

PHILOSOPHY STATEMENTS

Vision Statement – Heritage Christian Academy exists to equip and nurture students to be servant leaders with Christian worldview who will impact their world for Christ.

Mission Statement: To offer authentic faith, academic excellence and a nurturing environment.

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

Core Values

- Implementing a Christian world-view
- Offering academic excellence
- Living out a Christian life
- Assisting the home
- Being a wise steward of God’s resources
- Administering a non-denominational school

Philosophy

God has given parents the responsibility of teaching and training their children. The rationale for the existence of the School is to assist parents, as an extension of the home, in providing an education that is thoroughly and distinctively Christian; challenging each student to grow in Christlikeness, as evidenced by spiritual, academic, physical and personal maturity. 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.

A man’s philosophy determines his thoughts, words, and actions. A school’s philosophy determines the purpose and the goals of the institution. Heritage Christian Academy wants to help each student develop a Christian world and life 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 total process of education seeks the development of the student toward true knowledge, righteousness and holiness in Christ. Thus, the student can mature spiritually, mentally, socially and physically as we teach and lead in accordance with God's design. Christian education develops students who think as Christ thinks. One who thinks Christianly 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. Non- Christian educational philosophy either ignores God's existence altogether or ignores His involvement in human affairs, thus developing students who think only in human terms, bounded by the limits of this life, and seeing all issues as man sees them.

Even though knowledge is factually the same for various viewpoints, the interpretation and significance of the factual knowledge is not the same. The full truth of any subject cannot be taught if God is ignored or denied. Therefore, Christian education cannot take place unless Biblical truths are taught and integrated throughout all areas of the school.

Student Outcomes

HCA students will:

1. Know and believe God is Truth and that He reveals Himself through the Bible, His divinely inspired Word and through Creation.
2. Believe in Jesus Christ as his Lord and Savior
3. Recognize that the Holy Spirit is the Revealer and Teacher of Truth.
4. Have a heart attitude for daily fellowship and communion with God individually and as a member of a evangelical church body
5. Live a life consistent with and worthy of the Gospel of the Lord Jesus Christ.
6. Develop self-discipline and personal responsibility based on respect for and submission to God and those whom God has placed in authority over him.
7. Understand the role and responsibilities of each individual within the Body of Christ.
8. Defend and articulate a Christian worldview by integrating all areas of life with the principles set forth in the Word of God.
9. Develop a proper understanding and acceptance of himself as the unique individual God created him to be.
10. Develop Christian principles of responsibility and accountability for his thoughts, words and actions and recognize the consequences suffered when the principles of God's Word are violated.
11. Recognize that his conscience is his internal property and guard it above all other real or personal property.
12. Develop Biblical perspectives of personal relationships, marriage and the family.
13. Cultivate his academic abilities in all core subjects by striving to meet the academic standards within the school's curriculum.
14. Have a life long desire to learn, and to reason logically, think critically and do independent study using Biblical criteria.
15. Develop a God-centered view of citizenship, liberty and government and relate current events to God's plan for mankind and the world
16. Recognize his stewardship responsibility of God's creation
17. Know and believe that bodily discipline in pursuit of godliness is profitable, by promoting habits that contribute to good health and the wise use of the body as the temple of God.

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; Romans 1:7, 8:28; Hebrews 1:8; Acts 5:3, 4
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 1:15-17; John 14:3, 6; 1 Timothy 2:5; Luke 1:34-38; Matthew 1:23; 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, 16:7-11
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
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. Corinthians 5:17; Romans 5:1, 10; 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
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
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

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. Thus, it is our vision that

Heritage Christian Academy exists to equip and nurture students to be servant-leaders who have a Christian worldview and will impact their world for Christ.

