 30 credits in the same foreign language

VISUAL AND PERFORMING ARTS: 10 credits in the same option.

PHYSICAL EDUCATION: 20 credits.

COLLEGE PREP ELLECTIVE: 10 credits

GENERAL ELECTIVES: 10 credits.

HEALTH: 5 credits

BIBLE: 20 credits or 5 credits for every year completed at Legacy Christian Academy.

COMMUNITY SERVICE: 1 credit, consisting of 40 hours of service.

SERVANT LEADERSHIP: 1 credit, consisting of one semester of service.

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CONCURRENT ENROLLMENT (BC): 1 course (must be approved by administrator).

INTERNSHIP or READINESS COURSE: 1 semester

BIBLICAL FINANCIAL COURSE: 1 semester.

Total required credits for a HONORS graduate diploma: 262 Credits

The Preparatory Graduate Diploma

The Preparatory Graduate Diploma is intended to prepare students for entry into four-year colleges and universities. To earn a Preparatory Graduate Diploma from Legacy Christian Academy, students are to meet the A-G subject requirements determined by the UC/CSU systems. The student must earn an A or a B in their Bible Classes and must fulfill their community service hours. In addition, a candidate for the Preparatory diploma, must serve in a leadership role, successfully complete an internship in an area of interest or a college readiness course and have completed an approved college course at Bakersfield College. Furthermore, to receive a Legacy Christian Academy Preparatory Diploma, a student must maintain a cumulative grade point average of a 2.0 or higher, and must be in good academic standing upon graduation. To earn a Preparatory Graduate Diploma for Legacy Christian Academy, a student must earn the following credits in the indicated areas:

ENGLISH: 40 credits, (Freshman, Sophomore, Junior and Senior English).

MATHEMATICS: 30 credits, consisting of Algebra 1, Geometry and Algebra 2

SCIENCE: 20 credits, including biology, chemistry and physics.

HISTORY: 30 credits consisting of World History, US History, Government and Economics.

FOREIGN LANGUAGES: 20 credits in the same foreign language

VISUAL AND PERFORMING ARTS: 10 credits in the same option.

PHYSICAL EDUCATION: 20 credits.

COLLEGE PREP ELLECTIVE: 10 credits

GENERAL ELECTIVES: 10 credits.

HEALTH: 5 credits

BIBLE: 20 credits or 5 credits for every year completed at Legacy Christian Academy.

COMMUNITY SERVICE: 1 credit, consisting of 40 hours of service.

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SERVANT LEADERSHIP: 1 credit, consisting of one semester of service.

CONCURRENT ENROLLMENT (BC): 1 course (must be approved by administrator).

INTERNSHIP or READINESS COURSE: 1 semester

BIBLICAL FINANCIAL COURSE: 1 semester.

Total required credits for a PREPARATORY graduate diploma: 237 Credits

The Legacy Christian Academy Basic Graduate Diploma

The Basic Graduate Diploma is intended to prepare students for entry into junior colleges and somewhat less competitive colleges. The student is still required to complete most of the A-G requirements requested by the UC/CSU systems excluding the advanced level of math and the college preparatory elective. To earn a Basic Graduate Diploma from Legacy Christian Academy, students are required to earn the following credits in the indicated areas:

ENGLISH: 40 credits, (Freshman, Sophomore, Junior and Senior English).

MATHEMATICS: 30 credits, including Algebra 1

SCIENCE: 20 credits.

HISTORY: 30 credits consisting of World History, US History, Government and Economics.

FOREIGN LANGUAGES: 20 credits in the same foreign language

VISUAL AND PERFORMING ARTS: 10 credits in the same option.

PHYSICAL EDUCATION: 20 credits.

GENERAL ELECTIVES: 10 credits.

HEALTH: 5 credits

BIBLE: 20 credits or 5 credits for every year completed at Legacy Christian Academy.

INTERNSHIP or READINESS COURSE: 1 semester

BIBLICAL FINANCIAL COURSE: 1 semester.

Total required credits for a BASIC graduate diploma: 220

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California Graduation Requirements

Legacy Christian Academy Honors and Preparatory Diploma exceed the minimum requirements for UC/CSU.

A-G Subject Requirement The University of California (UC) and the California State University (CSU) systems have established a uniform minimum set of courses required for admission as a freshman.

History/social science (“a”) – *Two years*, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.

English (“b”) – *Four years* of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.

