



LEGACY

CLASSICAL CHRISTIAN ACADEMY

Live a life worthy of the calling... Ephesians 4:1

Parent Handbook

2016-2017

WELCOME TO LEGACY CLASSICAL CHRISTIAN ACADEMY!

HISTORY

During the summer of 2010, six families found themselves in need of a school. They had been attending Christian Life Preparatory School – North Campus and truly loved it. However, the recession of 2008 stunted the growth and finances of the school. The North Campus closed its doors in June of 2010. In July of 2010, after only a few weeks of prayer about the education of their children, these six families decided to open a transitioning University-Model School.

These families had caught the vision of the National Association of University-Model Schools. They were also heavily influenced by the vision and mission of Christian Life Preparatory School (a charter University Model School). With these two organizations in mind, they began to choose curriculum and teachers accordingly.

Unlike most school start-ups, the opening would be swift and immediate. After speaking with the director of the National Association of University-Model School and receiving a blessing from the Board of Trustees at Christian Life Preparatory School, the families pulled together and created a transitioning University-Model School. It opened in the fall of 2010 with 19 students in grades Kindergarten-6.

Note: Legacy Classical Christian Academy, with permission, has adopted many of the policies and procedures of these two organizations and it should be acknowledged as their original work.

MISSION

Legacy Classical Christian Academy exists to glorify God by assisting Christian parents in their God-given mandate of training their children to be Christ-like leaders in their homes, churches, communities, and the world. LCCA is dedicated to spiritually strengthen families while providing the opportunity for students to acquire a high degree of academic excellence.

The ultimate goal is to carry out the National Association of University Model School's vision:
To strengthen America's families and values by helping parents prepare college-worthy, character witnesses of Christ for the next generation.

OBJECTIVES

Families and faculty at Legacy Classical Christian Academy will be able to apply the following to their lives thus teaching these same precepts to our children–

God's greatest commandment, and our most welcomed sacrifice, is two-fold. Jesus says to "love the Lord your God with all your heart and with all your soul and with all your mind"...and to love others as much as you love yourself. (Matthew 22:37-39)

- a. Love Him with all our heart –
 - i. Have a saving relationship with Jesus Christ
 - ii. Use our talents and abilities to bring other into a relationship with Jesus
- b. Love Him will all our soul –
 - i. Be passionate toward Him (Psalm 63:1-8)
 - ii. Worship Him, Speak with Him
- c. Love Him will all our mind –
 - i. Know and use God’s scripture to test and approve God’s will (Roman 12:2)
 - ii. Use self-discipline (2Timothy 1:10)
- d. Love Others as much as you love yourself—
 - i. Serve the least of these (Matthew 25:40)
 - ii. Excel in the grace of giving (2 Corinthians 8:1-7)

At Legacy Classical Christian Academy, we do not intend to shield our students from all of the sin and ugliness inherent in a fallen world, but rather to teach them to confront those realities openly and honestly and, especially, from a God-centered perspective, so that they might be in the world—and have an impact on the world--without becoming of the world. All disciples, including our students, are and will continue to be engaged in warfare. We believe it is our responsibility to train them under controlled but not unrealistically soft circumstances so that they might be able to take ground for the Kingdom without becoming casualties.

PHILOSOPHY OF EDUCATION

God clearly set before us His Truth through the Word and our education and all academic decisions are based accordingly.

God made us Different. All of us are intelligent (God made us in His image), but we are not intelligent or gifted in the same way because we are all parts of His whole. (I Corinthians 12)

God wants improvement not perfection. Grades and high marks are one indicator of academic success however the most important use of grades is for them to show improvement. Though we use a traditional rating system to determine how much your child remembers while learning, it does not determine yours or your child’s self-worth. **Many children will struggle academically their entire life because God did not call them to be that part of His kingdom.** However, God does call all of us to love Him with all our mind, therefore we press on toward learning about God and the world in which we live in and how to respond to both.

God desires Obedience. All our knowledge, understanding, and wisdom must falls in line with the God’s will. “The intellect reigns supreme in the constitution of man and his intellect should bring all his affections into obedience before God in submission to God’s will” (McMahon). See also, Zechariah 3:6-7.

God is orderly. I Corinthians 14:33 says, “For God is not a God of disorder but of peace.” Classical education is both orderly in its scope and sequence for each subject matter but also in the way it crosses curricular lines to build critical thinking and deepen a student’s understanding of topics and objectives.

CLASSICAL METHODOLOGY

In classical education, students progress through three distinct stages, beginning with **the “Grammar Stage.”** During this stage, students master the fundamental rules and basic facts of each subject. Memorizing songs, chants, and jingles, and learning careful observation and description skills are daily activities. At approximately grade 6, students move to the next stage, the **“Dialectic/Logic Stage.”** At this stage, students are argumentative and quick to correct teaching mistakes, and are developing abstract thought. Students reach the **“Rhetoric Stage”** around grade 10, when they more easily formulate creative written and oral expression, think critically, use persuasive arguments, and defend the truth.

At LCCA, learning is facilitated using the following stages which correspond to the child’s cognitive development.

Grammar (concrete thinking) Stage-

K1-6th grade students learn by rote memorization of math facts, spelling and phonic rules, grammar, vocabulary, copy work and a basic body of knowledge for each subject.

This is the science of correct language usage.

Logic/dialectic (analytical thinking) Stage-

7th -9th grade students learn how to reason, take what facts they have learned and understood and now relate these facts in a significant way. This is the stage where students develop analytical skills by asking questions and their ability to reason is exercised.

This is the science of right thinking.

Rhetoric (abstract thinking) Stage-

10th-12th graders learn the science of communication. They learn how to express what they now understand. The hypothetical is now introduced and grasped.

This is the science of expression.

Resource: www.classical-homeschooling.org/trivium.html

Based on this philosophy, LCCA emphasizes regular reading, composition, oral speaking, and primary source use, and offers classical courses such as logic and Latin. In lower school history, teachers generate excitement about civilizations through songs, stories, poetry, and geography games. As students progress to upper school history, students engage in discussion and debate over cultural philosophy, belief systems, and modern applications. History classes use primary source documents for resources, analysis, and learning. In English, students read classic works and move through a five to six-week composition cycle of imitating quality writing, practicing writing as a class, undergoing

peer/teacher review, and completing a final draft. In grades 1 through 8, students progress through a comprehensive grammar program preparing them for advanced composition skills in the upper school. Beginning with grade 4, history and English function collaboratively in the study of specific time periods. Science classes are filled with experiments and opportunities to observe and describe what is seen, as well as quizzes and questioning to ensure understanding of assigned readings. Math and Logic follow rigorous curriculums that build problem-solving skills. The study of foreign languages further builds the students' understanding of grammar and the organization of languages. Creative expression is encouraged through art, drama, music, and speech classes. Every endeavor seeks to strengthen the student's ability and character to prepare them to live wisely and fulfill their calling in the modern world. *Recommended Reading: Classical and Christian Education by Gregg Strawbridge*

ORGANIZATIONAL CHART

The School Board of Legacy Classical Christian Academy oversees the school. All principals and head administrators report to the school board. All faculty and staff report to the school's principal.

STATEMENT OF FAITH

THE BIBLE

- The Bible is God's infallible word that reveals God's will and purpose for mankind (2 Pe. 1: 21; 1 Th. 2:13).
- Every word in the Bible is inspired by God and is the ultimate authority for living a fulfilled life (2 Tim. 3:16; 1 Co. 2:13).
- God's plan to bring us back to Himself was fulfilled totally and completely in the death and resurrection of Jesus Christ found in the Holy Bible. Families at LCCA do not adhere to any other form of scripture or book to determine eternal salvation. (1 Ptr 3:18).

GOD

- There is only one God who has revealed Himself in three persons- the Father, the Son (Jesus Christ), and the Holy Spirit (Jn. 15:26; Ga. 4:6).
- God is the Creator and in control of all things (Ge. 1; Ne. 9:6; Ps. 24:1,2; 33:6,7,9)

JESUS

- Jesus Christ is the Son of God, born of a virgin (Mt. 1:20; Lu. 1:35), sinless and perfect (He. 4:15; 1 Pe. 2:22; 2 Co. 5:21; Jn. 8:45,46).
- Jesus taught the truth and demonstrated the power of God in miracles (Mt. 9:12; Mk. 1,5,6,7; Lu. 4,5,6,8; Jn. 2,4,9,11).
- Jesus died on a cross (Jn. 19:1-3,16-18) to atone for man's sins, rose from the dead (Lu. 24:39; Ac. 10:40,41; Mt. 27:62-66; Mk. 16, Lu. 24), and ascended into heaven (Lu. 24:50,51; Ac. 1:9-11).

- By His death and resurrection, Jesus has cleansed from sin (Ac. 13:38) those who repent of their sins (Ep.1: 7) and believe that Jesus is Lord and Savior (John 3:16; Ro. 10:13; Ac. 4:12).
- After salvation, a relationship with the Father is restored through faith in Jesus Christ his Son, faith increases (Ro. 8:3,4; Ph. 3:9; Ep. 2:8,9) and an abundant life filled with the fruit of the Spirit follows (Ga. 5:22,23).

THE HOLY SPIRIT

- The Holy Spirit indwells the believer and gives the enabling power of God (Ac. 9:31) to live a holy life, to overcome sin, to understand the Bible (I Co. 2: 10), and to do the will of God (Jn. 14:26).

NON DISCRIMINATION POLICY

Legacy Classical Christian Academy admits students of any race, color, and national or ethnic origin to all the rights, privileges, and activities generally accorded or made available to its students and does not discriminate on the basis of race in administration of its educational policies, admissions policies, and athletic and other school administered programs.

Legacy Classical Christian Academy does not discriminate on the basis of race, color, national or ethnic origin in the hiring of its school personnel. However, in order that the school's spiritual objectives might be achieved, all staff members, whether employed, contracted, or volunteer, must be willing to sign a Statement of Faith which states that he or she is in agreement with the school's Spiritual Objectives.

NON DENOMINATIONAL POSITION

Legacy Classical Christian Academy'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. It is necessary; therefore, that parents, students, staff, and school board members recognize that the following areas are to be left to the teaching of home and church:

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. Gifts of the Spirit-tongues, interpretation of tongues, healing, miracle working, discerning of spirits

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

POSITION ON CREATION AND SCIENCE

At Legacy Classical Christian Academy, teachers teach using the Young Earth philosophy and that the world was created by God in six twenty-four hour periods. Parents and students do not have to agree with the school's position; however, no one should disparage another's belief system.

ACADEMIC POLICIES AND PROCEDURES

ABSENCES

Students must regularly attend classes in order 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 17 weeks cannot miss more than 8 days of class. A student attending a class 2 days a week for 17 weeks cannot miss more than 5 days of class. **For any student with more than 5 absences attending 3 days a week or 3 absences attending 2 days a week 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 between one and fourteen minutes late are considered tardy. **Students arriving to class more than fifteen (15) minutes late will be counted as absent.**

Parents may pick up their child's missed work and assignments between 2 and 3 of the day in which they are absent.

The final course grade will be reduced by one point for every two tardies a student accumulates in any given class. Thus the second and third tardies will result in a one-point reduction, the fourth and fifth tardies in a two-point reduction, and so forth. Parents are responsible to check Gradelink to verify student tardies. Teachers will not be required to contact parents for a conference until the student exceeds 5 tardies.

ACADEMIC EMPHASIS

The primary purpose of our school's existence is, of course, to deliver an academic education in a manner that enhances the whole process of discipleship. Thus, it is critically important that every class be utilized in such a way that the students are provided with and encouraged to make maximum use of worthwhile learning opportunities. *All planned instructional activities should have a clear academic purpose* and be in harmony, in terms of both content and format, with the school's basic educational purposes, as defined by policy and curriculum guidelines.

