



Heritage Christian Academy

2017-2018

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Secondary Family Handbook

Nondiscriminatory Policy:

Heritage Christian Academy (“HCA”) is an equal opportunity employer. All employment decisions are made without regard to race, color, gender, nationality, ethnic origin, age, disability, or veteran status. Selection decisions are based on skills and qualifications to meet the job description. Heritage reserves the right (within its legal capacity as a nonprofit religious organization) to examine and assess the religious values, personal conduct, and faith of applicants and employees to ensure that all faculty, administrators, and staff uphold and live according to its Core Values, Philosophy, Statement of Faith, and Biblical standards

HCA is an accredited member of the Association of Christian Schools International (ACSI)

The Administration of Heritage Christian Academy reserves the right to modify this policy manual in whole or in part as is deemed necessary and in the best interest of the school, its students, and the faculty, at any time at the Administration’s own discretion.

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1 PHILOSOPHY & MISSION

1.1 Vision Statement

Heritage Christian Academy exists to equip and nurture students to be servant leaders with a Biblical Christian worldview who impact their world for Christ

1.2 Mission Statement

To *offer* authentic faith and academic excellence in a nurturing environment.

1.2.1 Three Pillars of Education at Heritage Christian Academy

This mission statement provides “three pillars” as a framework from which the Administration will make all decisions at Heritage Christian Academy (HCA). If a program, policy, curriculum or capital improvement project does not help HCA achieve its mission of authentic faith, academic excellence and a nurturing environment, then the Administration will seriously question whether the idea should be pursued.

1.2.1.1 Authentic Faith

Heritage Christian Academy serves to partner with parents in order to invite students to establish and foster a relationship with Jesus Christ as Savior, equip students to live out Christ-like character, love for God’s Word, expertise with apologetics, and servant leadership through various academic, educational, and extra-curricular opportunities in which students learn genuine love and respect for one another and demonstrate compassion and concern for others and the world at large.

1.2.1.2 Academic Excellence

Heritage Christian Academy strives to provide students with highly effective educational experiences, where students are equipped to reason Biblically and take responsibility for their own growth as servant leaders with a Biblical Christian worldview impacting their world for Christ.

1.2.1.3 Nurturing Environment

Heritage Christian Academy works to create a dynamic Christian community in which all parent, student, and staff members—past, present, and future—feel welcomed, respected, and valued for their individual Christian testimonies and collective engagement in the ongoing growth and stability of the school and the people it serves.

1.3 Core Values

1. We value living out God’s Word in every detail of a Christian’s life.
2. We value the Christian testimony, Christ-centered character, and professionalism in the lives of staff, teachers, and administration that becomes exemplified in the lives of our students.
3. We value developing a community that is founded on integrity, Christian principles, and a nurturing family environment.
4. We value Christian education, high academic standards and a curriculum that incorporates Biblical reasoning, comprehensive research, and an integration of Biblical principles.

5. We value a Biblical Christian Worldview.
6. We value servant leadership.
7. We value wise stewardship of God's resources.

1.4 *Philosophy*

A man's philosophy determines his thoughts, words, and actions. A school's philosophy determines the purpose and the goals of the institution. In summary, Heritage Christian Academy's philosophy is to help students develop a Christian world view, enabling them to glorify and honor God in their thoughts, words, and actions.

It is our belief that the Christian school operates as an extension of the Christian home. God holds parents responsible for the teaching and training of their children; therefore, the school's purpose is to complement and strengthen the home. The rationale for the existence of the School is to assist parents, in providing an education that is thoroughly and distinctively Christian; challenging each student to grow in Christlikeness, as evidenced by spiritual, academic, social, physical, and creative maturity. Christian education develops students who think as Christ thinks. One who thinks Christ-like holds a world and life view causing all issues to be understood within the context of the eternal and causing all issues to be seen as God sees them. It is our goal through teaching and training young people to prepare them to function as individuals who can reason and relate all issues of life to the doctrinal foundation of the Christian faith. The school will strive for academic excellence in an atmosphere of Christian values.

1.5 *Expected Student Outcomes*

The goal of Heritage Christian Academy is that a maturing HCA student:

1. **Understands and commits to a personal relationship with Christ and pursues ongoing spiritual development**
 - a) Understands the gospel, salvation, and how to present it to others
 - b) Understands and practices spiritual disciplines such as prayer, personal Bible study, active participation in a local church
 - c) Understands and pursues spiritual maturity and deepening dependence upon the Holy Spirit
 - d) Commits to a personal relationship with Christ
 - e) Demonstrates a personal love for God's Word
 - f) Develop a heart to build up and edify the body of Christ
2. **Understands and articulates a biblical worldview and operates from that perspective**
 - a) Develops, articulates, and defends a biblical worldview
 - b) Demonstrates application and relevance of biblical worldview and to daily decision making
 - c) Knows and is able to articulate the differences between Christianity and other

worldviews

- d) Knows how to dialog effectively with those who hold other worldviews
 - e) Prepared to defend one's faith
- 3. Develops Christian self-government, demonstrated by Christ-like character and stewardship**
- a) Demonstrates moral integrity bases on biblical principles in daily decision
 - b) Respects life
 - c) Lives according to biblical standards in family and personal relationships
 - d) Demonstrates wise stewardship of personal, financial, and natural resources
 - e) Demonstrates responsible citizenship in the local and global community
- 4. Is academically prepared in all areas (Bible, language arts, mathematics, science, social studies, Spanish, technology, and the arts)**
- a) Thinks creatively and critically applying biblical reasoning to solve real-world problems
 - b) Knows the Bible in concept and through memorization
 - c) Demonstrates academic competence which is required for next level of an academic pursuit
 - d) Communicates effectively in both verbal and written forms
 - e) Utilizes technology responsibly and effectively
 - f) Access and use various types of information resources efficiently and appropriately
 - g) Appreciates and/or participates in arts and literature
 - h) Understands and applies a providential view of history
 - i) Understands and applies a biblical view of science and can logically refute secular theories
 - j) Approaches each academic task and responsibility to the glory of God (I Corinthians 10:31)
 - k) Demonstrates intellectual virtues in personal scholarship
- 5. Demonstrates Christ-like character as they relate and work with others**
- a) Can explain being created in the image of God
 - b) Respects individual differences, valuing each person as God's creation
 - c) Demonstrates kind, flexible, productivity when working in groups
 - d) Strives to build up and edify each individual they interact with
- 6. Is a lifelong learner, prepared for next stage, including spiritual, intellectual, physical, social, and emotional health**
- a) Complete each learning task according to the I Corinthians 10:31 standard
 - b) Develops intellectual virtues during the learning process
 - c) Pursues ongoing learning as it relates to next stage, including careers
 - d) Applies learning to healthy choices affecting lifestyle

- e) Recognizes the spiritual implications of acting upon one's learning
- 7. Is a servant leader, prepared and motivated for lifelong service as an ambassador for Christ**
- a) Can articulate a biblical mandate for service and missions
 - b) Participates in service experiences
 - c) Understands and utilizes spiritual gifts, personal strengths, and talents
 - d) Demonstrates leadership skills

1.6 *Statement of Faith*

1. God is self-existent, infinite, sovereign, the source of all truth and life. He is the Triune God: God the Father, God the Son, and God the Holy Spirit. Genesis 1:1; 1 Kings 8:27; Psalm 90:2, 115:3; John 14:6; Matthew 28:19
2. God is the Creator and Sustainer of the universe. Through creation He reveals His eternal power, infinity, diversity and divine nature. Creation is the general revelation of God. Genesis 1:1-23; Romans 1:20
3. The Lord Jesus Christ is God the Son. He is to have the preeminence in all things. The Lord Jesus, the expressed image of God the Father, is the only Savior of the world and the only mediator between God and man. Christ was born of a virgin. He was crucified, buried, and rose bodily from the grave. Christ will come again to establish His kingdom. Colossians 1:15-18; John 14:3, 6; 1 Timothy 2:5; Luke 1:34-38; Matthew 1:23, 3:17; 1 Corinthians 15:3-4
4. The Holy Spirit is God the Spirit sent by the Father to mankind. He is the Spirit of Truth sent to teach truth and to guide mankind into all truth. He convicts individuals of their disobedience to God; He presents the righteousness of Christ and convicts the world of the judgment at the cross. The Holy Spirit works in the unbeliever's life to bring him to Christ and to give new life. The Holy Spirit indwells the believer enabling him to obey God in the process of conforming him to Christ. John 14:16-17, 16:7-13; 1 Corinthians 6:19
5. The Bible is truth, the Living Word, the specific revelation of God to man. The Bible is inerrant, complete and is the final authority over man. Through the Scriptures man can have knowledge and wisdom about God, life and himself. John 17:17; 2 Timothy 3:16-17; 2 Peter 1:3; Romans 15:4; Matthew 5:18
6. God created man in His own image, after His likeness, for His glory. In his original state man had communion and fellowship with God. Man chose to disobey God. Disobedience to God is sin; thus sin entered the world. This resulted in man's separation from God, eternal death being passed on to subsequent generations and an imposed curse upon the rest of creation. Because of his sin nature, man omits God and thereby fails to relate himself and his knowledge to God. Genesis 1:26, 3:1-6; Romans 1:24-28, 5:12, 8:22-23
7. Man is given new life and is brought back into a proper relationship with God by personally trusting Jesus Christ the Lord, who shed His blood in payment for sin. An individual is redeemed by God's grace through faith, not works or service. 2 Corinthians 5:17; Romans 5:1-11; Ephesians 2:8,9; Titus 3:5
8. The believer matures into Christ-likeness as he submits to the Holy Spirit and obeys the Word of God. Being Christ-like is evidenced by the fruit of the Spirit, righteous living and good

works. Maturing in Christ is a process evidenced by continual growth. Romans 8:29; 2 Corinthians 3:18; Galatians 5:22, 23; Ephesians 2:10; 2 Timothy 3:16-17