Mathematics (“c”) – *Three years* of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

Laboratory science (“d”) – *Two years* of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.

Language other than English (“e”) – *Two years* of the same language other than English or equivalent to the second level of high school instruction.

Visual and performing arts (“f”) – *One year* chosen from dance, music, theater or the visual arts.

College-preparatory elective (“g”) – *One year* chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

Legacy Christian Academy Basic Diploma exceeds the State-mandated graduation course requirements (the state minimums) follow:

English – *Three years*

Mathematics- *Two years* (including Algebra I) Students who successfully complete Algebra I in middle school must still complete a minimum of two years of mathematics in high school.

Social Science- *Three years* (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics)

Science- *Two years* (including biology and physical science)

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Physical education- Two years

One year of foreign language or visual and performing arts or career technical education.

Advanced Placement Courses

Any Advance Placement course (AP) taken through *Sevenstar* offered at LCA is considered an honors course in all areas related to the LCA graduate requirements.

High School Credits and Attendance Policy

Definition of Credits

In general, 10 LCA credits/units are equivalent to a full year's instruction in a given course of study. Students will earn course credits on a semester by semester basis. The Fall and Spring semesters for LCA will normally be scheduled for 16 weeks of instruction.

Minimum Per Credit Attendance Requirement

The Minimum Per Credit Requirement for all courses offered at Legacy Christian Academy will be 14 hours of instruction per semester for each credit (or, in the case of secondary P.E., each half-credit) earned. Credit, therefore, will not be awarded to students in attendance below this requirement. For example, a student enrolled in a five-credit course cannot miss more than 6 hours of instruction.

Attendance and Absences

Students must regularly attend classes to successfully complete a course. A student must be present for 85% of the scheduled class days to receive credit for the class. A student attending a class 3 days a week for 16 weeks cannot miss more than 7 days of class. A student attending a class 2 days a week for 16 weeks cannot miss more than 5 days of class. For any student with more than 5 absences on a 3 day a week class and 3 absences on a 2 day a week class for a semester, the final course grade will be reduced by five points. Whenever possible, arrangements for making up work should be made with the teacher prior to the absence. **Students arriving to class more than fifteen (15) minutes late will be counted absent.**

Please be sure your student arrives at school on time, prepared and ready to learn. One student's tardiness affects an entire class. When a student is tardy, it is disruptive to the teacher and the other students. To be counted "on time," the student must be in the classroom, prepared for class to begin. If your student is tardy, they must report to the office to be signed in. Staff will escort your student to their classroom with a Hall Pass to class.

Variance: A variance to this requirement may be granted by the administration to an enrolled student when that student has been unable to meet the attendance requirements of the course or courses in which he or she is enrolled due to circumstances beyond the family's control (such as illness), provided that the student has, in the judgement of the LCA instructor overseeing his or her work, achieved minimum mastery of the course content, as defined by the relevant school and curriculum policies and standards. Some courses, such as, upper level courses (Chemistry, Foreign Language, Algebra) may require a weekly home instruction from the course instructor. Any credit approved for courses taken at

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LCA will be handled as standard credit.

Tardy Policy

In general, a tardy will be treated as a discipline problem. A student will be allowed one unexcused tardy in any given semester. For each unexcused tardy thereafter the student will be referred to the Dean of Character Development by use of a discipline slip. To be excused, a student must supply a note signed by a parent or guardian or a school staff member to the teacher of the affected class when reporting to class. Only those tardies beyond the immediate control of the student or his or her parents or guardians will normally be considered excused.

Transfer of Credits

Students wishing to transfer high school credit from another school for use toward earning a diploma at LCA should make their request in writing by submitting the proper form to the School Academic Counselor. Approval of such transfers shall be a function of the Academic Affairs Committee. Each High School course (9th-12th grade) requested as a transfer credit toward a diploma requirement will be processed in terms of the following equivalents:

1. 1 complete semester course at a full-time school = 5 credits at LCA
2. 1 complete yearly course at a full-time school = 10 credits at LCA
3. Each complete semester course in a home school or online school program will be individually determined for transfer of credit based on a general equivalency and mastery of course content.

While credit may be granted for transferred courses, LCA will not recognize actual course grades earned at any other institution, including a home school. Students who have taken courses at a public or private full-time school will not be granted transfer credit unless their grade is a “C” or above.

Auditing of Classes

LCA does not allow the auditing of classes. Any student enrolled in any class at LCA will receive a grade reflecting his level of achievement in the class.