The student spends 30– 35 hours a week completing "school" work. For each hour he/she spends in class, that student can be assigned 1 to 1 ½ hours of outside homework. Therefore for students in grade

K – 6 will have 10 hours of academic time with a teacher (not including art/Latin) so teachers *can* assign 10 – 15 hours of outside homework. Students in grades 7 – 12 will have 15 hours of academic time with a teacher (including Art/Latin) so teachers can assign 15 to 22 hours of outside homework. However, the following seems to be a good balance. Times do not include breaks, and depends greatly upon the temperament and ability of each individual child:

| | |
|----------------|--|
| Pre-K & Kinder | 2 ½ hours, three days a week |
| Grades 1 - 2 | 4 hours, three days a week |
| Grades 3 - 4 | 4 ½ hours, three days a week |
| Grades 5 - 6 | 5 hours, three days a week |
| Grades 7 - 10 | 6 hours, two days a week; 4 hours of extra time (nights or weekends) |
| Grades 11 – 12 | 6 hours, two days a week; 6 hours of extra time (nights or weekends) |

LCCA has 68 instructional days for the entire year. Teachers should spend four to six weeks perfecting the procedures of quick transitions*, attention getters*, and learning school rules. As much class time as needed should be used to train these procedures so the class runs smoothly for the rest of the year. Students should be able to walk into class each day knowing what to do and where to find their first assignment. There should be no “downtime”, horseplay or excessive recesses.

Because we have a “shorter” school year, summer assignments are given and expected to be completed and turned in on the first day of school. In addition, as students move into high school, reading assignments are allowed during long holidays such as Christmas break.

ACADEMIC STANDING

For students in grades K-8, students must achieve a 70 or above in each semester per course in order to remain in good academic standing. **For students in grades 9 – 12**, they must achieve a GPA of 2.00 or above each semester in attendance at Legacy Classical Christian Academy in order to remain in good academic standing.

A student whose GPA (or individual class) falls below 2.00 (or a 70) 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 scholastic probation for the following semester. A student placed on scholastic 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 (or a course grade of a 69 or lower) for two consecutive semesters, he may be blocked from further enrollment in classes at LCCA.

Any class that a student fails (makes a 69 or below) 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 LCCA, 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 or a homeschool. 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 LCCA. 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 has successfully completed the previous course at LCCA in the course sequence.

The administration reserves the right to test students to verify course completion. Students must be able to show 80% mastery of any test given in order to be approved for promotion.

ACCREDITATION

Legacy Classical Christian Academy is a full member, certified University Model School through the National Association of University Model Schools. We are accredited by an international organization called AdvancEd. Accreditation allows students to transfer credits more easily. In addition, as an accredited school, the high school valedictorian receives a full scholarship to any public university in the state of Texas.

ADDING & DROPPING COURSES

Courses must be added to a student's initial registration before the close of registration for each semester. A student may drop a course in any given semester prior to the first day of school without having the dropped course affect the student's GPA. Courses dropped during the first eight weeks of classes will be given a grade of W. Courses dropped after the first eight weeks but before the end of the first twelve weeks of classes will receive a grade of WP (Withdrew Passing) or WF (Withdrew Failing).

Courses 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 LCCA may, at the discretion of the administration, receive grades of I (incomplete) for all courses dropped at the time of withdrawal.

There is a \$20.00 fee for adding, dropping, or changing student's schedules. If the schedule is changed due to lack of enrollment or on behalf of administration, no fee will be assessed.

AUDITING OF CLASSES

Legacy Classical Christian Academy only allows auditing in the most extreme cases. Any student enrolled in any class at LCCA will receive a grade reflecting his level of achievement in the class.

CLASS CREDITS: In general, 6 LCCA credits 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 LCCA will normally be scheduled for 17 weeks of instruction.

Variance: A variance to this requirement may be granted by the administration to a properly enrolled student when that student has been unable to meet the attendance requirements of the course or courses in which he or she is properly enrolled due to circumstances beyond the family's control (such as an extended illness), provided that the student has, in the judgment of the LCCA instructor overseeing his or her work, achieved minimum mastery of the course content, as defined by the relevant school and curriculum policies and standards. Any credit approved for courses taken at LCCA will be handled as standard credit.

DISHONESTY & PLAGARISM POLICY

Significance and Purpose

One of the major goals of Legacy Classical Christian Academy is to aid parents in making active Christian disciples of the students admitted to the school. We also wish to provide our students with a high quality academic education, 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. LCCA has adopted 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 to falsely represent the student's level of achievement or mastery in a given course. This includes:

- (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 to copy the work of other students, to complete quizzes, tests, or examinations without the direct and explicit authorization of the course instructor,
- (c) Using any resources, solution manuals or teacher edition textbooks, other than those authorized by the course instructor to write papers, prepare reports, solve problems, or complete 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 "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,

(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 LCCA's standard application of the general definition given above to:

(a) quizzes, tests, and other examinations,

(b) homework

(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) Homework: homework 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, or by the catalogue 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. 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

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.

Enforcement

1. Discovery and Determination of Academic Dishonesty: Determination of academic dishonesty may be made by the instructor of 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 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 principal, 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 principal, or another administrator, should the principal be an original party to the case, 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 principal, he must request in writing a hearing before the Academic Affairs Committee, which shall be chaired by a member other than the principal for the purposes of the hearing. During this hearing, only that evidence that was presented and examined during the previous conference with the principal 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 principal 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 principal 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 LCCA, and (c) to place pressure on an erring student in the hope of motivating him to abandon this destructive behavior. The penalties are assessed according to 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 for the assignment affected by the academic dishonesty, and (3) a written report sent to the campus administration.

(b) Second offense: a second offense will result in (1) a written warning from the principal to both the student and his parent(s), (2) a grade of zero for the assignment affected by the academic dishonesty, (3) a conference between the principal 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 a one day suspension from school, in accordance with the guidelines generally applicable to such a suspension, (2) a grade of zero 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 school's policies on scholastic probation.

(d) Fourth Offense: a fourth offense will result in expulsion from the school.

NOTE: adapted from the *UNT Student Handbook*

EXTRA CURRICULAR PARTICIPATION

To participate in sports or extra-curricular activities, students must maintain a grade **above** 70% for each class during each semester. Eligibility may be withdrawn for students exhibiting poor conduct.

FINAL EXAM EXEMPTION POLICY

If a student is eligible to receive high school credit for a course, the student may be exempt from the final exam under the following conditions:

1. **No** zeros on record for the course
2. **TWO** or less absences during the semester
3. **TWO** or less tardies during the semester
4. Test average must be 90% or **above**

This policy will be administered at the discretion of the teacher. If offering exemptions, teachers must at least follow the above conditions.

Notice: Absence School Function (ASF) designation does not count as an absence. Inclement Weather days do not count as absences. Students in grades 9 through 12 will be notified by Wednesday of the week prior to final exams of their exemption status.

GRADING STANDARDS

Courses at LCCA 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:

| 0-100 Scale | Letter Grade Earned | Earned Grade Points |
|--------------------|----------------------------|----------------------------|
| 90-100 | A | 4.0 |
| 80-89 | B | 3.0 |
| 70-79 | C | 2.0 |
| 0-69 | F | 0 |

Other grades recognized by LCCA 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 LCCA a grade of NG (No Grade) will be applied to the class with lowest earned grade. 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.

GRADUATION REQUIREMENTS

Legacy Classical Christian Academy will offer two diploma plans: the **Standard Graduate Diploma** and the **Legacy Graduate Diploma** beginning school year 2016/2017.

- ❖ In order to receive the above diplomas, all candidates must register for and successfully complete on campus a minimum of 5 courses (30 LCCA credits) during their senior year (3 courses must be academic core courses). Alternatively, students may take a minimum of 4 courses (24 LCCA credits) their junior and senior years (3 courses must be academic core courses).
- ❖ Students may take up to TWO dual credit courses per semester their senior year.
- ❖ A student must attend LCCA for their junior and senior years in order to be named the class valedictorian or salutatorian.
- ❖ A student must pursue the Honors Graduate Diploma in order to be named the class valedictorian or salutatorian.
- ❖ Students must maintain an average of 70% or above, and must submit scores from either the ACT or the SAT (Scholastic Aptitude Test), as well as complete the course requirements which apply to their specific Diploma Plan.

The **Standard Graduate Diploma** is intended to prepare students for entry into more competitive four-year colleges and universities.

The **Legacy Graduate Diploma** is intended not only to prepare students for entry into more competitive four-year colleges and universities but also to provide them with greater depth and knowledge in three or more selected fields of study.

- ❖ Legacy Graduate students must take Algebra 1 in 8th grade in order to take Calculus during their senior year.
- ❖ All junior and senior level courses used to satisfy the requirements for earning an honors diploma must be taken at LCCA.
- ❖ To receive a **Legacy Graduate Diploma**, a student must maintain an average of 80% or above and must be in good academic standing.

An academic advisor will create an individual diploma plan for each student as they enter High School at LCCA. Please refer to the Rhetoric school course catalog for detailed information.

Add in details regarding the different Honors Diplomas ???

Requirements of Community/Ministry Service for Graduation

To fulfill the graduation requirements for LCCA, each student must complete the following community/ministry service activities:

- A minimum of 6 hours of community/ministry service per semester enrolled is required for graduation. (2 hours must be through a school sponsored event) ?????
- All other hours must be presented to the appropriate administrator for approval and must meet the following criteria:
 - The service hours must be completed under supervision of an adult who will complete the appropriate documentation (this can be a parent).
 - The service hours must be pre-approved by the appropriate administrator.
 - The service hours must be completed through a church or other organization which provides community/ministry services.
 - The service hours must meet a specific need outside of the home church of the student.
- All service hours must be properly documented and turned into the appropriate administrator within 2 weeks of completing the hours.
- The LCCA Administrative Staff will keep the documentation on file. It is the responsibility of the student/parent to keep up with number of hours completed.

Requirements for Graduation with Character Distinction

- A minimum of 12 hours of community/ministry service per semester enrolled of which 4 hours must be through a school sponsored event. ?????
- Hours must reflect a diversity of ministry needs and at the same time a developed relationship with a specific type of ministry area.
- A total of 4 weeks of mission trips - one of which is completed through a school sponsored event. Non-school sponsored events must be pre-approved through the appropriate administrator.
- Student must submit 4 teacher recommendations, 1 of which must be a former teacher.
- Student must be interviewed by the Principal during the fall semester of the senior year.
- Student must submit an essay on a topic requested by the Principal after the fall interview.
- Student must file intent for Graduation with Character Distinction at time of registration for the fall semester of their senior year.

HOLIDAYS

Legacy Classical Christian Academy has one school holiday in the fall and one in the spring. Faculty, staff, and students will not attend school on these days and will not have homework to complete.

All major holidays (Thanksgiving, Christmas, Easter) will be observed as well. In order to respect our non-denominational stance as well as God's word in I Corinthians 8:8-10, Halloween will not be recognized as a time for parties.

INCLEMENT WEATHER

In case of poor weather conditions, please check Remind 101, Facebook, and Gradelink messages or your local news station for instructions about school closure or delay. In most cases, if Northwest ISD cancels class, LCCA will most likely cancel, too. In case of severe storms or threat of tornado, if time allows, parents are welcome to come immediately to the school to pick up their children. Otherwise, teachers and students will follow tornado protocol as directed by the administration which includes taking cover on the lower floor in interior rooms.

LATE WORK POLICY

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

Diligent hands will rule, but laziness ends in slave labor. (Prov. 12:24)

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

Legacy Classical 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 according to age/grade level even if the parent is at fault for the lateness of the work. Late work will be graded according to the following policy:

- a. Work turned in any time after the beginning of the class period will be considered 1 class day late and will receive a 10 % grade penalty.
- b. 2 Class Days Late: 30 % grade penalty
- c. After 2 Class Days Late: No credit for the assignment.

Example: Work due on Tuesday that is turned in by Thursday is reduced 10%. Work turned by the following Tuesday is reduced 30%. After Tuesday, no credit received for work attempted.

Arrangements for making up late work DUE TO ABSENCES or illnesses during home study days shall be made between the teacher and the private tutor/parent.

LEARNING MODIFICATIONS

LCCA is a college-preparatory school and the scope and sequence is designed with this in mind. We are not equipped or trained to handle a child with severe special needs. All children are expected to perform at minimum standards on tests and projects for their course without academic modifications. Parents are encouraged to enroll their children in courses at their ability level not their age. LCCA will accept children on the spectrum on a case-by-case basis and will individualize each student's expectations and provide accommodations as needed.