It is our mission to:

Offer authentic faith, academic excellence in a nurturing environment

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

Increasingly, America's influential institutions have become enemies of God. The truths of Scripture are rejected in favor of secular humanism, Eastern religions, and new age philosophies. The Bible has been accorded the status of *persona non grata* in the classroom. Prominent Biblical themes such as God's ownership and creation of the world, the sinful state of man, the deity of Christ, moral purity, and individual accountability to God have been overthrown by scientific atheism, the exaltation of self-esteem, the deification of self, moral relativism, and a feel-good doctrine that teaches one is accountable only to oneself. The resultant and profound absence of scriptural truth in the classroom brings forth the adoption of secular humanistic and socialist views of life. This is why there is such a great need for spiritual renewal. The present spiritual and philosophical deterioration of our culture should not and must not be acceptable to Christian believers. After our personal reconciliation to God, our most important function in life is to adopt a Christian worldview and successfully pass it on to our children.

Christian parents have the responsibility to prepare their students to take their place in the administration of affairs in our society. Spiritual leaders and Christian educators help effectively in this process. If parents and educators do not train them appropriately, who will do so? If we do not begin now, how will they learn to think and reason biblically? How will they be enabled to call our culture back to a theistic worldview rather than the false and shifting foundations of secular humanism? At HCA, our goal is to prepare future leaders who are equipped academically to function successfully in the culture and equipped spiritually to act as agents of change. This is the great hope for a future spiritual renewal of the culture.

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

Why HCA Selected an American Classical Education

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.

Students, who think Christianly, hold a worldview that causes all issues of life to be understood within the context of the eternal. They view all issues of life as God sees them. Non-Christian educational philosophy either ignores God's existence altogether or ignores His involvement in human affairs, thus developing students who think only in human terms, bounded by the limits of this life and seeing issues as man sees them.

Christian education begins with the study of God's Word to search for His principles. 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

An American Classical Education develops instructional materials for each grade level in language arts, history, geography, visual arts, music, math, and science. It encourages the faculty members to search out additional resources to challenge and stimulate their students. It provides an environment of learning unchained to a single textbook; thereby equipping the student to research additional sources that enlighten, enrich, and educate the student on a greater scale.

American Classical Education (also known as the Principle Approach), equips students to relate the facts they research to the world around them and draw conclusions through critical thinking skills. Consequently, they have the ability 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, an American Classical education gives the student a well-rounded educational experience in which he learns how to research well, think critically, and solve problems—key ingredients universities and employers have found missing in recent generations. Clearly, classical Christian education restores the proven form of education that produced the greatest thinkers, leaders, and scientists in the Western world from the time of the Greeks until the late 19th century, including America's founding fathers.

An American Classical education emphasizes the spiritual formation in the lives of those who founded our democratic republic. We see how God used the First Great Awakening to shape the character of the Founding Fathers and the Second Great Awakening to reestablish the Judeo/Christian ethic that led our nation to world prominence. The American Classical program demonstrates aptly how the strength of character and superlative wisdom of the Founding Fathers came not from man but from God and thus re-establishes the spiritual baseline our society has lost. We believe a Christian education of this nature is one of the ingredients essential to restore the blessing of God upon our culture.

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

Distinctives of American Classical Education



Word Study

- use of Webster's 1828 dictionary to look up key words for a given chapter/unit etc.

Purpose: to use the English language precisely and to consider God's thoughts and perspective as we communicate with one another

Applicable Bible Verses

- find appropriate Bible verses that correspond to key words, leading ideas or principles of the topic

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

Applicable Principles

- relate principle to key words and Bible verses

Purpose: to become habitual in reasoning based on God's Word

Four R's

- **Research** – read and study: primary documents
definitions from Webster's 1828 dictionary
applicable Bible verses
Scriptural principles
- **Reason** – use the word study, Bible verse
determine/ discover principles
draw conclusions
- **Relate** – relate principles to content
compare/ contrast content to principles
draw conclusions
- **Record** – write ideas in paragraph form
preserve in notebook

Purpose: to become scholars with excellence in critical thinking and writing

Timeline

- posed in classroom
- relate timeline to principles of each unit/chapter
- place subject content into appropriate points on the time

Purpose: to understand God's plan for the human race, America and each individual

Notebook

- set up notebook with appropriate dividers following standards set up by the classroom teacher
- preserve class work, constitution, handouts, etc.
- send home for parent perusal

Purpose: student takes responsibility for his or her academic development

The results of our Stanford Achievement Tests and the ACT tests for juniors demonstrate academic mastery at each grade level.