9. Prayer is the vital communion between God and man, enabling man to talk with God and to worship Him. Through prayer God's power and grace are made available to the believer. Philippians 4: 6,7; Matthew 6:9 – 15; James 1:5
10. Christ has established the church and is its Head. Individuals are to be related to a local church for Christian worship, instruction, fellowship and service. Ephesians 5:23; Hebrews 10:24-25

2 CURRICULUM PHILOSOPHY

Heritage Christian Academy is concerned about the secularization of our society with its corresponding rejection of traditional Christian ethics. Keen observation and focused research have demonstrated a steady and perilous decline in the Christian worldview that had been previously so dominant in our society for many generations. A Christian worldview stands as a reminder that there is a greater purpose in life than earthly success. Therefore, HCA regards a personal relationship with God, adherence to Scripture, and a purposeful commitment to developing Christian character as the most important issues of life. It is our goal to assist the parents in preparing the student both academically and spiritually for the highest and most noble purposes that God envisions for him or her.

We are destroying speculations and every lofty thing raised up against the knowledge of God and we are taking every thought captive to the obedience of Christ. II Corinthians 10: 5

And you shall love the Lord your God with all your heart and with all your soul and with all your mind.; And these words which I am commanding you today, shall be on your heart; and you shall teach them diligently to your sons and shall talk of them when you sit in your house and when you walk by the way and when you lie down and when you rise up. Deut 6: 3 - 7

2.1 HCA Curricular Distinctives

A Christian education is more than an attractive facility, bright students, and a Christian environment in which students learn a body of facts and pass tests. A Christian education is preparation for life. From an early age, students must understand it is God's intention for them to become productive members of society responsible to live out His highest and most noble purposes. Such a key emphasis cannot be ignored, yet sadly, the majority of American students are educated in a moral vacuum. They are taught to compartmentalize their life separating the spiritual from the rational and intellectual. Compartmentalization enables a person to attend church on Sunday and ignore God's law the other six days, a lifestyle totally inconsistent with the message of Scripture. We Christians do not add Jesus to our life; He is our life. Since we are both a spiritual and a rational creature, we must feed our spirit with God's truths and develop our intellect to pursue excellence in all that we do.

Christian education begins with the study of God's Word. It is His Word that consecrates and inspires the mind and builds character and illuminates the pathways of thinking and reasoning. Therefore God's Word is at the heart of education at Heritage Christian Academy.

And do not be conformed to this world, but be transformed by the renewing of your mind that you may prove what the will of God is, that which is good and acceptable and perfect. Romans 12: 2

HCA faculty facilitates learning that equips students to relate the facts they research to the world around them and draw conclusions through Biblical reasoning skills. Consequently, students learn to reach a conclusion and convey it clearly and persuasively through superior writing and rhetorical proficiency. The inductive style of learning endows the student with the ability to become a self-sufficient, lifelong learner. From grammar to foreign languages, from mathematics to science, from history to literature, HCA provides students with well-rounded educational experiences in which they learn how to research well, think Biblically, and solve problems—key ingredients universities and employers are looking for

in students and employees.

See to it that no one takes you captive through philosophy and empty deception according to the tradition of men, according to the elementary principles of this world, rather than according to Christ. Colossians 2: 8

2.2 ***Biblical***

Teach each unit of study from a Biblical perspective, requiring students to consult God's Word as they learn the subject matter.

Purpose: to place God's principles above man's thoughts and opinions

2.3 ***Four R's***

Research – read and study: 1) primary documents 2) definitions from Webster's 1828 dictionary 3) applicable Bible verses and 4) Scriptural principles

Reason – use the word study, Bible verse determine/ discover principles draw conclusions

Relate – relate principles to content while comparing and contrasting content to principles to enable reaching well developed, Biblical conclusions

Record – communicate in written or oral format preserve in notebook

Purpose: to become scholars with excellence in biblical reasoning and skilled writing

2.4 ***Standardized Assessments***

PSAT is administered every year grades 8-11.

The child grew and became strong; he was filled with wisdom, and the grace of God was upon him. Luke 2:40

STUDENT ANTI-HARASSMENT POLICY

The policy of *Heritage Christian Academy* is to provide an academic environment that is free from harassment—whether based on sex (gender), race, color, national or ethnic origin, age, or disability—an environment that is free from all forms of intimidation, exploitation, and harassment (including sexual harassment), where all individuals treat each other with dignity and respect. The school includes bullying in its definition of harassment. The school is prepared to take action to prevent and correct any violations of this policy. This policy applies to the actions of administration, teachers, staff, parents, volunteers, and students. Anyone who violates this policy will be subject to discipline, up to and including termination or expulsion.

The school does not tolerate harassment of students, nor does it tolerate reprisals against any student who makes a harassment complaint. Administration, teachers, staff, volunteers, and students who violate this policy are subject to disciplinary action, including expulsion from school or discharge from employment. Any administrative personnel who receive a complaint of harassment and fails to appropriately report it or take corrective action pursuant to this policy are also subject to disciplinary action, up to and including discharge.

2.5 Definitions and Prohibited Acts

2.5.1 Sexual harassment.

“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual’s academic status or progress. This may occur by clearly stated acts or words or by implied acts or words.
2. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual’s academic performance, or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through this school.

2.5.2 Unwelcome and Offensive Actions.

The fact that a student may not openly object to others’ actions or words does not prove that they were unwelcome. Under the law of harassment, or bullying and intimidation, a student does not have to openly object to others’ actions or words to prove that the actions or words are unwelcome. Harassment, bullying, or intimidation may occur even if the student originally remains silent or fails to show disapproval. Acts and statements that may not offend some people may be highly offensive to others. Therefore, all employees, volunteers, and students should be sensitive to the feelings of others whether they object or not.

2.5.3 Verbal Harassment.

Prohibited statements include, but are not necessarily limited to, the use of derogatory descriptions of a student or group of students based on race, color, disability, ethnic or national origin, or age. It is also a violation of this policy to state stereotypical classifications concerning race, national or ethnic origin, color, age, or disability of a student or group of students, especially if they are repeatedly made. Although some students or individuals may enjoy discriminatory identifications and jokes, the school does not tolerate such on its premises or during working hours.

Examples of prohibited statements include, but are not necessarily limited to, derogatory or vulgar comments regarding a person's gender, sexually vulgar language, remarks about a person's physical anatomy or characteristics, dirty jokes, sexual innuendos, or display of written or graphic materials. Also prohibited are suggestive pictures, magazines, posters, offensive cartoons, and other words or pictures of a suggestive nature, or statements that demean women.

2.5.4 Physical Sexual Harassment.

Prohibited actions include, but are not necessarily limited to, touching a student in a sexually suggestive way, or touching another so as to invade his or her personal privacy. This includes intentional touching or intentional movements made in order to observe another in a sexual manner. Also prohibited are physical acts such as hitting and pushing, and making physical gestures of a sexual nature. As a general rule, any act or touching of a person that most individuals refrain from doing with a stranger should not be done with another student.

2.5.5 Sexual Harasser.

A harasser may be a male harassing a female, a female harassing a male, a male harassing a male, or a female harassing a female, just as long as the harassment is sexually based or based on the gender of the student.

2.5.6 Race, Color, National or Ethnic Origin, Age, and Disability Harassment.

Unwelcome statements, name calling, or other verbal or physical conduct based on a student's race, color, national or ethnic origin, age, or disability is prohibited if and when any of the following occurs:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress. This may occur by clearly stated acts or words or by implied acts or words.
2. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through this school.

2.5.7 Electronic Harassment.

Harassment may occur through a number of mediums or means, including electronic communications. The student anti-harassment policy applies to all harassment, including any that occurs by or through any type of electronic communication. This includes, but is not necessarily limited to, Internet, email, cell phones (including picture phone or text messaging as well as voice), PDA's or other communication devices, and facsimile (fax) communications of any type. This list of electronic devices is not inclusive, and the policy is intended to cover other types of electronic communication.

2.5.8 Physical Harassment.

Prohibited actions include, but are not necessarily limited to, the following:

1. Display of signs, pictures, cartoons, written statements, or other material that denigrates, intimidates, bullies, or otherwise discriminates against any student based on race, color, national or ethnic origin, age, or disability.
2. General harassment, pushing, shoving, or other intentional acts perpetrated in whole or in part because of the student's race, color, national or ethnic origin, age, or disability.