High School Grading, Evaluation and Feedback

Grading Standards and Grade Point Ratio

Most courses at Legacy Christian Academy (the exception being courses graded on a pass/fail basis) are graded on a scale of 0-100. The course grade itself represents a percentage of content mastery, which is then used to determine the grade point average (0-4.0) of individual courses.

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The earned grade points are then multiplied by the number of credits earned for the course to determine the earned course grade points, and the sum of all course grade points is divided by the sum of all credits attempted to obtain the semester and later Cumulative GPA (Grade Point Average). The letter grade equivalents of this system are as follows:

Grading Standards and Grade Point Ratio

0-100 Scale	Letter Grade Earned	Earned Grade Points
90-100	A	4.0
80-89	B	3.0
70-79	C	2.0
65-69	D not passing	0
Below 65	F not passing	0

Other grades recognized by LCA are I (incomplete), W (Withdrawal, before the end of the first eight weeks of classes), WP or WF (Withdrew Passing or Failing, after the first eight weeks of class), and T (Transfer Credit). For classes repeated at LCA a grade of NG (No Grade) will be applied to the class with the lowest grade earned. Both attempts for taking the class will be recorded on the transcript. Grades of I, W, WP, WF, T, or NG are not calculated into the student's GPA.

Each course instructor will define specific criteria for assessing grades. All such criteria must honor any standards, requirements or limitations imposed by curriculum guides and other relevant policies for the establishment of grading criteria within a given course. All class assignments will be graded and returned to the student within one week after the student has turned in the assignment.

Gradebook Weights

Core Subjects	Summative	Formative	Home-study
English	60%	20%	20%
History	60%	20%	20%
Math	60%	20%	20%
Science	60%	20%	20%

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Academic Standing

Students must achieve a GPA of 2.00 or above each semester in attendance at Legacy Christian Academy to remain in good academic standing. A student whose GPA falls below 2.00 during any given semester may, at the discretion of the faculty and administration, be given the opportunity to regain good academic standing by being placed on academic probation for the following semester. A student placed on academic probation must earn a GPA of at least 2.00 the following semester to return to good academic standing. If a student should earn a GPA less than 2.00 for two consecutive semesters, he or she may be blocked from further enrollment in classes at LCA.

Any class that a student fails must be successfully repeated before the student will be allowed to continue enrolling in the course sequence in which the student earned the failing grade. If he then successfully completes the course at LCA, the passing grade earned will absolve the failing

grade, which will be struck from the transcript. When a failing grade has been absolved in this manner, both attempts at taking the course will be noted on the transcript, but only the passing

grade will be recorded, and only the passing attempt will affect the GPA. On the transcript, the failing grade of an absolved failed course will be replaced with NG (No Grade). However, a student's total transcript results will be used to determine school valedictorians, salutatorians and highest GPA awards.

Students may complete a failed class in another academic setting, such as another school, *Sevenstar*, and/or on concurrent enrollment. In this case, students must request transfer credit through the usual channels following the successful completion of the course, should they desire to have the course credit recognized by LCA. If such credit is granted, it will absolve the failing grade on the student's transcript; however, both attempts will be noted, and neither the original failed course nor the transferred credit will be calculated into the student's GPA. Any student, including one who has been granted transfer credit, must take an entrance test to be able to enroll

in any course for which entrance testing is required, unless he or she has successfully completed the previous course at LCA in the course sequence.

Adding and Dropping Courses

A student may drop a course in any given semester without having the dropped course affect the student's GPA. Courses dropped during the first quarter (first eight weeks of classes) will be given a grade of W. Courses dropped after the first quarter (first eight weeks of classes) but before the end of the first twelve weeks of classes will receive a grade of WP (Withdrew Passing) or WF (Withdrew Failing). Course dropped after the first twelve weeks of classes will receive a grade for the course in accordance with the standard course grading system. Students who withdraw completely from LCA may, at the discretion of the administration, receive grades of I (Incomplete) for all courses dropped at the time of withdrawal.

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Late Work Policy

Whoever loves discipline loves knowledge, but he who hates correction is stupid. (Prov. 12:1)

But the fruit of the Spirit is...self-control, against such things there is no law. (Gal. 5:22-23)

Legacy Christian Academy, desiring to promote both godly character qualities and high academic standards, has adopted the following general principles concerning student assignments turned in late. These principles are designed to promote the development of godly character qualities such as self-discipline, diligence, and self-control in the lives of our students and to give all faculty members a framework within which they may formulate their individual class policies.