HCA Stanford Achievement Test Scores**ACT Test Scores**

Above Natl. Avg.	
K	9 months
Grade 1	1 year 4 months
Grade 2	1 year 2 months
Grade 3	1 year 4 months
Grade 4	2 years 4 months
Grade 5	2 years 2 months
Grade 6	2 years 6 months
Grade 7	4 years 9 months
Grade 8	3 years 4 months
Avg. HCA Achievement	Plus 2 years, 2 months

Year	National	Colorado	HCA
2004		20.3	24.6
2005	20.8	20.2	33.3
2006	19.3	20.3	25.3
2007	19.5	20.4	22.9
2008	20.9	20.5	22.6

However, even though the test scores are considerably higher than the state or national norm, the school does not endorse intellectual snobbery. HCA does not promote a culture of elitism, nor does it seek only students believed to have capacity for superior academic achievement. Convinced that a Christian education is for *every* believing family, our desire is for each student to work to their highest potential so that it could be said of them as it was of Jesus:

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

**Anti-harassment Policy
for students**

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 academy includes bullying in its definition of harassment. The academy 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 academy 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 fail to appropriately report it or take corrective action pursuant to this policy are also subject to disciplinary action, up to and including discharge.

I. Definitions and Prohibited Acts

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:

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.

Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.

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.

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. Unwelcome and Offensive. 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.

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 innuendo, 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. Also prohibited are statements that demean women.

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.

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.

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:

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.

Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.

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.

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.

7. Electronic Harassment. Harassment may occur through a number of mediums or means, including electronic communications. The student antiharassment 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), PDAs 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.

8. Physical Harassment. Prohibited actions include, but are not necessarily limited to, the following: 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.

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.

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.

10. 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:

Unwanted sexual advances or propositions.

Offering academic benefits in exchange for sexual favors.

Making or threatening reprisals after a negative response to sexual advances.

Visual conduct such as leering, making sexual gestures, or displaying sexually suggestive objects or pictures, cartoons, or posters.

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.

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.

Physical conduct such as touching, assaulting, impeding, or blocking movements.

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.

II. Application of Anti-harassment Policy

The student antiharassment 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 Christlike 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.

III. Prohibited Actions

- 1. Employee-Student Harassment, Bullying, or Intimidation.** Employee-student harassment, bullying, or intimidation of any type is prohibited.
- 2. Student-Student Harassment, Bullying, or Intimidation.** Student-student harassment, bullying, or intimidation of any type is prohibited.

IV. 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.

V. Where to Report Harassment, Bullying, or Intimidation

The following individuals are specifically authorized to receive complaints and to respond to questions regarding harassment:

1. Jeanette Drees	Kindergarten Teacher	Heritage Christian Academy	(970) 494-1022
2. Brian Ness	Elementary Principal	Heritage Christian Academy	(970) 494-1022
3. Elizabeth Pike	English Teacher	Heritage Christian Academy	(970) 494-1022

VI. 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.

VII. Protection Against Retaliation

It is against the school'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 the school 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, the school reserves the right to take appropriate action. Making false complaints or complaints not made in good faith can jeopardize someone's reputation.

VIII. 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.

Report Form for Reports or Complaints of Harassment

Complainant _____

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 antiharassment policy and understand the procedures the school will follow.

