

Hickory Christian Academy

POLICY MANUAL

*...“I urge you to live a life worthy of the calling you have received. Be completely humble and gentle; be patient, bearing one another in love. Make every effort to keep the unity of the Spirit through the bond of peace.”
Ephesians 4:1-3*

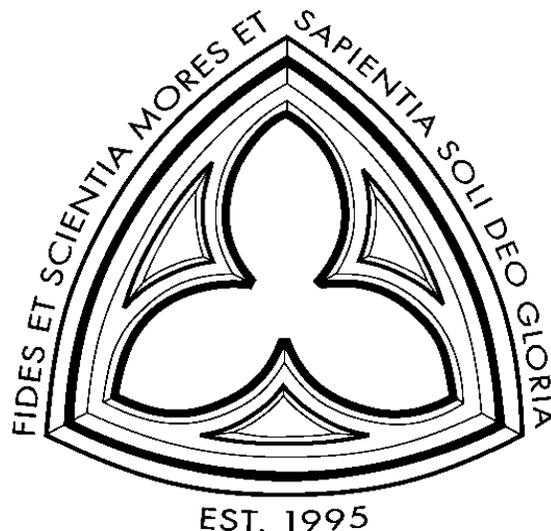


TABLE OF CONTENTS

HCA SPECIFICS

Mission Statement, Statement of Purpose	4
School Colors, School Mascot, School Logo	4
Portrait of a Graduate	4
School Goals, Classical Goals	5
Classical Method Trivium	6
HCA Commitment, Educational Philosophy	7
Statement of Faith	8
Philosophy on Education and Curriculum	9
Fearfully and Wonderfully Made	17
School History	18

GENERAL OPERATIONS

Chapel, Adherence to Policies	25
Class Size, Phone Calls, Drop Off/Pick Up	26
Lunch, Visitor Procedures	27
Placement Policy	28
Attendance, Inclement Weather	29
Field Trip Policy	30
Grading Policy, Progress Report, Enrollment	31
Tuition Assistance Program	32
Rules of Conduct for Students	33
Discipline Policies and Procedures, Serious Misconduct	35
Expulsion, Readmittance	38
Bullying Policy	39
Policy on Cheating	41
Board Communication	42
Grievance Policy	43
Grievance Form	46

STUDENT BASICS

Sick Policy for Students	47
Emergency Care, Student Accident Insurance	48
Graduation Requirements, Graduation Honors	48
Homework Philosophy and Guidelines, Exams for 9 th -12 th Grades	49
Summer Reading	50
Placement Procedures, AP & Honors Courses	51
Calculating Class Rank and Valedictorian	52
Academic Probation and Grade Promotion	54
Skipping a Grade Level	57
Homeschool Guidelines	58
Foreign Exchange Student	59
Part-Time Enrollment	60
Attendance Requirements	61
Tardies	62

Textbook Procedure	63
Uniform Policy	64

EMPLOYEE EXPECTATIONS

Schedule, Homeroom Duties, Cell Phone Use	73
Student Attendance Records, Curriculum, Grading Policy	74
Progress Reports/Report Cards, Substitutes	75
Classroom Rules	76
Discipline Procedures	77
Parent/Teacher Communication	78
Field Trip Administrative Guidelines	79
Textbook Procedures	83
Parties, Entertainment Guidelines	84
Lunch Room Duties	85
Grading Guidelines	86
Homework Guidelines	89
Serious Illness & Emergency Care	90
Recognizing and Reporting Child Abuse, Fire Drill	91
Tornado Drill	92
Lockdown/Threat Procedures	93
Teacher Job Description, Staff Work Contract, Spiritual Emphasis	96
Teacher Evaluation	99
Teacher Assistant Job Description	100
Staff Dress Code	103
Staff/Student Relations	104
Faculty/Staff Tuition Discounts, Personal and Sick Day Allotment	105
Mentoring Program	106
Parent/Teacher Conference Guidelines	111
Professional Propriety	112
Separation Policy	116

STAFF RESOURCE FORMS

Supplemental Curriculum Form	119
Field Trip Planning Form	120
Field Trip Overnight Planning	122
Field Trip Permission Form	126
Uniform Infraction Form	127
Tardy Form	128
Detention Form	129
Discipline Referral Form (PK-5 th)	130
Office Referral Form (6 th -12 th)	131
Check Request Form	133
Employee Planned Absence Request	134
Damaged Textbook Form	135
Payroll Deduction Authorization Form	136
Formal Teacher Evaluation Form	137
Electronic Devices While Driving Form	140

HCA SPECIFICS

School Mission Statement:

“Equipping children today to become God’s leaders tomorrow.”

School Statement of Purpose:

Hickory Christian Academy exists to glorify God by providing an authentic Classical Christian education to Christian families who are raising their children to love the Lord with all their heart, soul, mind, and strength.

(Mark 12:30)

School Colors: Navy, Gold, White

School Mascot:



School Logo:



“Faith, knowledge, character and wisdom only to the glory of God.”

Portrait of A Graduate

The Classical Christian educational experience at Hickory Christian Academy trains and equips each student to live a Christ-honoring life, with a biblical worldview, in brotherhood with fellow believers, resisting an ever-increasingly hostile spiritual culture. Through the Classical disciplines, students will gain the habits of mind and heart, to instill in them a love and desire for that which is proven to be true, good, and beautiful in this world. Ultimately, a young adult, strong in his faith, and able to intellectually engage with the world around him, will be someone who is equipped to influence his culture and bring glory to Jesus with his life (Galatians 1:24).

School Goals

In all levels, programs and teaching, Hickory Christian Academy seeks to:

- Teach all subjects as parts of an integrated whole with the Scriptures at the center. (*II Timothy 3:16-17*)
- Provide a clear model of the biblical Christian life through our staff and board. (*Matthew 22:37-40*)
- Encourage every student to begin and develop his relationship with God the Father through Jesus Christ. (*Matthew 28:18-20, Matthew 19:13-15*)
- Instill Godly characteristics in students by teaching them to follow the examples in the Scriptures: humility, wisdom, holiness, gentleness, gratefulness, compassion, kindness, patience, forgiveness, love, peace, faithfulness, self-control, diligence, and good stewardship. (*Colossians 3:12-14, Galatians 5:22-23, Colossians 3:23, James 3:17*)
- To prepare every student to be salt, and light in a dark world. (*Matthew 5:13-16, I Timothy 4:12, Titus 2:6-8, Hebrews 5:14, Colossians 2:6-8*)

Classical Goals

In all levels, programs, and teaching, Hickory Christian Academy seeks to:

- Emphasize grammar, logic, and rhetoric in all subjects: (See definitions below)
- Encourage every student to develop a love for learning and live up to his academic potential.
- Provide an orderly atmosphere conducive to the attainment of the above goals.

Definitions:

Grammar: The fundamental rules of each subject.

Logic: The ordered relationship of particulars in each subject.

Rhetoric: How the grammar and logic of each subject may be clearly expressed.

The Classical Method Trivium

Teaching Developmentally or “With the Grain”

Grammar Stage

Grades K-2

Children learn to read and cipher. Obviously, some elements of the grammar stage can be seen here.

Grades 3-5

Basic grammar is taught. The children learn dates, declensions, multiplication tables, places, etc.

Logic Stage

Grades 6-8

The dialectic stage. The children continue to learn subjects, but they now challenge some of what they learn. This tendency should be drawn out and encouraged.

Rhetoric Stage

Grades 9-12

Rhetoric is taught at this level. The students learn how to present what they know and what they are learning.

Student Characteristics

Kindergarten-2nd

- * Obviously excited about learning
- * Enjoys games, stories, songs, projects
- * Short attention span
- * Wants to touch, taste, feel, smell, see
- * Imaginative, creative

Grades 3-5

- * Excited about new, interesting facts
- * Likes to explain, figure out, talk
- * Wants to relate experiences to topic or just tell a story
- * Likes collections, organizing items
- * Likes chants, clever, repetitious word sounds
- * Easily memorizes
- * Assimilates other languages well

Grades 6-8

- * Still excitable, but needs challenges
- * Judges, critiques, debates, critical
- * Likes to organize items, others
- * Shows off knowledge
- * Wants to know behind-the-scenes facts
- * Curious about “Why...?” for most things
- * Thinks, acts as though more knowledgeable than adults

Grades 9-12

- * Concerned with present events, especially in own life
- * Interested in justice, fairness
- * Moving toward special interests, topics
- * Can take on responsibility, independent work
- * Can do synthesis
- * Desires to express feelings, own ideas
- * Generally idealistic

Teaching Methods

Kindergarten-2nd

- * Guide discovering
- * Explore, find things
- * Use tactile items to illustrate point
- * Sing, play games, chant, recite color, draw, paint, build
- * Use body movements
- * Short creative projects
- * Show and Tell, drama, hear/read/tell stories
- * Field trips

Grades 3-5

- * Lots of hands-on work, projects
- * Field trips
- * Make collections, displays, models
- * Integrate subjects through above means
- * Teach and assign research projects
- * Recitations, memorization
- * Drills, games
- * Oral/written presentations

Grades 6-8

- * Time lines, charts, maps (visual materials)
- * Debates, persuasive reports
- * Drama, reenactments, role-playing
- * Evaluate, critique (with guidelines)
- * Formal logic
- * Research projects
- * Oral/written presentations
- * Guest speakers, trip

Grades 9-12

- * Drama, oral presentations
- * Guide research in major areas with goal of synthesis of ideas
- * Many papers, speeches, debates
- * Give responsibilities such as working with younger students, organizing activities
- * In-depth field trips, even overnight
- * Discussion/written papers

HCA Commitment

Hickory Christian Academy is committed to working diligently to provide your child with a healthy, wholesome atmosphere in which to learn. We are also committed to seeking out the best possible faculty and staff, who demonstrate a wholehearted love and devotion to the Lord coupled with a love for children and for teaching.

In the event that Hickory Christian Academy must close, the school administrator will ensure that all student records are securely delivered to Hickory Bible Church with instructions on how to provide documentation to requesting parties. No records may be handed over directly to the student or parents, as this would invalidate those records for future use. Records on graduated students will be maintained by Hickory Bible Church for at least 10 years from the time of graduation, or as long as North Carolina law requires.

Educational Philosophy

Although most Christian schools agree on certain fundamental views concerning education, it is nonetheless crucial that parents closely examine and agree with the foundational beliefs of a particular school prior to enrolling their child(ren). The following statements express Hickory Christian Academy's core educational beliefs. The implementation of these tenets is what distinguishes us from other schools and gives us our educational imperative.

- We believe that the Bible clearly instructs parents, not the Church or State, to *“bring children up in the discipline and instruction of the Lord.”* Therefore, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment. (Deut. 6:6-7, Eph. 6:4, Psalm 78:1-4)
- We believe that God’s character is revealed not only in His Word, but also in every facet of creation. Therefore, we teach that all knowledge is interrelated and can instruct us about God himself. (Romans 1:20; Psalm 19:1-6)
- God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore, we seek to individually challenge children at all levels and teach them how to learn through the centuries-old classical method (see goals), including instruction in Latin. (Romans 15:4)
- We want to help parents teach their children that all they do should be done *“heartily, as unto the Lord.”* Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This includes biblical discipline principles. (Colossians 3:23)
- We believe God has called us to have a full K-12 program because we believe that as long as a child is under the parents’ authority and undergoing formal education, he should be trained biblically. (Deuteronomy 6:6-7, Proverbs 22:6)

Statement of Faith

The following are key elements of Christianity that will be unapologetically taught in various ways through all grades. These statements will be considered primary doctrine. Questions about secondary issues will be directed to parents.

- We believe the Bible to be the only inerrant, authoritative Word of God. (II Tim. 3:16-17)
- We believe in one God, eternally existent in three Persons: Father, Son, and Holy Spirit. He is omnipotent, omniscient, and omnipresent and has all authority and power. Whatever He purposes will come to pass. (John 10:30, 37, 38)
- We believe in the deity of our Lord Jesus Christ, His virgin birth, His sinless life, His miracles, His vicarious and atoning death through His shed blood, His bodily resurrection, His ascension to the right hand of the Father, and His personal return in power and glory. (Isaiah 7:14, Matt. 1:23)
- We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary. (Rom. 3:19)
- We believe that “all have sinned and fall short of the glory of God” and are, therefore, separated from God and deserve death. (Rom. 6:23)
- We believe that Jesus Christ died for our sins so that our fellowship with God could be restored, and we could live righteously. (I Peter 2:24)
- We believe in the ongoing cleansing from sin through confession to God through the Lord Jesus Christ. (I John 1:9)
- We believe that there is salvation in no other person than Jesus Christ, and that, “if you confess with your mouth Jesus as Lord and believe in your heart that God raised Him from the dead, you shall be saved.” (Acts 4:12)
- We believe salvation is by grace through faith alone; it is the free gift of God. (Eph. 2:8-9)
- We believe that faith without works is dead. (James 2:17, 26)
- We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life. (Eph. 4:30)
- We believe all Christians are commissioned to go and make disciples and teach them to obey God’s commands. (Matt. 28:19-20)
- We believe in the resurrection of both the saved and the lost- the saved to resurrection of life and the lost to resurrection of damnation. (John 5:28-29)
- We believe Jesus Christ unites all believers through the indwelling power of the Holy Spirit. (Gal. 3:26-28)
- We believe that the Church is being prepared as the eternal bride of Christ, and is reflected on earth through marriage between one man and one woman (Rev. 19:6-8, Eph. 5:22-33, Heb. 13:4)
- We believe that God immutably creates each person to reflect His image as specifically male or female. (Genesis 1:27; Genesis 5:2; Matthew 19:4)

Philosophy on Education and Curriculum

Hickory Christian Academy exists to support Christian families in preparing their children to reach their maximum academic potential while equipping them to love the Lord, walk in His ways, and obey His commands according to Scripture (Deut. 30:15-16). Our primary means by which we will accomplish this purpose is the Classical Christian methodology as defined by Dorothy Sayers in her essay, “The Lost Tools of Learning”, and expounded upon in Doug Wilson’s book, Recovering the Lost Tools of Learning. In addition, we intend to use the teaching methodology listed in The Seven Laws of Teaching, by John Milton Gregory.

Simultaneously, we will accomplish our Mission Statement, “Equipping children today to become God’s leaders tomorrow”, by combining rigorous academics with Godly standards of conduct and compassion. This can primarily be accomplished through dedicated Christian parents who entrust the education of their children to teachers who are devoted to prayer, and passionate about instilling Christ-centered knowledge into the next generation.

In Sayer’s essay, she states, *“Is it not the great defect of our education today that although we often succeed in teaching our pupils “subjects,” we fail lamentably on the whole in teaching them how to think? They learn everything, except the art of learning.”* Learning is far more than memorizing facts. A true education should include the people (real or literary); not just their names and birth dates, but their ideas, passions, emotions, accomplishments, and shortcomings. It should involve constructive arguments and debates, with an opportunity to express one’s opinions in light of the facts. Science class should be a hands-on experience of the incredible universe in which God has placed us, while math should involve critical thinking and problem-solving skills that are increasingly absent in today’s educational world of teaching the test. Education is a gift from our Creator that He expects us to use in our quest to know Him, and His plan for humanity, more intimately.

Learning should be seen as a privilege, but far too often, school is nothing short of drudgery for the average student. Many times, this can be explained through the fact that we do not understand the needs of those we teach. In Gregory’s book, he says, *“It is as needful that the teacher shall clearly understand the child as it is that the child shall understand the teacher.”* God has placed in each child an innate desire to learn. But that child’s nature usually rejects education that is contrary to his human makeup. Gregory adds, *“The mind cannot refuse to heed that which appeals with power to the senses. Whatever is novel and curious, beautiful, grand, or sublime in mass or motion; whatever is brilliant, strange, or charming in color or combination – the eye fastens and feeds upon these, and the mind comes at its bidding to enjoy and protract the feast.”*

Hickory Christian Academy seeks teachers who love the Lord, love children, and love to teach. It should be the goal of every teacher at HCA to develop a passion for the subjects they teach. Again, Gregory says, *“We will follow with eager expectation and delight the guide who shows through knowledge of the field we wish to explore, but we drag reluctantly and without interest after an ignorant and incompetent leader.”* While we can never know everything about any subject, each teacher should continue to

pursue knowledge by any spiritually appropriate avenue available. We should model a love for learning before our students, consistently bettering ourselves so that we can challenge them to develop a similar craving for knowledge, both academically and spiritually.

But being excited and devoted to the subject taught is not enough. A teacher must also “teach with the grain” of childhood development. Classical education separates this development into three primary stages: Grammar, Logic, and Rhetoric. These three words describe not only the child, but the methodology and curriculum applied by the teacher. God has created humans such that it takes about 16-20 years for them to completely develop into adulthood. Other creatures on earth mature much faster, but their development is primarily physical. Their goal in life is survival and reproduction. Humans alone have been given the ability to “Love the Lord with all our minds.”

A true love for God must include the intellectual aspects as well as the “heart, soul, and strength.” (Matt. 10:27)

Just as it takes many years and much training to produce a complete man physically, spiritually, and emotionally, we must follow God’s design in completing the mind. A grammar-age child (1st – 5th grade) has been given an extraordinary ability to obtain new information. God has designed this child to soak up the “grammar” of each portion of life like a sponge so that he will have the basic knowledge he needs to progress to higher learning. This stage is primarily concerned with the raw accumulation of facts. These children will learn dates, names, places, multiplication tables, phonetic sounds and blendings, declensions, and parts of speech. Each subject has its own grammar which the children at this stage commit to memory. It is not essential that they have a full understanding yet, but that they are exposed to the basic facts needed to develop insight at a later date.