2.5.9 Definition of Bullying or Intimidation.

“Bullying or intimidation” means any written, oral, or physical act or gesture that a reasonable person under the circumstances should know will have the effect of harming a student or damaging his or her property or placing a student in reasonable fear of harm to his or her person or damage to his or her property, or that has the effect of insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Harassment, intimidation, or bullying includes a gesture or an act, whether written, oral, or physical, that is reasonably perceived as being motivated by a characteristic such as sex (gender), race, color, national or ethnic origin, age, or disability.

2.5.9.1 Examples of Harassment, Bullying, or Intimidation.

Unwelcome conduct of this type can include a wide range of verbal, visual, or physical conduct of a sexual or other nature. Among the types of conduct that would violate this policy are the following:

1. Unwanted sexual advances or propositions.
2. Offering academic benefits in exchange for sexual favors.
3. Making or threatening reprisals after a negative response to sexual advances.
4. Visual conduct such as leering, making sexual gestures, or displaying sexually suggestive objects or pictures, cartoons, or posters.
5. Verbal conduct such as making or using derogatory comments, epithets, slurs, and jokes about a student's race, color, national or ethnic origin, age, or disability.
6. Verbal abuse of a sexual or other nature; graphic verbal commentaries about an individual's body, race, color, national or ethnic origin, age, or disability; sexually degrading words used to describe an individual; suggestive or obscene letters, notes, or invitations.
7. Physical conduct such as touching, assaulting, impeding, or blocking movements.

8. Any conduct that has the effect of insulting or demeaning a student or group of students in such a way as to disrupt or interfere with the school's educational mission or that is severe, persistent, or pervasive so that it creates an intimidating, threatening, or abusive educational environment.

2.6 Application of Anti-harassment Policy

The student anti-harassment policy applies to school hours; to any school-sponsored event or activity, including during school-arranged transportation of any type to or from an event or activity, and whether the activity or event occurs on or off the school campus; while on school property or at school-leased facilities; or at any other time when the event or activity has any school recognition. Additionally, as a Christian school, the school has the right to expect and does expect that students and any employee of the school will conduct themselves in a Christ like manner and/or as a Christian role model. Conduct violating these biblical standards—whether occurring at school or during school-sponsored events, activities, or functions or not, or on campus or not—is subject to appropriate action by the school.

2.7 Prohibited Actions

2.7.1 Employee-Student Harassment, Bullying, or Intimidation.

Employee-student harassment, bullying, or intimidation of any type is prohibited.

2.7.2 Student-Student Harassment, Bullying, or Intimidation.

Student-student harassment, bullying, or intimidation of any type is prohibited.

2.8 What to Do If You Experience or Observe Harassment, Bullying, or Intimidation

Students who feel that they have been subjected to conduct of a harassing, bullying, or intimidating nature are encouraged to promptly report the matter to one of the school officials designated below.

Students who observe conduct of a harassing, bullying, or intimidating nature are also encouraged to report the matter to one of the school officials designated below. All complaints will be promptly investigated.

If there is a direct conflict with the authorized individuals, or the matter is not being settled by the appropriate individuals, students may contact the board president for further action. Please note that this avenue is only allowed when all appropriate channels have been exhausted.

2.9 Where to Report Harassment, Bullying, or Intimidation

The following individuals at Heritage Christian Academy are specifically authorized to receive complaints and to respond to questions regarding harassment:

2.9.1	Stacy Loyd	HCA Academic Dean	(970) 494-1022
2.9.2	Russ Bruxvoort	HCA 6th grade teacher	(970) 494-1022
2.9.3	Christine Humphrey	HCA Science Teacher	(970) 494-1022
2.9.4	Mike Cuckler	HCA Head Administrator	(970) 494-1022

2.10 Confidentiality

Every effort will be made to reasonably protect the privacy of the parties involved in any complaint. However, the school reserves the right to fully investigate every complaint and to notify a student's parent/guardian and appropriate government officials as the circumstances warrant.

2.11 Protection against Retaliation

It is against HCA's policy to discriminate or retaliate against any person, including any student, who has filed a complaint involving harassment, bullying, or intimidation or who has testified, assisted, or participated in any manner in any investigation, formal proceeding, or hearing concerning harassment, bullying, or intimidation. However, if in the course of an investigation or subsequently HCA learns that a student or others have made a complaint that was not in good faith or it was known to be false at the time of the complaint, HCA reserves the right to take appropriate action. Making false complaints or complaints not made in good faith can jeopardize someone's reputation.

2.12 Procedure for Investigation of a Complaint and Taking Corrective Action

When one of the school officials designated in this policy receives a complaint, he or she shall immediately inform the administrator. The administrator will direct an investigation. If the investigation confirms the allegations, prompt corrective actions shall be taken. The individual who suffered the harassing, bullying, or intimidating conduct shall be informed of the corrective action taken. In addition, any employee or student found to be responsible for harassment, bullying, or intimidation in violation of this policy will be subject to appropriate disciplinary action up to and including expulsion or termination. The severity of the disciplinary action will be based on the circumstances of the infraction.

Student Report Form for Reports or Complaints of Harassment

Name of Person Filing Complaint _____

Home address _____

Home phone (_____) _____ Work phone (_____) _____

Date of alleged incident(s) _____

Did the incidents involve ___ sexual harassment, ___ racial harassment, ___ national or ethnic origin harassment, ___ disability harassment, and/or ___ age harassment?

Give the name of the person who you believe harassed or was violent toward you or another person:

If the alleged harassment or violence was toward another person, identify that person:

Describe the incident(s) as clearly as possible, including such things as what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.)

Where and when did the incident(s) occur?

List any witnesses who were present: _____

This complaint is filed on the basis of my honest belief that _____ has harassed or has been violent to me or to another person. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief. I agree to keep this complaint confidential during the investigation. I have read the school's anti-harassment policy and understand the procedures the school will follow.

Complainant signature _____ Date _____

Complaint received by (name) _____ Date _____

3 ATTENDANCE POLICY AND PROCEDURES ~ SECONDARY

Prompt classroom attendance is an integral part of the student's success in the classroom. Because of the nature of the class, some assignments cannot be completed outside of class or at a later date. Every effort should be made by parents and students to avoid tardiness and absenteeism. It is the student's responsibility to make up any missed homework, class work, tests and quizzes per the policies below. Students who are absent may have an alternate assignment at the discretion of the teacher.

3.1 Definition of "Attendance"

A student must be present 30 minutes of each class period in order to be considered present.

3.2 School Hours

Secondary students may enter the building no earlier than 7:50 a.m. Classes begin at 8:00 a.m.

All school doors at the K – 12 campus are secured at 8:15 a.m. The main office door should be used for admittance.

For safety, we require students not to re-enter the building without proper permission and to leave the school grounds as soon as possible after dismissal.

3.2.1 General Hours:

<u>Grade</u>	<u>Regular School Hours</u>
Normal School Hours	8:15 a.m. – 2:57 p.m. [Half Day Dismissal is 12 noon]
Zero Hour	7:00 a.m. – 7:50 a.m.

3.3 Inclement Weather Policy or School Closure Policy

If the wind chill or temperature is below 20°F, the students will stay inside.

In case of circumstances that would necessitate the closing of school such as severe weather, families should check our website at www.heritagechristian.info. In the event of a late/delayed start, school (PreK-12) will start at 10AM. [Please note, HCA **does NOT** follow the same closures as the Poudre School District.]

3.4 Late Arrival or Early Departure

If you need to pick up your child early or they come to school late, please be certain to sign them in or out in the office. Please do not take students directly to or from the classroom while school is in session. The office staff will go the classroom to get the students. The safety of the children is of paramount importance and these steps help our accountability.

3.5 Dismissal Procedures

All students must leave the building by 3:15. If they are attending an activity after school they must be in that area with the sponsor. Students waiting for sports practice must be in the gym by 3:15 or in the designated location.

Students are not allowed to mingle with friends in the parking lot or other school areas after they have been picked up. They are not allowed in the playground or field area after school unless they are with a school athletic event, even with parent permission. Please help us make sure that your students are safe by staying in the designated areas and keeping your students with you after they have left their last class period.

3.5.1.1 Half-Day Dismissal

All Half-Day dismissals as designated by the HCA Annual School Calendar for secondary will be at 12:00 noon. Regular dismissal procedures will apply.

3.5.1.2 Full-Day (Regular) Dismissal

All Secondary Full-Day dismissals as designated by the HCA Annual School Calendar for secondary will be at 2:57 p.m.

We are concerned about student safety after school. Remind your students that this is not a time of play but a time to depart the premises in their own automobile or to rendezvous with parents for the ride home. As a “commuter school” we have to make our afternoon pick-up as safe and efficient as possible.