A grade penalty will be assessed for any work turned in late. Late work will be graded per the following policy:

Work turned in any time after the beginning of the class period will be considered late.

1 Class Day Late	10-point grade penalty
2 Class Days Late	20-point grade penalty
3 Class Days Late	No Credit for the Assignment

Arrangements for making up late work DUE TO ABSENCES shall be made between the teacher and the Co-teaching parent. It is the students' responsibility to bring the late assignment to the teacher.

Adapted from *Christian Life Preparatory School Student Parent Handbook*

STUDENT ENTRANCE/PROMOTION POLICY

Semester-by-Semester Registration

Once a semester is under way, new students may not be admitted (following the deadline to add courses) until the beginning of a new semester so that classes can make maximum progress.

Semester Deadline to Add Courses

Although students can withdraw from courses at any time during the semester (with possible academic consequences depending upon the timing of the withdrawal), they cannot add new courses following the completion of the first full week of school each semester. Variances may be made with permission of the Dean of Academic Study or with Administrator approval.

Student Promotion by Individual Course

Even at the elementary level, student promotion is to occur by individual course rather than by complete grade level. This ensures mastery of all subject matter in each area of study. The school's master course schedule must, therefore, provide for the flexibility needed for students to advance more quickly in areas where they are gifted and/or repeat areas when necessary. Both will regularly occur when student promotion is based on individual courses rather than complete grade level. This flexibility also makes careful diploma planning essential.

Policy on Academic Dishonesty

Significance and Purpose

One of the major goals of Legacy Christian Academy is to aid parents in making disciples of the students admitted to the school. We also wish to provide our students with a high quality academic education, which we understand in terms of real spiritual, intellectual, and emotional growth. This demands that we require our students and their parents to adhere to high standards of personal integrity, and provide corrective disciplinary action when they fail to do so. Academic dishonesty in any form is both a serious breach of personal integrity and a serious hindrance to real student learning. Legacy Christian Academy has developed this policy, which is intended to curb and, when necessary, correct academic dishonesty.

Definitions

1. **General:** Academic dishonesty is broadly defined as any attempt on the part of a student or parent, whether realized or not, to falsely represent the student's level of achievement or mastery in each course. This includes but is not limited to:
 - a. Claiming or indicating in any form or fashion that the student has fulfilled any assignment or other academic responsibility, such as reading assigned texts or engaging in assigned study, when in fact he has not done so,
 - b. Using any assistance, including but not limited to copying the work of other students, in taking quizzes, tests, or examinations without the direct and explicit authorization of the course instructor,
 - c. Using any resources, solution manuals and teacher edition textbooks, other than those authorized by the course instructor in writing papers, preparing reports, solving problems, or completing other course assignments,
 - d. Obtaining quizzes, tests, examinations, or other academic materials or evaluation instruments created by or belonging to an instructor, other staff member, or the school itself, including materials properly used and in the possession of students currently or previously enrolled in the course, without the explicit authorization of the course instructor,
 - e. Engaging in plagiarism, which includes but is not limited to "the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment" and "the knowing or negligent unacknowledged use of materials prepared by another person or agency" which customarily sells or offers free of charge term papers or other academic materials,

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- f. Altering a graded paper or project for the purpose of disputing the accuracy of the grade, and
 - g. Collaborating without explicit authorization with another student or students during any quiz, test, or examination or in the fulfillment of any other academic assignment or responsibility.
2. **Specific:** The following guidelines define the academy's standard application of the general definition given above to:
- (a) **quizzes, tests, and other examinations,**
 - (b) **home-study work, and**
 - (c) **major papers and projects.**

Individual course instructors may grant exceptions to these guidelines, but must do so explicitly, as indicated by the relevant policy statements given below. Any academic assignments, which, by their nature, are not addressed by these guidelines, will be governed by whatever guidelines are provided by the course instructor with regard to such an assignment.