The teaching of Latin is unique to this stage. According to Sayers, “*Latin should be begun as early as possible – at a time when inflected speech seems no more astonishing than any other phenomenon in an astonishing world; and when the chanting of ‘amo, amas, amat’ is as ritually agreeable to the feelings as the chanting of ‘eeny, meeny, miney, mo.’*” Latin aids the student with his ordinary English (as well as other European languages) vocabulary, and in addition, it can be a great help with technical vocabularies in medicine or science. In another practical sense, Latin can be a plus on standardized testing where knowledge of roots, prefixes, and suffixes are essential.

About the time that students enter the 6th grade, their intellectual development takes a turn. No longer compliant sponges longing for more facts to soak in, they become argumentative, challenging, self-thinkers. Continuing on the same pace of memorization and recitation of facts would lead to dull classes full of bored kids. God has changed them, so as teachers, we must change as well. As Wilson puts it,

As children mature, they tend to use the information learned in the course of their studies in disputation. They love to try to catch their parents, the teacher, or their schoolmates in any kind of error. Instead of suppressing this tendency, teachers should use it. This does not mean that educators give in to this kind of argumentativeness. Instead, the teacher molds and shapes it...If you encourage disagreement for disagreement’s sake, then you will get

disagreeable children. But if you teach them that it is good to question (provided the questioning is intellectually rigorous and honest), then you are educating.

Classrooms in this stage should contain regular discussion, debate, and examining arguments. The goal should be something of a puzzle to solve; an unknown question whose answer depends on a thorough examination of all angles and possibilities. Students should learn to play “devil’s advocate” and contradict the argument of the majority, simply to show what another person may see or feel. Of course, none of this can be adequately accomplished without consistent discipline. Introducing a debate to an undisciplined class is academic suicide. Students should be held accountable for every word, attitude, and action so that they are careful to think before they speak, or even before they roll their eyes.

Discipline is key to any successful classroom. But in a Christian classroom, discipline has spiritual connotations. An undisciplined child may be a spiritually weak child, since his actions often contradict the Fruits of the Spirit (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control) mentioned in Galatians 5:22. The Christian school (along with the parents) should focus on developing these character qualities within each child so that it will be easily realized that stirring up chaos within a classroom or outright rebellion toward an authority figure not only breaks the rules, it breaks God’s heart. Wilson says, “If there is not a disciplined morality in the schools, it will not be long before there is *no* discipline in the schools, moral or academic. A strict moral discipline is essential to the educational process.”

Teachers at HCA deserve to be respected by students and their parents. First time obedience is expected in class regardless of whether it is practiced at home. There is no excuse, under any circumstance, for a student to verbally confront or challenge a faculty member. As stated in policy, teachers should submit clear goals and expectations to their students and parents early in the year. When one of these rules is broken, or the teacher’s authority is challenged, no more than one warning is required. Any further offense following clearly stated expectations should result in classroom or administrative punishment, as the case may be. It is necessary that all parents at HCA fully support, before their children, any disciplinary decision made at school. Obviously, concerns may be brought to the teacher privately for further discussion, according to the stated Grievance Policy.

That said, it is imperative that teachers develop a healthy relationship of authority over their students. Tyranny has never worked in government, homes, or classrooms. Likewise, passive tolerance is equally damaging. Teachers are the authority and students are in subjection to that authority. But teachers who wish to win the respect of their students should strive to get to know them personally, and truly care about them as individuals. A teacher is much more than a boss; he is mentor and an example for personal development. A student who fully believes that his teacher is looking out for his best interests is a student who will choose to listen to what that teacher has to say. Howard Hendricks said, “*People don’t care how much you know until they know how much you care.*” Josh McDowell added that, “*Rules without relationships lead to rebellion.*” But make no mistake, rules are imperative and there must be consistent, painful consequences from a loving, compassionate heart when they are broken.

The curriculum of the Logic Stage includes the formal course of Logic. Logic is defined as the science and art of reasoning. It is found in virtually every written or verbal communication, including scripture. As Jim Nance states in Repairing the Ruins,

No learning, and in fact no reasoning of any kind, takes place independently of logic. Logic is an inescapable concept...The denial of logic is self-defeating. We cannot decide "not to use logic." We can only decide whether we will use it well or use it poorly. God has made us in His image, as creatures who reason. If someone self-consciously refused to use logic, he would limit himself to either silence or nonsense.

Just as children will use some form of English grammar regardless of their education, adolescents and adults will use some form of Logic. It is no less important to teach proper use of logic than it is to use proper English grammar.

The final stage of childhood development is the Rhetoric Stage and includes the formal course of Rhetoric. This stage begins in the 9th grade and continues through high school. In the Rhetoric Stage, students learn how to present what they know and what they are learning in various forms. Grammar has been defined as the art of inventing and combining symbols, while Logic is the art of thinking. Rhetoric, it follows, would be the art of communication. Wilson states,

In the study of rhetoric, the student learns how to express what he thinks. The substance is settled; the question now concerns how best to present that substance. It is not enough to believe what is correct; the truth must be presented in a manner worthy of that truth. Obviously, rhetoric includes teaching speech, debate, essay-writing, etc. Style and clear-minded expression are important... Of course this does not mean that young children are not to begin the process of writing or expressing themselves in other ways. It simply means that such early attempts should not be treated as though they were the final product. Children should be praised for their efforts, but their efforts should be treated as merely a step toward mature self-expression. We should be pleased with what they do, but not satisfied.

God's natural development of children has produced the particular order of these disciplines. Wilson, in his essay on Rhetoric in Repairing the Ruins, adds, "Rhetoric is the art of speaking clearly and effectively. Or, as Aristotle would put it, rhetoric is understanding and using the available means of persuasion. Of course, before a man can speak clearly and effectively, he must be able to think clearly and effectively. If he does not know what he is saying, it is unlikely that anyone else will. As Cato stated, 'Grasp the subject, and the words will follow.' This is why a mastery of the grammar and dialectic [logic] of education must precede the teaching of rhetoric." Young children are overwhelmed with debate, persuasion, and critical thinking. Older students are bored with memorization and chanting. As God changes the child, the teacher must also change his methods.

When done correctly, a true Classical education will be difficult. There will be rigorous physical and mental work each day. Proverbs 18:9 says, "One who is slack in his work is brother to one who destroys." Wilson follows that challenging coursework is essential for any school who wishes to honor God with all his mind.

Not working is the same as destroying. In an educational institution, allowing students to avoid hard work (as they are prone to do) has destructive results indeed. We can see such destructive results all around us, and we have given it a name. We call it the education crisis. So for education to be successful, the student must be required to work. Because this requirement is not pleasant, the student must be motivated to work. But if the motivation is Biblical, it will not just be fear of negative consequences – there must be a balance between positive encouragement and discipline. Those who state that laziness is one of the central problems in American education today are likely to be dismissed as harsh and insensitive. But if the work is not getting done, then someone is not doing it. The Japanese don't have thirty-six hour days; they do more than we do in twenty-four hours. Another way of saying this is that they work harder.

Of course, most Japanese are not Christians, so modeling after their work ethic does not necessarily translate into godliness. But, in his book, Our Father Abraham: Jewish Roots of the Christian Faith, Marvin Wilson states,

The question of motivation for learning has been a problem from time immemorial. People seek education for many worthy reasons: some desire to broaden horizons; others wish to develop skills; still others want to satisfy their intellectual curiosity. The Bible, however, teaches that study ought to be, above everything else, an act of worship, one of the highest ways by which a person can glorify God. Again, it is important to emphasize that the Hebrew word 'abodah' has a double meaning, embracing two actions that are normally viewed as mutually exclusive or contradictory to each other; work and worship...For this reason, in the Talmud, the synonym for "education" is "heavenly work."

Whenever possible, teachers should strive to accomplish most of the written work in class under professional supervision. This will require careful planning, and will necessitate that most of the reading be done at home, or outside of class. This is not to say that homework is not allowed. It is simply logical that work needing guidance and correction should be accomplished under the watchful eye of someone who is trained to guide and correct. A well-meaning parent seldom knows the direction the class is taking during any particular week, and therefore does not know the significance of an assignment, or the methodology taught to accomplish the assignment. Sometimes, the result of parental help on homework is confusion in class, when methods do not match up.

Reading is essential to a classical education. We will require students to read much and often. Regardless of the skill level or age, the only way to become a great reader is to read. Most reading will be independently done at home, with some being done at school for assessment and correction. The older the student, the more independent the reading should become. The content of reading in a classical environment is tough. The books are carefully selected classics that have stood the test of time over thousands of years. Some were written by Christian authors, but many were not. Their themes are to be carefully studied and discussed, as well as tied into Biblical truth. Ancient pagan literature is relevant to today's Christian student because sin has been sin since Eve took a bite of the fruit, and the struggles of humanity have not changed for thousands of years. The things that Odysseus struggles with internally are still being felt by humans today. We, however, have the privilege of scripture to

determine our response to these issues. A good classical classroom will use the Bible as its basis of discussion on all novels.

Obviously, not all students will work at the same pace. Some will finish assignments quickly, while others may struggle to just get started. Those who work slower will tend to have more homework and will have to put forth more effort than those who pick up the concepts more quickly. This opens up a series of questions. Who will help this child succeed academically? How do we keep him from becoming overwhelmed and frustrated? If he has diagnosed learning disabilities, shouldn't we lessen his workload to be compassionate and understanding?

How do we distinguish between a learning disability and laziness? These are difficult questions indeed.

It is primarily the parent's responsibility to educate the child. Hundreds of parents have chosen HCA as a primary tool of help in this process. Therefore, the teacher obtains the weight of burden for each child's academic training. In a public school, when children are separated according to academic ability, they often stay in that "track" for the remainder of their school life. This makes life much easier for the teacher because he only has to teach children of similar ability levels. Smaller, private schools are unable to track children because of financial restraints and staff limitations. So, kids with a 95 IQ are placed with kids who have a 140 IQ. This makes the job of a Christian school teacher more difficult in some ways because he is always trying to challenge the advanced student without drowning the slower student, and trying to meet the needs of the slower student without boring the advanced student.

The only solution is to develop a curriculum that accomplishes the stated goals of the school, publish it, and stick to it in class. But does that mean that we are going to exclude struggling students from the school? Those who struggle academically will need extra help (and encouragement) from parents at home. The teacher, also, will likely have to stay after school with these students for additional tutoring. The teacher will need to study these kids carefully to determine their specific learning styles and needs, and make adjustments along the way to help meet those needs, keeping frequent contact with the parents regarding the student's progress. It is also essential that teachers understand that all children do not learn by the same methodology. Some are visual learners, some auditory, and some kinesthetic. This means that teachers should incorporate daily methods of instruction using all three of these styles.

Still, we should expect some students to have a much easier time in school than others. Wilson writes in Repairing the Ruins,

When every student struggles under the instruction, the problem is with the instructor. But when some find it easy, some find it hard, and the majority shrug and say they suppose it's all right, the problem is not with the instruction. This is rooted in creation, and if we resist it, our real quarrel is with how God made the world. The best educator in the world cannot put in what God left out. Every teacher and student can honor and glorify God when the student is educated up to his capacities, whatever those capacities happen to be. We should be ashamed if we squander our intellectual resources, but not

if God decided not to bestow the same resources on us as He did for the family down the street. An industrious child with three talents far surpasses a ten-talent child who does little.

The parent shoulders the responsibility of examining the school and the stated curricula before making a determination on enrollment. The school bears the burden of honest advertisement, effective communication, and diligence in meeting the stated educational goals. HCA's Board of Directors formally reviews the admission of any student who has an IQ less than 100, and generally denies admission to anyone who is under 90. This is certainly not because we do not want the chance to educate every child who applies, but we simply cannot stay true to our calling if we spread ourselves too thin across student ability levels. We would devote too much time trying to hold the class together instead of completing the approved curriculum, to the detriment of the majority.

It is possible that a truly Classical education is not for every child. The stated goals may prove to be too lofty for some students (and their parents). On the other hand, an average child with the right motivation and godly discipline can accomplish more than most would expect (Phil. 4:13). Much of his success will depend on his own spiritual condition, as well as the encouragement he receives from parents and teachers. "Anxiety in the heart of man causes depression, but a good word makes it glad." (Proverbs 12:25)

Identifying a true learning difference is a difficult task. Just as there are many levels of academic ability, there is also a wide range of motivation and work ethic. Every teacher has watched a struggling student and wondered if the problem lies in his ability or in his desire (or both). Homework is often a good indicator. A child who tries to do his homework, but consistently misses most of the problems has desire, but lacks knowledge. The flip side is the child who never turns in assignments on time, but often can answer test questions correctly. He probably has knowledge without desire. They both end up with low report card grades, but for very different reasons.

Often, we label a student as lazy, when, in fact, he has a real learning difference. This student may require extra time from the teacher and extra accountability for work completion (because he will begin to see no need to work if the grades always end up poor). The teacher may need to alter the methodology with this student. There are several ways to do this without violating the integrity of the program. He may need to do assignments in small "chunks" instead of all at once. Often, LD students become quickly overwhelmed with large assignments, and choose not to do them at all. He may occasionally take quizzes or tests orally, as some students process information better verbally than in written form. He may listen to a book on tape while reading it simultaneously, so that more of his senses are being used to secure the information.

Varying methods of education is advantageous to most students, but especially to those with true learning disabilities. However, it must be noted that all students must complete the same work and be held accountable for the same information at test time. While the method by which you meet the goal may differ, the goal remains the same. It is unfair to other students to alter an assignment for one child. It becomes increasingly unfair when that assignment can earn the same 'A' that another student's longer assignment earns. All students at HCA will be held accountable for all the

items listed in the stated objectives of the curriculum guide. Likewise, all teachers will be held accountable for completing these objectives during the school year.

Accomplishing these goals will require hard work on everyone's part, as well as a great deal of prayer. HCA was founded during a prayer group, and must continue to be devoted to prayer if it is to obtain the will of God set forth in 1995. One of the main passages of scripture used in the formation of the school was Daniel 1:4, *"youths in whom was no defect, who were good-looking, showing intelligence in every branch of wisdom, endowed with understanding, and discerning knowledge, and who had ability for serving in the king's court; and he ordered him to teach them the literature and language of the Chaldeans."*

A student at HCA should be outwardly presentable (hence, uniforms), knowledgeable about all branches of education (math, science, history, etc.), understanding (critical thinker), have discerning knowledge (wisdom in what to say and when to say it), a servant (Christ-like), and well-versed in literature and language (lots of reading!). This is our checklist from scripture that holds us accountable for accomplishing God's will that He set forth at the foundation of the school; and we must not forget that it was God alone who created the vision for HCA.

Daniel 1:17 reveals the true source of the knowledge that these young men were acquiring. *"And as for these four youths, God gave them knowledge and intelligence in every branch of literature and wisdom; Daniel even understood all kinds of visions and dreams."* No matter how hard we try and no matter how much we study, apart from the grace of God, we will not be successful in life, or in education. As evidenced throughout scripture, God will not bless a people who do not practice personal holiness. Daniel displays this in verse 8; *"But Daniel made up his mind that he would not defile himself with the king's choice food or with the wine which he drank; so he sought permission from the commander of the officials that he might not defile himself."*

God's faithfulness and Daniel's courage to stand against the secular ways of the Babylonians would allow Daniel to find favor in God's eyes and, eventually, would save Daniel's life. In addition, it is important to recognize that Daniel showed respect for authority by asking permission. Even though this commander was probably very different from Daniel spiritually and philosophically, Daniel realized that there is no authority except from God, and those which exist are established by God. Personal holiness and genuine respect for others are lost attributes in today's world. HCA must focus on building these spiritual characteristics in each student in order to accomplish our mission statement. God has called us to be set apart from the world; to be transformed, not conformed.

To be God's leaders tomorrow, these children must be properly equipped today. A carefully selected combination of academic disciplines, reflecting Biblical truth, and bathed in prayer is the route we have chosen to accomplish our mission. As teachers and parents, we must be totally unified with this mission, and devote ourselves to the edification of Hickory Christian Academy. Jesus said, "Any kingdom divided against itself is laid waste; and a house divided against itself falls." Our mission is constantly before us and our purpose is clear. As one body of believers, we can change the world for the cause of Christ through the training of future generations as God commanded His people thousands of years ago in the Hebrew Shema:

Hear, O Israel! The Lord is our God, the Lord is one! And you shall love the Lord your God with all your heart and with all your soul and with all your might. 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. And you shall bind them as a sign on your hand and they shall be as frontals on your forehead. And you shall write them on the doorposts of your house and on your gates.” (Deut. 6:4-9)

God bless everyone who has sacrificed his or her time and money for the advancement of the Kingdom of Christ at HCA.

Fearfully and Wonderfully Made

I will give thanks to Thee, for I am fearfully and wonderfully made; Wonderful are Thy works, and my soul knows it very well. – Psalm 139:14

Psalm 139 is a testimony of God’s love for each of us who are His most treasured creation. This chapter of Scripture is a beautiful description of God’s devotion to the uniqueness of each of His children, and the fact that regardless of human standards and class systems, God intimately knows each one of us by name, design, and purpose; And even though we are imperfect due to our own sin nature, His dedication to the details of our lives never ceases.

