

## 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. In the original manuscripts it is inerrant. The Bible is 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

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
<b>Avg. HCA Achievement</b>	<b>Plus 2 years, 2 months</b>

### ACT Test Scores

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

## 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 school 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 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), 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 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.

## **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 Dress  | 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 |
| 4. Mike Cuckler   | Head Administrator   | 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 POLICY AND PROCEDURES**

for 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.

### **Tardy Policy**

Students will be marked tardy:

- If they are not in their seats by the tardy bell.
- If they must return to their locker to get necessary items (textbooks, notebooks, pens, pencils, etc.).

After 20 minutes, a tardy will be considered an absence.

Tardies will not be issued during obviously inclement weather.

- ANY tardy in any class throughout the quarter will count toward the quarter total.
- A student will not be marked tardy if they bring a note from a medical professional.

### **Consequences:**

- 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. See page 13.

### **Unplanned Absence Policy**

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

On the first or second day of 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 3:30.

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.

A student must be present 35 minutes of each class period in order to be considered present.

### **Consequences**

- Upon the 10<sup>th</sup> 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.

### **For Planned Absences**

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

At that time, an assignment sheet will be given to the student by the office.

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.

### **Completing Missed Work**

Students missing 1-3 days will have two days to make up homework, class work and tests.

For extended absences, students must make arrangements with each teacher.

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

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

## **Leaving or Returning to School Mid-Day**

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

## **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.

## **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.

## **DISCIPLINE POLICY AND PROCEDURE**

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.

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.

Christian discipline is learned by submitting to authority both in the home and at school. It is one of our goals to help children to 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.

## 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.
2. **Fault:** 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. There are four Faults in the system:
  - a. **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.
  - b. **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.
  - c. **Third Fault:** Parents are called, a form is sent, and a conference scheduled. Student is suspended from classes out-of-school for 3-5 days, and will be placed on behavioral probation.
  - d. **Fourth Fault:** Parents are called, the form is sent, and a conference is scheduled that includes the school board. Student is placed on behavioral probation and immediately suspended from classes indefinitely pending board action regarding expulsion from the school or other measures at the board's discretion.
3. **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.
4. **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.
5. **Behavioral/Academic Probation:** Explained on page 15. This is a disciplinary tool utilized within the fault system.
6. **Expulsion:** The student will be officially dismissed from the school by the school board. 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.

## **Violations by Category**

### **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

### **Consequences**

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

### **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)

### **Consequences**

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

### **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 language: coarse, offensive, profane language or sarcasm
7. Inappropriate music, reading material and/or Internet viewing

### **Consequences**

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

### **Additional Consequences**

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

### **Category I Offenses**

1. Disorderly conduct
2. Public display of affection
3. Poor attitude
4. Dress code violations: see page 19 for consequences.

### **Consequences**

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

## **Discipline Procedures**

1. Students with offenses under categories III and IV will immediately be sent to the principal 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 with a Disciplinary Referral Form.
3. The principal, 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.

## **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.

## **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 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.

## **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 recommend to the Board that the student be asked to withdraw from the school.
  - Probation may be extended for 9 weeks only.

## **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.

## **DRESS CODE POLICIES**

**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 hairstyles or unnatural colors are not allowed.
- Shorts, skirts and culottes must be longer than fingertip length and may be worn as weather permits.
- Shoes must be worn at all times.

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

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

**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

**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, dresses with spaghetti straps 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.

## FINANCIAL POLICIES

### 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.

### Payment Policies

- No family may re-enroll for a new school year with an outstanding balance due.
- Tuition payments are due on the 1<sup>st</sup> day of the month. A grace period is allowed until the 7<sup>th</sup> of the month, after which a late fee of 1 1/2 % 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 AND TRANSCRIPT POLICY AND PROCEDURES

### Coursework & Grading

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

Extra credit will 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.

### Class Drop/Withdrawal Policy

There will be a drop/add period 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, will be considered.