NO HOMEWORK DAYS (NHD)

No homework is to be given on No Homework Days. If it lands on a weekend, such as a Friday, no Homework will be assigned on Friday, Saturday or Sunday. Homework may or may not be given on the following Monday of a NHD Friday **HOWEVER NO TESTS OR QUIZZES** can be given on the Tuesday following a No Homework Friday except for regular Math assessments.

Upper grades, especially high school, will have fewer NHD's than the lower grades.

Homework will not be overloaded to compensate for "No Homework Days". Check the Faculty Calendar for specific No Homework Day dates.

REVIEW WEEK (DEAD WEEK)

For students in grade K-3, Review Week/Dead Week is a regular school week. Students should be given a full work load. The Tuesday of Finals Week is a regular school day. Teachers can give little to no work on Monday of Finals Week and have a class party on the Thursday of Finals Week.

For students in grades 4 through 12, the week of instruction before final exams will be focused on reviewing all concepts and topics covered in order to prepare students for comprehensive final exams. No tests will be given during review week; no student activities will be planned. For sixth grade and up, some new information can be provided but it will **not be tested.**

Study guides and their answer key for 4th – 6th grade **will** be posted on Gradelink for parents the Friday prior to dead week. Seventh grade and up will be responsible for keeping up with their own study guides; however, teachers **may** elect to post study guides on to Gradelink.

Final grades are due **seven days** after the last day of school/semester.

STUDENT MEDICAL EMERGENCY PROCEDURES/MEDICATION POLICY

In the event of a medical emergency the administrator, or the person acting in her absence, will be responsible for the necessary decisions regarding medical attention. The entire school staff, as a part of their in-service training, will be made aware of the school's medical emergency procedures and the nearest hospital location.

Medication may be administered to students on campus only under the following conditions:

1. A determination by school officials is made that it would be appropriate to give acetaminophen to a student who displays symptoms that warrant acetaminophen usage. Acetaminophen may, however, only be administered to students whose parents have signed an acetaminophen permission form with the school, and only in strict accordance to acetaminophen labeling instructions.
2. The student has doctor-prescribed medicine in a labeled container showing the student's name, medication, and dosage. All such prescriptions are to remain in the school's medicine cabinet or refrigerator whichever is appropriate. Students are allowed to keep asthma inhalers with them during school hours.

TARDIES AND COURSE GRADES

The final course grade will be reduced by one point for every two tardies a student accumulates in any given class. Thus the second and third tardies will result in a one-point reduction, the fourth and fifth tardies in a two-point reduction, and so forth. Parents are responsible to check Gradelink to verify student tardies. Teachers will not be required to contact parents for a conference until the student exceeds 5 tardies.

TRANSFER CREDITS

Legacy Classical Christian Academy accepts application for transfer credit from any student who is currently enrolled at LCCA or who is entering LCCA for the first time. A Transfer Credit Application (available from the front office) must be reviewed and approved by the Academic Advisor **before** credit will be granted. Simply turning in an application for transfer credit does not ensure approval. Please review the three different procedures for acceptance of transfer credit, and submit an application accordingly. The class submitted for transfer credit must be equivalent in content, level, and rigor offered by Legacy Classical Christian Academy.

I. Students transferring credits from an accredited high school

- A. The student must have a final grade of 70% or higher.
- B. Submit an official transcript from the school where the student received the actual credits.

II. Students transferring credits from a private unaccredited high school or informal setting with a paid instructor

- A. An official grade report must be submitted. The student must have a final grade of 70% or higher.
- B. The student must have used a standard high school level textbook. (Please note that a fill-in-the-blank workbook approach will not be acceptable.)
- C. Submit the results of closed book tests or essays, completed projects, research papers, etc.
- D. The results of an end-of-course cumulative exam must be submitted. A grade of 70% or higher is required for transfer credit approval.
- E. The student **must** have received an equivalent amount of time with the instructor as a student who is enrolled in a LCCA course would. For example, a student who is enrolled for a one 3 credit-bearing course will receive 48 hours of instruction time from the instructor. Therefore, in order to receive 6 credits for any one complete course (first and second semester), a student must receive 96 hours of instruction time. Instruction time does not include the time spent on homework and/or projects. One credit is equivalent to 16 hours of instruction. Two credits are equivalent to 32 hours of instruction. Time expectations may vary depending on whether the course is academic, fine arts, elective, P.E., etc.

III. Students applying for credits from home-school instruction

- A. The student must have a final grade of 70% or higher.
- B. The student must have used a standard high school level textbook. (Please note that a fill-in-the-blank workbook approach will not be acceptable.)
- C. Submit the results of closed book tests or essays, completed projects, research papers, etc.
- D. The results of an end-of-course cumulative exam must be submitted. A grade of 70% or higher is required for transfer credit approval.
- E. The student must have received an equivalent amount of time with the instructor as a student who is enrolled in a LCCA course would. For example, a student who is enrolled for a one 3 credit-bearing course will receive 48 hours of instruction time from the instructor.

Therefore, in order to receive 6 credits for any one complete course (first and second semester), a student must receive 96 hours of instruction time. Instruction time does not include the time spent on homework and/or projects. One credit is equivalent to 16 hours of instruction. Two credits are equivalent to 32 hours of instruction. Time expectations may vary depending on whether the course is academic, fine arts, elective, P.E., etc.

- F. A final exam or research paper must be submitted. LCCA reserves the right to request additional documentation for the course. In the event that a student does not have the required final exam(s) and/or research paper the following methods may be used to transfer credit:
- a) A student may demonstrate mastery of the material of an earlier level of math, English, or a foreign language by successfully passing a LCCA entrance exam and at least one semester of work with a grade of C or better. (For example, if a student passes the entrance exam to Algebra II and makes at least a C in Pre-Calculus the first semester then the transfer credit for Pre-Calculus would be accepted.)
 - b) LCCA may decide to develop comprehensive exams for subjects such as History and Science. Upon successful completion of these exams a student would receive credit.
 - c) Under the direction of a teacher in the department from which a course for credit is being requested, a student may write a comprehensive research paper over the required subject. This paper would then be reviewed by the department chair, which would make the decision if the student had grasped the appropriate amount of knowledge from the previous course. Please note that LCCA will make the decision as to which method of approval will be used.

BUILDING POLICIES AND PROCEDURES

ARRIVAL AND PICK UP OF STUDENTS

Please follow arrival and pick up procedures as outlined in LCCA Welcome Packet.

ENTRY CODES

Legacy Classical Christian Academy does have a security system. All doors will remain locked. If you arrive after 8:30 a.m. you will need to knock or call the school number to be let in. You will need to get a pass from the Visitor Center for the child to give to their teacher.

FACILITIES USE

No food or drinks in any classroom especially GUM! The facilities used by LCCA belong to LifePoint Methodist and should be respected as such. All faculty members should promote the development of good stewardship among both staff and students by demonstrating, encouraging, and if necessary, enforcing a respect for the property of others. Any proposed use of the facilities beyond that required

and established for normal operations must be approved by the administration, and may incur the payment of reasonable fees or charges.

HOURS OF OPERATION

Legacy Classical Christian Academy is open three days a week from 8 a.m. to 4 p.m. Tuesday, Thursday, and Friday. Voice mail is always available and messages will be returned in a timely manner.

LOST AND FOUND

Lost and found is in the supply closet. All articles at the end of each SEMESTER will be donated.

LUNCH ROOM

Students may bring a sack lunch and a drink to be carried in their back pack until lunch time (refrigeration is not available). **Microwave ovens are NOT available to students.** Students are responsible to have all their trash removed and their table and area completely clean before going to recess or returning to their classroom.

We are a SEED, PEANUT/ TREE NUT-FREE facility. No traces of any nut butter including almond or Nutella is allowed.

Students will be escorted to their lunch table at 11:25 a.m. by their second period teacher. Teachers will keep the children in the classrooms until 11:25 a.m. Students will have until 11:40 a.m. to eat. At 11:40 a.m. lunch room monitors will direct their students to throw away their trash and wipe the tables and chairs with a Clorox wipe. Students will then place their lunch boxes into the designated classroom basket before lining up for recess. Recess is from 11:45 to 11:55 a.m. At 11:55 a.m., the administrator-on-duty (AOD) will call them in to line up and allow them to walk into their classrooms. Because bathroom and drink breaks will not be permitted between recess and third period, students should use the restroom during lunch. Teachers may elect to have children use the restrooms one at a time during third period.

| "A" Lunch | | "B" Lunch |
|------------|--|------------|
| 11:25 a.m. | Lunch Begins | 12:00 p.m. |
| 11:40 a.m. | Clean Up, Put away lunch bags, Line up for recess | 12:10 p.m. |
| 11:45 a.m. | Recess | 12:15 p.m. |
| 11:55 a.m. | Line up to come in for third period (no bathroom break) | 12:25 p.m. |
| 12:00 p.m. | Third period begins. Tardy if not in seat ready to work. | 12:30 p.m. |

STUDENTS WHO DRIVE: Those students who drive their own vehicles are permitted to eat lunch off campus. Only the student driving the vehicle is permitted to go off campus for lunch. **Additional**

student passengers are not permitted. The student driver is permitted to purchase lunch for other students to eat in the lunch room during the lunch period.

MAINTENANCE AND REPAIRS

Unless an emergency, please complete a maintenance and repair form for any and all forms of maintenance. Turn into the front office or site administrator.

PARKING

All individuals (teachers, parents, and students) may park in the lot North of the main church building.

- Do NOT park in the fire lanes for any reason.
- Do not park for extended periods of time under the pavilion.

VISITORS

During school hours, all visitors and guests (including parents) must register through the Administrator On Duty. Individuals, including parents, who wish to visit classes **must** first obtain the approval of the administration and a visitor's sticker which must be worn at all times while on campus. Faculty should receive authorized visitors courteously but should not allow them to interrupt regular classroom procedures. The school's office policy on visitors reads as follows:

Only LCCA students will be allowed on campus unless permission has been granted by the Administration.

By its very nature, Legacy Classical Christian Academy encourages a high level of parental participation in education. However, in order to enhance both student safety and operational efficiency, Legacy Classical Christian Academy has adopted the following guidelines governing the presence of visitors on the campus during regular school operating hours (8:30 AM-4:00 PM 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 buildings other than the front offices or on the grounds other than the normal student loading area.

1. *All visitors should call the office before coming to the school to secure permission to be in one of the restricted areas, which are essentially all areas of the campus, either inside or outside of the building, other than the front offices and the normal delivery and student loading areas, such as the front walk and the parking areas adjacent to it.*
2. All visitors must check in with the office staff upon arriving at the campus. Visitors must identify themselves.
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, but only if the individual(s) concerned secure permission in advance).

4. LCCA welcomes Lunch Time visitors! Please call the school in advance if you are wanting to eat lunch with your child.

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.

COMMUNICATION POLICIES AND PROCEDURES

CONSIDERATION IN TRANSITIONING TO A UMS

Philippians 1:9-10

And I pray this: that your love will keep growing so that you can determine what really matters.

LCCA has students from a variety of educational backgrounds. They come from public school, private school, and home school as well as the university-model. Typically, it takes about six weeks for new families and new teachers to become situated, organized, and comfortable in their new routine. All constituents are expected to be considerate to this transitional phase and to show compassion when it deems necessary.