To see what God really wants to say to us in this passage, we must look at the original words He wrote through His servant, David. In verse 14, the phrase “give thanks” (Heb. Yâdâh), literally means “To revere or worship with extended hands” (Not indicative of passive prayer is it?). In the phrase, “fearfully and wonderfully made”, the word “fearfully” (Heb. Yârê) means “To cause fear or reverence”, while the word “Wonderfully” (Heb. Pâlâh) means “To distinguish, separate, or set apart”. Finally, the phrase “Wonderful are Thy Works” (Heb. Pâlâ) means “To be great, difficult, or too hard (impossible)”.

Job 33:6 says, “Behold, I belong to God like you; I too have been formed out of the clay.” The word “clay” here is the Hebrew word *chômer*, which literally means “mire or clay” from the earth. This is supported by Genesis 2:7, which says, “Then the Lord God formed man of dust from the ground, and breathed into his nostrils the breath of life; and the man became a living being.”

The description in Psalm 139 is of the Master Creator of the entire universe with His hands in the clay. And as He begins to form His next masterpiece, there is fear and reverence in heaven. In the silence, those beings who look on are in awe, not only of the Creator, but also of His creation. How is it that He can take a literal piece of earth and form a human life? As He begins to form the inward parts, and to weave His new treasure into His own likeness, it becomes evident that this one is not like the rest. This new achievement is distinguished from all the others. It has its own mind, its own blood type, its own DNA, its own fingerprints, and its own personality. As all Heaven can attribute, this moment in time is too difficult to understand. It is

incomprehensible to human, or angelic, minds. Only God could have accomplished such a miracle. For nine months, He works – diligently producing a precious work of art. Then, in an instant, when He is satisfied with the results, God breathes the breath of life into his new creation, and a human, in His Own image, is born.

This human life has a purpose. But, obviously, that purpose can only be known by the Lord, since it was He who created the life. The fact that God took so much time and care in His creation is testimony to the fact that He values human life greatly; Not to mention the fact that humans are the only ones of His creation who truly are formed in His own likeness. He desires to continue to mold this new life, until it has completely run its course. Of course, because of His great love, He will not force this new human to live a certain way. He gives each one a privilege of choice, to live as they wish, to think what they will, to say what they want, even if it breaks His heart. And no matter what path this human may take in life, NOTHING will change the fact that God loves him unconditionally because he was fearfully and wonderfully made.

Is it any wonder that David said he would give thanks to God? Are we surprised that he literally worshipped with uplifted hands at the thought of his own creation? David was uniquely crafted by Yahweh Himself. Yet, David was no more special than any other person on earth, for the same Creator took the same love and care with each of us. Human life is the most precious creation of our Lord. Oh, how much we take our life for granted, and how much time we are willing to waste. God specially made you for a very unique purpose, and you are the only one to whom He will reveal that plan. Spend time with Him. He has never stopped spending time with you since the time you were merely the dust of the ground.

Hickory Christian Academy is dedicated to honoring the Lord by recognizing the unique gift of each child, His special creation. The Bible says, “Behold, children are a gift of the Lord; the fruit of the womb is a reward.” Thank you so much for sharing these precious gifts with us this year. May God bless each of you as you walk closely with Him.

History of HCA: A Timeline of God’s Faithfulness

Hickory Christian Academy was established on the basis of three scriptural principles: prayer, God’s Word, and faith. These three principles have been woven together as three strands of a cord throughout the history of the school. Time and again, these three principles come to the forefront as HCA grows and prospers under God’s guidance. As we look back, we clearly see God’s provision for the school, and it is because of His provision that we can confidently look forward and know that He will provide for the school in the future. *“The Lord is the portion of my inheritance and my cup; thou dost support my lot. The lines have fallen to me in pleasant places; indeed, my heritage is beautiful to me.” Psalm 16:5-6 (NAS).*

In November 1994, God gave the vision for starting a Christian school in Hickory to a small women’s prayer group. After a time of prayer and fasting to seek God’s purpose for our group, the vision of a Christian school was conceived. It was a vision completely from the Lord, confirmed by His Word through prayer, the first two strands of the cord. God gave us a picture from the book of Daniel of young people

being set apart and trained in excellence. We had no experience in establishing a school and had to depend on God through fervent prayer regarding the next step.

God led us to a future school board member who had read a book by Douglas Wilson, called Recovering the Lost Tools of Learning. Now the school had some semblance of a plan – follow the classical, Christian model outlined in Wilson’s book. God even provided a classical, Christian school nearby in Greensboro for consultation. The next step was to pray, research, and wait for God to open doors, which He did in His perfect timing.

In July 1995, the school still had no teachers, no facility, no money, no curriculum, no name, and only four students, all children of board members. What the school’s organizers did have was faith, the third strand in the cord. This faith was affirmed through God’s Word, which He supplied constantly. Under God’s leading and after much prayer, the decision was made to begin classes. In September 1995, Hickory Christian Academy opened its doors with three teachers and 19 students in the “Educational Wing” of Highland Baptist Church.

The second year for HCA began with another miracle. Three days before school was to start, one teaching position remained unfilled. The board and teachers had gathered at a member’s house to pray. As we were on our knees praying, the phone rang with a teacher inquiring as to possible employment, referred to the school by a parent. God supplied every need that year just like the first.

Year three brought 85 students to HCA and a wonderful need for more classroom space. The board prayed and God led them to agree to purchase a modular building, acting on faith without sufficient funds to pay for the building. The very next day, God led a parent in the school to supply the down payment and finance the balance, interest free. God had proven His faithfulness once again. The threads of prayer, God’s Word and faith continued to weave the history of HCA.

The fourth year brought HCA 125 students, a full-time headmaster, a second successful silent auction and an anonymous \$100,000 donor to meet our financial needs. By year five, HCA had grown to 166 students, a staff of 24 godly individuals and a new depth of dependence on God for the future. In year six, HCA entered the logic stage of the trivium by adding seventh grade. HCA had a student body of 185 that year and drew from over thirty churches and 107 families.

Year seven began with 198 students, but it proved to be a year of testing. Our headmaster of the past 3 years did not return and, due to space constraints, we decided to try a dual-campus situation, dividing our students between Highland Baptist and First Baptist Church in Hickory. This proved to be logistically difficult for our interim administrator to supervise while he was learning the system. During the school year, several families and faculty members left the school, and it seemed that we were in a crisis situation. But God was still watching over our school and providing the things we needed to continue our ministry. Little did we know at the time that He was pruning us for the future.

Year eight brought several new teachers and a renewed commitment to Classical Christian education. We added a second administrator and consolidated back to one campus at Highland Baptist Church. We had “high school” kids for the first time as we entered the Rhetoric stage in 9th grade. The enrollment had dropped to 177, but those who remained were faithful to see the school succeed. The school was provided a beautiful 31 acre plot of land to purchase for future construction.

Year nine found our area in the midst of a major economic recession, making tuition payments difficult. Yet, we were the only private school to increase in enrollment, beginning the year with 180 students. We also began a capital campaign to raise funds to build our own facility. Maintaining the standard of excellence was difficult with limited funds. Adding grades without adding overall enrollment takes a financial toll. For the first time, the school accumulated some financial debt. Our prayer focus moved toward enrollment. Adding students was the only way to meet budget without sacrificing quality. God saw fit to give us several avenues of public relations to get our name more prevalent in the community, including a state championship in 1A boys' soccer.

Our tenth year saw an affirmative answer to our prayers. We began the school year with 220 full-time students and 3 part-time students, drawing from over 140 families in the Catawba Valley area. For the first time in several years, we finished within budget. We entered a partnership with the Hickory Community Chapel to build on their land, and share the facility for their Sunday school needs. As the year progressed, God supplied every need, including the bank loan to begin construction. On April 16, 2005, HCA celebrated ten years of God's blessings. We held an event at Sandy Ridge Baptist Church, highlighting the history of the school, and including a special presentation to the founding parents of HCA. Two weeks later, on April 28, we broke ground at the Hickory Community Chapel site, and construction began on our new facility.

Year eleven saw another increase in enrollment, to 247. This proved to be another year of testing for the school, as the construction process took much more time and money than originally anticipated. The school was too large to be housed completely by Highland Baptist, so we were forced to search for alternate locations. New Hope Baptist Church stepped up and saved the day. They took all our half-day students (approximately 55) for the year, free of charge. What a blessing! 1st – 12th grade continued to meet at Highland, but we committed to leaving their facility once the school year ended since they were ready to begin some renovations. The big news from the 2005-2006 school year was the graduation of our first group of seniors. Charis Craig, Kyle Keller, Elijah Lackey, Andy Peeler, Zack Sigmon, and Kelly Smith became the original graduates of Hickory Christian Academy. All six were accepted to the college of their choice, including Elijah's acceptance to West Point, following the recommendation from Congressman Patrick McHenry. The ceremony was very emotional, and provided the unity we needed during the tough times of being in limbo during the building process.

Year twelve began with the disappointing news that the new building was still not complete. With our agreement to leave Highland, we were left without a home. However, God was still faithful, and opened the door for our half-day kids to remain at New Hope. In addition, First Baptist Church in Hickory welcomed us into their facility until our construction was complete. While we were literally working out of boxes, and with bare-bones supplies, we made the best of it, and started the school year off successfully. Finally, on November 15, 2006, we began the move! All of our high school students, and many of our parents participated in the move, finishing it in 5 days. Even though the facility was not completely finished when we moved in, the blessing of having our own building was incredible. For the first time in eight years, we had every student under one roof. For the first time ever, we held athletic events in our own gym, instead of begging local churches for their facilities. Now with 278 students in a "real" school building, HCA began to take on the look of a legitimate school. The year ended with our first Knighting ceremony of the 15 graduates in the class of 2007.

The thirteenth year of the school began in our very own school building. This was the first time that we did not have to rent moving trucks and storage buildings to house our things during the summer, so setup for the school year was greatly simplified. There was also a sense of legitimacy

for the faculty and staff as we prepared for a year of school in this beautiful new space which God had provided us. The year was not without its bumps, but was a very successful year overall. The year began with 322 students, which filled up the building immediately. Our soccer and volleyball teams each won their third consecutive state titles, the high school was beginning to fill up, and HCA was transitioning from an infant school to an adolescent school. The highlight of the year was our U-Knighted We Stand Capital Campaign in which God provided \$2 Million toward our building debt through the pledges of private donors. This news certainly allowed us to enter the summer with great anticipation of the future.

Our 14th year (2008-2009) saw the addition of a new administrator over the Logic and Rhetoric stages. This brought immediate improved order to those grades with the increased detailed supervision. This was our most successful year to date with regard to academic performance and overall discipline. HCA ranked first within the North Carolina Christian School Association in overall Stanford Achievement Test scores. We also had our first Morehead Scholarship finalist. All 12 full-time graduates, and both part-time graduates were accepted into 4-year universities. The high school returned to uniforms after a 4-year trial with a dress code. This brought a much-needed simplicity to the enforcement of school clothing, allowing more focus on things that are more important. Feeling that we now had a stable organization, we began the focus on becoming truly classical in our education. We also were able to pay down over \$1 Million in building debt during the course of the school year despite the worst economy since the Great Depression. Equally as exciting was the fact that we continued to grow in enrollment, beginning the school year with 343 students. Unfortunately, the continued growth already put us at the brink of outgrowing our new building, so we began the search for space once again. Beginning in the fall of 2008, HCA moved up from 1A to 2A in our sports division. The girls' volleyball team won its 4th consecutive state championship, and the first in the 2A division. Additionally, the girls won our first ever NACA National Championship! The varsity boys' Cross Country team also secured its first state championship. As the year closed, the Hickory area was reeling from terrible economic times, with over 15% unemployment, but God continued to meet our every need. As the year closed, the board voted to begin an endowment for HCA, as well as to partner with a school in Haiti in a "sister school" relationship.

Year 15 (2009-2010) began with an enrollment of 358 students. Our scripture focus for the year was "Walking Worthy", based on Colossians 1:10. We continued to have success in enrollment, capital payments, and academics. God began to increase our ability to provide scholarships for those in need, and to offer Classical Christian education to more and more children in the area. The class of 2010 graduated 16 students, our largest class to date. In addition, the varsity volleyball, boys' cross country, and girls' soccer each won state championships in the NCCSA 2A division. We were also able to help start a new Christian school in Lares, Puerto Rico. The school adopted the "Knights" as its mascot in our honor, and planned to open in the fall of 2010 with about 25 students.

Our 16th year saw an enrollment of 378 students, and a full house. Our "new" facility had already reached its maximum classroom capacity, and it was time, once again, to seek new space for the future. This was a year where we saw great spiritual growth within our student body. The 20 members of the Class of 2011 did a great job of leading their fellow classmates toward deeper spiritual maturity. This year also enjoyed an NACA National Soccer Championship, following a state soccer title and a men's cross country championship, highlighted by the team overcoming the loss of their top two runners due to injury in a car accident. We continued our push to become more classical in our education, and were privileged to have our first large scale dramatic production, "A Christmas Carol" in December.

Year 17 began with 397 students. The continued increased enrollment forced us to move our 6th grade classrooms outside of the main school building to create room for the growing high school. Harvest Bible Chapel was gracious to provide that space in their building in spite of the fact that they needed it to accommodate their own growth. We also rented space at the city-owned Neill Clark Recreation Center next door for high school electives. This prompted talk of future expansion, and led to the acquisition of six additional acres of land adjacent to the current land – a gift to the school from within our current body. This was the final year of a “single” class, with the graduation of 15 seniors. Future years will have at least a “double” class of students (more than 21). We also changed athletic conferences in order to raise the competitiveness of our teams, and to accommodate the growth of the school. HCA joined the Southern Piedmont Athletic Association (SPAA), under the umbrella of the North Carolina Independent Schools Athletic Association (NCISAA) as a 1A team. With the exception of one, every varsity team qualified for state playoffs in our first year, with boys’ cross country claiming their fourth consecutive state title. Our drama program performed “Androcles and the Lion” in January, and we added the Fine Arts Extravaganza as a formal school event in the spring, highlighting the school’s commitment to the arts for public display.

Our 18th year (Fall 2012) saw 414 enrolled students, and a dramatic jump in senior class size, with 31 graduates. Our drama program produced “The Adventures of Tom Sawyer”. Our varsity Cross Country teams won the state title in the boys and girls divisions. We continued to rent the Neill Clark facility from the city, and were able to move our 6th and 7th grade classes there to free up space for the high school in the main building. While the walk through the woods was inconvenient at times, it was a blessing to have these classrooms within walking distance. The biggest news from this school year was the announcement in January that Harvest Bible Chapel had decided to purchase the Gateway Center Hotel in Hickory to accommodate their church growth. This allowed HCA to buy the Harvest buildings on campus. The transaction was completed in April, but the church remained on campus through the end of the school year while they renovated their new space. The purchase price of the Harvest property was \$1.5 Million, of which \$1 Million was privately donated.

In year 19, we began with 451 students in the school. The rapid growth over the past few years was a blessing, but also came with the challenges of managing the many backgrounds, personalities, and perspectives of a large group of families. Our little school was getting bigger, and going through some growing pains along the way. Still, we remained steadfast in our desire to provide uncompromising Christian education to the Hickory community. During the summer, we were able to renovate the upstairs of the old Harvest administrative building, and move our 6th and 7th grades to their new permanent home. This enabled us to add a 3rd 7th grade classroom, which was the first grade to go to a 3rd class. The money for this renovation was privately donated to the school. Harvest Bible Chapel held its final Sunday service on our school campus on Labor Day weekend before permanently moving services to their new facility. The church offices remained on campus until Thanksgiving. Early in the year, a grandparent in the school donated the money to renovate the old church offices into new classroom space, as well as enough to create a grassy field behind the school, and a new playground for the younger children. Up until this point, HCA did not have enough grassy areas for children to play outside, so we either had to use the city property at Neill Clark, play inside the gym, or squeeze into the small areas between the parking lot and sidewalks, dodging fire zone signs along the way. The drama production this year was “Beauty and the Beast”, and the senior class graduated 21 students.

Our 20th year began with a freshly renovated middle school building (former Harvest office space). We enjoyed 462 students, including a 35 member senior class. Our fall athletics teams exceeded expectations, winning the state championship in men's soccer, women's cross

country, and runner-up in women's volleyball. The men's soccer team followed their state championship with a NACA Div. 1 National Title. This early success, coupled with solid performances for the remainder of the sports season earned HCA its second consecutive Wells Fargo Cup as the top 1A NCISAA program in the state. Academically, we had a student receive an offer from Cornell University, our first Ivy League acceptance! We also had students qualify to attend Vanderbilt, Notre Dame, and UCLA, expanding our horizons for the future. In addition, HCA earned full accreditation status from the Association of Classical Christian Schools (ACCS) for the first time. Our Drama team produced "A Midsummer Night's Dream", and our Model UN and Mock Trial teams scored well in state competitions, as we continued to expand student opportunities for kids in various interests. Our main focus for this school year was in solidifying our Christian family culture, recognizing that the larger we grow, the harder we need to work at this component of the school. As a result, we added an administrative position of Enrollment and Cultural Director to focus on these items moving forward.