Complainant signature _____ Date _____

Complaint received by (name) _____ Date _____

ATTENDANCE POLICIES AND PROCEDURES for Elementary

Classroom attendance is an integral part of the student's success in learning. Because of the nature of certain lessons, they cannot be completely made up outside the class or at a later date. Every effort should be made by the parent and student to avoid absenteeism. Studies continue to show that student performance relates directly to attendance.

Unplanned Absences

If a student will not be attending school because of an unplanned absence, parents are asked to call the school office by 9:00 a.m.

- Parents may request work for the student to be sent home by the teachers; however, this request must be made by 9:00 AM.
- Work may be picked up after 3:15 from the teacher.
- Please DO NOT go to the classroom teacher before or during school expecting the teacher to stop what he/she is doing and put together a packet of work. The teacher's first responsibility is to his/her class and our school wide daily schedule. Please respect their time commitments and allow them the day to get requested schoolwork together for you to pick-up at the end of the day.
- Upon returning to school a student cannot miss physical education classes without a signed note from the parent.

Planned Absences

HCA discourages missing school due to vacations and short trips. This presents undue hardships for both student and teacher.

- If such an occasion cannot be avoided, a written request by the parent should be given to the teacher explaining the need for the absence and requesting that the student be given all work to be completed.
- Medical and dental appointments should be arranged so they will not interfere with classes. If this is impossible, excuses will be honored if a parent note is presented to the teacher/office.

Consequences

- Parents will be notified upon the 10th absence for that class.
- Upon the 14th absence, the principal will personally contact parents.
- Upon the 19th absence, your student may not receive credit for that class; parents and student will need to conference with the principal.

Tardy Policy

Students will be marked tardy:

- If they are not in their seats by 8:15 a.m.
- Every three tardies will equal an absence.
- Tardies will not be issued during obviously inclement weather.
- A student will not be marked tardy if they bring a note from a medical professional.

Illnesses

Please do not send your child to school with a fever. If your child becomes ill at school and has a fever, the office will call home and will expect the child to be picked up and signed out in the office.

School Hours

Pre-K.....	8:15– 11:20
AM Kindergarten.....	8:15– 11:20
Full Day Kindergarten.....	8:15 - 3:15
Grades 1-6.....	8:15 - 3:15

- K4 - 6 students may enter the building for inside supervision at 7:50 a.m. No student is allowed to go to his classroom until 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.
- Kindergarten students not picked up within ten minutes of dismissal will be taken to the school office to wait for pickup.
- We encourage students not to re-enter the building without proper permission and to leave the school grounds as soon as possible after dismissal.

Picking up Students

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.

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

Late Pickup

Please pick up your children promptly at 3:30 (K-6). Frequent late pickups will be charged a \$15 flat fee unless extended time is needed and after care charges will apply.

DISCIPLINE POLICY AND PROCEDURES

The purpose of discipline is to help the student who cannot govern himself/herself at any given time or place during regular school hours and school sponsored activities

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.

Unacceptable Behavior

The Teacher is to use his/her authority with wisdom and discretion in dealing with discipline problems.

The items listed below are not an exhaustive list, but are examples of behavior which would merit disciplinary action:

1. Disrespect for those in authority including teachers, administrators, staff, substitutes, volunteers, parents, and custodians
2. The careless use or misuse of property belonging to another student or to the school.
3. Disrupting the learning environment
4. Bringing weapons to school (including but not limited to guns, knives, etc.)
5. Intentional physical injury to others
6. Disrespect towards fellow students
7. Inappropriate language
8. Cheating
9. Theft
10. Lying

Disciplinary Procedures

In the case of unacceptable behavior by a student, the teacher may exercise the following disciplinary options:

1. Confronting the student with the offense and ask, "What did you do?" in order to deal with the correct offender/offense.
2. Notifying the student's parents. The student may be told to call a parent and acknowledge the offense personally.
3. Counseling the student on correct behavior
4. Isolating the offender from others
5. Removing privileges
6. Parent-teacher conference
7. Referral to a principal

When a student is referred to the principal, the following disciplinary options may be exercised depending on the nature of the offense:

1. The principal may contact the parents.
2. Counsel and pray with the student.
3. Parents may be called to school to assist in discipline.
4. After-school detention.
5. One to three days of in-school or out-of-school suspension. Upon returning to class after an out-of-school suspension, work missed must be completed. This is to insure that the student work is commensurate with the class. No credit will be given for such make-up work.