ORGANIZATIONAL GOALS

1. Glorify and honor God in all that we do (1 Cor. 10:31, 1 Pet. 4:11).
2. To do all that we do, including academic teaching, in such a way that we train and encourage the students the Lord brings under our tutelage to become His disciples (Matt. 28:18-20).
3. As a University-Model School, we will strive to strengthen the family (as the Word defines it), as the first and primary social and educational unit instituted by God, through the educational ministry God has given us (Gen. 2:18-25, Ex. 20:12, Matt. 19:4-6, Eph. 5:22-6:4).
4. In order that our students keep "increasing in wisdom and stature, and in favor with God and men," we aim to provide them with a high quality academic education (Luke 2:52, Prov. 1:2-7, 3:13-20, 4:1-9, 9:9, 10:14)
5. Inasmuch as both the home and the body of Christ share the responsibility for teaching His children, we aim to effectively and systematically integrate the home and the school in the delivery of an academic education (Eph. 4:7-16, 6:4, 1 Cor. 14:26-33)

GRIEVANCES

We know that disagreements and other problems will arise from time to time. It is our sincere desire to conduct all of our affairs in a way pleasing to the Lord, including the way we handle our interpersonal tensions and conflicts. In Matthew 18, the Lord Jesus established the basic principles by which we wish to resolve our differences among ourselves. We apply those principles by asking all our school employees and families to

1. DO NOT DISCUSS conflict, disagreements, or frustrations with groups of people. Do not use the faculty lunch or Mom's Night Out to air these issues. This is NOT healthy for the school or your relationship with the Lord and others.
2. Resolve the conflict at the lowest possible level by involving only those individuals who must be involved.
3. Respect the appropriate succession of authority and responsibility should it be necessary to pursue the grievance beyond the most immediate level.
4. Seek to resolve the grievance for the purpose of reconciliation with fellow believers, and
5. Do all in such a manner that the reputation of the body of Christ (as manifested through the school) will not be dishonored.

Should a member of our school community feel that he has been unable to satisfactorily resolve his grievance through the usual school channels, he is expected, in keeping with the commands given in I Corinthians 6:1, to seek reconciliation through a Christian board of conciliation rather than through the civil courts. To that end, all school personnel, whether employed, contracted, or volunteer shall be required to sign the following agreement:

The parties to this agreement are Christians and believe that the Bible commands them to make every effort to live at peace and to resolve disputes with each other in private or within the Christian community in conformity with the Biblical injunctions of I Corinthians 6:1-8, Matthew 5:23-24 and Matthew 18:15-20. Therefore, the parties agree that any claim or dispute arising out of, or related to, this agreement or to any aspect of the employment relationship, including any statutory claims, shall be settled by Biblically based mediation.

If resolution of the dispute and reconciliation do not result from such efforts, the matter shall then be submitted to a panel of three arbitrators for binding arbitration. Each party to the agreement shall have the right to select one arbitrator. The two arbitrators selected by the parties shall jointly select the neutral, third arbitrator. If there is an impasse in the selection of the third arbitrator, the Association of Christian Conciliation Services shall be asked to provide the name of a qualified person that will serve in the capacity. The arbitration shall be conducted in accordance with the Rules of Procedure for Christian Conciliation of the Association of Christian Conciliation Services. (406) 256-1583.

The parties agree that these methods shall be sole remedy for any controversy or claim arising out of the employment relationship or this agreement and expressly waive their right to file a lawsuit against one another in any civil court for such disputes, except to enforce a legally binding arbitration decision.

Each party, regardless of the outcome of the matter, agrees to bear the cost of his/her/its own arbitrator and one half of the fees and costs of the neutral arbitrator and any other arbitration expenses.

IDLE TALK

God's word is clear about how idle talk can quickly lead to greater sin. Proverbs 18:21 says, "The tongue has the power of life and death, and those who love it will eat its fruit." But we do not have to be trapped in the old adage "He loves to hear himself speak!" God provides us with a plan of action for this temptation of sin. In Psalms 120:2, David says a prayer to God: "Save me, LORD, from lying lips and from deceitful tongues." The Lord can save me from my own deceitful tongue! In addition, we can guard our lips and mouths. Three excellent verses from Proverbs declares, "Those who guard their lips preserve their lives, but those who speak rashly will come to ruin" (13:3); "Those who guard their mouths and their tongues keep themselves from calamity" (21:23); and, finally, "Sin is not ended by multiplying words, but the prudent hold their tongues" (10:19). Ultimately, we do not want Satan to have a foothold within God's ministry. By God's mighty will, through prayer and vigilant preservation of our words, we can defeat the sin of slander. We can overcome it and victoriously exclaim: "My mouth will speak words of wisdom; the meditation of my heart will give you understanding." Psalms 49:3

It is with this message from the Lord, that LCCA respectfully asks that all conversations regarding school related issues (confused on assignments or assignment sheet, grades, discipline/discipling, volunteer requests, financial obligations, dislike of...., etc.) whether serious or light, whether long or short, be spoken in confidentiality (i.e. step into a classroom and close the door). What one person deems irrelevant; another may consider it to be extremely significant. In keeping even minute issues confidential, LCCA will honor the Lord's words and message to us and His blessing will be generational.

PARENTAL ROLES AND EXPECTATIONS

Private Tutor (Grades K-2):

In these early years of education, parents are fully involved with the home study process, helping the students understand and complete assignments and grading school work. There is also a need for parents to help students develop a plan for organizing their work and submitting all completed homework on time. Periodically, parents will be asked to teach a lesson at home, with a lesson plan or script provided by the classroom teacher.

Private Tutor (Grades 2-4):

In these grades, responsibilities are often divided between the classroom teacher and the private tutor at home. Parents, or the private tutor, are completely engaged in the homework process while

encouraging an increasing degree of independence in completing assignments. Parents are fully available to help drill facts and memory work and to grade homework as required by the teacher.

Private Tutor (Grades 5-7):

Courses at this level are made successful because each student has a private tutor, the parent, at home, willing and ready to assist. Parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and any preparation or review needed for the next class. As the private tutor, the parent is still asked to grade some homework assignments.

Guide for Dependent Study (Grades 8-10):

Some courses at this level will begin to cover subject matter that may be unfamiliar to parents. At the same time, the student is still 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 depends on the parents to make certain that their student keeps up with the course material assigned and, if difficulties arise, to communicate with the teacher. In some cases, private tutoring may be necessary.

Guide to Independent Study (Grades 11-12):

In the latter years of high school, the parents have the opportunity to monitor the independent school work performed by their children while still being available to provide additional guidance as needed. Courses offered by LCCA at this level will mimic those of a Junior College program where independent study skills and disciplined planning for completing homework assignments are both necessary for success. Weekly assignment sheets are no longer provided for students/parents.

Course Monitor:

Some courses will involve equipment or expertise which necessitate that teaching be done in the classroom and leaves little for the parents to teach at home. This role, therefore, will require the least amount of time by the parent but its importance cannot 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. Are they becoming discouraged, or are they enjoying the class? What activities are being done each day? What is the student learning? In short, parents need to show an interest and express this to their children. If problems should develop, then the parent should notify the teacher immediately.

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 rather than being constant throughout the semester, the parent may need to fill this role one or more times during the term in support of a particular project. For example, a student in a drama course may need additional help with costuming, memorizing lines, or set construction.

Parent Coach:

The role of the parent coach is to provide individual practice and instruction to their son or daughter at home. The head coach will organize the sport, direct team practices, and communicate to the parent-coaches information and directions concerning home practice on individual skills. This role is used primarily with student athletes in grades 1-8 and sometimes with student athletes in grades 9-10.

Encourager:

This role describes the relationship between the parent and the older student athlete. In a competitive athletic program, conditioning training and work on individual skills may go beyond the expertise of some parents. Instead, parents are expected to actively support their children through regular attendance at games and even at practices, and to show their support by participating in the athletic booster club, which plays a vital role in the success of an athletic program. At a time when older students are beginning to increase their time away from home as they move gradually toward independence, secondary school athletics offers parents a regular venue through which they can remain actively involved in their student's life and interests.

PARENT TEACHER FELLOWSHIP

The parent-teacher fellowship is also the main volunteer support arm of the school. The main purposes of this all-volunteer arm of the school will be to provide member families with activities to encourage them in their personal role as an educator, and to support the school and its programs through volunteer service. Most PTF members provide refreshments and decorations for events. Teachers are encouraged (but not required) to both participate in the activities of the PTF and to make use of the services (such as the organization and execution of field trips) which it will offer. Arrangements must generally be made in consultation with the president of the PTF, who will be responsible for directing the group's programs and will also serve as a volunteer member of the school's administrative staff. Faculty members should consult with the administrator should they have any other questions regarding the function or capabilities of the PTF. A recommended donation of \$25.00 per family is appreciated.

SCHOOL HOME COMMUNICATION

Communication between the school and the home are vital in any healthy academic setting, but because we function in something of a team-teaching situation with the parents, they are especially important in the University-Model School. Besides the usual channels of communication utilized by almost all schools, LCCA has devised other methods, such as assignment sheets, to enhance the quality and clarity of school-home communications. All members of the school community are encouraged and expected to make proper and ongoing use of any communication methods the school may devise, in accordance with any relevant school guidelines.

Our primary source of communication is through a website called Gradelink. Each child will receive a code and then the private tutor (parent) will create a login. Once in the encrypted website, you will be able to access assignment sheets, grades, and other pertinent information.

Teachers will upload each week's assignment sheet so they will be available to print on Monday morning. Teachers will also upload as many quizzes, worksheets, or answer keys as possible that the private tutor will need for that week, but they may make copies and send them home.

Each course syllabus can be found on Gradelink.

UMS MODEL OF EDUCATION

University-Model Schooling (UMS) is a new educational alternative that, until now, has not been among the typical choices available to parents. Though off-campus parental roles are **clearly defined and required** in the model, **UMS should not be equated with home schooling** or home schooling cooperatives. *Nor should UMS be understood as traditional classroom education that has simply reduced classroom time.* Its significance lies in its ability to effectively utilize parents in partnership with highly qualified professional instructors to gain better academic results, **especially among average students**. This partnership is facilitated by using a university-type schedule, administrative system, and strong work ethic in age-appropriate ways for the elementary through high school grades. The **result** is an excellent, well-rounded education with less time in school, less cost for families, increased opportunities for positive parent-child interaction, and improved order and discipline in the classroom. It also **results** in the successful transition of students directly into college with minimal "culture shock" since they have already experienced a college-simulated work environment at the high school level. UMS is designed to bring together the best attributes of traditional schooling with the best attributes of home schooling and integrate them into one model.

The immediate goal is quality, cost-effective, college-preparatory education accomplished in a way that gives parents more time for imparting the faith and values they hold precious. The ultimate goal is that of producing wholesome, competent men and women of character who make a positive difference in the next generation. It is also hoped that University-Model schools, both public and private, can gain nationwide acceptance among parents and educators as a schooling alternative that is needed in every community. Taken from Character Driven, College Preparation by Dr. John Turner.

CURRICULUM POLICIES AND PROCEDURES

CHARACTER INTEGRATION

Disciplining our children into Christ-like character is a cornerstone in a University-model school. LCCA relies on the precept of Deuteronomy 6 when integrating curriculum with character development, scripture, and Biblical worldview.

CLASSICAL APPROACH TO EDUCATION

The classical method of education is a three stage approach to instruction with the goal of producing students who can apply knowledge and think independently. Students taught using the classical approach can be characterized as creative, inventive, and thoughtful problem solvers. They are capable of logical debate and meaningful expository writing.

The three part approach of classical education is known as the Trivium which consists of the grammar, logic, and rhetoric stages. These three parts of the Trivium can also be synonymously described as knowledge, understanding and wisdom. Grammar (knowledge) is the first and developmental stage of the Trivium which covers the core subjects of math, science, history, and English, and also includes art, music, Latin, and methods of logical analysis as a foundation for learning. During the Elementary years, students in the grammar stage accumulate and memorize information about each subject while forming a knowledge base to be used in the second and third stages of instruction, logic and rhetoric. During Jr. High School (logic stage), students synthesize this foundational information to reason, realize principles and gain an overall understanding about each subject. At the High School level (rhetoric stage), students utilize the accumulation of knowledge and understanding through wise expression and communication skills both written and oral.

Adapted from Classical and Christian Education by Gregg Strawbridge

DEPARTMENTAL GUIDELINES

Note: Homework volume times are reflective of the average student. Some students will work more quickly while other will work more slowly.

LANGUAGE ARTS DEPARTMENTAL GUIDELINES

Homework volume

- Grades K-4: One hour each home school day
- Grades 5 -10: 90 minutes each home school day
- Grades 11-12: Two hours each home school day

Handwriting

- Grades K-4 include a handwriting element in the grading scheme:
 - Handwriting without Tears print is taught in Pre-Kindergarten, Kindergarten and grade 1.
 - Cursive is taught in grades 2-4.