In year 21, we enjoyed a complete renovation to the classrooms in the half day program, transitioning them from what was formerly the Harvest nursery. We were also able to renovate two former Sunday school classrooms into an upper grades art room in the old Harvest sanctuary, which became the HCA Fine Arts Building. Our total enrollment was 474 students, including 33 seniors. On Friday, September 4th, 2015, we celebrated the 20th birthday of Hickory Christian Academy. Several of our original students, parents, and teachers were present, and Debbie Bolch and Karen Johnson were honored as our original founders. Navy, Gold, and White balloons were released to signify the calling of God, the founding of the school, the original 19 students, and the current blessing of a large faculty and student body. We capped off the celebration with every student receiving cake and ice cream. Our high school drama team performed "Mulan". We hosted our annual Grandparent's Day in April, enjoying more than 400 grandparents on campus. During the graduation ceremony for the Class of 2016, we were honored to have Will Graham, grandson of Billy Graham, as our commencement speaker. His topic was "time", and making the most of the years you have.

Year 22 saw the graduation of 28 seniors, and Bob Goff as our graduation speaker, challenging us to differentiate between "true north" and "magnetic north". We enjoyed our largest enrollment yet, at 486 students. Our drama production was "Willy Wonka and the Chocolate Factory", and we had our first finalist in the ACCS oratory competition. We also were able to send a speaker to the annual ACCS national conference, as Mark Wheeler represented HCA, where he spoke on the importance of students in a Classical Christian School understanding the value of Classical Christian education. Our second ACCS Accreditation visit earned a 5 year renewal. In May, we dedicated the Tate Center and Olde Hickory Mill athletics facilities, in partnership with Transportation Insight and The Fellowship of Christian Athletes. This provided much needed space for varsity basketball and volleyball, as well as a dedicated practice field for soccer.

Year 23 (fall of 2018) reflected the first drop in enrollment at HCA in 16 years. This was the result of many things, including a large number of families who moved out of Hickory. We began the year with 472 students, including 36 seniors, our largest senior class to date. We also added a third 2nd grade classroom – our first time with three classes in one grade. Our girls soccer team won our first NCISAA 2A state championship in any sport, and our drama production was "Beauty and the Beast". We experienced strong spiritual growth this year, and began formal plans for future expansion, as we had a desire to expand to 3 classrooms per grade throughout the school. We were also able to formalize our RoundTable Fund, which is a private donation system to supplement the overall quality of the school moving forward.

In year 24, our enrollment rebounded to 481 students, and details about future growth began to take priority, as meetings with potential donors and the hiring of a consulting firm displayed. The thought of a separate building for high school students seemed prudent, as well as the purchase of our own soccer field, and further development of our fine arts program. The drama production was "The Wizard of Oz". We began our ENGAGE program of community connection and parent training. Our first two speakers were Keith McCurdy, who spoke on "Building Sturdy Children" and Pam Tebow (Tim Tebow's mother), who was scheduled to lead a ladies luncheon, until interrupted by the COVID19 pandemic. On March 13, 2020, our school, along with most of the world, shut down in-person interaction due to the spread of the disease. We finished the final (more than) two months of school with online instruction and quarantine procedures. However, we did manage to hold an in-person graduation ceremony for the Class of 2020 outdoors.

Year 25 began with the United States (and most of the world) still under protocol to mitigate the spread of COVID19. HCA began the year following recommendations from health organizations and opening school on schedule for all students with social distancing, mask wearing, and other virus mitigation strategies in place. Due to the smaller numbers of people we could allow in one room at a time, we limited our size, and had 471 students enrolled, despite the fact that many public school students desired enrollment at HCA, since their schools were still in an online instruction format. The year proved to be our most challenging, as we canceled most school events, field trips, and significantly limited athletics, but by God's faithfulness, we were able to maintain a relatively normal curriculum pace, and fulfill many aspects of our mission in spite of the hurdles.

It is not possible to share every story or provision because HCA has been built on miracle after miracle, each one a testimony to God's greatness. As we look back at our rich heritage, we see what God has done, not what man has done. He is the center of HCA and must remain so if this school is to exist. God has continually and abundantly poured out His blessings on the school. In the first ten years, the school experienced a 1200% increase in enrollment. This magnitude of growth reveals the need for a classical, Christian school in the Hickory area that is independent of any church or denominational affiliation. It also reflects God's desire to see HCA grow and prosper. We sought God's leading while expanding HCA to a preschool through 12th grade institution of classical, Christian education bringing glory to His name and serving Christian families in the Catawba Valley.

"We will not conceal them from their children, but tell to the generation to come the praises of the Lord, and His strength and His wondrous works that He has done. For He established a testimony in Jacob and appointed a law in Israel which He commanded our fathers, that they should teach them to their children, that the generation to come might know even the children yet to be born, that they may arise and tell them to their children, that they should put their confidence in God and not forget the works of God." Ps. 78:4-7 (NAS)

GENERAL OPERATIONS

Adherence to School Policies

Adherence to the policies within this manual is required for all members of Hickory Christian Academy, including students, parents, and employees. While there are stated consequences for specific actions contained within the pages of this manual, continued disregard for school policies may result in a school board or administration decision to discontinue the membership or enrollment of any individual person for the current or following school year.

Hours of Operation/Contact Information

HCA operates five days a week (Monday- Friday). Office hours are from 7:40- 3:30. The office can be reached at 828-324-5405. Any faculty member can be emailed at (first letter of first name, full last name @hickorychristian.com). Standard summer office hours are 9:00-2:00 on Mondays-Thursdays.

Sundays

HCA encourages keeping the Sabbath holy by not participating in school-related meetings, work events, activities, or phone calling on Sundays.

Chapel Information

Our Chapel time is once a week. This is a special time of worship and unity among our students. FORMAL UNIFORM is required on Chapel Days. Parents are always welcome to join us for Chapel. Parents, grandparents, or pastors of our students in the Grammar stage are encouraged to offer to speak at Chapel. Those interested in doing so should make their availability known to the teacher as Grammar teachers are required to secure a Chapel speaker on a rotation basis throughout the school year. Both the Grammar school and Logic/Rhetoric school have chapel once a week.

Curriculum

HCA has a curriculum guide for each grade level and specific course. This ensures a consistent academic experience for each student regardless of who the teacher is each year. Input is always welcome and should be presented to the appropriate administrator, preferably in writing.

Of note, core instruction in and memorization of Bible verses will be from the following translations: English Standard Version and New American Standard Version. HCA does not endorse one version of scripture over another; however, we do use literal translations as opposed to paraphrased or politically-correct versions for classroom instruction.

Class Size

Hickory Christian Academy has discovered that there is a proper balance between the effective student/teacher ratio for effective education and the number of students necessary to cover basic expenses. Therefore, we have established the following size limits for a single traditional classroom:

Pre-K	12 students	TK and Kindergarten	16 students
1 st – 5 th Grade	18 students	6 th – 8 th Grade	20 students
9 th – 12 th Grade	22 students		

*The Headmaster and Admissions Director may increase these limits by one student per classroom if beneficial to the overall success to the school.

Phone Calls

Outgoing Calls from Students (guidelines for making outside calls)

Students are required to have written or verbal permission from a teacher or staff member to make outgoing calls. These calls will be made on the public phone located in the office.

Parents Leaving Messages for Students

Incoming calls from parents who wish to leave messages for students must be received by lunchtime only (12:00) and by 10:00 for all half-day students. All teachers should check their mailbox at lunchtime for student messages. **Please remember that transportation changes for your child need to be called in by 12:00 noon.**

Drop Off/Pick Up Procedure

Non-employee children may not enter the building until 7:45 a.m. (including carpool students who are riding with those leaving for early morning field trips and athletics). HCA will not provide supervision for any child prior to 7:45. Students who avoid the car line by walking into the building must be licensed drivers or be accompanied by a parent. Only the main entrance of the school building will be unlocked during school hours.

If you must come into the school in the mornings, please drop your children off first then park your car. This will increase the safety of all involved.

For the safety of our students and parents, please use the designated crosswalks. Also, please refrain from using your cell phone during drop off/pick up.

Pick-up is not the time to discuss your child's progress with the teacher. Parents may call the school office and leave a message for the teacher to schedule a conference time. We strongly urge you to drive through to pick up your child unless you are signing them out early for the day. All students must be picked up by 3:10 pm daily. * **Students picked up after 3:10 p.m. may be subject to an after-school fee of**

\$10.00 for the first 5 minutes late and \$5.00 for each additional minute thereafter. Exceptions may be made for Logic/Rhetoric students by the administration, and usually will coincide with after-school events (ball games, tutoring, projects, etc.) Any students allowed to stay after hours will be subject to the same rules and authority as during the normal school day. These students must be accompanied by an adult who has fully agreed to hold them accountable for their actions.

For the convenience of parents, HCA has three 15-minute parking spaces for quick drop-off and pickup of children. If a parent will be in the building longer than 15 minutes, they should park in the upper lot and walk to the building.

Lunch Procedures

- Unless otherwise prohibited, ONLY family members, alumni, and church leaders are free to join HCA students for lunch.
- Student drivers will not be released to leave campus for lunch, unless accompanied by their parent or guardian. Parents may only take their own child to lunch.

Visitor Procedures

To ensure the safety of our students and faculty, all visitors will be required to abide by the following guidelines during normal school hours (7:45-3:10):

- Sign in at the front desk and receive a visitor's tag that is required to be worn at all times.
- Non-HCA family members are not given access to students during school hours. Only parents of HCA students are welcome to visit and observe their children in the classroom. However, we ask that parents notify teachers in advance. Alumni may visit teachers and interact with students during the school day with administrative permission.
- A parent may desire that their child not have contact with specific individuals (boyfriend, girlfriend, divorced spouse (without visitation rights), etc). In these instances, the parents will need to contact the administration and communicate this desire. These individuals will not be allowed to visit the school.

Student Release Policy

If someone other than the parents will be picking up a student (grandparent, relatives, friend, etc.), written permission must be given to the teacher. Daily communication with the teacher and front office about pick up changes are essential. In the event of an emergency change, please phone the school office as soon as possible to identify the person authorized to pick up. Hickory Christian Academy will make every attempt to ensure the safety and protection of each child. Students who drive themselves (regardless of age) must have written permission from a parent to leave school before normal pick-up.

Divorced or blended families are required to submit a copy of the legal custody agreement to the school office clarifying who has permission to visit and/or pick up students from HCA.

Reserving School Facility After School Hours

You may request to reserve use of the school facility (building or grounds) after 4:00 PM or on the weekend. Please submit the facility usage form (available in the front office) to the Administration. HCA may charge a rental fee of \$100 for a half day (under 4 hours) and \$150 for a full day.

HCA Student Class Placement Policy

Students are placed into classes/grades at the discretion of the Headmaster using information from the admissions process. Placement is based on prayer, gender balance, ability, personality, and disciplinary issues.

Procedure for Parents Requesting Classroom Change

In the event of a parent requesting their child be moved to another classroom the following steps will be taken.

1. Every effort should be made by the Headmaster to ensure that the grievance policy has been followed.
2. Headmaster will discuss the individual situation with the parents and teacher and prayerfully make the best decision for the student and HCA.
3. Parent request may be presented to the board of directors at the discretion of the Headmaster.

Mandatory Attendance Policy

It is the law of the State of North Carolina that school age children be in school. Students at private schools are not exempt from this law. Pursuant to these laws and principles, Hickory Christian Academy asks that parents do their best to keep student absences at a minimum. When a student is absent from school, it puts additional pressure on that student and on the classroom teacher to “catch up”. It can be to the detriment of the entire class if the teacher spends an excessive amount of time catching up one particular student. Obviously, students who are sick, or have other unavoidable conflicts will understandably need to miss school. However, as much as possible, long vacations and other excessive voluntary choices to miss regular school days should be avoided to ensure a normal classroom flow.

Students who miss a high number (i.e. more than 10-15) of school days should expect their grades to suffer as a result, and may require tutoring outside the normal class time. If deemed necessary by the teacher and/or parent, this extra tutoring time would be billed directly from the teacher to the parent. Attendance may be included on high school transcripts sent to colleges for a fair assessment of the student profile (depending on the validity of the absences).

Pursuant to these laws, procedures, and principles, a teacher or administrator will contact parents upon the 10th student absence during a school year (7th student absence for 9th-12th graders) to make sure the parent is aware of the number of classes missed. If a student misses more than the equivalent of fifteen (15) days (or 10 days per class in the 9th-12th grades) during the school year, the parent will be asked to explain the excessive absences in writing, submitting this document to the Appropriate Administrator for board review. HCA intentionally builds breaks into the school calendar for families to use for personal travel.

Inclement Weather Policy

Due to the fact that we do not have buses picking up children on rural routes, our decision to cancel or delay school may differ from the public school system. When making a final decision on the status of school, we will take into account the decisions of the other systems in the area as well as examine the current weather situation and forecast. To inform everyone concerned as efficiently as possible, we will be using the following procedures:

1. The decision on whether to cancel or delay school due to weather conditions will be made by the school administration. Typically, final decisions will be made by 6:30 a.m.
2. The absence of an announcement on any of the above sources means the school will be open as usual.
3. In the event of a delayed opening as opposed to the canceling of school, please note the following:

- a. Two-hour delay – all students will report to school 2 hours late unless otherwise stated.
 - b. Half-day students will still be picked up at 12:00 noon on these days.
 - c. In unusual circumstances, there may be delays other than 2 hours (1 hour, 3 hours, etc.), but generally all delays due to weather will be 2 hours.
4. Do not call the weather bureau, television or radio stations, newspapers, sheriff's department, teachers, or administrators. All announcements will be made by via Facebook, email & website.
 5. Please remember that in making a decision on opening or closing schools, all school officials are primarily concerned with the safety and welfare of our students and staff.

Field Trip Policy

Field trips are a significant aspect of the HCA curriculum, which are meant to supplement, not supplant the basic academic curriculum of the school. For academic and safety reasons, HCA will abide by the following guidelines regarding field trips.

Parents will be given plenty of notice to plan and prepare for field trips. Students will not be taken off campus without written permission from the parents. Students of parents who do not give permission for a particular trip will not be penalized directly or indirectly. Also, the student's absence in such a situation will not be counted against them, but the student must complete any work assigned as part of the field trip. Students not participating in class field trips will not be allowed to stay on campus at HCA.

While one-night trips may occasionally occur, there are a number of extended trips, defined as two nights or longer. They are...

5 th Grade – Williamsburg, VA (4 nights)	Approximate cost \$500.00
6 th Grade – Charleston, SC (2 nights)	Approximate cost \$300.00
8 th Grade – Ancient History Trip (2 nights)	Approximate cost \$300.00
10 th Grade – Washington, Philadelphia, PA (4 nights)	Approximate cost \$550.00
12 th Grade – Senior Trip TBD by senior class, parents, faculty, and Headmaster.	

Media/Electronics

In order to fulfill HCA's mission statement of assisting parents and, because of the diverse perspectives of our parents regarding music and media, HCA will refrain from making judgments which may contradict parent authority by excluding personal electronics-i.e. cellphones, iPods, iPads, smart watches, Kindles etc., video gaming systems, devices with video or audio technology, and the like on field trips (unless approved by Headmaster and the administrator). Other forms or media, such as forms of visual print, may also be excluded.

Fundraising for Fieldtrips

With the exception of the senior class, individual classes/grades may not conduct fundraisers on campus, which target HCA families.

Grading Policy

The purpose of our grading policy is to establish a consistent standard that is founded on proper judgment and confidentiality.

Right Judgment – Grading of student work and assessments is one of the primary responsibilities of the classroom teacher. Where appropriate and necessary, the teacher assistant will also grade student assignments. Students will not grade other students' work. Written student work is one indicator of the student's understanding and mastery of content. The grading process gives the teacher necessary information to know whether to review or move on to new concepts.

Confidentiality – Recording of student assignments will only be performed by classroom teachers. Student grades are confidential information that should remain between the student, teacher, the student's parents, and Administration.

Report Cards/Progress Reports

The school year is divided into four (roughly nine week) quarters. Report cards are electronically released (via email) at the end of each quarter. Generally, families will be asked to email verification of report card back to their homeroom teacher. In addition, Progress Reports will be sent home at mid quarter.

Enrollment and Re-enrollment

HCA accepts applications year-round. However, applications are rarely considered after Oct. 1 for the current school year, unless the applicant is moving from out of town. It is important that families interested in HCA contact the Admissions Director for a tour of the school. Due to a limited number of seats in each grade, we recommend that families submit applications as soon as they feel led to be a part of the HCA family.

Admissions Waiting List Procedures

Each applicant will be informed when an appropriate class is full so that each may decide whether to go through the admissions process in order to qualify for a position on that class' waiting list. To be eligible for placement on a waiting list, applicants need to complete the entire application, including forms and fees. Generally, families on the waiting list will not proceed to Board interview and assessments until there is an opening in the classroom.

The following factors will give priority on waiting list status:

- Families with other children already enrolled at HCA;
- Employee (or potential employee) child

Other factors which may affect waiting list status include (in no particular order):

- Students that have attended HCA in the past but left due to relocation, home-schooling, financial reasons, etc.:
- Board evaluation of Admission Criteria as applied to each applicant;
- Date of application.

If parents decide to remove their child from the waiting list before the school year begins, the registration fee will be refunded. This fee would be recollected should the child be admitted after the school year begins.

Upon parental request an applicant may remain on the waiting list for consideration for the following academic year if he/she is not placed in the current year. To keep a child active on the waiting list, all fees must remain paid in full. However, his/her priority on the waiting list may change depending on future applications. In the event that registration fees increase from one year to the next, families carrying over on the waiting list will only be billed the increased amount.

Re-enrollment

Re-enrollment for the following school year is generally the first two weeks of February. Families failing to do within the time frame risk losing their children's classroom spots.