- a. **Quizzes, tests, and other examinations:** all quizzes, tests, and other examinations, whether conducted in the classroom or in some other location, must be taken at a single sitting and without outside assistance of any sort, including but not limited to books, notes, other individuals, reference works, and audio or visual media. Any exception to these guidelines must be given in writing by the instructor on assignment sheets, the evaluation instrument itself, or other written instructions disseminated to all of the students in the class.
- b. **Home-study work:** home-study work should be done by the student alone and without assistance of any sort, including but not limited to information provided in teacher edition textbooks, unless such assistance is authorized, either orally or in writing by the instructor in the course, Action Plan or by the course catalog or an approved curriculum guide's description of parent role for the course. The course instructor may grant such authorization, either in conjunction with the giving of the assignment or in response to student requests, at any time and for any duration to all of the students in the class or to selected students only, provided that the instructor feels it is in the best educational interests of the student(s) receiving such authorization.
- c. **Major papers and projects:** major papers and projects should be completed only by the student or by the members of a student group constituted by the instructor for the purpose of completing the paper or project in question without other assistance of any sort, except as explicitly authorized by the instructor or Action Plan. This authorization may be articulated either orally or in writing when granted in the classroom directly under the supervision of the instructor, but must be given in writing on lesson plans, assignment sheets or other written instructions disseminated to all of the students in the class when granted for work to be completed outside of the classroom setting.

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Enforcement

1. **Discovery and Determination of Academic Dishonesty:** Determination of academic dishonesty may be made by the instructor the course in which it was deemed to have been committed. Other school officials, including proctors or other instructor substitutes, may alert the instructor to the possibility of academic dishonesty should they acquire or become aware of credible evidence, including but not limited to eye witness observations, which indicate that cheating, plagiarism, or other dishonest acts have taken place. Once the instructor has determined that academic dishonesty has indeed taken place, he shall inform the affected student(s) of his finding and, in conjunction with the relevant school officials, shall impose the proper penalties as described below.

2. **Appeals Process:** Should a student desire to appeal the determination of the course instructor, he must request in writing a hearing with the administrator, who will arrange for a conference with the student, one or both parents (or guardians), and the instructor of the course. During this conference, all relevant evidence will be presented and examined. Following the conclusion of the conference, the administrator will render a determination in the matter based on his assessment of the weight and credibility of whatever evidence is presented for review. Should the student desire to appeal the determination of the administrator, he must request in writing a hearing before an Academic Affairs Committee, which shall be chaired by a member other than the administrator for the purposes of the hearing. During this hearing, only that evidence that was presented and examined during the previous conference with the administrator shall be reviewed; should new evidence having a serious bearing on the matter surface during the hearing, the matter shall be referred back to the administration for a new hearing to be conducted according to the procedures described above. The Academic Affairs Committee shall be responsible for determining the admissibility of any new evidence. Following the conclusion of a hearing before the Academic Affairs Committee, that committee, excluding the administrator and any other member who has been a part of any earlier conferences or discussions regarding the matter, or any member who feels he may have a conflict of interests in the matter, will render a determination in the matter based on its assessment of the weight and credibility of whatever evidence is admitted for consideration. In all cases, the determination of the Academic Affairs Committee will be final. If that committee finds the student guilty of academic dishonesty, it shall impose the proper penalties as described below.

3. **Penalties:** The primary intentions of the imposition of penalties against students found guilty of academic dishonesty are to (a) act as a deterrent against such conduct, (b) to enhance the integrity of grades awarded by the LCA, and (c) to place pressure on an erring student in the hope of motivating him to abandon this destructive behavior. The penalties are assessed per the number of occurrences the student has been discovered to be engaged in academic dishonesty over the course of a full academic year (at least two full semesters).
 - a. **First offense:** a first offense will result in (1) a written warning from the teacher to both the student and his parent(s), (2) a grade of zero (0) for the assignment affected by the academic dishonesty, and (3) a written report sent to the campus administration.

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- b. Second offense:** a second offense will result in (1) a written warning from the administrator to both the student and his parent(s), (2) a grade of zero (0) for the assignment affected by the academic dishonesty, (3) a conference between the administrator and the parent(s) of the student, and (4) a writing assignment for the student, in which he investigates and reports on Biblical instruction regarding honesty and integrity.

- c. Third offense:** a third offense will result in (1) a one day suspension from school, in accordance with the guidelines generally applicable to such a suspension, (2) a grade of zero (0) for the assignment affected by the academic dishonesty, (3) placement of the student on scholastic probation, which shall remain in effect until two (2) full regular semesters have passed with no further confirmed incidence of cheating, and (4) removal of all participation privileges for extra-curricular activities, including those unaffected by the academy's policies on scholastic probation.

- d. Fourth offense:** a fourth offense will result in expulsion from the academy.

Adapted from the *UNT Student Handbook*, 1997/98, p.105