3.5.1.3 Late Pick-Up

Please pick up your children promptly by 3:30. Students remaining at 3:30 will be asked to confirm that someone is on their way and then asked to move inside the foyer to wait for their ride. For students remaining at 3:30 p.m. from dismissal, teachers will escort them into the HCA After-School Care in the library and the finance office will bill you on the next month’s invoice. Frequent late pickups will be charged a \$15 flat fee.

3.6 Tardy Policy

Students will be marked tardy:

1. If they are not in their seats by the tardy bell.
2. If they must return to their locker to get necessary items (textbooks, notebooks, pens, pencils, etc.).
3. After 20 minutes, a tardy will be considered an absence.
4. For 1st hour only, tardies will not be issued during obviously inclement weather.
5. ANY tardy in any class throughout the quarter will count toward the quarter total.
6. A student will not be marked tardy if they bring a note from a medical professional.

3.6.1 Consequences of Habitual Tardiness

After the **fourth** tardy each quarter, a student will receive a detention

Every two tardies thereafter will result in a detention, and the student will progress through the fault system accordingly.

3.7 Illnesses

Please do not send your student to school with a fever (over 99° F). If your child becomes ill at school and has a fever, the office will call home and will expect the student to be picked up by the authorized parent/guardian and signed out in the office.

3.8 *Unplanned Absence Policy*

3.8.1 Notification of Absence to Front Office

On the day of an unplanned absence, parents must call and notify the school office by 9:00 a.m.

3.8.2 Request and Due Date of Missed Class Material for Unplanned Absence

3.8.2.1 Request for Missed Class Material - Unplanned Absence

For a one or two day absence, students are responsible for contacting a friend to get missed assignments.

On the third day, parents may request an assignment sheet to be circulated to their child's teachers; however this request must be made by 9:00 a.m. The sheet will be available for pick up at 3:00 p.m.

If an assignment sheet is not requested, the office will not generate one. Ultimately, the student is responsible for gathering assignments and class notes missed during an absence.

3.8.2.2 Due Date for Missed Class Material – Unplanned Absence

Unless special arrangements have been made with the teacher, assignments are due upon return to school

Failure to turn in the assigned work upon the day of return will result in a zero for each assignment.

Tests will be taken on the day of the student's return.

Failure to meet these deadlines will result in a zero for each missed assignment.

3.9 *Planned Absence Policy*

3.9.1 Notification of Absence to Front Office

A written notification by the parent should be given to the office a minimum of one week in advance.

When possible, medical and dental appointments should be arranged so they will not interfere with classes.

3.9.2 Request and Due Date of Missed Class Material for Planned Absence

3.9.2.1 Request for anticipated Missed Class Material – Planned Absence

Once the office receives the parental notice on the absence, an assignment sheet will be given to the student by the office.

Failure to turn in the assigned work upon the day of return will result in a zero for each assignment.

If an assignment sheet is not requested, the office will not generate one. Ultimately, the student is responsible for gathering assignments and class notes missed during an absence.

3.9.2.2 *Due Date for Missed Class Material – Planned Absence*

Students missing 1-2 days will have two days to make up homework. Tests will be taken on the day of the student's return.

For extended absences of 3 days or more, students must make arrangements with each teacher.

Failure to meet these deadlines will result in a grade reduction.

3.10 *Consequences of Excessive Absences (Planned or Unplanned) and Truancy*

Upon the 10th absence, the student may lose semester credit for that class; parents and student will need to conference with the principal.

The student may lose a semester credit if he/she misses more than 10 days per class per semester. ANY absence such as sickness, family emergencies or vacations and discretionary days will count against this 10 day total.

3.11 *Extended Illness*

Extended illness issues will be handled on a case-by-case basis by the administration.

3.12 *Leaving School Mid-Day*

Students must check with all of their teachers and get the next day's assignments before leaving each day.

Students will also be responsible for the following before the end of the next school day:

1. Making up any missed work including tests
2. Turning in any homework assignments

3.12.1 **Notice to Office on Mid-Day Departure**

Students are to report to the office if they have an excuse to leave early. They should do this prior to school or during first hour in the morning. Their names will be placed on the morning notices along with the time they plan to check out. The student is also responsible to make up all assignments missed.

3.12.2 **Junior/Senior Off-Campus Lunch Permission**

All juniors and seniors must have an Off Campus Lunch Permission form signed by parents, on file in the office, in order to leave campus for lunch. ***Failure to do so will be considered truancy.***

3.13 *Signing in/out Procedure*

Students who are late to school, leaving for appointments and/or leaving early must sign-in and sign-out at the office.

4 DISCIPLINE POLICY AND PROCEDURE

4.1 Purpose of Discipline

The purpose of discipline is to help bring students to maturity in Christ so that they will learn to exercise self-discipline in all areas of life. Our goal is to train youth in the highest principles of Christian leadership, self-discipline, individual responsibility, personal integrity and good citizenship.

4.2 Purpose of Student Discipline Policy

The purpose of having a student discipline policy is to maintain a loving educational community in which each person is safe and respected. We also seek to promote an atmosphere of honesty, integrity and care for one another in order to help students grow into becoming more self-directed and cooperative members of a larger group. We are clear about behaviors which support learning within a group setting and those which are inappropriate choices. Both forms of behavior have results or consequences. The positive results are easily seen in the child with self-discipline, motivation, respect for self and others and willingness to cooperate and learn. Negative behavior has its consequences as well. Any behavior which causes the learning atmosphere to deteriorate or be disrupted or which infringes upon the rights of others in the school will not be tolerated, and the student is then subject to corrective measures.

4.2.1 Christian Discipline Policy

Christian discipline is learned by submitting to authority both in the home and at school. It is one of our goals to help children become responsible for their own actions and behavior. We believe it is the shared responsibility of the home and school to accomplish this goal. Discipline is something we do for students, not to students.

To be effective, discipline must be:

1. Based on an absolute standard which is consistent with our school's philosophy and objectives
2. Swift and impartial in order to encourage repentance, promote healing and maintain unity
3. Consistently implemented to promote respect for authority, to insure justice and to provide security for the student.

These policies are applicable at all times to secondary students during the school year, including school holidays, and summer months. If a student violates a category III or IV offense the student may not be allowed to return when schools resumes.

Teachers are the primary administrators of discipline through classroom management. Chronic misbehavior and more serious behavioral issues should be referred to the administration.

In addition to the general guidelines for all students, teachers may establish specific rules and procedures for their classrooms that students are expected to follow. Teachers may use a variety of means to correct inappropriate or immoral behavior in the classroom, including prayer and counseling, verbal warning, verbal reprimand, loss of privileges, loss of reward, detentions after school, etc.

4.3 *Discipline Consequences*

4.3.1 **Detention**

Teachers and the school administrator will use before or after school detentions as a disciplinary tool. Detention means that the student is required to arrive before or to stay after the regularly scheduled school day for 20-50 minutes. Detentions reset at the end of the semester.

4.3.1.1 *Detention Governance Policies:*

1. Students will receive a written notice of their detention at least one day in advance. The notice will include the date and time for the detention. They are to deliver the notice to their parents for a signature. The parents should sign the notice and return it with the student to the school office. Failure on the student's part to notify parents does not affect the detention.
2. Detentions must be served on the date assigned. Parents are asked to honor the school's efforts to correct their child's behavior by requiring the student to serve the detention on the date the school assigns.
3. Detention begins when the students checks in at the office and receives his or her assignment. Students not arriving for before school detention by 7:00 a.m. or after school detention by 3:05 p.m. will not be admitted to detention, a new date will be assigned, and an additional detention will be awarded for being late.
4. Students who are absent from school on the day a detention was assigned must make up the detention.
5. Students who earn excessive numbers of detentions enter the Fault system, as noted below.

4.3.2 **Corrective Discipline**

The fault system provides a process and structure for corrective discipline of more chronic student misbehavior. The system ensures that discipline is careful, parents are part of the process, and that root issues are confronted and worked through. A fault is issued in succession for every **three detentions** a student receives for misbehavior. Faults may also be issued immediately at the administrator's discretion at any level for more serious or repeat offenses. Faults do not reset until the end of the school year.

4.3.2.1 *HCA Four Fault System*

First Fault: Parents are called and a form is sent notifying parents of the fault and the accompanying consequence: one-day in- or out-of-school suspension with the additional possibility of one week suspension from participation in extra-curricular activities.

Second Fault: Parents are called and form is sent notifying parents of the fault and the accompanying consequence: student is suspended out-of-school for 1-3 days, and has the possibility of being placed on behavioral probation. A conference with parents may be scheduled.

Third Fault: Parents are informed and a conference scheduled. Student is suspended from classes which may be in- or out-of-school for 3-5 days, and will be placed on behavioral probation.

Fourth Fault: Parents are informed and a conference is scheduled. Student is placed on behavioral probation and immediately suspended from classes indefinitely pending administrator's action regarding expulsion from the school or other measures at the administrator's discretion.

4.3.2.2 *Consequences of the Fault System*

In-School Suspension (ISS): The student will be isolated from the student body for the assigned number of school days. The student will do the required assignments and will receive earned credit. Students will not be able to attend athletic practices or play in any games on the day of an ISS. This is a disciplinary tool utilized within the fault system.