Tuition Assistance Program

Hickory Christian Academy makes classical, Christian education broadly available to students across our area. A diverse student body with families from all walks of life is a stated value of the Board of Directors. The Board has established the tuition assistance program to accomplish this goal by providing up to a 50% discount on tuition. To qualify students for the program, we now utilize the online service of Financial Aid for School Tuition (FAST) to process applications.

Important Facts

FAST does not decide whether financial assistance will be granted; rather, FAST provides a need-based financial aid analysis service which includes a recommendation of what a family should reasonably contribute toward tuition. All information from FAST is kept confidential. Results are reviewed by the business office. Decisions are then made based on the school's budget. Upon approval, financial aid offers are sent to families. Students may not receive both Tuition Assistance and the Opportunity Scholarship. Testing fees may apply.

You must apply for tuition assistance each year.

Returning family deadline: April 1*

Decisions made by April 30*

New family deadline: June 15*

Decisions made by June 30*

**Dates are approximate*

You will be contacted by the school confirming we have received your information. If you do not hear from the school after submitting your application, please contact our school accountant to make sure the information needed has been forwarded to us.

HCA applies consistent standards and policies across many families. However, each family's circumstances are unique and award amounts are based on individualized analyses. Therefore, we ask that parents not share with others the particulars of awards received. When families share details of financial aid awards, false assumptions and expectations are often created.

To start the process, please do the following:

1. Log onto the **FAST Website**
2. Follow the instructions; the application process is self-guided. You may navigate in and out of the program allowing you to partially complete an application and go back to it at another time. An online email and 24/7 helpline is provided.
3. There will be an application fee to be paid by credit or debit card at the end of the session. If you do not have the ability to pay by card, contact the Accounting Department.
4. After completing the online application, you will be required to submit copies of your current tax returns for both state and federal taxes with all schedules, W-2s, and last 4 paystubs. You will be provided with instructions to scan and upload the documents. If you are unable to upload them yourself, please bring the documents to the accounting office and we will upload them for you. **Note: Your tax return must follow the submission, and must be post marked by the specified date.**

Rules of Conduct for Students

Dress and Appearance

Students are required to wear clothing choices as designated in the Uniform Policy. Students should arrive at school in uniforms that are neat, clean and modest in style and appearance. A student's appearance must be suitable and appropriate for school, not outlandish or distracting. Hair should be neat and clean. Teachers, Principals, and the Headmaster are responsible for the determination and enforcement of these standards.

Student Conduct

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. Talking back or arguing with teachers or staff is unacceptable. Prompt and cheerful obedience is expected at all times. Requests from teachers or staff should not have to be repeated.
3. No chewing gum. Unless otherwise approved, there should be no food or drinks in class, other than water.
4. Keep hands and feet to yourself. Always respect the person and property of others.
5. No electronic devices on campus or on school sponsored events (headphones, cell phones, smart watches, games, laptops, or any internet accessible device, etc.) unless otherwise approved.
6. Student cell phones are unnecessary on school campus, and often cause distractions that inhibit the normal operation of the class. In addition to the annoying ring of the phone in class, texting during class will keep a student from maintaining his best academic effort, and may even be used for cheating and exchanging answers. When a faculty member sees or hears a student's cell phone during school hours, it will be confiscated and turned into the Headmaster. Upon the first offense, the phone will be held for 3 days before being returned. The second time, it will be held for one week. The third and subsequent offenses will result in the phone being taken for two weeks and a meeting with the parents. Obviously, for any emergency or for any calls to parents, the phone in the school office will be available to students as needed. Students may keep cell phones in their car during school hours, or may leave them in the main office during the school day. Students may have cell phones at after-hours school events. Any other exceptions must come from the Headmaster.
7. Guns or knives are not allowed on the school grounds.
8. Students are expected to be aware of and avoid the off-limit areas of the building or grounds.
9. Students are expected to treat all of the school's materials or facilities with respect and care. This includes all textbooks distributed to the students. Parents will be charged for lost or damaged textbooks or library books.
10. Alcohol, smoking (of any kind) and illegal drugs are prohibited on campus.

Etiquette Guidelines

The following are expected behaviors of courtesy and chivalry. Some of these guidelines are to teach our boys and girls to recognize their God ordained differences.

1. Boys hold doors for girls, whenever possible.
2. Grammar students should line up to go almost anywhere to and from the classroom.
3. Girls get in line first.
4. All adults shall be addressed with respect. It is expected that all students will use “sir” and “ma’am” when addressing or responding to an adult.
5. Visitors to the classroom may be greeted by standing at the discretion of the teacher.
6. Particularly in the lower grades, students addressing the classroom teacher should do so while standing.
7. Students should sit up straight in their desk with a respectful posture.

Discipline Policies and Procedures

If it is determined that a student is not in compliance with the HCA code of conduct, the kind and amount of discipline will be determined by the teacher and if necessary, the Administrator. The discipline will be administered in the light of the student’s problem and attitude. All discipline will be based on biblical principles, e.g. restitution, apologies (public and private), restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline problems are to be dealt with at the classroom level. Love and forgiveness will be an integral part of the discipline of a student.

*Note: It is possible that colleges will request disciplinary records for students during the admissions process

Serious Misconduct

Should a student commit an act with such serious consequences that the Headmaster deems it necessary, the office-visit process may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts of endangering the lives of other students or staff members, gross violence or vandalism, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct that occurs outside school hours, especially illegal activity.

Classroom Discipline System

Grades Pre-K – 5th Grade

Pre-K through 5th grade will use the Honorable Character Classroom Management System to instill godly character in the hearts of our youngest students. This classroom management system is based on fourteen character traits and the Scripture that supports each one. The traits are as follows:

1. Honor (Romans 12:10): “Give preference to one another.”
2. Obedience (Ephesians 6:1): “Obey...for this is right.”
3. Diligence (Colossians 3:23): “Whatever your task, work at it heartily.”
4. Wisdom (James 3:13): “Who among you is wise? Let him show by his good behavior.”
5. Kindness (Ephesians 4:32): “Be kind, tenderhearted, and forgiving.”

6. Self-Control (James 1:19): “Be quick to hear, slow to speak, and slow to anger.”
7. Orderliness (1 Corinthians 14:40): “Let things be done decently and in order.”
8. Service (Galatians 5:13): “Serve one another in love.”
9. Attentiveness (Proverbs 1:5): “Hear and increase in learning.”
10. Cooperation (Philippians 2:4): “Look beyond your own interests and consider others.”
11. Initiative (James 1:22): “Be doers of the Word, and not hearers only.”
12. Honesty (Proverbs 12:22): “Delight the Lord with truthful ways.”
13. Forgiveness (1 Thessalonians 5:15): “Do not pay back wrong for wrong.”
14. Responsibility (Romans 14:12): “Each of us will give an account of himself.”

(Pre-K and Transitional Kindergarten will use the Pre-K Version of Honorable Character. Six of these traits will be defined in appropriate vocabulary to help younger students start to build godly character as they are just beginning to understand and delight in the ways of the Lord.)

The Honorable Character system is positive and practical. Students will be encouraged as they are affirmed for good choices in character. Parents will be informed as to the positive traits students are exhibiting and the traits that need refinement. Communication will be sent home and must be signed and returned to school. It is our desire, that over time, a habit of making good choices is woven into the student’s character.

Student choices that are honoring and not honoring to the Lord will be handled at the discretion of the teacher and communicated to the parent on the Honorable Character chart. Office referrals will be necessary if any of the Basic School Rules or Classroom Rules (Proverbs 13:18) are not followed. Students in PK through 5th grades may lose a portion of their free time or asked to write letters of apology, etc. Students in 4th and 5th grades may also be asked to serve an after-school detention if poor choices are consistently made. Grammar parents will be notified and will be expected to attend a conference with the administrator and the teacher if poor choices continue. Strategies for rectifying the behavior will be discussed and a plan of action will be put into place. A team approach between student, parents and administrator will insure that the student understands the need for change and the importance of quality character to honor the Lord.

Parents may choose to use the Home System for Honorable Character to consistently teach character, integrity and honor at home. Home System information is available at www.honorablecharacter.com.

Grades 6th – 12th

The teacher will clearly state his/her expectations of proper classroom behavior at the beginning of the school year, sending home a list of classroom rules and expectations for the parent to sign and return. Inappropriate classroom behavior, not deserving of an immediate referral to the Principal, will be handled in the following manner:

1. Verbal warning- Once a student has been clearly warned that his/her behavior is unacceptable, no more warnings need to be issued.

2. Teachers assigned after school detention/sentences. After-school detention will be served as soon as possible following the offense. Teachers will make sure the parent has been informed that detention has to be served.
3. Office referral

*If students are regularly interrupting class, parents will be notified before teachers move to take disciplinary action.

*Teachers will assign detention of 30 minutes to 1 hour. The third after-school detention indicates a continuing problem, and, therefore, will also be an official office referral, accompanied by the appropriate discipline as spelled out in policy. Each after-school detention thereafter will also be an official office referral.

*Serving after-school detention will make a student ineligible for after-school activities during that time period, including all sports.

Grades 1st-12th -Behavioral Expectations for Afternoon Dismissal

All school rules apply while students wait to be picked up. Students are expected to remain silent and orderly while waiting for their name to be called. Continued disruptions and/or disobedience at pick-up will not be tolerated and will result in a visit to the Headmaster/Principal which will constitute an "office visit" under the Discipline Policy.

Office Visits

There are six basic behaviors that will automatically necessitate discipline from the Administration. Those behaviors are:

1. Blatant, public disrespect shown to any staff member (normally following in-class reprimand). The staff member will be the judge of whether or not disrespect has been shown.
2. Dishonesty in any situation while at school, including lying, cheating or stealing.
3. Rebellion, i.e. continued outright disobedience in response to instructions.
4. Fighting, i.e. striking in anger with the intention to harm the other student, and verbal taunting.
5. Bullying (see bullying on following page) and/or verbal taunting.
6. Obscene, vulgar profane language or gestures. This could also include taking the name of the Lord in vain.

In addition, the following behaviors, most likely to occur in grades 6-12, should require discipline from the Administration:

1. Leaving school without permission
2. Skipping class
3. Use/possession of tobacco, alcohol, smoking or drugs
4. Viewing/possession of pornography
5. Inappropriate display of affection
6. Possession of weapons (including pocket-knives)

During the visit with the Administrator, the Administrator determines the nature of discipline. The Administrator may require restitution, including apologies, parental

attendance during the school day with their student, or other measures consistent with biblical guidelines, which may be appropriate. They should end the visit with prayer.

Repeat Office Visits

If for any of the above or other reasons, a student receives discipline from the Administrator, the following accounting will be observed. Within the course of the school year:

1. The first time a student is sent to the office for discipline, the student's parents will be contacted and given the details of the visit. A copy of the written referral will be sent to the parents to be signed and returned the following day. The parents' assistance and support in averting further problems will be sought.
2. The second office visit will be followed by a meeting in person with the student's parents and Administrator.
3. Should the student require a third office visit, a one or two-day suspension will be imposed on the student.
4. If a fourth office visit is necessitated, a five-day suspension will be imposed and the student with his/her parents will be required to attend a consultation meeting with the Headmaster and at least one representative from the Board.
5. If a fifth office visit is required, the Headmaster will present a request for expulsion to the Board at its next meeting. The student will be suspended from school until the Board takes action.

The Headmaster may determine that a referral is worthy of disciplinary action, but not a step toward expulsion, as described above. The school board will be periodically informed of all office referrals.

*If a student is suspended, he/she shall receive a grade of zero for all daily assignments. Grades on other assignments due during the suspension will be reduced according to late policies. The student will be allowed to make up quizzes and tests.

Expulsion

The Hickory Christian Academy Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental in our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student will be expelled.

Readmittance

Should the expelled student desire to be readmitted to Hickory Christian Academy at a later date, the school board, or its delegated committee, will make a decision based on the student's attitude and circumstances at the time of reapplication.

Bullying Policy

“This is my commandment, that you love one another, just as I have loved you.” – John 15:12

Purpose:

Hickory Christian Academy desires for all students, parents, and employees to treat one another with Biblical love and respect, reflecting the love of Christ toward each one of us. We also understand that our sin nature causes conflict between people that must be addressed and healed at times. This policy seeks to define “bullying”, to take steps to eliminate it from our culture, and to outline the necessary actions of individuals in doing so.

Definition:

“Bullying” occurs when a person or group is intimidated, frightened, excluded, or hurt by an ongoing pattern of behaviors directed at them by others, especially once the aggressor has been asked to stop. (Greg Griffiths, “Bullying in Schools – The Hidden Curriculum” (2003)).

The following actions, in an ongoing form, may be forms of bullying and are included in all references to “bullying” herein:

- Physical aggression – including hitting, punching, kicking, etc.
- Teasing or verbal abuse – including insults, name calling, or racial/sexual remarks
- Intentional exclusion from activities or friend groups
- The setting up of humiliating experiences
- Damaging a person’s property/possessions or taking them without permission
- Threatening gestures, actions, or words
- Written/verbal/electronic messages that contain threats, putdowns, gossip, or slander
- Cyber-bullying through Facebook, Instagram, Twitter, texting, or other electronic means

It is important to note that HCA cannot address what it does not know. Parents should not assume that the school is aware of any situation between students, unless it has been directly addressed by the student, parent, or some other witness. Past interactions between students will not be considered bullying under the HCA disciplinary procedure. Only those interactions that are brought to the school’s attention will fall under this definition, which means that the school’s timeline on individual bullying cases will begin at the moment someone brings it to the attention of a teacher or administrator.

Procedure:

HCA recognizes that not all inappropriate interaction between students should be considered bullying. Behaviors will be assessed by teachers and administrators according to the following procedures:

1. Upon receiving the allegation of bullying, a teacher should document the allegation, and immediately inform the school administration of the allegation. The administrator will also document all allegations and subsequent procedures.
2. The administrator will investigate the allegation, speaking to all parties involved, including teachers and the parents of the students on both sides of the allegation. Generally all parties will be asked to give a verified account of what has happened with a view to understanding the entire picture.
3. Parents of all students involved will be kept abreast of the findings of the investigation, and may be invited to be present during certain discussions. In some cases, this may also apply to parents of bystanders and witnesses.
4. All verified incidents of bullying will be followed up with a written summary, accessible to all parents involved, and placed in permanent student records.
5. Bullying incidents will be followed up, and students monitored to ensure the incident has been resolved satisfactorily. The school will take serious disciplinary action in cases of retaliation for reporting bullying.
6. Discipline will be administered according to the severity of the situation.

Responsibilities of all parties involved in a bullying situation:

Students

1. In addition to reporting bullying behavior, the student should make the offender aware that his/her behavior is unwelcome.
2. Students being bullied, or those who witness bullying, should immediately report it to the school faculty and to their parents, and may do so without fear of consequences.
3. Students must be willing to resolve bullying situations, employing forgiveness and changes in behavior.
4. Anonymous reports of bullying will be investigated, but no disciplinary action will be taken against the alleged aggressor solely based on an anonymous report.

Parents

1. HCA expects parents and other adults who witness or become aware of an instance of bullying or retaliation between students, to promptly report it to the child's teacher or principal.
2. HCA will not begin the timeline of bullying until the initial report has been made. There will generally be no consequences for allegations of past events that lead up to the present event.
3. Parents need to be willing to accept that the whole story may be quite complex, and contain more details than their child has shared with them at home. Parents should trust the school to resolve bullying matters in a fair, unbiased, and equitable way.
4. Parents are ultimately responsible for consistently monitoring the social media communication of their own children.

Staff and Faculty

1. Non-teaching staff should report all allegations of bullying to the classroom teacher or administration.
2. Teachers will promptly report to the school principal any instances of bullying or retaliation witnessed by the teacher, or that is reported to the teacher by a student, parent, or other individual. The requirement to notify the school principal shall not, however, limit the authority of the teacher to respond to behavioral or disciplinary incidents consistent with the school's policies and procedures.

Administration

1. The school administration will conduct a serious investigation of any allegation of bullying, and will promptly inform the involved students and parents of its findings.
2. Consequences will take effect after an incident has been thoroughly investigated and can be corroborated by the students involved, multiple sources, or eye witnesses.
3. The administration of HCA reserves the right to treat any act of bullying as severe enough to warrant immediate suspension, dismissal, or expulsion from school, depending on its severity and/or to report the offense to the appropriate authorities.

Cheating Policy

Scripture is clear on the commands to believers concerning honesty and integrity. While dishonest gain may be tempting to all of us, it does not come without consequence. Proverbs 20:17 says, "Bread obtained by falsehood is sweet to a man, but afterward his mouth will be filled with gravel." It is the intention of Hickory Christian Academy to ensure that our students are performing with the utmost academic integrity. Therefore, we will define academic dishonesty – better known as cheating.

General Definition – Cheating is receiving outside help on work claimed to be your own.

Students who are given an assignment or assessment in school may not request, receive, or offer answers to that task without the expressed permission of the teacher who originally gave the assignment. This includes, but is not limited to, all tests, quizzes, papers, homework, and projects.

In other words, anything a student turns in to a teacher for a grade must be a 100% reflection of that individual student's knowledge and personal work on that assignment.

There are several different forms of cheating that will fall into this category:

1. Taking or receiving information. A student who looks onto another student's paper (or information source) in order to gain information that he would not

have otherwise been able to provide on his own, is considered cheating. A student who turns in answers that were freely given him by another student in an effort to claim credit for himself is considered cheating.