Discipline Consequences

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. The following policies govern detention:
 - a. 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.
 - b. 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.
 - c. 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.
 - d. Students who are absent from school on the day a detention was assigned must make up the detention.
 - e. Students who earn excessive numbers of detentions enter the Fault system, as noted below.

Recommendation for expulsion: any student expelled from school may have the privilege of re-applying after a minimum of one semester has lapsed. However, re-admission will be granted only if a change of attitude and/or action has truly taken place. The administration may also refer re-admission cases to the school board.

DRESS CODE POLICY AND PROCEDURES

Parents are responsible to enforce the dress code before their student leaves home so the 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 beforehand.

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.

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 encourage discretion and moderation.
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.

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.

- Boy’s hair should be neatly styled.
- Extreme hair styles or unnatural colors are not allowed.
- Shorts, skorts and culottes must be longer than finger tip length and may be worn as weather permits.
- Shoes must be worn at all times.
- For physical education classes students must wear non-marking tennis shoes. Students will not be allowed to participate without the appropriate shoes for the safety of the child and stewardship of the gym floor.

Unacceptable Apparel*	
Boys	Girls
<ul style="list-style-type: none"> • cut-offs • frayed, dirty or torn clothing • saggy or excessively tight clothing • clothes worn inside out or reversed • visible underwear • earrings • hats, bandannas, sunglasses • body piercing • flip-flops 	<ul style="list-style-type: none"> • cut-offs • frayed, dirty or torn clothing • saggy or excessively tight clothing • clothes worn inside out or reversed • low-cut, sheer or immodest clothing: tank, crop, or halter-tops, spaghetti straps (NO midriff showing), etc. • visible underwear • dresses/skirts that are shorter than 2” above the top of the kneecap • hats, bandannas or sunglasses • body piercing (except ears) • flip-flops

*This is not an exhaustive list; items may be added during the school year.

FINANCIAL POLICIES

Holding of School Records

Report cards and transcripts will not be issued unless all tuition is paid as well as other fees or fines such as library and textbook fines, late pick-up fees etc.

Payment Policies

- No family may re-enroll for a new school year with an outstanding balance due.
- A coupon payment book will be provided to each family based upon your payment plan choice.
- 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 ½% per month will be added to the total amount past due.
- 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.

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.

GRADING POLICY AND PROCEDURES

Repeating a Grade

The recommendation that a student repeat a grade is based on the concern that a student would be unable to handle the workload or understand the course work of the next grade level. The student’s teacher(s), parents and administration will cooperatively work together in making this decision.

Report Cards & Grades

Progress reports are issued at mid-quarter for students with a 75% or below in any subject, and to all new students to HCA. Report cards are issued at the end of each quarter. Parent-teacher conferences are scheduled at the end of first and third quarters. Other conferences and communications are encouraged as the need arises.

Grading and Behavior Evaluation Scales

Depending on your child’s grade one or more of the following scales will be used: Please refer to your child’s report card for more details.

A = 90 - 100	O = Outstanding	1 Outstanding
B = 80 - 89	S = Satisfactory	2
C = 70 - 79	I = Improving	3 Expected Behavior
D = 60 - 69	N = Needs Improvement	4
F = below 60		5 Needs significant Improvement

HOMEWORK POLICY

Elementary students need to develop good study patterns. Elementary students need to spend quality and quantity time with their families. Realizing that these students are children for only a short time, it is with balance and with gradually increasing expectation levels that the homework policy is given.