Out-of-School Suspension (OSS): The student will not be allowed to attend school or any after-school activities during this time period. The student will do the required assignments. All missed work will receive a zero, although the student will be required to complete it. Students will not be able to attend athletic practices or play in any games on the day of an OSS. This is a disciplinary tool utilized within the fault system.

Behavioral/Academic Probation: (Explained Section 5.6) This is a disciplinary tool utilized within the fault system.

Expulsion: The student will be officially dismissed from the school by the administration and the school board will be notified. Any student expelled from school may have the privilege of reapplying after a minimum of two full academic quarters has lapsed. This is a disciplinary tool utilized within the fault system.

4.4 *Violations by Category*

4.4.1 **Category IV Offenses**

1. Drug or drug paraphernalia, alcohol (use, possession, or sale)
2. Assault with serious injury
3. Possession and/or use of a weapon (any instrument used with intent to inflict bodily harm)
4. Sexual immorality
5. Negative worldly influence upon others

4.4.1.1 *Category IV Offenses - Consequences*

1. First offense: fourth fault
2. Second offense: immediate referral to the principal and recommended expulsion

4.4.2 **Category III Offenses**

1. Smoking and/or chewing tobacco (possession)
2. Harassment
3. Fighting: students who engage in physical contact to inflict harm or with intent to inflict harm on another person.
4. Threats or provoking
5. Verbal or written abuse of a school employee or fellow student
6. Theft

7. False fire alarm and/or setting fire
8. Vandalism (intentional destruction or defacement of personal, student, church or school property)

4.4.2.1 Category III Offenses - Consequences

1. First offense: third fault
2. Second offense: fourth fault

4.4.3 Category II Offenses

1. Cheating: supplier, user, distributor
2. Reckless Driving: exhibition of speed and recklessness on or off school property (hanging out the window, riding on a moving vehicle, sliding on the ice, driving across the lawn, etc.)
3. Insubordination: refusal to obey a school rule, regulation, or request of a teacher or school official
4. Lying and deceit
5. Truancy: cutting class for a minimum of one-half the period up to and including all day
6. Inappropriate or unkind language: coarse, offensive, profane language or sarcasm
7. Inappropriate music, reading material and/or Internet viewing

4.4.3.1 Category II Offenses - Consequences

1. First offense: first fault
2. Second offense: second fault
3. Third offense: fourth fault

4.4.3.1.1 Additional Consequences

1. Cheating: receive a zero for assignment or test
2. Vandalism: restitution and/or repair and the possibility of criminal charges.

4.4.4 Category I Offenses

1. Disorderly conduct
2. Public display of affection
3. Poor attitude
4. Dress code violation (consequences explained in section 10.1)

4.4.4.1 Category I Offenses - Consequences

1. First offense: demerit or detention
2. Subsequent offenses: see fault system

4.5 Discipline Procedures

1. Students with offenses under categories III and IV will immediately be sent to the principal/administrator with a Disciplinary Referral Form. Students with offenses under category I or II will be given a detention.

2. If a category I or II offense is deemed serious enough, the teacher will immediately send the student to the principal/administrator with a Disciplinary Referral Form.
3. The principal/administrator, upon reviewing the facts of the offense(s) will discern their validity. If the charges are verified, the consequences will be assigned as prescribed by the fault system. If the charges are not verified the student will be cleared of the charges.
4. An oral or written notice of the charges will be presented to the parents. A conference can be arranged if necessary.
5. After the discipline is completed, an apology from the student to the offended party will be required as part of the restoration process.

4.6 Probation Policy

A probationary period gives an undisciplined student the opportunity to improve. It also gives opportunity to counsel, review and take specific action with a student during and at the end of the probationary period.

- A student may be placed on Behavioral Probation at any time and may be placed on Academic Probation at any time when his/her GPA falls below 1.75.
- Academic and behavioral probation periods are for 9 school weeks (which may include any carry-over from the fourth quarter into the first quarter of the following school year).
- If any academic or behavioral problems occur during the probationary period, a student may be required to withdraw before the probationary period has expired.

4.6.1 Notification of Probation

1. The teachers and administrator will write a list of expectations the student must meet to be removed from probation.
2. A conference will be held including teacher(s), parents/guardians, student and principal/administrator to give notification and explanation of the probation.
3. A letter explaining the probation, expectations and suggestions for parental action will be mailed to the parents/guardians.
4. Periodic progress reports will be sent to the parents/guardians.

4.6.2 Evaluation at the End of Probationary Period

1. A student will be removed from probation upon meeting the expectations listed in the letter.
2. If the student fails to demonstrate satisfactory improvements:
 - The administrator may ask the student to withdraw from the school and will notify the board of such decision.
 - Probation may be extended for 9 weeks only.

4.6.3 Consequences of Probation

A student on academic and/or behavioral probation may not participate, for the length of the probation, in extracurricular activities such as student council, class offices or choir performances and athletics.

5 FINANCIAL POLICIES

5.1 *Holding of School Records*

Report cards and transcripts will not be issued unless all library books are returned; all library and textbook fines, late pick-up fees and tuition fees are paid. All sports uniforms must be turned in, and accounts also must be up to date.

5.2 *Payment Policies*

No family may re-enroll for a new school year with an outstanding balance due.

Tuition payments are due on the 1st day of the month. A grace period is allowed until the 7th of the month, after which a late fee of 1.5 % per month will be added to the total amount past due.

5.2.1 *Past Due Policies*

If a student's account is more than 15 days past due, parents will receive a statement and/or phone call reminding them of the urgency of promptly bringing their account current and a discussion of a plan to do so.

If a student's account is more than 45 days past due, parents will be requested to submit a plan outlining a payment schedule bringing their account current so that their child may remain at school.

An account more than 75 days past due may be sent to collection and the student(s) officially withdrawn from the school. In order to re-enroll at Heritage, they must begin the enrollment process over. The re-enrollment process will not begin until ALL past due amounts are paid in full.

Official report cards, transcripts, and records will not be released or sent to other schools or colleges with any outstanding balance.

A \$25 charge will be assessed for each insufficient funds check.

5.3 *Early Withdrawal Policy*

Because HCA must make a full year commitment to its faculty, students withdrawing ten days or more after their registration date must pay an early withdrawal fee of \$250.

As the school year costs are allocated over the assigned school days and tuition payments are made according to the payment plan chosen, a refund or an additional amount may be due at the time of withdrawal.

6 GRADING AND TRANSCRIPT POLICY AND PROCEDURES

6.1 Coursework & Grading

Grades will be based on daily assignments, long-range projects, reports, class participation and tests.

6.1.1 Extra Credit

Extra credit may be given sparingly. If a teacher chooses to give extra credit, it will be offered to the entire class, not just to an individual student based on the individual need.

6.1.2 Late Homework

In General, if homework is not turned in by the due date, the following will apply:

- 1 day late—the highest grade possible would be a 75%
- any additional days late—will be up to the discretion of the teacher
- repeat offenders will receive a zero on any late work

6.1.2.1 Late Homework due to Technology Problems

If students experience computer or printer problems at home while doing homework or projects, they must email the teacher and explain the issue before the class time. If the student's printer breaks down, they should first email their assignment to a friend who could print it. If that is not an option, the student must email the assignment to the teacher, but the assignment grade will be reduced by 20% as a "late penalty". The school is not responsible for printing student work. Students should not ask teachers to print for them, and the computer lab printer may not be available before school or between classes for students to print. Students should plan ahead and not wait until the last minute to print out school work.

6.2 Class Drop/Withdrawal Policy

A drop/add period for classes is available at the beginning of each semester (two weeks for high school; one week for junior high). After the two-week high school or one-week junior high drop period, students failing to attend class, dropping or withdrawing from a class will result in loss of credit and a grade of F. Exceptions for undue hardships, discussed with the administration, may be considered. Withdrawals after the drop/add period will be recorded on the official transcript as WP (withdrew passing) or WF (withdrew failing).

6.3 Quarter/Semester Values

Our grading system is computed automatically in the software-grading program. The following are the percentage values for quarter, final exam and semester grades for junior high and high school. Please keep in mind that the actual final exam grade will not appear on the report card but is figured into the semester grade shown.

Junior High: 1st and 2nd Quarter each worth 45% + Final Exam 10% = Semester Grade

High School: 1st and 2nd Quarter each worth 40% + Final Exam 20% = Semester Grade

6.3.1 Algebra I Transcript Credit

Grades earned in 8th grade Algebra I may be given high school credit, figured using the High School criteria above, computed in the high school GPA and will appear on the high school transcript.

6.4 Report Cards

Report cards are available at the end of each nine-week quarter. Students are evaluated on both academic achievement and conduct. Parent-teacher conferences will be held at the end of the first and third quarters.

6.5 Grade Scales & Student Conduct Evaluations

Because of additional work and more rigorous standards, Advanced Placement (AP) classes will be graded on a scale that differs from the Standard Course.

Student conduct evaluations, which are on each report card, will be based on the teacher's observation of the student both in and out of the classroom.