2. Offering or giving information. A student who offers answers from his paper (or information source) to another student in order to assist them on answers that they would not have otherwise been able to provide on their own, is considered cheating. A student who gives his assignment answers to another student who did not complete the assignment on his own is considered cheating.
3. Plagiarism. Plagiarism is considered cheating, and is often illegal. Plagiarism is defined as taking someone else's original words, ideas, or thoughts and making them your own without giving proper credit to the source. Taking an original document, and changing a few words, is still plagiarism since it steals the original general thoughts of another. In other words, a document does not have to be a word-for-word copy to be considered plagiarism. Plagiarism may come from books, magazines, videos, internet, or any other source of original (copyrighted or not) material.
4. Artificial Intelligence (AI). Artificial intelligence can present several challenges for students. These challenges threaten both student integrity and development as a thinker/writer. AI programs like ChatGPT, Bard, Jasper, aspects of Grammarly, and dozens of others can produce essays and answers to questions while requiring little or even no work from students. These programs are often called generative AI because they generate new content or suggest substantial changes to existing content in a way that simulates human answers. For classwork, students may not use AI in any form—even a browser search bar or a tool built into the word processor—to suggest or generate any organization, design, content, research, or wording unless the teacher specifically provides permission to use it for a particular part of an assignment. It is essential for students to understand that if they use AI to create or modify their work without teacher approval, they are intentionally deceiving their teacher and depriving themselves of the best possible education.

Those who give or receive information on such assignments will fall under the definition of cheating. The first offense within the course of a year will result in a zero on the assignment. Teachers will inform the parents of the students and the administrator. Additional offenses within the course of a school year will result in a zero on the assignment and an office referral. Students will also be removed from consideration of or have their membership revoked from any HCA honors organizations.

Communicating with the HCA Board

Objective:

To establish a clear policy to facilitate communication to the HCA Board by the patrons of the school.

Scope:

This policy covers all formal communications to the HCA Board from parents, staff or students, which do not fall under the Grievance Policy and Procedures. Such communications would include, but are not limited to, suggestions for school improvement, changes in policy, new programs or activities.

Definitions:

Formal – all suggestions, proposals, or ideas submitted for action.

Guidelines:

In the event a patron of the school desires to bring a proposal or suggestion to the HCA Board, the following guidelines apply:

1. The communication must be put in writing.
2. The written proposal or suggestion will be directed to the Headmaster who must then bring the proposal to the Board as part of the agenda of the next regularly scheduled Board meeting.
3. The Headmaster, after consulting with the Board Chairman, may refer a proposal or suggestion to an appropriate committee (i.e. Finance, Curriculum, Uniform, etc.) instead of bringing it directly to the whole board. When this is done, the Headmaster will so inform the person(s) making the proposal. He will also inform the board in his report at the next meeting of the Board.
4. The Board's response will be forwarded to the persons making the proposal through the Headmaster.

Comprehensive Grievance Policy

Objective:

To establish biblical guidelines for the resolution of disputes and grievances in the operation of Hickory Christian Academy.

Scope:

These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Hickory Christian Academy's operation between two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and Board.

Definitions:**Dispute:**

Any disagreement that results in broken fellowship or trust between the parties or that disrupts the lines of authority in the school, or which (in judgment of either disputant) threatens the successful implementation of Hickory Christian Academy's objectives and goals.

Grievance:

Any concern about any decision or action made by one in authority, where the concern is large enough to appeal the decision or action beyond that authority to the next level.

Concerns:

The substance and details of the dispute and/or grievance.

Students/Parents to Teachers:

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
2. If the problem is not resolved, the parents or student should bring the concern to the Headmaster. If the student brings the concern, he must have permission from his parents to do so.
3. If the problem still is not resolved, the parents should appeal to the Board or appropriate committee in writing and request a hearing from the Hickory Christian Academy Board or appropriate committee.
4. This procedure also applies to Board members/teachers who are acting in their capacity as parents/patrons and not as representatives of the Board /faculty or staff.

Parents/Patrons to Headmaster:

1. If the parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms) they should bring their concerns to the Headmaster.
2. If there is no resolution, they should appeal to the Board or appropriate committee in writing and request a hearing from the Hickory Christian Academy's Board or appropriate committee. The Vice-Chairman of the Board (or his designee) shall be responsible for written responses to parental grievances/concerns within two weeks after the grievance/concern is brought before the Board.
3. This procedure also applies to Board members/faculty/staff who are acting in their capacity as parents/patrons and not as representatives of the Board/faculty or staff.

Staff to Headmaster:

1. All concerns about the standards of the school must first be presented to the Headmaster. A respectful demeanor is required at all times.
2. If the problem is not resolved, the staff member should appeal to the Board or appropriate committee in writing and request a hearing. The Chairman of the Board (or his designee) shall be responsible for written responses to staff

grievances/concerns within two weeks after the grievance/concern is brought before the Board.

3. *If you have not presented your grievance directly to the teacher, you must do so first. If the problem is not resolved after meeting with the teacher, you may then submit this form to the Headmaster to discuss the problem further.

Headmaster to Board:

If a conflict arises between the Headmaster and Board, the Headmaster should respectfully put his concerns in writing, and submit them to the Board Chairman. The Chairman would then forward this letter to the other board members and call a special meeting of the board within 7 days of receipt of the letter to discuss the issues at hand. The board should allow the Headmaster an opportunity to voice his concerns at the beginning of this meeting before sequestering themselves for private discussion. The board would then meet directly with the Headmaster as a group to issue a final decision on these concerns. This meeting should be as soon as possible, following the board meeting, and no later than three days afterward. The board's decision at this time will be final. In the best interest of the school, this entire process should be kept as confidential as possible.

Grievance Form:

Parents Names _____

Student Name _____ Grade _____

Teacher Name _____

Describe the nature of your grievance:

Have you met with the teacher to discuss this grievance? (yes/no) _____

If so, when did that meeting take place? (Date may be approximate.) _____

What was the teacher’s response and action(s) taken as a result of that meeting?

What can the administration do to help alleviate the grievance you have?

If a meeting needs to be set up with an administrator, what day(s) of the week and times are most convenient for you?

STUDENT BASICS

Sick Policy for Students

A child should not attend school if they have any of the following:

- Fever (100° F or higher)
- Vomiting or diarrhea
- Frequent cough
- Green, yellow, or bloody discharge from nose or mouth
- Drainage from the eyes
- Contagious disease (i.e. chickenpox, foot & mouth, fifth disease, etc.)
- Communicable parasites (i.e. head lice, scabies, etc.)

In most of these cases, a period of resolution of these symptoms of 18-24 hours will allow enough observation time to be sure the child is better as well as non-contagious to the other school children. A few important points include:

1. Even though a fever may be gone, the child may not be feeling better as evidenced by lack of energy or poor appetite. These symptoms show that although the child is improving, he/she may not feel well enough to be back in school. They would fare much better to spend an additional day at home resting.
2. Strep throat is usually non-contagious after 24 hours of antibiotics; the principle in #1 above still applies.
3. Even if you are certain that vomiting is from a noninfectious etiology (i.e.: motion sickness), it is in the best interest of your child as well as his/her classmates to observe them for a period of time (i.e.: an hour) to be sure your child returns to his/her normal activity level before bringing them to class.
4. Although your child may feel well, any drainage from the eyes in association with pink eye is highly contagious.
5. Tylenol and ibuprofen are excellent in reducing symptoms and fever; however, they DO NOT cure the child's illness (i.e.: your child is still sick and contagious). Your child's fever should be gone for 18-24 hours, without use of these medications, before bringing him/her back to school.
6. In the case of chickenpox, your child is contagious until all lesions have completely crusted over.
7. A temperature of 100° F or higher taken at school will necessitate immediate pickup of student from school.
8. Please do not bring the child into the school (for instance to pick up missed work), if they have been out sick.

9. If active lice is found on your child, we will ask you to pick them up and get the appropriate treatment. They may not return until all live lice are gone. We do not send children home if they have nits (the egg of a louse), but we will communicate with parents if they are found so they may monitor at home. We will periodically do classroom head checks if necessary.

Serious Illness and Emergency Care

Students experiencing health problems (such as a cut, vision problems, upset stomach, or fever) will be brought to the office, accompanied by an adult (or student if older than 3rd grade). After basic first aid is administered, the parents will be consulted regarding the next step.

Student Accident Insurance

HCA does have supplement student insurance if a parent would like to use this for an injury that has occurred while on campus during the day or after school hours at a sports event. Please contact the Office Manager.

Graduation Requirements

Note: All credits must be earned on course work completed in 9th-12th grades.

<u>Credits</u> ^a	<u>Subject Area</u>
4.0	English
4.0	Math (including Algebra I, Geometry, and Algebra II)
3.5	History (including Civics, US History, Western Civilization I & II)
3.0	Science (including Biology and Chemistry)
2.0	Foreign Language
2.5	Bible
1.0	Health & PE ^b
1.5	Rhetoric
1.0	Fine Arts Elective- At least one being music
<u>1.5</u>	Additional Electives
24.0	

^a Credits are earned based on the length of time a class meets.

Year long class = 1 credit

Semester class = 0.5 credit

^b Students may earn 0.5 credit toward the PE total by participating in a high school sport.

Study Hall does NOT count toward Graduation Requirements.

Graduation Honors

Graduates from Hickory Christian Academy may earn recognition at the graduation ceremony (and final transcripts), indicated by special stoles and/or cords, by achieving the following grade point averages:

Summa Cum Laude	4.75 GPA
Magna Cum Laude	4.55 GPA
Cum Laude	4.25 GPA

Homework Philosophy and Guidelines

Hickory Christian Academy may assign some amount of homework to many of its students at any given time. Below are the primary reasons or causes for homework being assigned:

1. Students often need some amount of extra practice in specific, new concepts, skills or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
2. Repeated, short period of practice or study of new information is often a better way to learn than one long period of study.
3. Since HCA recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.
4. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation serves as a punitive, as well as practical purpose.
5. Homework also builds time-management, self-discipline, and responsibility.

Exams for 9th-12th Grades

An exam is defined as an end of semester comprehensive test used to determine the student's knowledge of material, as required by curriculum objectives. Any classes that use only a partial amount of a certain weekly class period may or may not give a final exam at the headmaster's discretion.

HCA uses both oral and written exams.

At the end of the first semester, all 10th, 11th and 12th graders will take a comprehensive oral exam. This is scheduled for the final three days prior to Christmas break.

At the end of the second semester, all 9th, 10th, and 11th graders will take written exams in each core subject. These exams are scheduled for the final three days of the school year.

Exam Exemption Policy

12th grade students are eligible to exempt their second semester exams only. To do so they must meet the following requirements.

1. An 'A' or 'B' average. Any student with a 'C', 'D', or 'F' semester average must take the exam in that course.
2. 3 or fewer class absences (per class) or 3 or fewer missed chapels over the course of second semester. Days missed from the return of Christmas to the end of first semester will be included towards determining exemption status.
3. No office referrals over the course of senior year. Students receiving an office referral will be required to take all exams.
4. Days missed due to medically documented illnesses or family emergencies will not be counted among the three. In addition, students may take college days without losing their exemption status.

Exam schedule

The first exam each day will take place from 8:00 – 9:50.

The second exam each day will take place from 10:10 – 12:00.

There will be a 20 minute break between exams.

9th - 12th grade students are allowed to leave school at 12:00 on exam days.

Pre-K - 8th grade students will have normal class schedules on exam days.

Families are encouraged to make every effort to ensure that their child is present on exam days. Absent students will need to be prepared to complete their exams when a time can be found that is convenient for their teachers. Students who choose to leave school early for family vacation (or other reasons), will need to be prepared to take their exam after Christmas break or following the completion of the school year. Those student's report cards will be mailed upon completion of all non-exempted exams.

Oral exams count 15% of the semester grade in both History and English classes. Second semester exams count 15% of the semester grade for each class.

Summer Reading

There are summer reading requirements for rising 2nd-12th grade students.

Placement Procedures for Academic Courses

AP Courses

HCA offers select AP courses to 11th and 12th grade students. These courses are designed to be on university level and students will have the opportunity to take the AP exam at the end of the course to earn college credit. Because of the rigor of these courses and our desire to place students in a situation to be successful, we will adhere to the following when placing students in any of the AP courses.

- A recommendation from the teacher of the like subject from the previous school year
- Students not receiving a teacher's recommendation may also desire to take an AP class. That student will be required to initiate a conversation with the AP teacher to this regard. After discussing expectations, work load, etc., the teacher, student, and student's parent will be required to sign off on an override form which will then be submitted to the administration.

Dual enrollment courses taken under an HCA faculty member receive AP credit.

Honors Courses

English:

1. Current HCA Students Entering 9th Grade
 - a. Students having C's or lower in English Literature on their report card, including mid-semester grades, will not be considered for honors, regardless of other scores.
 - b. Grades for English/literature class must be 85 on their report card, including mid-semester grades, and through the last progress report.
 - c. If student does not meet all of the above requirements, the student's 8th grade English/literature teacher may recommend placement PRIOR to the parents being notified of placement decision.
2. New Students Entering High School
 - a. Must have straight A's on their report card in their most recent English/literature class.
 - b. Admissions testing must indicate proficiency in English.
 - c. Student may be required to submit a writing sample.
3. HCA High School Student Currently in Regular Literature Class

- a. Must have straight A's on their report card, including mid-semester grades, in their regular literature class.
- b. Must have strong writing skills as evidenced by a sample of the student's writing.
- c. Teacher recommendation may supersede some of the previous requirements.

In order to remain in an Honors English class for the following year:

- a. The student may not have three or more C's in honors literature on report card, including mid-semester grades.
- b. The student may not have a D or F in honors literature on report card, including mid-semester grades.

Note: Honors literature is not a set of sequential skills to be mastered like other academic subjects, such as Spanish or math. Therefore, HCA does not offer students the opportunity to take honors literature during the summer in order to be placed or to remain in the program.

In order to remain in an Honors Math class for the following year:

- a. Students should not make any quarterly grade below a C for the school year in Math.

Dual enrollment courses taken through HCA partnership with CVCC receive honors credit.

Procedure for Completing any Failed Course

Students failing a course will have two options.

1. Retake the course in a successive year (if class is available)
2. Take the course during the summer months.

If #2 is the selected method, the administration will need to communicate with parents regarding the available options to complete the class. Parents will need to be prepared to compensate teachers for time that they spend working with their child.

Procedure for Calculating Class Rank and Valedictorian

1. Each quarter, teachers will assign report card grades to each student in the class. 9-12th grade students will receive a GPA (Grade Point Average) value each semester, as defined in the Staff Handbook, which will be recorded on the permanent transcript.

2. The cumulative GPA will be averaged each semester throughout the high school years. Class rank will be re-done at the end of each semester.
3. Students/Parents will have access to their class rank each semester.
4. Students taking courses designated as “honors” level will receive an additional point toward their GPA upon each quarter’s calculation. AP (Advanced Placement) courses will receive two additional GPA points. This is designated as a “weighted” GPA.
5. Hickory Christian Academy will use two separate grade point averaging systems in determining final grade point averages (GPA) for high school students and graduates.

a. College applications and other academic honors.

Students will be assigned a GPA based on merit according to the approved scale in the HCA policy manual, with a GPA value assigned to a grouping of grades (i.e. both 88 and 89 count as a B+, or a 3.3 GPA in non-weighted courses). This GPA will include courses taken at previous schools, and courses taken simultaneously based on this system. This will be the GPA most often referred to for HCA students, since it will tend to give them the greatest advantage in the public eye.

b. Determining Valedictorian, Salutatorian, Junior Marshals, or other internal academic distinctions or honors.

At HCA, the title of Valedictorian represents far more than a high grade point average. It encompasses the importance of academic diligence, spiritual passion, biblical morality, wisdom, and discernment. The title also carried with it the “face of the senior class”, especially during the graduation ceremony. Therefore, the annual class valedictorian will not necessarily be the person with the highest academic achievement, but the person deemed to have shown excellence in all areas of his/her student life.

Therefore, the process for selecting a valedictorian at HCA will be as follows:

A selection committee comprised of the Headmaster, Upper Grade Principal, and one other faculty member, will narrow the field of candidates down to the top three (3) academically ranked students in the senior class, based on the weighted scale. These three students will be examined on spiritual focus, diligence, attitude, respect, behavior, integrity, etc. Issues such as illegal behavior outside of school, academic integrity on any assignment during high school, the content of social media posts, and the overall reputation of the student within the faculty or student body will be considered.

If any of the three candidates show deficiency in any of the examined areas, they may be removed from consideration for Valedictorian. Should all three, or any two, be deemed essentially equal on the character examination, the tie will be broken by order of class rank. In other words, if the highest ranked student is recognized as having impeccable Christian character, then that person will

keep the title of Valedictorian. However, if that person has negative issues, upon examination, then the second person will move into that spot, assuming his/her character is positively assessed. Regardless of whom is chosen for Valedictorian, the class rank, as presented to colleges for acceptance, will not change as a result of this procedure.

The GPA will be used to break ties, and to determine Valedictorian, Salutatorian, or other internal academic distinctions, based solely on the approved HCA curriculum, without the influence of alternative courses.

*In the case of a GPA tie, the tie-breaking procedure will be to average all actual report card grades.