Spelling

- Focus on memorizing All About Spelling Rules and phonograms. By fifth grade, students will be able to recite all 13 rules.
- Do not complete more than one “step,” or set of words, per week.
- Assign for private tutors to use the All About Spelling Teacher’s Manual, Student Packet, and Interactive kit on a regular basis.
- Teach Word Study Skills*
 - *Structural Analysis: Demonstrate the ability to recognize within words the structural elements required for decoding.

*Phonetic Analysis-Consonant Sounds: Demonstrate the ability to relate consonant sounds to their most common spellings.

*Phonetic Analysis-Vowel Sounds: Demonstrate the ability to relate vowel sounds to their most common spellings.

Composition

- Students in 3rd through 6th grade will use the Institute for Excellence in Writing and Shurley Grammar lessons as the primary writing curriculum.
- Students in 4th and 5th grades shall write all of their final draft compositions in cursive. These need to be neat and legible and should follow proper paragraph form.
- Students in 4th or 5th grade may choose to type their composition papers if desired.
- For 6th – 12th grades, and unless otherwise directed, all major compositions will be typewritten in Times New Roman 12 point or another font basically equivalent in size and readability, double-spaced, and left-justified, and will have 1" margins on top, bottom, and sides. If in doubt, bring a sample of the desired font/size to your teacher for approval.
- In 4th – 8th grades, some sort of source documentation will be required for all compositions that make use of outside sources (e.g. research papers).
- Beginning in 9th grade, a formal Works Cited page (in MLA or APA style) will be required for every composition that makes use of outside sources.
- While the student should write and edit his or her own document, parents will be expected to help guide their student in composition, according to their level of participation as defined by the UMS guidelines (brainstorming, proofreading, critique, etc.) and defined in Institute for Excellence in Writing training.
- Report covers are optional.

Grammar (grades 3-6)

- Teachers are welcome to use Daily Practice Grammar worksheets for quizzes.
- Parents need to have a Shurley English Teacher's Key (not the Teacher's Manual) as it contains the answers. Parents are responsible for grading Shurley English assignments.
- Teachers at the beginning of the year who have new Shurley grammar students should be prepared to complete entire "tests" (Shurley worksheets) in class and have the student complete the identical one at home in their workbook.
- Student may use the Jingles and Student Reference Sections to help complete worksheets assigned for homework, unless otherwise instructed by the teacher.
- Students should review their Shurley jingles each home school day.

Parent will remain in control of the answer key at all times.

1. **Parent will grade all (Shurley worksheets) assigned for homework and mark (circle, underline, arrow) all errors in RED ink.**

2. **After the parent grades the test, the student will correct it in a different colored ink or pencil. Please do not erase the original answer(s).**
3. **Parent will check to see that student has corrected all errors and will assist student in corrections if needed.**
4. **If/when all corrections have been made by the student, the parent will sign or initial the top of the paper and write the word “corrected” in red ink.**
5. **Ungraded Shurley papers will receive maximum grade of 69 and will be returned.** Parents have one day to grade and return to receive the earned grade. The earned grade will still adhere to the LATE WORK POLICY.

Literature

- Unless indicated, students in grades 1-12 should read their own literature selections. If the selection is above the student’s reading level, he or she may follow along with an audio version or the parent may read aloud with the student. Shared reading (where the parent reads a portion and the student reads a portion) is also an excellent strategy for struggling readers.
- All comprehension questions must be answered in complete sentences that reflect the question being answered. The teacher should be able to figure out what the question was simply by reading the student’s answer.

Reading

- For grades K-2, student reading progression depends on DAILY repetition and practice. It is **imperative for the private tutor to comply with assignment sheets when they indicate to read lists of words, repeated readings of mini-books, or phoneme flashcards.** Once a week will not develop their reading skills; it must be daily (at school and at home).
- Be sure to read aloud to your child often. Let them choose books they like to read. Point to words as you read so they can follow along. Read many different genres. Plan library time into your week. You will need to pick up books weekly about history and science to support what they are learning on campus.
- Allow yourself to choose books and novels above their reading level (including the Bible!) Young children love listening to Treasure Island or The Lion, the Witch, and the Wardrobe. And when dad is involved, children are even more engaged.

Events

- Read-a-thon encourages students to read through friendly competition. During the four week event, students read and receive awards based on the number of minutes and number of books they read. Awards are given one to two weeks after this reading event.

MATH DEPARTMENT GUIDELINES

Homework Volume

| | |
|--------------|--------------------|
| Grade K: | 30 minutes per day |
| Grades 1-3: | 60 minutes per day |
| Grades 4-6: | 60 minutes per day |
| Grades 7-12: | 90 minutes per day |

Homework

- Teachers of Saxon 1 – 3 will complete side A at school and send side B to be completed at home.
- On average, teachers will complete a minimum of 4 lessons a week.
- ALL assessments are completed at school.
- Timed assessments are **required** weekly and to be graded and recorded into Gradelink.
- Students in Saxon 5/4 and up are assigned approximately 30-35 math problems each day **along with a** daily timed test. Students should keep all work (in class notes, problem sets, and corrections) in sequential order in their math spiral or school notebook.
- Parents must check and initial in **RED** ink. Student should correct any questions he or she missed. **Automatic grade of a 69 will be given for work not graded** and will be returned that day. The parent will have one day to grade and have the student complete corrections in order to received earned grade. The grade will still adhere to LATE WORK POLICY.
- Parents are responsible for teaching the first ten lessons of Saxon each summer prior to the first day of school (Kindergarten is excluded). Students turn in TEST 1 to the classroom teacher on the first day of school. Parents are responsible for making sure students know and understand 80% or more of Test 1. Test 1 in Saxon covers the first 10 lessons in Saxon math. If your student makes a 79 or lower on Test 1, parents will need to determine which problems they missed and re-teach those objectives. Give the test a second time. Turn all work completed into your student’s math teacher on the first day of school. **This will be your child’s FIRST GRADE in math.** It will be recorded under Homework.

HISTORY DEPARTMENTAL GUIDELINES

Homework Volume

Grades K-3: 30 minutes each home school day
Grades 4-6: 1 hour each home school day
Grades 7-12: 90 minutes each home school day

Note: Special projects like World's Fair projects will be planned into the homework incrementally so the overall load increase is minimal.

Homework Procedures

- Review of memory work and songs (K-6th) and class notes (7th-12th) are required daily. (M-F). These should be added as a "line item" on the assignment sheets.
- Books assigned in history that are difficult for the student to read may be read aloud by the parent to the student, or parents and students can take turns reading.
- Comprehension of the story, the historical setting, and the characters is the goal unless specified otherwise by the teacher.

Specifically for grades 2-12:

- For full credit, students must write answers in complete sentences unless questions directly ask for lists. Only thorough answers will receive full credit.
- If the instructor gives the parent an answer key, work must be checked and corrected for full credit. Ungraded papers will receive a maximum grade of 69.
- For compositions, English Department guidelines should be followed in the History Department as well.

Projects

Please do not complete the students' projects for them. As parents, please help them make plans, gather materials, and model how you might do it (on a similar topic), but let the student carry out the plan, as you frequently check their progress.

When costumes are required, please do not feel obligated to visit the costume shop. While this is an option, Goodwill is often filled with possibilities that can be "re-arranged" to meet the need.

Major History Events

World's Fair is a **two semester research project** over a geographic region. Teachers begin teaching the three-point expository research paper during the fall. It includes a research paragraph or paper, traditional costuming, a display board and a traditional food item. This event will be held in February. This is a great night for the students. Please plan to help out as you can. WF requirements and rubric are provided through your teacher.

First Grade – 13 Colonies & Famous Americans

Second Grade – Egypt and the Middle East
Third Grade – Asia
Fourth Grade – Europe
Fifth Grade – North and South America

GEOGRAPHY DEPARTMENT GUIDELINES

Homework Volume

Grades K-12: 15 minutes a day of map work

Homework Procedures

Each home school day, students copy and practice and memorize the assigned map work.

Testing Procedures

Teachers will not need to ‘hurry’ through the maps, but they **will not slow down to allow one or two students who are not studying to hold up the rest of the class.**

SCIENCE DEPARTMENT GUIDELINES

Homework Volume

Grade K: 15 minutes, one day per week (memory work)
Grades 1-4: 15 minutes, three days per week (memory work, test preparation, project work)
Grades 5-6: 60 minutes, three days per week (homework, memory work, projects)
Grades 7-12: 90 minutes two days per week (some may be assigned for Saturdays)

Homework

- All scientific comprehension, application, and evaluation questions must be answered in complete sentences on loose leaf paper or in their science journal/notebook (unless issued on a worksheet)
- If answer keys are available, then parent-graded homework (lower grades) must be checked and initialed in red ink. Student should correct any questions he or she missed. If parent signatures are missing, the student receives a 69 and the late work policy applies.

Labs

- **Labs are a privilege.** Students who continually show disrespect or a lack of self-control during labs will not be allowed to participate. They will be required to watch the lab via a video at home

in order to receive partial credit. **If a student cannot participate in person or by watching a video due to a lack of self-control, the student will receive a grade of 0.**

- Students will participate in all labs when they are present at school.
- If students are absent, they do not need to make up a lab they missed.
- Students will obey all rules specific to the lab as directed by the teacher (no running or horseplay, wearing goggles when using knives or chemicals, proper waste disposal, etc.)
- Students in grades 7-12 will maintain a spiral lab notebook (for all labs not included in another lab manual)

Major Science Events

Science Olympiad (Grades 1 – 5 participate)

Science Olympiad takes place prior to the Thanksgiving Holidays. Students rotate to different lab sessions during an afternoon schedule. All students in grades 6 – 12 will meet in September to choose the labs and materials needed. Students and parent volunteers set up the labs during the lunch hour on the day of the Olympiad. It lasts from 12 to 2 p.m.

LATIN AND BIBLE DEPARTMENTAL GUIDELINES

Using the required answer key, parents must check and initial in RED ink . Student should correct any questions he or she missed for full credit. **Automatic grade of a 69 will be given for work not graded and will be returned that day.** The parent will have one day to grade and have the student complete corrections in order to received earned grade. The grade will still adhere to LATE WORK POLICY.

Homework Volume

- Grade K: 10 minutes, one day per week (oral practice of memory work)
- Grades 1-3: 15 minutes, three days per week (oral practice of memory work)
- Grades 4-6: 30 minutes, three days per week (oral & written practice)
- Grades 7-12: 45 minutes two days per week

RECITATION AND OTHER ACTIVITIES

ALL GRADES ARE REQUIRED TO PARTICIPATE IN RECITATION. Each grade has about 10 minutes to perform. For students in grades 5 - 12, this is considered part of their “orals” and can be given a grade. Recitation is an evening to show parents, grandparents, new and potential families what we have been learning in school. It is nothing ADDED to the curriculum. Rather, this is something all your students have been learning. The use of visuals are encouraged. Students wear navy bottoms and the LCCA logo polo

shirts. They do not wear 'costumes' but can wear accessories. The following are examples of recited materials:

- Kindergarten – the doubles rap and the Scientific experiment jingle
- Second grade History – wear the Pharaoh Menes hat and recite "The River Nile" poem
- Fourth grade – History song
- Fifth grade science – Periodic table jingle
- Sixth grade English – Poem (in unison or separated out into parts)

Recitation choices that have not been effective include reading directly from paper of any kind and performing long skits.

Spelling Bee (English teachers only) - For the 2016-2017 school year, LCCA will not host a spelling bee.

FIELD TRIP GUIDELINES

1. Field trips will be built into the school year. They are required class events and are most often held on Tuesdays.
2. At least two adult chaperones must be present on any school-sponsored field trips (only one chaperone is allowed with administrative approval).
3. There must be a minimum of 1 adult chaperone for every 10 students on a LCCA field trip.
4. All drivers and chaperones must be at least 25 years old (at least 21 with administrative approval) or be paid staff members of LCCA.
5. Non-staff drivers and chaperones will be utilized only when requested by the administration. Individuals selected for these purposes must always have administrative approval.
6. No student may participate in a LCCA sponsored field trip unless the chaperones have the following signed by the student's parent or guardian:
 - a. a medical treatment release form
 - b. a permission slip to participate (which includes any school transportation that might be involved).
7. Any use of school assets must be approved by the school's administration.
8. All students, drivers, and chaperones must abide by the stricter of
 - a. the state's seat belt laws or
 - b. the standards of the driver regarding the use of seat belts.