<u>Standard Course</u>		
<u>Grade</u>	<u>Percentage</u>	<u>GPA Value</u>
A	90 - 100	4
B	80 - 89	3
C	70 - 79	2
D	60 - 69	1
F	59 and Below	0

<u>Advanced Placement Course</u>		
<u>Grade</u>	<u>Percentage</u>	<u>GPA Value</u>
A	90 - 100	5
B	80 - 89	4
C	70 - 79	3
D	60 - 69	1
F	59 and Below	0

<u>Behavior Scale</u>		
	0 = Outstanding	
	S = Satisfactory	
	I = Improving	
	N = Needs Improvement	

<u>Behavior Scale</u>		
	1 = Outstanding	
	2	
	3 = Expected	
	4	
	5 = Needs Improvement	

6.6 Eligibility for GPA Ranking, Valedictorian and Salutatorian

Any 9-12th grade student must be in attendance at Heritage for four consecutive semesters in order to be included in GPA ranking, or considered for valedictorian and salutatorian honors.

6.7 Honor Roll

On a weighted 4.0 scale, the following grade point averages are recognized:

Honor Designation	Cumulative Grade Point Average
Honor	3.50 to 3.49

High Honor	3.49 to 4.0
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6.8 *Sports Eligibility*

6.8.1 **Schedule and Requirements**

To be eligible a student must:

Be a full time student (6 classes or more)

Not have one “F” or two “D’s” at eligibility checks on his report card

Remaining eligible:

Heritage will conduct weekly grade checks (done every Wednesday) beginning the third week of the first, second, third, and fourth quarters. If an athlete is ineligible on a Wednesday, then he/she is ineligible until the following Wednesday. They may attend practice, but may not play in games.

If a student has one “F” or two “D’s” at the end of the first semester, he/she is ineligible for the first two weeks of the second semester.

*If students become ineligible three times during any one season, the student may no longer be able to participate and will lose the opportunity to letter.

Students that participate in sports at other schools must still meet the HCA eligibility requirements. Students must have good communication with the public school office and its athletic department. Failing to do so can jeopardize the student’s personal eligibility and the eligibility of the entire team of that school.

Eligibility will be determined each Wednesday. Students missing work or requiring help from a teacher MUST have all grades submitted by Tuesday so that grades may be updated by Wednesday morning. Exceptions to the rule cannot be made and eligibility is final once it has been submitted.

6.8.2 **Student Responsibilities**

Students should check grades weekly and seek help from teachers when grades are below average. Students should know where they stand academically in every class at all times and should communicate well with both parents and teachers to keep ineligibility from being a surprise.

6.9 *Lettering*

6.9.1 **Sports Requirements**

To letter in a varsity sport, a student-athlete must compete in one-third of the total quarters, matches, or innings in their sport.

6.9.2 **Academic/Elective Requirements**

To letter in an academic or elective subject, students must actively participate in all projects or events for the year and must receive a grade of “A” or “B” for each Semester.

6.10 *Final Exams*

6.10.1 Semester Final Exams

Final exams will be given at the end of each semester for both junior and senior high students

6.10.2 Eighth Grade Exit Interview (Spring Semester)

At the end of the second semester, eighth graders will present a capstone project which may replace some final exams.

6.10.3 Senior Thesis

At the end of the second semester, seniors will present their Senior Thesis which may replace exams in 12th grade Bible, English, and Gov/Econ. This does not apply to AP classes.

6.11 *Course Requirements and Electives*

6.11.1 Junior High Requirements

The following courses are required to complete junior high:

<u>Course</u>	<u>Semesters/Years</u>
Bible	4 Semesters (2 Years Total)
English	4 Semesters (2 Years Total)
History	4 Semesters (2 Years Total)
Math	4 Semesters (2 Years Total)
Science	4 Semesters (2 Years Total)
Foreign Language	2 Semesters (1 Year Total)

6.11.2 High School Requirements

The following courses are required to complete high school:

<u>Course</u>	<u>Semesters/Years</u>
Bible	8 Semesters (4 Years Total)
English	8 Semesters (4 Years Total)
History / Government	8 Semesters (4 Years Total)
Math (includes Algebra I if taken in Junior High)	8 Semesters (4 Years Total)
Science	8 Semesters (4 Years Total)
Foreign Language	6 Semesters (3 Years Total)
Health	1 Semester (1/2 Year Total)
Speech	1 Semester (1/2 Year Total)

Classical Elective	2 Semesters (1 Year Total)
General Electives	3 Semesters (1 1/2 Years Total)

6.11.3 Dual Enrollment

Students will have the opportunity to enroll in classes through Grand Canyon University that will count for both high school and college credits. This opportunity is only open to Juniors or Seniors with a current GPA of 3.0 or higher, unless special permission or exception is given by the administrator.

Classes and schedule must be approved by the administrator before enrolling. Dual enrollment classes may not substitute for HCA Core Curriculum classes.

7 HCA Privacy Policy

All information provided to the school, including grades, phone numbers, addresses, and email addresses are completely private and secure, stored on a secure internal system. HCA will never share or publish any of your information without your permission, and even then it will only be used internally. Teachers and staff have access to contact information.

8 HCA Social Media Policy

8.1 General Overview - Our Worldview and Protecting Our Values

As an organization with a commitment to quality education, Christian worldview, and the safety of our students, as well as the preservation of our outstanding reputation as a school, the standards for appropriate online communication at Heritage Christian Academy are necessarily high. While we respect the right of students, employees, alumni, and other members of our community to utilize the variety of social media options available, we must insist that the following standards be met by our students and faculty at all times, as well as by alumni and all other users who participate in HCA-sponsored sites.

8.2 HCA Social Media Comments and Participation Policy

Comments to HCA-sponsored sites, such as its Facebook page, Website via blogs, online forms, etc., or other social media sites, are welcome and encouraged, and we look forward to hearing from you. To promote respectful discussion within this forum, we request that you be courteous and productive and avoid comments that are profane, obscene, offensive, sexually explicit, inappropriate, inflammatory or otherwise objectionable. Blogs often foster debate of an issue; users are to engage in such exchanges with mutual respect for others' opinions.

For the privacy of users and their families, please assume that all postings to HCA-sponsored sites will be publicly available on the Internet and therefore publicly accessible without limitation or protection of any kind. Please consider how much personal information to share, with the understanding that this information may be linked to your name and published on the Internet. Note that this does not apply to personal information given to the school for our internal uses (see Privacy Policy above).

By posting a comment or other material to HCA-sponsored sites as outlined above, users give HCA the irrevocable right and license to exercise all copyright, publicity, and moral rights with respect to any content you provide, which includes using your submission for any purpose in any form and on any media, including but not limited to: displaying, modifying, reproducing, distributing, creating other works from, and publishing your submission. HCA reserves the right to review all comments before they are posted, and to edit them to preserve readability for other users.

HCA further reserves the right to reject or remove comments for any reason, including but not limited to our belief that the comments violate this Comment Policy, to determine in its sole discretion which submissions meet its qualifications for posting, and to remove comments for any reason, including but not limited to our belief that the comments violate this Policy. Any submissions that fail to follow this Policy in any way or are otherwise irrelevant will be removed.

We also reserve the right to amend this Policy from time to time in our judgment to address issues that may arise and changes in our operations or the law.

8.2.1 Posting on Social Media Sites

In posting material on HCA-sponsored sites, *you agree NOT to:*

1. Post material that HCA determines is threatening, harassing, illegal, obscene, defamatory, slanderous, or hostile towards any individual or entity.
2. Post phone numbers, email addresses or other confidential information of students, faculty, or any other person other than yourself. If you choose to post your own contact information for any reason, please be aware that the information will be available to the public and is, therefore, subject to misuse.
3. Post material that infringes on the rights of HCA or any individual or entity, including privacy, intellectual property or publication rights.
4. Post material that promotes or advertises a commercial product or solicits business or membership or financial or other support in any business, group or organization except those which are officially sponsored by HCA, except in designated areas specifically marked for this purpose.
5. Post chain letters, post the same comment multiple times, or otherwise distribute “spam” via the HCA-sponsored site.
6. Allow any other individual or entity to use your identification for posting or viewing comments.
7. Post comments under multiple names or using another person’s name.

8.2.2 Consequences to Violating Social Media Policy

HCA reserves the right to do any or all of the following:

1. Ban future posts from people who repeatedly violate this Policy.
2. Remove or edit comments at any time, whether or not they violate this Policy.

8.2.2.1 Indemnification Agreement

User agrees to indemnify and hold harmless Heritage Christian Academy, its affiliates, directors, employees, successors and assigns against any damages, losses, liabilities, judgments, causes of action, costs or expenses (including reasonable attorneys’ fees and costs) arising out of any claim by a third party relating to any material user has posted on HCA-sponsored sites.

By posting a comment or material of any kind on an HCA-sponsored site, the user hereby agrees to the Policy set forth above.

8.2.3 Student Use of Social Media

First and foremost, students are encouraged to always exercise the utmost caution when participating in any form of social media or online communications, both within the HCA community and beyond.