1. The following times represent our guidelines on assigned homework: Please remember that these are only guidelines representing the average amount of time spent on daily homework. Student ability, initiative, and thoroughness also play into the time spent on homework.

Grade 1: 10 minutes	Grade 4: 40 minutes
Grade 2: 20 minutes	Grade 5: 50 minutes
Grade 3: 30 minutes	Grade 6: 60 minutes

2. Additional time may be necessary for weekly test preparation, special projects, incomplete classroom work and/or reports.
2. If a student is spending an undue amount of time on homework, communication between the parent and teacher is necessary to discuss observations, possible reasons, individual needs, abilities and possible assignment adjustments.

MISCELLANEOUS POLICIES AND PROCEDURES

Audio Restrictions

Please do not bring earphones, iPods, MP3s or any other devices of like nature unless needed for a class assignment. These materials will be confiscated if brought to school. They are also not allowed on field trips unless permitted by the classroom teacher.

Cell phones

If cell phones are brought to school, they cannot be visible or used during class time. They will be confiscated.

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.

Birthday Treats & Parties

- Treats may be brought for a student's birthday. Contact the classroom teacher prior to sending the treats. Please consider treats of nutritional value and be considerate of those with peanut allergies.
- Please do not use the school as a means of distributing invitation to your child's private parties if all students are not being included. It creates too much disruption and too many hurt feelings among the students.
- Classes will have parties at various holidays throughout the school year. Parents are encouraged to work with the teacher/homeroom parent in the planning of these activities.

Book Policy

Textbooks and library books are to be handled carefully. Students are to keep a book cover on each hardback textbook at all times. A fine will be assessed for lost or damaged books.

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, children pastors/directors, special ministries/missionaries, etc. conduct our chapels.

Recess and Weather

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

Closing School

In case of circumstances that would necessitate the closing of school such as severe weather, families should check the website (www.heritagechristian.info) and watch Denver TV: Channel 9 KUSA for a school-closing announcement. If Poudre School District is closed due to severe weather, so will HCA.

Food and Gum

No gum is allowed in the building. All food and beverages will be consumed in the lunchroom or other designated areas. Classroom teachers may serve candy or treats.

Heritage Happenings

Heritage Happenings will be published twice monthly on line. 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.

Meal and Milk Tickets

Students may purchase milk tickets at the receptionist desk. Lunch tickets can be purchased in the library.

Lost and Found

Lost and found is located in the school office. You may claim your item there. If they are not claimed, they will be given to charity.

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. Parents must sign the school's medication sheet before it can be given to your child. Our intent is for the safe and accurate distribution of medication

Parent Communication Meetings

Open school board 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.

Parent/Staff Relationships and Complaint Procedure

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." It is important to keep any problems or concerns that arise at the lowest level of conflict without drawing conclusions or taking sides against another individual. The following steps should be followed if conflicts develop.

1. Talk and pray with one another, and develop a plan of action.
2. If the situation is not resolved, then involve the Administration to help with resolution.

Concerns about policy issues:

1. Concerns should be first submitted to the Administrator
2. The Administrator will determine whether the policy is under the Head Administrator's or the Board's jurisdiction
3. Then the appropriate party will review the applicable policy and determine an appropriate course of action.
4. Discussion of the issue and final decision will be communicated to the person(s) concerned, and to others as appropriate.

School Board

The school board is comprised of four to nine people who are born-again Christians who stand on 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 job 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.

School Board Meetings

Board meetings are generally held monthly. If you have an item for consideration, please call the administrator in advance for inclusion on the agenda.

Student Visitors

No student visitors are permitted unless arranged by the teacher and administrator.

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.

Volunteer sign up forms for individual grades will be posted outside the classroom door at the beginning of each school year. A sign up sheet will be distributed to each family for school wide activities that need parent volunteers.

Telephone

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