9. Each school vehicle used for a field trip must carry a first aid kit.
10. Students shall not share medication. All prescription medications must be in their original containers and properly labeled, and must remain under the control of approved school representatives, who will administer them according to the instructions given on the label.

MEMORY WORK for grades Kindergarten to Sixth

Science, History, English Memory Work

Memory work is the foundation of these courses. Unit tests and quizzes need to be built/created around the memory work. If a teacher doesn't have memory work or the memory work does not support the unit tests then the memory work needs to be built/created around the test.

Teachers will provide the WHOLE semester of memory work for the parents. If this is not possible, then it will be sent to the parents Unit by Unit. Parents will be instructed to teach the new week's memory work and then review (quickly!) all of the previous week's memory work. Because the teacher will upload a file of each memory work on to the calendar, it will be easily accessible to the parent/private tutor if a student misplaces this page.

ROOM MOTHER

Parents will be given the opportunity at Family Orientation to sign up as a "room mother" for their child's class. These moms will take the leadership in planning any class outings, field trips, parties, etc. for the class.

Special events, like parties, are **discouraged** during class time. So are **cupcakes** or messy food items. We welcome cookies and other creative treats. Should a parent like to plan a birthday recognition or other holiday celebration, it should be conducted **during the lunch period** and include all the children in the class. Teachers and assistants are not expected to plan or implement these celebrations unless they wish to. Any special celebration (such as a Thanksgiving Feast) that includes the use of the kitchen should be scheduled through the administration in order to coordinate around church activities.

STUDENT HOMEWORK ORGANIZATION

There are multiple ways to organize the student's work. Each child is different and so are their organizational personalities. LCCA recommends the following (some teachers/grades require it and will have Notebook Grades):

Pre-K – 5th Grades will utilize a homework folder.

6th-12th grades MAY use large 3-ring Binders organized as follows: The binders have plastic dividers. Each plastic pocket acts as an In/Out baskets for each class. Students also need to keep their memory work and other important papers in the binder. Please help instruct the students to utilize these as much as possible. If you have a worksheet/instructions you want them to bring back and forth to class, hole punch it, and instruct them to keep it in their binder.

TESTING

ALL tests are given on campus. "Take Home Tests" receive a homework grade.

Typically, teachers should stick to the following schedule: Math and Science tests are on Tuesdays; History and English assessments/tests will be due on Thursday. **This guideline is more important for 5th graders on up who have multiple teachers.** Completed projects and/or units do not always end on specific days. Just do your best to follow it as much as possible.

Test Content:

If the students are keeping up with their memory work then they should be able to complete 70% of any test without specifically "crash" studying for it.

Test Retakes:

If a student is provided the opportunity to correct a test, the original score will be indicated in the comment box on Gradelink.

Math Test Corrections:

Correcting tests is allowed but not required. Correcting tests can provide extra credit but it should not more than 5 points on each test. (Administration and parents need for grades to reflect the student's TRUE understanding of the math concepts. Passing a student on in math only makes things harder for them in the long run.)

When grading tests and homework, mislabeling or no labeling is worth -1 point versus counting the entire problem incorrect.

Midterm Exams

The math midterm needs to be given Tuesday of Week 7 so this grade will be reflected in the progress report. For 4th grade, this is not a separate category. Math "midterms" do not need to be written by the teacher. It is just the normal math test but we are naming it "midterm exam" and 5th grade and up it is worth 10% of their total grade.

Final Exams

Final Exams are given the last week of each semester. For 4th grade, this is not a separate grade category. For 5th grade through 12th grade, final exams are worth 10% of their total grade (15% for ELA grades 7 – 12). See "REVIEW WEEK/DEAD WEEK" for more specific information.

GRADING GUIDELINES

STUDENTS WITHOUT REQUIRED TEXTS OR MATERIALS MAY RECEIVE A 0 FOR PARTICIATION. Teachers are instructed **NOT to make copies** of consumable products which appear on the required textbook list.

Scoring Worksheets

If the worksheet or test has 100 problems, then each problem is worth 1 point. If the worksheet or test has 10 problems then each problem/question is worth 10 points, etc.

Progress Reports

On Tuesday of Week 8, parents will print a hard copy of the student's grades from Gradelink. This "progress report" needs to be signed and returned to the teacher for a participation grade by the Tuesday of Week 9.

Grade Weights

Minimum Amount of Grades/Assignments: There must be a minimum of 5 assignments per category per semester.

TEXTBOOKS

All textbooks are purchased by and are the responsibility of the parent. The direct link to the bookstore is [www. Classbook.com/dstny.asp](http://www.Classbook.com/dstny.asp). Is this still the correct website address?

STUDENTS WITHOUT REQUIRED TEXTS OR MATERIALS MAY RECEIVE A 0 FOR PARTICIATION. Teachers are instructed **NOT to make copies** of consumable products which appear on the required textbook list.

FINANCIAL POLICIES AND PROCEDURES

APPLICATION FEE

Families must pay a one-time application fee of \$50 *per family*; **this fee is non-refundable.**

TESTING FEE

A testing fee of \$100 per student is required. A portion is credited back to the family upon acceptance. It is extremely important for a student to be placed correctly and finances cannot influence this decision.

ENROLLMENT FEE

An enrollment fee of \$350 per year per student is applicable for all students (LCCA faculty as well as parent-teachers). **This fee is non-refundable.**

An enrollment fee of \$60 per student per course per semester is applicable for students enrolling in choir, drama, or Advanced Art. Advance Art may have additional personal supplies that students may need.

PAYMENT OF COURSE FEES (TUITION)

1. The course fees will vary for individual students based on the number of courses (academic classes plus enrichment) for which a student registers. Parents may pay for each semester using a monthly installment program that commences August 1st. The **payment is due on the 1st of each month** and is considered late after the 3rd business day.
2. A late fee of \$25.00 will be assessed for each late payment. A \$35 fee will be assessed for any returned checks.
3. Payments will be credited to past due balances first, then the current balance. If the entire balance is not current, a late fee will be assessed.
4. When payment is not made by the 25th of the month, the student is placed on suspension and is **not permitted to attend school until complete payment is made**. At this point, it is required that payment is made in the form of cash, or money order. Checks must clear before records can be released.
5. Student records, including report cards, are held until all finances have been paid. If there is an overdue balance, students cannot graduate from Legacy Classical Christian Academy or re-register.
6. **Checks** received the last ten days of the semester will result in report cards and school records being held in order for the check to clear. To avoid delay, we accept money orders, cash, and cashier's checks. We do not accept postdated checks.
7. Course fees will be adjusted or refunded based on changes in class schedule (adding, dropping, withdrawal) during the first two weeks of school.
8. **All monies paid to LCCA including tuition (including any fees, etc.) is not refundable**. When a student withdraws or is expelled from LCCA in one or more classes, the tuition will not be refunded if the student has already paid in full and may not be transferred to pay a balance for another family member. **Tuition due by installment should still be paid or the student will not receive a transcript or be allowed to register in the future. Please do not request a refund. All tuition and fees are non-refundable.**
9. All fees will be handled through the Director of Finance and **not with faculty members**.
10. Faculty members are required to pay fees and tuition for any child attending LCCA.
11. **In the event of family hardship, please arrange a meeting with the Director of Finance and the Head Administrator.**

DISCOUNTS

LCCA only provides for a multiple child discounts and they are based upon oldest to youngest. Discounts are not cumulative.

- A family will receive a 5% discount off tuition only for the second child.
- A family will receive a 15% discount off tuition only for the third child.
- A family will receive a 30% discount off tuition only for the fourth child.
- Administrative fees and Athletic fees are *not* discounted.

SCHEDULE CHANGE FEE

Changes to a student's schedule will result in an administrative fee of \$20.00 per form, regardless of the number of changes requested. A separate form must be used for each student. This fee does not apply to scheduling changes initiated by the school.

TEXTBOOKS

Parents and guardians of students are responsible for purchasing all textbook materials required for each class. A textbook list will be furnished each year to facilitate ordering materials. Legacy Classical Christian Academy will make every effort to supply an exhaustive list of textbooks but reserves the right to add materials as necessary throughout the school year.

- **If a class must be cancelled, LCCA is not financially responsible for materials purchased for the class.**
- **In order to facilitate the use of textbooks in the classroom, students will not be allowed to share with a sibling.**
- **In order not to infringe upon copyright laws, copying textbook pages should be limited and done only after the text has been ordered.**

SCHOOL SUPPLIES

Legacy Classical Christian Academy will furnish a list of supplies required for students. Teachers may periodically require additional supplies for special projects or assignments. Parents will be responsible for purchasing each student's supplies.

APPAREL

LCCA-approved student uniforms are required. Parents are responsible for providing the student uniform. Please see the LCCA Welcome Packet or the Dress Code Policy section of this handbook for more details.

ATHLETICS FEE

All athletes will pay an athletic fee each semester. All policies pertaining to the payment of tuition apply. No refunds, partial or otherwise, will be given to students temporarily barred from participation due to academic or disciplinary problems. Parents should expect additional expenses for extra equipment or practice clothes, student travel expenses, etc.

STUDENT BEHAVIOR

CODE OF CONDUCT

It is by his deeds that a lad distinguishes himself, if his conduct is pure and right. (Proverbs 20:11)

The purpose of LCCA's Code of Conduct is to promote a Christ-like attitude in its learning environment and to encourage the development of positive Christian relationships among its students. Therefore, LCCA has set specific guidelines regarding behavior.

1. Students should show respect to adults at all times. A title (Mr., Mrs., Coach, etc.) should be used when addressing an adult.
2. Students should treat each other with respect, kindness, and compassion just as God commands us in Matthew 7:12, "So in everything do to others what you would have them do to you."
3. The school facility and grounds should be kept clean, orderly, and in a manner that shows an attitude of gratefulness.
4. There will be no horseplay, running, or rough play during or between classes.
5. Use of profanity is not permitted.
6. Public displays of affection between sexes such as handholding, kissing, note passing, etc. are not permitted.
7. Tobacco products, illicit drugs, alcohol, or weapons are not allowed on campus or at any LCCA sponsored event.
8. **MEDIA POLICY**
All electronic devices including cell phones, iPods, Kindles, Nooks, and laptops MUST stay in backpacks for the duration of the school day. The only exception is when a teacher prompts students to retrieve it for a specified academic purpose. If any electronic devices are SEEN OUT DURING NON-ACADEMIC TIMES such as recess, lunch, or before/after school, said electronic device will be confiscated and parents can pick it up in the office afterschool or in their correspondence file.

Some exceptions may apply. See Mrs. Henson for extenuating circumstances.

ANY ADULT (including a visiting parent or grandparent) is allowed to request the device to be taken to the office for safe keeping until the end of the school day. Please discuss this with your child. This notice will be considered their warning.

STUDENT DISCIPLINE PROCEDURES

Train up a child in the way he should go, even when he is old he will not depart from it. (Proverbs 22:6)

The keys to discipline are that the child must feel he is loved, that he knows and accepts the boundaries of behavior, and that he sees the proper direction in which to head to avoid repeated wrong decisions. The keys to discipline for a school is that it gives its children support and direction while also working in harmony with the home. The primary goal of the LCCA staff will be to practice "preventative" discipline through the use of good teaching techniques. As the need arises, the school may also employ mild forms of reproof, rebuke, and correction (under no circumstances does LCCA practice spanking or

similar forms of corporal punishment) in order to encourage cooperation among the student body. The school will control the impact of serious discipline problems by limiting or withdrawing the participation privileges of consistently uncooperative students. Parents are responsible for dealing with discipline problems of an ongoing or more serious nature. The General Discipline Policy Guidelines to be employed in response to inappropriate student conduct follows below:

1. The instructor will determine the severity of the infraction. Most misconduct is of a relatively mild nature and should be dealt with the least forceful response needed to restore correct behavior and an orderly instructional environment. At this level, the range of appropriate responses available to the instructor is rather narrow, basically consisting of various forms of verbal and non-verbal (and always firm but polite) rebuke and moderate corrective measures (such as a rearrangement in seating or a brief and informal conference after class).
2. Should rebuke or moderate correction fail to bring about the necessary response, or if attempting to correct the student's misconduct would in itself detract from an orderly classroom environment, or if the misbehavior is ongoing or of a more serious nature, then the instructor should remove the uncooperative student from the classroom. This may be done by sending the student to the main office or by notifying the school office of the problem and requesting that the student be removed. In the latter case, an Administrative Staff Member will quietly remove the child from the class, discuss the problem with the student, and will supervise the student until such time as:
 - i. The student can return to class without causing further problems, or
 - ii. The parent is notified and arrives to discuss the problem directly with the appropriate staff member. Removal of the child for the remainder of the day may be necessary.