Students who participate in online interactions must remember that their posts reflect on the entire Heritage Christian Academy community and, as such, are subject to the same behavioral standards set forth in the Student Code of Conduct.

In addition, students are expected to abide by the following:

1. Students may not use social media sites to publish disparaging or harassing remarks about HCA community members, athletic or academic contest rivals, etc.
2. Students who choose to post editorial content to websites or other forms of online media must ensure that their submission does not reflect poorly upon the school.

Failure to abide by this Policy, as with other policies at HCA, may result in disciplinary action as described in the Student Handbook, or as determined by the Administration.

GENERAL HCA POLICIES AND PROCEDURES

8.3 DRESS CODE POLICIES

Parents are responsible to support students adherence to the dress code before their student leaves home so that school and home may work in harmony with one another. If questions exist on certain styles or types of clothing, parent and student should refer them to the principal in advance of the student wearing the item in question.

Heritage Christian Academy strives to develop godly inner qualities in its students that will then be reflected in their outward appearance. The student's dress should help create a learning environment and the school feels that there is a direct correlation in student dress and their behavior and attitude toward learning. As students learn to develop inner obedience to God, their dress should reflect such convictions as moderation, appropriateness and neatness.

8.3.1 Dress Code Objectives

The following six objectives serve as a guide when situations are encountered that are not specifically addressed.

1. The student's dress should be consistent with our statement of philosophy.
2. The student's dress should cause a favorable reflection of our Lord and Heritage Christian Academy.
3. The student's dress should adhere to standards appropriate for a learning institution.
4. The student's dress should be neat and clean.
5. The student's dress should allow attire that is practical and appropriate for the weather and activity.

8.3.2 General Dress Code Guidelines

The dress code shall apply to all students during school hours and school-sponsored activities held in or out of the school building. Depending upon the nature of a field trip or activity, the dress policy will be determined by the teacher and/or principal.

If in the judgment of any staff member the attire of a student is inappropriate, the student will be sent to the office for a dress code review by the principal. If deemed "out of dress code," the student will be individually dealt with and may be asked to return home to change clothes (or parents may bring a change of clothes to school) before he/she is allowed to return to class.

8.3.2.1 *General Guidelines*

1. Hair should be neatly styled and out of the eyes.
2. Extreme hairstyles or unnatural colors are not allowed.
3. Shoes must be worn at all times.

8.3.2.2 *Boys Unacceptable Apparel (Not an All-inclusive list as items may be added during school year)*

1. cut-offs
2. saggy or excessively tight clothing
3. clothes worn inside out or reversed
4. visible underwear
5. body piercing
6. sunglasses, hats, bandanas
7. clothing with holes that show skin above the knee or on the torso
8. shorts that are shorter than approximately 2” above the top of the kneecap

8.3.2.3 *Girls Unacceptable Apparel (Not an All-inclusive list as items may be added during school year)*

1. cut-offs
2. saggy or excessively tight clothing
3. clothes worn inside out or reversed
4. visible underwear
5. Girls’ body piercings (other than ear-lobe piercings) must be approved by the administrator before being worn to school. Any piercings that are not approved will have to be removed immediately despite the effect to the piercing itself.
6. sunglasses, hats, bandanas
7. clothing with holes that show skin above the knee or on the torso
8. straps that are less than 3 inches wide (each strap, not a combination of straps)
9. low-cut, sheer or immodest clothing: tank, crop, or halter-tops, spaghetti straps, large arm openings (no midriff or mid-lower back showing), etc.
10. dresses/skirts/shorts that are shorter than approximately 2” above the top of the kneecap

8.3.2.4 *Consequences for Dress Code Violations*

- First Offense:** Conference with principal and/or teacher, change of clothes required
- Second Offense:** Detention, change of clothes required
- Third Offense:** First Fault
- Fourth Offense:** Second Fault

8.3.3 Dress Code for Formal Dances

The dress code policy for formal dances will remain consistent with the school's commitment to Biblical principles. Dresses for girls should be modest. Specifically, strapless dresses will be allowed, but dresses must not be low-cut, have sheer tops, have slits higher than the knee, or expose any midriff. In order to prevent the embarrassment that could arise from being denied entrance to a dance because of student or guest's clothing, specific questions should be reviewed with the faculty sponsor or principal in advance.

8.4 Weapons and Concealed Carry Permits

HCA prioritizes the safety of our students, faculty and staff. It is therefore imperative that any weapon of any kind that is to be brought to school be approved by the administration. This includes, but is not limited to, handguns that are accompanied by a proper conceal and carry permit.

You must adhere to this policy while on the HCA campus, in transporting students in an HCA official event in a personal or school vehicle, or any other venue in which you are representing (or believed to be representing) HCA.

8.5 Electronic Devices & Computer Policy

8.5.1 HCA Office or Classroom Telephones

The office phone is not available for student use unless it is an emergency. In case of an emergency, the receptionist will place the phone call for the student.

8.5.2 Audio Restrictions

Please do not bring earphones, iPods, MP3 players or any other devices of like nature. These materials will be confiscated if visible during class time. They are also not allowed on field trips unless permitted by the classroom teacher.

8.5.3 Personal Cell Phones

Junior High students are not permitted to have cell phones during the school day (8:00am to 2:55pm). This includes no cell phones during lunch or during passing periods. Phones should be turned off and stored or left at home.

High School students are only permitted to use cell phones during their lunch period (12:35-1:10) in one of the designated lunch areas (i.e. cafeteria, lyceum, or outside) as a high school privilege. They may not be accessed in the halls or classrooms during lunch. During any other time, including passing periods, phones should be turned off and stored.

If a Junior High or High School student's cell phone is seen or heard at a time that is not permitted, the following consequence(s) will be enforced:

First Offense: Cell phone will be taken from student and given to an administrator. The phone may be returned to the student after two full school days.

Second Offense: Cell phone will be taken from student and given to an administrator. The phone may be returned to the student after four full school days. The student receives a detention.

Third Offense: Cell phone will be taken from student and given to an administrator. The phone may be returned to the student after seven full school days. The student will be placed on First Fault status and receive one (1) day of in-school suspension and a parent/student meeting will be required with an administrator.

Fourth Offense: Cell phone will be taken from student and given to an administrator. The phone may be returned to the student after ten full school days. The student will be placed on Second Fault status and receive three (3) days of out-school suspension and a parent/student meeting will be required with an administrator. Any subsequent cell phone violations will result in a fourth fault penalty.

Please note that this policy covers student access to cell phones only and that additional student discipline may be in order depending on how the cell phone was used (i.e. cyberbullying, cheating, and inappropriate language). Parents may pick up cell phone from the administration during the disciplinary period.

8.5.4 Computer Policy

All students must have a teacher's permission to be in the computer lab. All procedures must be followed or disciplinary action will follow.

8.6 Transportation Devices

8.6.1 Bicycles/Skates/Skateboards

If any of these items are ridden to school, students are to park in the assigned area as soon as they arrive on campus. They are not to be ridden during school hours.

8.6.2 Automobiles

Students with legal driving privileges (possessing a legal Colorado driver's license) are to park in the assigned area as soon as they arrive on campus. Any items needed from the automobile are to be brought into the school in the morning. Automobiles may not be accessed during school hours.

At times, students may be asked to participate in school sponsored functions using their automobiles for transportation. The student driver agrees to abide by all HCA policies and procedures.

8.6.3 Student Parking

Responsibilities included in vehicle use are as follows:

1. Students must fill out vehicle registration forms to be kept on file in the office.
2. Vehicles must be parked in student-designated parking spaces.
3. Students are not to sit in their vehicles during lunch or return to their vehicles during the school day.
4. Please use courtesy and caution when driving in the parking lot.
5. At the end of the day, students must not loiter in the parking lot; they are to leave immediately.

8.7 Book Policy

Textbooks and library books are to be handled carefully. If books are not returned on, or prior to, the last day of school, a fine will be assessed for the lost or damaged books, and included on the family's tuition account.

8.8 Chapel

Chapels are held on a regular basis to encourage the spiritual development of the students. Parents are always welcome to attend chapels. Typically, area pastors, youth pastors/directors, special ministries/missionaries, etc. speak at chapel.

8.9 Commons Area

Food may not be eaten in the commons area. The commons area should be a library like atmosphere. Students are not allowed to wear earphones in the commons. Cell phone usage in the commons is not allowed. All students must be sitting in the chairs; not lounging on the floor.

8.10 *Dance Policy*

8.10.1 Philosophy

Heritage Christian Academy believes that there is a place for school-sponsored dances for high school students. When held in a safe and appropriate manner, dances are consistent with the school's mission and core values by promoting the application of Christian principles such as self-control, Christ-like character, and personal responsibility in personal relationships. If conducted according to the following policy, the school believes dances will provide a positive social environment for high school students.

The school also encourages students to attend dances without undue pressure to go with a "date." It is the express intent of the school that these dances are venues open to all high school students as a means of encouraging healthy interaction with other Heritage students.