6. The Valedictorian must have been a full-time student at HCA during both the 11th and 12th grade years. Students transferring to HCA from another school after 10th grade, will not be eligible for the title of Valedictorian, but may attain the title of Salutatorian.
7. HCA will only transfer weighted courses from another school if they are in line with available weighted courses offered at HCA. Other courses designated “weighted” at another school will be transferred as non-weighted at HCA. The designation of transferred courses as weighted/non-weighted is determined by the Headmaster.
8. High school classes taken in a homeschooled environment will not be given points toward overall GPA. HCA may require a homeschooled student to take an assessment to prove mastery of completed courses before granting graduation credit for those particular courses.
9. Transcripts sent to colleges or other institutions will generally reflect the above guidelines regarding class rank and GPA. However, HCA may include weighted courses taken at another school on these transcripts when it is in the student’s best interest.

Academic Probation and Grade Promotion

Consistent with the philosophy of Classical Christian Education is the practice of teaching students with a set curriculum upon a given set of rigorous academic standards. Therefore, HCA typically does not separate students into “tracks”, nor assign labels of learning disabilities. While it is understood that all people learn in various ways, and that they perform academically at various paces, HCA cannot alter its curriculum or pacing schedule for any one student while adhering to our overall philosophy of education. Therefore, Hickory Christian Academy will simply be much more difficult for some students than for others, meaning the struggling student will need to seek out help in the form of tutoring, professional psychological testing, organizational training, etc. in order to remain enrolled at the school.

On occasion, a student may enter HCA through the normal admissions processes, but be unable to succeed in the challenging environment we set. HCA promises to provide as much individual assistance to this student as possible to help bring him success. However, there may be a point where it becomes necessary for that student to transfer to another school where he would be more likely to find academic success. The headmaster, with approval of the school board, will make the final determination of whether a student may remain enrolled at HCA.

Academic Probation

Reserved for students who:

1. Fail at least one core academic class (overridden during 2nd semester by passing grade throughout the year) OR earn grades under a 'C' (2.0 GPA) average in core academic subjects for one semester (2 quarters). PE, Art, Music, and other non-academic subjects do not factor into the calculation of Academic Probation GPA.
2. Are incapable of keeping up the pace and workload of the class even with additional testing, tutoring, training, etc.

Once a student is placed on probation, he has one semester (2 quarters) to pull his average above the standard or risk forfeiting his classroom spot. Parents will be notified when their child is placed on academic probation.

While on academic probation, a student is expected to focus heavily on improving his academic standing at HCA. Therefore, students on probation will be ineligible for participation on formal HCA athletic teams. In addition, students on probation may be ineligible for participation on overnight field trips. The time spent on these activities should be used for tutoring and other opportunities to increase classroom grades.

*Students with a core-subject GPA under 2.0 who meet (most or all of) the following requirements may be exempt from probation:

- Seek out professional psychological testing to identify learning “gaps” and weaknesses that may be a help for the school in educating this particular student (provided the testing shows that academic success at HCA is a reasonable goal).
- Have consistent parental support and communication with the school (teachers and administration) regarding the progress of this student.
- Have maximum effort (in class and out of class) from the student on the majority of assignments and assessments.
- The student is not a disciplinary problem and exhibits a positive attitude while at school.
- Shows consistent progress in addressing the identified weaknesses.

- The student’s teachers are in agreement with the previous statements.
- The student is seen by the school administration as a positive addition and influence within the classroom.
- Unforeseen circumstances (i.e. family death, sickness, etc.) that may cause a student’s academic performance to fall below his “typical” results.

Grade Promotion

A student in 1st grade will be promoted to the next grade level if

- He shows proficiency in basic phonics, reading, and math skills as determined by teacher recommendation and the Woodcock-Johnson Assessment (given to all 1st grade students in the spring) at the parent’s expense.

A student in 2nd – 5th grade will be promoted to the next grade level if

- He passes all his core subjects for the year, and has the teacher’s recommendation to move forward based on a belief that the student is ready for the academic load in the next grade level.

A student in 6th – 8th grade will be promoted to the next grade level if

- He is not on academic probation at the end of the school year, meaning his overall average for the last two quarters must be at or above a ‘C’ average if he was placed on probation after 1st semester.
- He passes math, English, and reading and fails no more than one other subject for the year (students who struggle in English and/or Math may be required to take formal tutoring during the summer for promotion).
- Specifically, 8th graders must also pass Logic to move into the 9th grade. Students failing to do so will be required to complete 8 hours of remediation with an HCA approved tutor (\$30/hour) by August 1 of the same year.

A student in 9th – 12th grade will be promoted to the next grade level if:

- He is not on academic probation at the end of the school year, meaning his overall core-subject GPA for the last two quarters must be at or above 2.0 if he was placed on probation after the 1st semester.
- He passes math and English, and fails no more than one other subject for the year (which must be retaken during the summer, as approved by HCA administration). Students who struggle in English and/or Math may be required to take formal tutoring during the summer for promotion.

*Students who enter the school year on academic probation may be asked to leave during the school year if their grades, behavior, motivation, or attitude prevent them from leaving probationary status within two quarters OR cause them to become a negative influence or distraction to the overall culture of the school. Final determination of an early dismissal of a student will be by the Headmaster, with approval of the school board.

The teacher and Administrator must review the final report card to approve any grade promotion. Exceptions to the above guidelines must be forwarded to the school board, by the Headmaster, for approval.

Policy for Skipping a Grade Level

In the instance that a student is recognized as a candidate for a grade level above the one that he currently occupies, the following requirements are necessary prior to approval of any grade change:

1. A parent must make a formal written request to the HCA Board and Administration for the student to be considered for placement at another grade level.
2. Student must meet the age requirement as set forth in the HCA Parent Policy Manual.
3. Student must have exemplary behavior. This would be reflected with an Outstanding score for attitude and behavior on the student's report card.
4. Faculty and staff must view this student as having above average maturity for his/her age.
5. The student must have an 'A' average in each subject for one consecutive year of report cards
6. A written recommendation from the student's current teacher must be provided.
7. Appropriate scores must be attained on standardized tests. Appropriate scores are defined as those that align with the average scores of the class slated for entry.
8. The Headmaster must submit a recommendation to the HCA Board.
9. An HCA Board majority vote must be received.
10. All grade advancements will take place during the summer.

Any parent or teacher who believes that they recognize a student as misplaced, or as a candidate for another grade level, should keep all recommendations and conversation regarding this situation completely confidential. Each student is unique, and so, each situation must be handled individually. It is unnecessary and inappropriate to involve other parents in this type of discussion unless approved by the Headmaster.

Homeschool Guidelines

Hickory Christian Academy supports parents who prayerfully decide to homeschool their children. We will provide limited assistance to those parents in the following areas:

1. Current HCA parents who wish to homeschool their children for a short term, then re-enroll them at HCA should put their intentions in writing so that the school can properly prepare for the following years with regard to enrollment numbers and curriculum purchases.
2. Homeschool parents who wish to re-enroll their children at HCA in the future are encouraged to follow approved HCA curriculum. Parents are responsible for ordering the curriculum themselves.
3. Homeschooled children may take standardized testing with HCA students when the test is given (if the class size for that grade level is not to capacity). Parents who wish their children to participate in the standardized testing should notify HCA of their intentions prior to Christmas break, so that all appropriate forms can be ordered at once.
4. Former HCA students who are homeschooled for one year may return the following school year without the requirement of entrance testing, provided they supply the school with a copy of the standardized testing done during the homeschool year. Students who are homeschooled for two or more years will be required to take all entrance testing as a new student.
5. HCA teachers may assist homeschool parents with methods and curriculum on their own time. Teachers are required to focus on current HCA students during school hours. Any assistance given by an HCA teacher to a homeschool parent is purely voluntary. HCA does not require, or expect, any teacher to take time away from normal teaching duties to assist a homeschooled student.
6. Homeschool students are not eligible to participate in HCA athletics.
7. Any student who has been homeschooled during 9th – 12th grade must fulfill the same graduation requirements as all other HCA students, if he wishes to receive a diploma from Hickory Christian Academy. There must be adequate evidence that the courses taught at home accomplished the same objectives as required by HCA. Homeschool students who wish to receive a diploma from HCA must be full-time students in the 11th and 12th grade.
8. Any copies of curriculum for homeschoolers must comply with legal copyright laws.
9. Parents who wish to homeschool a specific course, but enroll their child at HCA for the remainder of the school day must make that decision before school begins. Once student classes have started, parents may not pull a child out of any class to homeschool that subject without academic consequences. Those

who choose to do so will receive a grade on their transcript reflecting the amount of work put into that particular course, consistent with the requirements placed on the other students in the class. Although HCA believes a parent has the right to educate their own child at home, we simultaneously abide by the biblical principle of fulfilling a prior commitment (finish what you have started with a Christ honoring attitude) stated in Matt. 5:37 and James 5:12.

10. Students who are not enrolled at HCA full-time (including those mentioned in #10), will not receive priority over new students who wish to enroll full-time in the following spring re-enrollment process.

Foreign Exchange Students

On occasion, HCA will have the opportunity to accept a foreign exchange student for one school year. Because it is impossible for this type of student to go through the normal admissions procedures, the following guidelines should be followed:

1. The admissions director will hold initial discussions with the host family and the exchange student agency to ascertain the feasibility of the exchange scenario.
2. The host family will be considered, by HCA, as the legal guardians of the exchange student during his stay in America. The host family will be required to comply with all the policies and guidelines that other HCA parents follow, and be required to sign the Parent Commitment form as the “surrogate parent”.
3. HCA may have to waive all academic testing requirements due to geographic limitations.
4. The school will request records, and gather as much information as possible on the student in question. The exchange student must provide a transcript listing all previous courses completed and grades earned.
5. The headmaster will present a summary of his findings to the school board, along with a recommendation for acceptance or denial.
6. The board may require a parent interview with the American host family prior to acceptance. The interview may be waived only if the host family is referenced and recommended by at least two board members (including the headmaster).
7. Once accepted, and the student is in the United States, the student and host family will meet with an administrator prior to beginning classes to decide on course load and extracurricular activities (i.e. sports, electives, clubs, etc.).
8. The headmaster will submit a summary of all school-related fees to the school bookkeeper for billing purposes. This will include Application Fee, Registration

Fee, Tuition, Athletic Fees, Lab Fees, Club dues, International student processing fees, etc... This bill should include all potential fees for the entire school year (except unknown field trips), and should be paid in full within the first month of the student's attendance.

9. It may be necessary for selected teachers to meet with the student, host family, and headmaster prior to the student beginning classes.
10. The exchange student will be graded on the same scale and standards as other HCA students. Any exceptions based on language barriers, or other reasons, must be approved by the headmaster.
11. Should the exchange student choose to not comply with school policies, or be unable to adequately complete the school curriculum, the exchange program can be terminated at any point by HCA. Disciplinary matters will be handled according to normal school policy. Exchange students run the same risk of detention, suspension, and expulsion as any other student at HCA. HCA will handle academic problems with compassion and understanding of the situation, but will generally not alter the school's pacing and curriculum for a foreign exchange student. Every effort will be made to frequently communicate academic progress with the host family.

Part-time Enrollment (7th-12th grade only)

Hickory Christian Academy allows enrollment of part-time students, who wish to take select courses to enhance their other learning opportunities, beginning in 8th grade. Select situations for students below 8th grade will be considered on a case-by-case basis.

In general, a full-time student schedule is divided into seven (7) class periods for grades 7-12. A class is defined as a 5 hour course. A student may opt for 2 or more courses that fit within a 5 hour block and still pay the fee for one course (i.e. Latin [3 hours] and Typing [2 hours] would fall within the one course definition). A student generally will not get a prorated fee for courses under 5 hours.

Tuition fee policy for individual courses is listed below. Registration and application fees are not included in tuition. Other extracurricular fees (field trips, projects, etc.) may also apply.

Part-time students will pay tuition consistent with the fraction of classes they take at HCA during the school day plus a 10% up charge.

Example: A 10th grade student desires to attend HCA. He chooses to take two courses (i.e. Geometry and History). These two courses take 2/7 of the normal seven-hour course load. So, the total tuition due would be 2/7 of the full tuition cost, plus 10% of the 2/7 amount. This amount is payable in one lump sum, or monthly payments during the course of the school year.

The process of part time entry into Hickory Christian Academy is identical to full time entry. A completed application with fees, followed by board interview and academic assessment are to be expected for all first-time applicants.

Students must be enrolled for at least 60% of a full schedule (4/7 classes) to participate in athletics.

Attendance Requirements

A student enrolled in Hickory Christian Academy is expected to be present and on time in school every day school is in session (See Mandatory Attendance Policy). Chronic absences or tardies violate the spirit of the requirement and may necessitate a parent/teacher conference. The actual number of days school is in session will be determined by the yearly school calendar. Attendance records for the grammar students are kept by the individual classroom teachers and recorded on the student's report card and progress report each quarter. A student must be present for half of the allotted time to be considered present for the day (2 hours for ½ day students, 3 ½ hours for full-day students). According to the mandatory attendance policy, a student may not miss more than the equivalent of fifteen days of school.

Short-Term Absences

If a student needs to be absent from school for one to two days, for any reason, the parents should contact the teacher by email, note, or phone as soon as possible. If a call has not been received by 12:00, work may not be able to be picked up that day. Missed work may be picked up in the office after 3:10 on the day of the absence. It is the parent's responsibility to work with each teacher to make sure concepts and assignments covered during an absence are learned. All make-up work should be completed and turned in on a timely basis as set forth through communication between teacher and parent.

Long-Term Absences

If a student needs to be absent for three or more consecutive days, the parents should notify the school in writing explaining the circumstances. This will permit the office to inform the appropriate teacher(s) and to compile the necessary schoolwork that the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork. For planned absences, (i.e.: trips, vacations, etc.) notification should be made at least one week in advance. It is the parent's responsibility to work with each teacher to make sure concepts and assignments covered during an absence are learned. All make-up work should be completed and turned in on a timely basis as set forth through communication between teacher and parent.

Extended Absences

We will cooperate with families taking their children from school for vacations, etc. However, when extended absences are voluntary (versus emergency or illness) we hope that students will return to school with as much work completed as possible. We

recommend that prior to a planned, extended absence the student(s) work ahead. This eliminates both the need to work on vacation or doing a significant amount of make-up work. It is the parent's responsibility to work with each teacher to make sure concepts and assignments covered during an absence are learned. All make-up work should be completed and turned in on a timely basis (approximately one day per days missed) as set forth through communication between teacher and parent.

Turning in Late Work

- If a student misses a class, or classes, on any given day, the teacher(s) are well within their rights to require that the student immediately turn in that assignment, upon their arrival to school, or suffer the consequences of a late grade. They may also require that the student take tests, or quizzes, at lunch or the afternoon of the same day.
- For every **unforeseen** day that a student is absent, they will have two school days to complete missed assignments or take tests. After this point, barring extenuating circumstances and with permission from the teacher, students will receive a zero on all incomplete assignments.
- Students will not be afforded the same time frame with foreseen absences, including athletics, family vacations, etc. They will need to work with teachers in advance of the absences to make sure that they are aware of assignments that will be missed. It would not be unreasonable for teachers to, 1) knowing that students will miss their class due to an early dismissal, require that an assignment be submitted before leaving 2) require that missed tests and quizzes be completed upon the day of their return.

Tardies

Tardy is defined as not being at the proper place and prepared to participate appropriately at the proper time (at teacher discretion). Punctuality is an important trait to instill in our children as they are being prepared for life after formal schooling. Being late to school or class disrupts classes and takes time away from the instructional process, affecting everyone, including the tardy student.

For these reasons, tardies will be treated in the following manner:

- A student in PK-5th grade arriving after 8:05 must be signed in by his parent at the school office, receive a class admission slip and then be escorted to class or Chapel Assembly, as appropriate. Tardies in 6th-12th grade will be handled at the classroom level.
- Any Logic/Rhetoric student arriving at school after 8:05 should sign in at the school office and receive a class admission slip before reporting to class.

According to this definition, the following will all count as one tardy:

1. Being late for morning drop-off (for any reason). Students should be in their classrooms prepared to begin the day no later than 8:05 a.m. Obviously, this

means parents should drop off their children so that they have adequate time to unpack and be seated for class.

2. Being late for afternoon pick-up (for any reason). This means after 3:10 p.m.
3. Being late for class when expected to be there at a specific time. This will generally apply to the 6-12 graders, but will be enforced school-wide.

Also, please remember that if you do bring your child in after 8:05, you must sign the clipboard in the office. We cannot legally have students on campus without the office knowing where they are. This is crucial for the protection of the child and the school.

Pre-K – 6th Grade

Parents are responsible for having their children to school on time each day. The administrator may meet with the parents and child to discuss the ongoing problem. Excessive tardies may result in additional disciplinary measures, referral to the school board, and/or dismissal from HCA the following school year. The tardy count will start over each quarter.

7th – 12th Grade

These students are changing classes throughout the day and assume the burden of responsibility for being prompt to class. Teachers will keep accurate records of tardies to each class. Upon the third overall tardy (in one week's time period), students will receive Friday lunch detention and the parent will receive a contact from an administrator. Upon the 3rd, 4th, and 5th tardies to an individual class within one quarter, students will receive a 30 minute after-school detention from the administrator and an administrative contact home. Upon the sixth tardy to an individual class, an administrator may hold a conference with the student and parents to discuss further consequences. Numerous detentions may result in seniors losing exam exemption status. The tardy count will start over each quarter.

Textbook Procedure

HCA uses consumables in a few classes. These are texts that students can write in and therefore keep at the conclusion of a course. Textbooks are assigned in most classes at the beginning of the school year. Every textbook is a valuable asset of the school and should be treated with respect as school property. Textbooks and other curricula are expenses incurred each year. To be good stewards of the money provided by our families in tuition, and by God in gifts, it is important to take good care of the books in our care.