Once a student has been removed from class, the administration and the parents assume the main responsibility for correcting the student's misconduct. While he is no longer directly responsible for correcting the student's misbehavior, the classroom teacher is welcome and encouraged to share any concerns or insights he may have regarding the situation. He may also request (or be asked) to participate in a parent-teacher conference, and may be consulted by the administration with regard to any more serious measures to be taken (these measures are discussed in greater detail below, under Discipline Management Tools and Techniques). In all cases, love will be an integral part of the discipline process at LCCA. Discipline is more than control. We consider it to be a vital teaching opportunity.

DISCIPLINARY ACTIONS FOR MAJOR MISCONDUCT

SUSPENSION

Suspension from all classes and activities can be made with or without permission to make up work. Suspensions can be from one to three consecutive class days. Suspensions may carry with them any number of requirements that the administration deems appropriate. Failure to meet these requirements can extend the duration of the suspension or lead to expulsion considerations.

EXPULSION

Expulsion may be imposed with or without permission to appeal. All final expulsions must appear on the student's permanent record.

Expulsion Guidelines:

- a. Student is suspended immediately from all classes and activities.
- b. The family's admission agreement with the school is declared null and void.
- c. If the family does not wish to appeal, then the student is no longer a LCCA student and the record of expulsion will appear on the student's transcript.
- d. If the family wishes to appeal, they must submit their formal request for readmission in writing, stating their reasons for wanting to negotiate a new and more restricted admission with the school.
- e. If the formal request is accepted, the student may continue to receive class assignments while the appeal is pending. Both parents and the student must schedule a time to appear before the administration to discuss the appeal.
- f. Re-admittance may only be on the condition that the family obligates itself to a new and revised admission agreement, complete with the administration's required corrective actions, restrictive measures, and future accountabilities. Failure to keep the new agreement can result in automatic forfeiture of the student's admission status with no permission to appeal.
- g. If the new agreement is kept faithfully and without incident, the student may apply to have the record of expulsion deleted from his or her permanent record at the end of that school year or at a later time as deemed appropriate.

LEVELS OF BEHAVIORAL OFFENSES AND RESPONSES

In some cases, the level 1 offenses can warrant a Level 2 or Level 3 consequence if the offenses are habitual.

Level 1 Offenses are first offenses of any of the following:

- Violating Dress Code standards
- Violating Student Code of Conduct*
See PARENT HANDBOOK
- Using an unauthorized electronic device
- Failing to obey an adult
- Disrupting the learning environment
- Running or chasing on school property
- Disrespecting others property
- Assaulting another person either playfully or accidentally

Appropriate Level 1 Responses:

- Verbal Correction
- Name on board
- Defining Character number
- Teacher-student conference
- Emailing from teacher to parent
- Teacher-student behavior contract
- Parent-teacher conference
- Seating change
- Grade reductions (participation or other)
- Referral to counselor
- Denial of activity such as school game, recitation, field trip, recess, or lab
- Confiscation of items that disrupt educational process
- Time Out
- Detention (Before school, after school or during lunch)

- Threatening physical harm against another student in a playful manner “You’re gonna die!”

Level 2 offenses:

- Breaking Level 1 Offenses one or more times
Can be first offenses of the following:
- Using profanity
- Assaulting another person maliciously
- Cheating on school work either through plagiarism or other method
- Gambling
- Stealing from another student or adult
- Intervening in staff attempts to discipline a student
- Failing to obey an adult
- Recording and posting any event or incident that negatively reflects the school
- Possessing pornographic or obscene materials
- Falsifying passes or other school-related documents
- Possession or use of drugs or alcohol
- Possessing or using live ammunition, stick bombs, firecrackers, box cutters, knives more than 5 ½ inches long, anything that can be used as a weapon.
- Defacing school property permanently
- Harassing another student(s): verbally, physically, or nonverbally
- Threatening physical harm against another student or adult; “I’m gonna kill you!”
- Bullying another student(s): cyberbullying, verbally, gender-related, religion
- Hindering the investigation of an incident by school staff
- Hazing or soliciting another student to participate in legal or illegal activity that may or may not result in the acceptance of a society, secret or not, or may or may not result in the involvement of law enforcement
- Fighting (physically or verbally) and maliciously with another student
- Pulling a fire alarm or discharging a fire extinguisher
- Calling 9-1-1 when no emergency exists

Appropriate Level 2 Responses:

- Student sent to counselor or principal
- Email from admin to parent
- Parent – teacher – admin conference
- Teacher-student conference
- Behavior contracts
- Grade reductions (participation or other)
- Referral to counselor
- Denial of activity such as school game, recitation, field trip, recess, or lab
- Confiscation of items that disrupt educational process
- Detention (Before school, after school or during lunch)
- Suspension from school 1 – 3 days (missed work may or may not be made-up depending upon decision of administration)

Level 3 Offenses:

- Breaking Level 1 or Level 2 offenses repeatedly
Can be first offenses of the following:
- Plagiarizing (see handbook for more specific information)
- Refusing to follow directives
- Manipulating grades or transcripts electronically
- Breaking into school files
- Harming another person physically or emotionally
- Causing hospitalization of another person
- Engaging in unlawful behavior including but not limited to being arrested or under suspicion of charges
- Engaging in sexual activity either on or off campus
- Engaging in sinful behavior that principal constitutes as expulsion

Appropriate Level 3 Responses:

- Immediate removal of student
- Monetary restitution
- Suspension from school 1 – 3 days (missed work cannot be made up)
- Expulsion

CLASSROOM MANAGEMENT

At LCCA, we will actively reward Christ-like behavior. Teachers will maintain a behavior chart called Honorable Character.

1. Each classroom will be equipped with an Honorable Character chart. Each classroom chart has fourteen honorable characteristics listed on it. Honor, obedience, diligence, wisdom, kindness, self-control, orderliness, service, attentiveness, cooperation, courage, honesty, forgiveness, and responsibility are what the teachers are looking for in each student. These fourteen character traits are based on moral principles which are esteemed and valued by everyone.
2. Each classroom has a recording chart on the wall. Listed along the left side of this chart is the name of each student in the class. Along the top are the days of the week. As a student is "caught" exhibiting honorable character, he is able to write--beside his name, under the appropriate day of the week--the number corresponding to the character trait. Daily or at the end of each week, the teacher transfers all of the student's honorable character marks from the recording chart to Gradelink. This allows the parents to see and celebrate with their child all of the good choices they have made throughout the week. The recording chart in the classroom is erased at the end of each week.
3. The Honorable Character system is wonderful for correcting poor behavior. Since this system is used consistently in every elementary classroom, year after year, teacher after teacher, students quickly learn what is expected of them. Therefore, when a choice is made, the student already knows the consequence and is not surprised. When a poor choice is made, a teacher will write the student's name on the board, with the corresponding number of the honorable character that was not shown. This number will be circled. This serves as a warning to the student that the teacher has seen the behavior and it is unacceptable. Should another behavior issue arise during that day, a second number, corresponding with the character trait, is recorded on the board. This information will be posted in Gradelink. The parent will see this information and have the opportunity to address the concern with the child. The same is done for a second mark as well. Three marks in one day result in an office visit. At the end of the day, all names and numbers are erased from the board allowing every student to begin the following morning with a clean slate.
4. Both teachers and the private tutors are thoroughly trained in the implementation of this program.

CLASSROOM RULES AND PROCEDURES

At LCCA, the classroom is a place of learning where the teacher is able to teach and the student is able to learn. Conduct that disrupts teaching or learning will not be tolerated. Students should always:

- Come to class on time and be prepared with all required materials;
- Conduct themselves in an orderly and respectful manner;
- Make an effort to learn by participating in class activities and following teacher instructions;
- Strive to stay on task the entire class period and not engage in activities such as social conversation, grooming, sleeping, or personal note writing;
- Obey all school rules and regulations (e.g., late work policy, academic honesty, dress code, etc.); and
- When in violation of these guidelines, comply with the requests of teachers regarding classroom control and discipline.

Teachers will strive for consistency when administering classroom discipline.

General Rules

1. Follow directions quickly!
2. Raise your hand for permission to speak.
3. Raise your hand for permission to leave your seat.
4. Make smart choices!
5. Keep your dear teacher happy!

General Classroom Procedures

1. Get needed materials from your backpack
2. Enter classroom quietly
3. Turn in homework
4. Begin opening activity or assignment
5. Raise hand to speak
6. Stay seated unless given permission to do otherwise
7. Wait to be dismissed by the teacher either individually or as a group
8. Line up and leave class in a mannerly fashion
9. Discard all trash – Do not throw any trash on the floor
10. Place chairs neatly under tables

Optional Procedures Plan

1. Each classroom will be provided with a clear jar and flat marbles. The teacher will reward the class with marbles when procedures are followed at the discretion of the teacher.
2. Once the jar is full, the class will receive a prize such as a Homework Pass, 5 minutes extra recess, show-n-tell day, Silly Sock day, etc.

DRESS CODE & DRESS CODE POLICY

The purpose of the dress code is to present a positive image and provide an environment conducive to learning. Clothing must be MODEST and in GOOD TASTE, to the GLORY OF GOD drawing attention to the face, not to the body. Students are also expected to maintain good grooming habits. Students exhibiting dress code compliance will be recognized periodically and given the opportunity to participate in a special event at the end of each semester. However, a student found to be in violation of the dress code (see violations below), regardless of which point during the day the violation is noted, will not be permitted to attend further classes that day until the violation is corrected.

Students must wear an LCCA uniform while on campus and attending any school activity unless otherwise notified. Spirit shirts/sweatshirts are offered for sale in the fall and may be worn on days to be announced.

INSERT THE DRESS CODE PAGE FROM THE WELCOME PACKET.

DRESS CODE VIOLATIONS:

1. Multi-colored clothing.
2. Cargo-style shorts or pants with baggy outer pockets.
3. Tight-fitting clothes.
4. Shoes with a heel higher than one inch.
5. Shoes with sequins, beads, bright or neon colors, or flashing lights.
6. Clothing that is torn or has holes.
7. Clothing with an emblem, insignia, or picture.
8. Tattoos and/or facial hair.
9. Shorts/skirts must not be shorter than 4 in. from the floor when kneeling.
10. Non-logoed cardinal shirt.
11. "Ugg"-style, sweater, hiking, work, or cowboy boots.

MAJOR AIMS AND OBJECTIVES

Adopted from Christian Life Preparatory School, with permission

First Aim

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

Related Objectives:

- A. We will strive to consistently acknowledge, both in word and deed, the scriptures as our highest rule and final authority for faith and practice in all matters.
- B. We will strive to be in constant and whole-hearted submission to the scriptures in all aspects of school operations in general and the academic program in particular.

Second Aim

Our second aim at Legacy Classical Christian Academy is to do all that we do, including academic teaching, in such a way that we train and encourage the students the Lord brings under our tutelage to become His disciples (Matt. 28:18-20).