### 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:** Quarter = 1<sup>st</sup> and 2<sup>nd</sup> each worth = 45% + Final Exam = 10% = Semester Grade  
**High School:** Quarter = 1<sup>st</sup> and 2<sup>nd</sup> Quarter = 40% + Final Exam = 20% = Semester Grade

### Algebra I and Spanish I Transcript Credit

Grades earned in 8<sup>th</sup> grade Algebra I and Spanish I are given high school credit, are computed in the high school GPA and will appear on the high school transcript.

## Report Cards

Report cards are issued 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.

Mid-quarter grades will be issued to all students during the first quarter; thereafter only students receiving a 75% or below in any class will receive a mid-quarter report.

## Grading Scales

<u>Standard</u>		<u>GPA Value</u>
A	90-100	4
B	80-89	3
C	70-79	2
D	60-69	1
F	below 60	0

Because of additional work and higher standards, Advanced Placement (AP) classes will be graded on the following scale:

<u>Advanced Placement</u>		<u>GPA Value</u>
A	90-100	5
B	80-89	4
C	70-79	3
D	60-69	1
F	below 60	0

## Eligibility for GPA Ranking, Valedictorian and Salutatorian

Any 9-12<sup>th</sup> 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.

## Student Conduct Evaluations

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.

### Evaluation Scale

- 1 – Outstanding Behavior
- 2
- 3 – Expected Behavior
- 4
- 5 – Needs Significant Improvement

## Final Exams

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

Seniors with an A average in their 2<sup>nd</sup> semester math, science or elective classes do not have to take finals. For second semester, seniors will present their Senior Thesis which will replace exams in Bible, English and history.

## Honor Roll

On a 5.0 scale, the following grade point averages are recognized:

Honors .....	3.00 to 3.49
High Honors.....	3.50 to 3.94
Highest Honors.....	3.95 and above

## Course Requirements and Electives

### Junior High Requirements

The following courses are required to complete junior high:

Bible .....	2 years
English.....	2 years
History.....	2 years
Math ( <i>Pre-Algebra, Algebra 1</i> ) .....	2 years
Science .....	2 years
Foreign Language.....	1 year

### High School Requirements

The following courses are required to complete high school:

Bible .....	8 semesters (4 years)
English.....	8 semesters (4 years)
History/Government.....	8 semesters (4 years)
Foreign Language.....	4 semesters (2 years)
Math.....	8 semesters (4 years)
Science .....	8 semesters (4 years)
Health .....	1 semester
Speech .....	1 semester
Electives .....	3 semesters

## MISCELLANEOUS POLICIES AND PROCEDURES

### Audio Restrictions

Please do not bring earphones, iPods, MP3s 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.

### Cell phones

If cell phones are brought to school, they cannot be used or visible during class time. They will be confiscated for a minimum of 48 hours.

### 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.

### Book Policy

Textbooks and library books are to be handled carefully. Students are to keep a book cover on each hardback text 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, special ministries/missionaries, etc. speak at chapel.

### Closing School

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

## **Commons Area**

Food may be eaten in the commons area by juniors and seniors during lunch time only. No music or video games may be used; the area is reserved for quiet study. All students must be sitting in the chairs; not lounging on the floor.

## **Dance Policy**

### 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.

### 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 student 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.

### Chaperones/Security

All school-sponsored dances will have a faculty sponsor and must 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.

### 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.

### 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.

## **Food and Gum**

Gum chewing is not allowed.

All food and beverages will be consumed in the lunchroom or other designated areas. Classroom teachers may serve candy or treats at the teacher's discretion.

## **Heritage Happenings**

*Heritage Happenings* will be published monthly. 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.

## **Lockers**

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

## **Lost and Found**

Lost and found is located in the book storage room. Students may claim items there. Items will be displayed in the Commons Area at the end of the week if 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. 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.

## **School Hours**

Secondary	doors open at 7:50	8:00 a.m. – 2:55 p.m.
Zero hour	doors open at 6:55 – 7:15	7:00 a.m. – 7:50 a.m.

All students must leave the building by 3:30. 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 3:30.

## **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.

## **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 principal or Administrator 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. 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.

### **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.

### **Student Visitors**

No student visitors are permitted unless arranged through the 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. 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 unless it is an emergency. In case of an emergency, the receptionist will place the phone call for the student.