The following policy is designed to outline the guidelines and responsibilities that will ensure a positive experience for those families and students who choose to attend these functions.

8.10.2 Attendees

Attendance at all dances is limited to current high school students of Heritage Christian Academy, with the exception of high school guests who are pre-approved by the faculty sponsor and high school principal. Approval for non-HCA guests will be considered on the basis of a request form to be submitted to the high school office at least one week in advance of the dance. Parents of students who bring guests to dances are accountable for the behavior of their respective guests. Names of approved guests will be listed at the entrance to the dance, and guests must be accompanied by their sponsor at all times.

8.10.3 Chaperones/Security

All school-sponsored dances will have a faculty sponsor and will be chaperoned by four to six teachers and or parents. Parents and students must recognize that parents serving as chaperones have the same authority as members of the Heritage staff. .

Students are not allowed to leave the dance facility or return to their cars except under extreme circumstances and then only with permission from and accompanied by a chaperone. Students who leave the dance facility or return to the parking lot without permission will not be allowed to re-enter the dance.

8.10.4 Behavior

Parents are responsible for the appropriate dress of their students, including at school-sponsored dances. The student's dress should be consistent with the school's statement of philosophy.

Extreme or inappropriate dance or behavior will not be permitted. Heritage students or their guests who fail to meet the expectations of or refuse to comply with the directives of chaperones will be asked to leave the dance and may be subject to additional disciplinary action as deemed appropriate by the administration. In such cases, parents will be notified and permission to attend future dances may be jeopardized.

8.10.5 Music

The dance sponsor and student representatives are responsible for approving the play list to ensure the integrity of the music. Christian and secular music will be permitted at dances provided the play list is approved in advance. Music containing profanity, sexually explicit or suggestive lyrics, lyrics condoning any illegal or immoral behavior, or lyrics alluding to alcohol or drug use is expressly forbidden. Christian disc jockeys or Christian bands are required. In the event a disc jockey is hired for a dance, a play list and a copy of this policy will be

provided to the disc jockey in advance. During the dance, students are not to request songs from the band or disc jockey that do not comply with this policy or that are not consistent with the standards applied to create the play list.

8.11 *Food and Gum*

Gum chewing is not allowed. Consequence of chewing gum will be an automatic detention.

All food and beverages will be consumed in the lunchroom or lycuem. Classroom teachers may serve candy or treats at the teacher’s discretion.

8.12 *Heritage Happenings*

8.12.1 *Heritage Happenings*

Heritage Happenings will be published twice a month. It includes upcoming dates, events, opportunities and schedules pertinent to our school family. Be sure to post this in a convenient place for all family members to see.

8.13 *Lockers*

Lockers are to be kept neat and clean. No offensive or suggestive pictures or posters are to be put in the lockers. It is important that students place all their books and materials inside their lockers. Students may keep backpacks on top of the lockers during the school day. After school, any articles left on the floor or on top of the lockers will be collected and placed in the lost and found.

8.14 *Lost and Found*

Lost and found is located in the cabinet near the music room. Students may claim items there.

8.15 *Medication*

If your student is taking either a prescription drug or over-the-counter medication during school hours, it is school policy to have them stored and dispensed through the office. The medication must be stored in its original container. Our intent is for the safe and accurate distribution of medication. Parents must sign the school’s medication sheet before it can be given to your child. This includes pain and allergy medications.

8.16 *School Closure*

Normal School Hours	Doors open at 7:50 a.m.	8:00 a.m. – 2:55 p.m.
Zero Hour	Doors open between 6:55 a.m. to 7:15 a.m.	7:00 a.m. – 7:50 a.m.

In case of circumstances that would necessitate the closing of school such as severe weather, families should check our website at www.heritagechristian.info or Facebook page. In the event of a late/delayed start, school (PreK-12) will start at 10AM.

All students must leave the building by 3:15. If they are attending an activity after school they must be in that area with the sponsor. Students waiting for sports practice must be in the gym by 3:15 or in the designated location. Students are not allowed to mingle with friends in the parking lot or other school areas after they have been picked up. They are not allowed in the playground or field area after school unless they are with a school athletic event, even with parent permission. Please help us make sure that your students are safe by staying in the designated areas and keeping your students with you after they

have left the supervision of the teacher on duty.

8.17 *Student Visitors*

No student visitors are permitted unless arranged through the administrator.

8.18 *Volunteering*

The quality of education and experience of the students at Heritage is supported by the volunteer efforts of our families. The purpose of the volunteer program is to strengthen the school through the use of many individual talents and interests. Your help is deeply appreciated. A sign up sheet will be distributed to each family for school wide activities that need parent volunteers.

Any volunteer may be required to have a background check at their own expense prior to being allowed to volunteer at HCA. This decision is based upon the volunteer's interaction with the students and should be made by the immediate teacher, staff, coach, or administrator that is soliciting and supervising the volunteer's help.

8.19 *Communication with Parents/Guardians*

8.19.1 Parent Communication Meetings

Parent Communication Meetings provide for informal fellowship between parents, staff and board members. These gatherings are held to keep our families informed of the school's operations, policies and to strengthen the Christian home and relationships in the school family. The school board generally conducts open meetings twice each school year - generally in August and January. Parents are encouraged to share questions, suggestions and comments.

8.19.2 Parent/Staff Relationships and Conflict Procedures

8.19.3 Personal Conflicts

In matters of personal conflict, we are guided by Matthew 18:15-16, "If your brother sins against you, go and show him his fault, just between the two of you. If he listens to you, you have won your brother over. But if he will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses."

All issues relating to conflict should be held in the strictest confidence. Generally, if the parties involved believe they are physically, spiritually, and emotionally safe, the following steps should be followed if personal conflicts develop between teacher, student, staff member and/or parent.

1. Talk and pray (for clarity of facts, wisdom in discerning the root of the issue, for God to protect the unity of believers in midst of the confusion, etc.) with one another. Be kind as well as gentle and choose the time and place best for both parties involved.
2. Together develop a written plan of action to help resolve the conflict.
3. Allow the resolution plan of action a chance to work. Have a stated time frame.
4. If the situation is not resolved, then involve the Administration.
5. The Administration will depend entirely on Christ in helping to mediate the conflict. While not an all-inclusive list, some methods used by the Administration will be praying, gathering facts and details, ensuring communication and understanding, creating a safe environment for

resolution, rebuilding trust among parties, directing parties to resources/advice to help advise, affirms wise choices, and giving Godly instruction and counsel.

6. A new written plan of action will be developed with an appropriate time frame.

In the event that a person understands that initially approaching the person one-on-one is unwise or unsafe, please prayerfully present the conflict to the Administration so that it may address and attempt to resolve the conflict. The reason for this exception is that while the Matthew 18 model works in most situations, HCA recognizes that at times an imbalance exists that does not allow for a neutral environment for resolutions to be explored. These imbalances may be created by many things some of which are spiritual maturity differences, physical safety issues, positional differences (ex: permanent teacher vs. student teacher), etc.

8.19.1 Professional Policy Conflicts:

Concerns should be first submitted and discussed with the Administrator. The Administrator will determine whether the policy issue falls under the Head Administrator's or the Board's jurisdiction. Then the appropriate party will review the applicable issue against policy and determine a proper course of action. Discussion of the issue and final decision will be communicated to the person(s) concerned, and to others on a need-to-know basis.

In rare situations either the Administrator or the person raising the policy issue may petition the President of the HCA Board of Directors to determine if the HCA Board of Directors should review and assess the situation. However, this policy is used infrequently in high level cases such as HCA liability or legal issues, disregard for all policies, etc. Appropriate channels should be attempted before the board is involved, unless there is direct conflict with the administration.

In both the personal and policy conflicts, strict confidentiality is to be maintained at all times. Please do not involve other co-workers, outside parties, or HCA stakeholders (parents, students, community partners, etc.) in school-related conflicts. This includes offering the details of the situation in a seemingly innocent public "prayer-request." Our Lord knows the details, therefore, the party praying for you needs only to pray for your needs of clarity, reconciliation, strength, wisdom, etc.

8.19.2 HCA Board of Directors

The HCA Board of Directors is comprised of four to nine people who are professing Christians who believe in the authority of the Bible as Truth and the Lordship of Jesus Christ. They are men and women of prayer who offer their time and talent as they serve God at Heritage. Board members understand the distinct philosophy of Christian school education and commit their time to refining this ministry for Heritage families. The board seeks to establish a positive image of Heritage through communication and association with our constituency and community.

The role of the board is to provide governance leadership and to pursue through its policies, the mission of the school and to ensure that these policies are implemented by the administrator. The board approaches its task with a style that emphasizes foundational documents and philosophical statements rather than preoccupation with the day-to-day management of the school. They focus on strategic policy-directed leadership more than administrative detail, and they have clearly designated the administrator as the visible leader of the school.

8.19.2.1 HCA Board of Director Meetings

Board meetings are generally held monthly. For specific dates and times, check with the office. If you have an item for consideration, please call the administrator in advance for inclusion on the agenda. Board meetings are

open to parents and staff.

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