Related Objectives:

- A. We will encourage parents, whenever we have opportunity, to see their highest calling and their most fundamental responsibility as that of training their children to be faithful Disciples of Christ.
- B. We will uphold the Bible as the inspired Word of God and encourage our students to adopt attitudes of love, respect, and appreciation toward both the Holy Scriptures and the One who gave them to us.
- C. We will teach and encourage our students to develop and apply a God-centered perspective to all that they do.
- D. We will strive to avoid doing anything that might distract or discourage students from devotion to the Lord Jesus Christ.
- E. We will challenge our students, their families, and fellow staff members to become progressively more knowledgeable of and obedient to the will of God as revealed in the Holy Scriptures.
- F. We will encourage in our students, both through instruction and policy, the development of self-discipline and responsibility based on respect for and submission to God and all other legitimately constituted authority.

Third Aim

As a University-Model School, we will strive to strengthen the family (as the Word defines it), as the first and primary social and educational unit instituted by God, through the educational ministry God has given us (Gen. 2:18-25, Ex. 20:12, Matt. 19:4-6, Eph. 5:22-6:4).

Related Objectives:

- A. In all that we do, we will strive to demonstrate respect for the God-given authority of the parents.
- B. We will encourage parents to fully accept their responsibility for training their children toward godliness and preparing them for life.
- C. We will seek to involve the parents as much as possible, within the general policy guidelines of the school, in all aspects of their child's academic instruction.
- D. We will strive to affirm, through our institutional structure and the nature of the services we provide, the comprehensive responsibility of the parents and the correspondingly limited responsibility of the school in all matters relating to their child's education.

Fourth Aim

In order that our students keep "increasing in wisdom and stature, and in favor with God and men," we aim to provide them with a high quality academic education (Luke 2:52, Prov. 1:2-7, 3:13-20, 4:1-9, 9:9, 10:14)

Related Objectives:

- A. We will promote and strive to adhere to high academic standards.
- B. We will focus our instructional time and attention on fundamental academic content and skills.
- C. In our curriculum design and teaching practices we will emphasize the acquisition and application of critical and creative thinking skills as well as the acquisition of crucial data and mastery of important concepts.
- D. We will seek to develop and implement increasingly effective instructional methodologies.
- E. We will help and encourage our students to understand that all truth is God's truth by integrating the Word with the content of the various subject areas and by demonstrating, when possible, the fundamental connections between the various subject areas.
- F. We will teach and encourage the use of good study habits among our students.
- G. We will train our students how to engage in independent study and research.
- H. We will strive to offer a balanced treatment of the arts, humanities, and sciences.

Fifth Aim

Inasmuch as both the home and the body of Christ share the responsibility for teaching His children, we aim to effectively and systematically integrate the home and the school in the delivery of an academic education (Eph. 4:7-16, 6:4, 1 Cor. 14:26-33, Titus 1:5).

Related Objectives:

- A. We will seek to develop both curricular designs and instructional methodologies that effectively utilize and integrate the various educational resources, including the parent as teacher and tutor, of both the home and the school.
- B. We will seek to establish clear guidelines defining the relationship between the home and the school as educational institutions.
- C. We will seek to establish curricular guidelines defining the responsibilities of and relationship between the classroom instructor and the home instructor.

CONTROVERSIAL ISSUES & TOPICS

Adopted from Christian Life Preparatory School, with permission

Introduction

One area of particular concern for Christian schools is the relationship between sound academic instruction and the treatment of difficult or controversial issues. In order to provide our school community with some common guidelines regarding our school's approach to this matter, the school has officially adopted the following statement defining, in broad terms, the school's stance. Anyone having questions regarding the application of this position to specific classes, lessons, or materials should consult with the administration.

In the World But Not of It

In His prayer for His followers, as recorded in the seventeenth chapter of John, Jesus requests of the Father that He keep believers safe in the midst of the enemy territory into which Jesus Himself is going to send them:

I do not pray that You should take them out of the world, but that You should keep them from the evil one. They are not of the world, just as I am not of the world. Sanctify them by Your truth. Your Word is truth. As You sent Me into the world, I also have sent them into the world. I do not pray for these alone, but also for those who will believe in Me through their word. (John 17: 15-18; 20; NKJV)

It is largely from this prayer that the Church has come to understand that it is to be in the world, but not of it. Were it not for the direct intervention of the Father, working through His grace in response to the prayer of His dearly beloved Son, such a goal would be impossible to achieve or maintain; even with divine help it is no small challenge. There are no doubt a number of reasons why the Lord has placed His children in such a difficult circumstance, but there is at least one which bears directly upon one of the fundamental issues involved in bringing up children "in the training and admonition of the Lord" (Eph. 6:4b; NKJV) and so is of tremendous significance to Christian education, both in theory and practice. Specifically, we are referring to the Lord's express desire to build His kingdom through the activity of His disciples.

The Great Commission and the Training of Disciples

When we talk about training up a child in the nurture and admonition of the Lord, we are, in essence, talking about making disciples. This, of course, is simply an application of the Great Commission to parenting and education. The Great Commission defines, in large part, the purpose of the Church in the World today: "Go . . . and make disciples of all the nations, . . . teaching them to observe all things that I have commanded you . . ." (Matt. 28:19, 20; NKJV). If we are to train our children to become true disciples it is necessary that we understand what it is, exactly, God wants to see in a disciple, and what He desires to accomplish through a disciple. If we do not take time to understand His purposes, we will undoubtedly fall far short of the full measure of cooperation that He desires from us as He works in our lives and the lives of our children. And to the degree that we fall short of cooperating with Him as He works toward His goals in discipleship, we are falling short of obeying both the Great Commission and the instructions given us in Ephesians 6.

The main qualities that God desires to see in a disciple are love and loyalty ("baptizing them in the name of the Father and of the Son and of the Holy Spirit"; baptism was and is a sign of deep commitment to a person) and obedience ("teaching them to observe all things that I have commanded you"). This, of course, is the affirmative side of His desire that his children not be of the world. The main work that God desires to accomplish through His disciples is, essentially, spiritual reproduction ("Go therefore and make disciples of all the nations . . .") and is

apparently one of the primary reasons He not only places His children in the world, but actually sends them to the world. Thus a Christian education, if it is to be fully in line with God's Word, must seek to cooperate with Him in producing disciples who do not retreat from the world, nor join in the values of the world, but who are prepared in such a way that they can effectively and triumphantly invade enemy territory and thus aggressively extend the reach of the Kingdom of God into an unbelieving world.

Training for Warfare

In practical terms, what this means is that we must train our children for warfare. The world hates both the Lord and His followers (John 15: 18-25; 17: 14), and will do whatever it can in an attempt to destroy both His kingdom and the lives of those who follow Him. Some, in rightly perceiving this hatred, have sought to protect their children from all of the world's malice and wickedness. While such a stance may be understandable in light of parental love, and nobly motivated in a desire to keep their children unstained from the world, it is not conducive to preparing children to be aggressive and effective witnesses to the unbelieving masses of humanity. Others, rightly understanding the need to send their children out as lights into the world, have launched them largely untrained into a highly hostile environment from whence they often come away grievously wounded, if indeed they come away at all. Obviously, neither approach is either satisfactory on practical grounds or in keeping with the purposes of the Lord. Fortunately, our loving Father has, as should be expected, left us many explicit instructions as well as a perfect instructional model regarding the proper approach for preparing His servants for dangerous but effective combat. The instructions, of course, are contained in the Word, and the model is the Word itself. It is upon these instructions and according to this model that Legacy Classical Christian Academy has sought to formulate a policy designed to help us teach our students skills they can use to have a significant impact upon the unbelieving world without becoming entangled in its values, priorities, or practices.

The Instructions

The educational instructions given us in the Word include both normative standards and pedagogical principles. By normative standards we mean standards against which all other beliefs or practices are to be compared and evaluated. Instruction we would classify as normative standards would include all teachings relating to moral absolutes, doctrinal positions, church practices, and so forth. It would go far beyond the purposes of this position statement to enumerate all of the standards of belief and conduct which the Lord has revealed in His Word; sufficient for our present purposes is a frank acknowledgment and acceptance of His Word, and His Word alone, as the source we will employ for evaluating the moral, theological, or practical quality of all with which we come into contact. Instruction regarding the way in which those standards are built into the thinking and lives of our children, on the other hand, we might classify as pedagogical principles, or divinely established means for communicating and instilling God's normative standards to and in our children. These divinely appointed means for communicating the truth of God's Word can largely be summarized as teach constantly and teach completely, treating from a godly perspective all of life's realities, both the good and pleasant and the sinful and ugly.

The Model

It is this idea of dealing with not only the good and pleasant but also the sinful and ugly which has often caused a good bit of discomfort to many sincere believers, and which at times has also been a topic of fierce debate among godly Christians on both sides of the issue. Be that as it may, it is impossible to avoid the fact that God's Word, which was intended for the instruction and training of His children, confronts all aspects of life, including a wide range of sins and sinful human passions. For example, when presenting the life of King David, the scriptures treat bluntly and directly not only his admirable qualities but also his adultery, his deception, and his planned murder of an innocent man. Indeed, good and godly principles are often taught using sinful and ugly realities as a point of comparison and contrast (see Hebrews 3 and 4, for example). If we take the wisdom and goodness of God seriously, then we cannot blithely assume that a godly approach to education is one which assiduously

avoids dealing with uncomfortable or controversial subjects; to do so would be tantamount to accusing God Himself of ungodliness! Out of respect for the Lord and His Word, then, we must ponder the nature and contents of the exemplary "textbook" He has given us to better understand His approach to instructing His children in matters pertaining to life and godliness.

Principles and Policies

Out of respect for the purposes and instructions of the Lord, and for the educational example He has given us, Legacy Classical Christian Academy recognizes the following principles for treating difficult or controversial topics and adopts the accompanying policy guidelines which we believe faithfully reflect and implement those principles.

Principle 1: One of God's purposes in the training of disciples is to equip them to reach others with the gospel of Jesus Christ and to then teach them to obey all that He has taught us.

Policy Guideline 1: We will not encourage our children to retreat from contact with a sinful world, but rather train them to effectively reach out to unbelievers.

Principle 2: In order to effectively reach others, we must learn to build personal and cultural bridges, to in effect follow in the footsteps of the apostle Paul by "become[ing] all things to all men" (I Cor. 9: 19-23) for the sake of the gospel. This means that our students must develop the ability to understand others and their cultures and thought forms, and to use that understanding for the purpose of effective communication.

Policy Guideline 2: We will engage in the study of other peoples, cultures, and thought forms, including godless cultures and thought forms, so that our students might be better able to understand and so communicate with all, the Lord, in His sovereign authority, may bring them into contact.

Principle 3: God explicitly warns His children against becoming worldly in their thought and attitudes. This does not mean that they are to avoid all knowledge or study of difficult, unpleasant, or sinful realities (or indeed they would have to avoid much of the Word itself), but rather that they are to become increasingly proficient in distinguishing between good and evil and increasingly inclined to reject the evil in favor of the good by learning to evaluate all with which they come into contact by the standards and examples contained in the Word of God. By doing so they will develop the ability to reach others without sacrificing those habits of thought, attitude, and conduct that are distinctively Christian and necessary for true obedience to the Lord.

Policy Guideline 3: Whenever they are brought into contact with difficult or controversial realities, students will be taught and encouraged to evaluate and correctly respond to those realities in light of God's Word, so that they may be able to confront the world without becoming stained by the world.

Principle 4: Dealing effectively with difficult and controversial issues and topics generally requires the use of higher order thinking skills, such as analysis and evaluation. Thus these issues and topics can and should be used to develop these skills. Furthermore, the scriptures encourage us to develop wisdom, which includes the exercise and application of higher level thinking skills.

Policy Guideline 4: Teachers will use the pedagogical opportunities presented by the treatment of difficult or controversial issues to challenge their students to develop skills in analysis, evaluation, synthesis, and proper applications, and to apply those skill to godly purposes.

Summary

At Legacy Classical Christian Academy, we do not intend to shield our students from all of the sin and ugliness inherent in a fallen world, but rather to teach them to confront those realities openly and honestly and, especially, from a God-centered perspective, so that they might be in the world—and have an impact on the world—without becoming of the world. All disciples, including our students, are and will continue to be engaged in warfare. We believe it is our responsibility to train them under controlled but not unrealistically soft circumstances so that they might be able to take ground for the Kingdom without becoming casualties.