We budget for paperback books to last for 3-4 years and for hardback texts to last for 5-6 years.

At the end of each year, books are collected and assessed. Students failing to return a text will be invoiced for a replacement. Students returning texts that have experienced a significant decline in quality may also be invoiced for damages.

Uniform Policy

Introduction:

Uniforms are a valuable component of HCA. In the same way that an athletic team proudly wears their colors, uniforms communicate a sense of belonging and loyalty to the school community. Within a biblical context, uniforms provide a visible reminder of the importance that God places on the “body” of Christ and how we are to selflessly serve it. This is in distinct contradiction to the emphasis on individual expression that we see so prevalent in the culture at large. Observationally, studies have repeatedly demonstrated that student behavior and productivity are elevated when students wear uniforms. On a practical level, wearing a prescribed uniform helps de-emphasize fashion consciousness and diminishes tendencies to form socioeconomic cliques. Most families find that purchasing uniforms costs less than buying the typical student wardrobe and uniforms help reduce family conflicts over what to buy and what to wear. Uniforms also serve a practical purpose of safety since students are easily identifiable on field trips and persons not in uniform are easily spotted on our campus. Aesthetically speaking, uniforms look nice and help create a positive impression of our students and our school within the community.

Suppliers:

HCA’s approved Uniform suppliers are Land’s End School, Inc. and Read’s Uniforms in Hickory. Land’s End Uniforms may be purchased preferably through the catalog or online using our preferred school #9000-6150-8. Use the Land’s End link on the HCA website for easy ordering online. Read’s Uniforms is located on Tate Boulevard and some uniform items are located there.

Guidelines and notes for all ages:

- Uniforms should look neat and clean to start the day.
- Because of differences in quality, color, and material all uniform items must be purchased through HCA’s approved suppliers except belts, socks, shoes, and tights.
- To honor God and uphold the way He created boys and girls differently, uniforms will be distinctly feminine for girls and distinctly masculine for boys.
- Girls may purchase the feminine cut polo shirts called fit-for-her in proper colors specified in age-appropriate categories.
- Tight-fitting clothing is not allowed. Shirts should not reveal midriff skin even when bending or raising arms.
- P.E. uniforms are required for all children 3rd grade and up and must be purchased through HCA with HCA official Logo. Appropriate athletic shoes must be worn to PE.

- Students may be asked to remove accessories that are distracting or inappropriate at the Administrator or teacher's request.
- All skirts and skorts must fall at, or just above the knee- as defined by the top of the kneecap. School employees will make the decision on whether skirt lengths fall within policy.
- Students may wear any uniform choice in any combination of top with any bottom daily with the exception of formal day (i.e. shorts may be worn in winter or turtle necks in summer).
- Undershirts may be worn and must be solid white, gray or match color of top and be tucked in. No lace or emblems. Sleeves cannot show beneath shirt.
- Boots, slides, clogs, sandals, flip-flops, high-tops or slippers (including bedroom looking moccasins) are not allowed for boys or girls.
- Hoodies are not acceptable HCA outerwear.
- Students will receive a disciplinary infraction for wearing the incorrect uniform or wearing the uniform inappropriately.

Accessories and Hair Coloring:

- All jewelry must be worn modestly. Earrings and bracelets should not be distracting. Boys may not wear earrings. Students may be asked to remove jewelry at the Administration's request.
- Hair colorings must be modest and natural in appearance.
- No head coverings may be worn at school (i.e. - bandanas, hats, kerchiefs, etc.) Hats may be worn at specific functions as directed by the school.
- No visible tattoos (temporary or permanent) are allowed.
- Hair styles must not be hanging down in the eyes for girls or boys. Boys' hair should be neatly styled in natural colors. Mustaches and/or beards are permitted with high school boys, if trimmed and neat. If hair is consistently in the eyes, excessively long or distracting to the school environment in any way, the administrations will ask that it be trimmed accordingly.
- Boys participating in athletics must keep their hair cut according to conference rules and guidelines.
- Girls makeup should be modest, especially in younger girls.

Monthly "Dress Down" Friday:

(September-May)

One Friday each month (as assigned by the administration) will be designated as "Dress Down Friday". On these days, students may wear blue jeans (or any uniform bottoms) and PE uniform shirt (or sweatshirt) choices, HCA Spirit wear purchased through HCA or any optional uniform shirt. Belts are optional. The jeans must fit properly (no baggies, no holes, no skinny jeans, no jeggings, no appliques, no embellishments, no dazzles, not too tight). Shirts must be tucked into the jeans and normal uniform tennis shoes must be worn. Should a student choose not to participate in the "Dress Down Friday," he must wear his normal uniform on that day.

Any student who chooses not to abide by the stated guidelines for “Dress Down” days may be prohibited from participating in future days as deemed appropriate by the administration. These days are meant to be a fun alternative for the students and we expect everyone to respect those intentions by abiding by the guidelines.

Required Formal Uniform: (To be worn on chapel days)

All Students PK-12th are required to wear formal uniforms appropriate on announced Chapel days. If Chapel is not scheduled, any uniform choice is appropriate.

Grammar Girls' (Pre-K – 5th grade) Uniforms

Informal Uniforms: To be worn on days when Chapel is not scheduled.

- Red, White or Navy blue polo: long or short sleeve (purchased from Land's End or Read's Uniforms)
- Red, White or Navy blue Turtle Neck or Mock Turtle Neck : long sleeve (purchased from Land's End or Read's)
- Navy and Khaki Chino slacks, only non-cargo (Land's End or Read's)
- Navy or Khaki Chino Skort, only non-cargo (Land's End or Read's)
- Rifle/Kaynee Skort (Read's Uniforms, Hickory) Navy or Khaki
- Classic Navy Jumper (Land's End)
- Navy Bike shorts (any carrier) should be worn under the jumper for modesty when tights are not worn. (HCA PE shorts are not acceptable to wear under the jumper.)
- Plain Navy leggings: ankle length; worn under jumpers or skorts (Land's End or Read's)
- Red Sweater: vest, v-neck, crew neck, cardigan (Land's End without a monogram) no hoodies
- Red, White or Navy-blue tights or socks, HCA socks, socks must be visible (purchased from any carrier)
- Tennis Shoes: solid colors, with the primary color being white, gray, black, brown, khaki, blue, and red. Trim may be any non-distracting color (with limited bright or florescent colors). No plaid or extra embellishments; shoelaces must match the shoes; shoes may be purchased from any carrier; No high tops.
- Belts must be black or brown, leather like (no ornaments) 1st-12th grade girls must wear, PK-K optional

Girls' Formal Chapel Uniform: Must be worn on designated Chapel days year-round. Items must be purchased from Land's End School Uniforms or the HCA Uniform Swap. Tights, socks and shoes may be purchased from any carrier. Chapel uniforms may be worn on other days besides Chapel.

- Long or short sleeved (your choice year-round) Peter Pan collared light blue knit blouse
- Hunter/Classic Navy Plaid Jumper
- Navy tights / navy or white knee or ankle length socks
- Plain Navy leggings; no lace, no trim, ankle length
- Navy blue, brown or black "Mary Jane" type rubber soled shoes; heels less than 1 inch

Outerwear: Coats may be purchased from any carrier but must be removed upon entering the classroom. The following may be worn in the classroom for warmth:

- HCA half-zip microfiber pullover, fleece Jacket or vest with Knight's logo (Land's End)
- HCA crewneck sweatshirt (purchased at HCA)
- Red Sweater: vest, v-neck, crew neck, cardigan (Land's End without a monogram)
- The navy windbreaker jacket from Read's Uniforms may be purchased to wear outdoors during school hours.

PE Class: (3rd – 5th grades) Grammar girls and boys will dress out for PE class

- Navy HCA t-shirt & Navy HCA gym shorts (purchased at HCA)
- Tennis shoes (any carrier)

HCA Grammar Boys' (Pre-K – 5th grade) Uniforms

Informal Uniforms: To be worn on days when Chapel is not scheduled.

- Red, White or Navy blue polo: long or short sleeve (purchased from Land's End or Read's Uniforms)
- Red, White or Navy blue Turtle Neck or Mock Turtle Neck: long sleeve (Land's End or Read's)
- Navy or Khaki Chino Pants, non-cargo (Land's End or Read's)
- Navy or Khaki Chino Shorts, non-cargo (Land's End or Read's)
- Red Sweater: vest, v-neck, crew neck, cardigan (Land's End without a monogram), no hoodies
- White, Navy blue or Khaki socks, HCA socks (purchased from any carrier). Socks must be visible.
- Black or Brown leather-like belt (no ornaments) 1st – 12th boys must wear belts; PK– K optional
- Tennis Shoes: solid colors, with the primary color being white, gray, black, brown, khaki, blue, and red. Trim may be any non-distracting color (with limited bright or florescent colors). No plaid or extra embellishments; shoelaces must match the shoes; shoes may be purchased from any carrier; No high tops.

Grammar Boys' Formal Chapel Uniforms: Must be worn on designated Chapel days year-round. Items must be purchased from Land's End School Uniforms or the HCA Uniform Swap. Socks and shoes may be purchased from any carrier. Chapel uniforms may be worn on other days besides Chapel.

- Long or short sleeved (your choice year-round) light blue oxford shirt
- Navy Chino Pants, non-cargo
- Navy or Black Socks, HCA socks (must be worn with all shoes and be visible)
- Black or Brown leather-like belt (no ornaments) 1st – 12th boys must wear belts; PK– K optional
- Navy blue, brown or black dress shoes (mock loafer type or dress lace-up type)
*Students may bring other shoes to change into for recess on Chapel days.
Students will change back into Chapel shoes when returning to the classroom.

Outerwear: Coats may be purchased from any carrier but must be removed upon entering the classroom. The following may be worn in the classroom for warmth:

- HCA Half-Zip Microfiber pullover, Fleece Jacket or Vest with Knight's logo (Land's End)
- HCA crewneck sweatshirt (purchased at HCA)
- Red Sweater: vest, v-neck, crew neck, cardigan (Land's End without a monogram)
- The navy windbreaker jacket from Read's Uniforms may be purchased to wear outdoors during school hours.

PE Class: (3rd – 5th grades) Grammar girls and boys will dress out for PE class

- Navy HCA t-shirt & Navy HCA gym shorts (purchased at HCA)
- Tennis shoes (any carrier)

HCA Logic Girls' (6th – 8th grade) Uniforms

Informal Uniforms: To be worn on days when Chapel is not scheduled.

- Red, White, Navy blue, Maize or Evergreen polo / long or short sleeve (purchased from Land's End or Read's Uniforms). Shirrtails must remain tucked in.
- Red, White, Navy blue, Maize or Evergreen Turtle Neck or Mock Turtle Neck / long sleeve (purchased from Land's End or Read's)
- Navy or Khaki Chino Pants (Land's End or Read's)
- Navy or Khaki Chino Skorts (Land's End Top of Knee Style)
- Red or Evergreen Sweater: vest, v-neck, crew neck, cardigan (Land's End without monogram)
- Tennis shoes / Sperry's / Ballet flats may have a primary color of red, white, gray, black, brown, khaki, or blue with limited accent coloration; shoelaces must match shoes. No high tops.
Sperry's and Ballet flats may be worn without socks. With all other shoes, socks must be worn and visible.
- White, black or gray socks, Must be plain and without designs, HCA socks
- Black or brown leather-like belt
- Tights (optional) must be navy, white, or black. They should be plain and without designs.
- Hosiery (optional) must be neutral in color without designs.

Formal Chapel Uniforms: Must be worn on designated Chapel days year-round. May also be worn on other days besides Chapel.

- White $\frac{3}{4}$ sleeve or long sleeve blouse (year-round)
- Navy Skort (Land's End Top of Knee Style)
- Evergreen Drifter Sweater Vest (Land's End without a monogram)
- Navy Blue, Brown or black leather-like or suede dress shoes (heels must be less than 2 inches)
- Navy or white knee socks or tights

Outerwear: Students are free to wear outerwear from any carrier coming to and from school and when outside. However, when indoors, students may only wear the following approved outerwear.

- HCA crewneck sweatshirt (purchased from HCA)
- HCA Half-Zip microfiber pullover, fleece Jacket or vest with logo (Land's End)
- Red or Evergreen Sweater: vest, v-neck, crew neck, cardigan (Land's End without a monogram)
- The navy windbreaker jacket from Read's Uniforms may be purchased to wear outdoors during school hours.
- Team outerwear (tops only). These are sweatshirts, or other tops that have been approved by HCA administration and distributed to all team members.

PE Class: All Logic students must dress out for PE Class

- Navy HCA t-shirt and Navy HCA gym shorts (purchased from HCA)
- Tennis shoes (any carrier)

HCA Logic Boys' (6th – 8th grade) Uniforms

Informal Uniforms: To be worn on days when Chapel is not scheduled.

- Red, White, Navy blue, Maize or Evergreen polo: long or short sleeve (purchased from Land's End or Read's Uniforms). Shirrtails must remain tucked in.
- Red, White, Navy blue, Maize or Evergreen Turtle Neck or Mock Turtle Neck: long sleeve (purchased from Land's End or Read's)
- Navy or Khaki Chino Pants or Shorts (Land's End or Read's)
- Red or Evergreen Sweater: vest, v-neck, crew neck, cardigan (Land's End without a monogram)
- Tennis shoes / Sperry's may have a primary color of red, white, gray, black, brown, khaki, or blue with limited accent coloration; shoelaces must match shoes. No high tops.
Sperry's may be worn without socks. With all other shoes, socks must be worn and visible.
- White, black or gray socks, Must be plain and without designs, HCA socks
- Black or brown leather-like belt (no ornaments on the belt)

Formal Chapel Uniforms: Must be worn on designated Chapel days year-round. May also be worn on other days besides Chapel.

- White long-sleeved oxford shirt (year-round). Shirrtail must remain tucked in.
- Navy Chino pants, non-cargo
- Brown or black leather-like or suede dress shoes (mock loafer type or dress-up lace type; not dark tennis shoes)
- Navy or Black Socks (must be visible) HCA Socks are allowed
- Brown or black leather-like belt (no ornaments on the belt)

Outerwear: Students are free to wear outerwear from any carrier coming to and from school and when outside. However, when indoors, students may only wear the following approved outerwear.

- HCA crewneck sweatshirt
- HCA half-zip microfiber pullover, fleece jacket or vest with logo (Land's End)
- Red or Evergreen Sweater: vest, v-neck, crew neck, cardigan (Land's End without a monogram)
- The navy windbreaker jacket from Read's Uniforms may be purchased to wear outdoors during school hours.
- Team outerwear (tops only). These are sweatshirts or other tops that have been approved by HCA administration and distributed to all team members.

PE Class: All Logic students must dress out for PE Class

- Navy HCA t-shirt and Navy HCA gym shorts (purchased from HCA)
- Tennis shoes (any carrier)

HCA Rhetoric Girls' (9th – 12th grade) Uniforms

Informal Uniforms: To be worn on days when Chapel is not scheduled.

- Red, White, Navy blue, Maize, Evergreen, Chambray blue, Pink or Black polo / long or short sleeve (purchased from Land's End or Read's Uniforms)
- Red, White, Navy blue, Maize, Evergreen Chambray blue, Pink or Black Turtle Neck or Mock Turtle Neck / long sleeve (Land's End or Read's)
- Navy or Khaki Chino Pants (Land's End) non-cargo
- Navy or Khaki Chino Skorts (Land's End Top of Knee Style)
- Red, Evergreen, Maize, White or Navy Sweater: vest, v-neck, crew neck, cardigan (Land's End – only the Maize Fine Gauge may be monogrammed) for chapel
- Tennis shoes / Sperry's / Ballet flats may have a primary color of red, white, gray, black, brown, khaki, or blue with limited accent coloration; shoelaces must match shoes. No high tops.
Sperry's and Ballet flats may be worn without socks. With all other shoes, socks must be worn and visible.
- White, black or gray socks, Must be plain and without designs. HCA socks are allowed
- Tights (optional) must be navy, white, or black. They should be plain and without designs.
- Hosiery (optional) must be neutral in color without designs.
- Black or brown leather-like belt (optional)

Formal Chapel Uniforms: Must be worn on designated Chapel days year-round. May also be worn on other days besides Chapel.

- White $\frac{3}{4}$ sleeve or long sleeve blouse (year-round)
- Navy Skort (Land's End Top of Knee Style)
- Fine Gauge Cotton Sweater in Maize with Academic Logo
- Navy Blue, Brown or black leather-like/suede dress shoes (heels must be less than 2 inches)
- Navy or white knee socks, navy tights or neutral plain hosiery

Outerwear: Students are free to wear outerwear from any carrier coming to and from school and when outside. However, when indoors, students may only wear the following approved outerwear.

- HCA crewneck sweatshirt (purchased from HCA)
- HCA Half-Zip Microfiber pullover, Fleece Jacket or Vest with Knight's logo (Land's End)
- Red, Evergreen, Maize, White or Navy Sweater: vest, v-neck, crew neck, cardigan (Land's End without a monogram except for Maize Chapel Sweater)
- The navy windbreaker jacket from Read's Uniforms may be purchased to wear outdoors during school hours.
- Team outerwear (tops only). These are sweatshirts, or other tops that have been approved by HCA administration and distributed to all team members.

PE Class: All Rhetoric students must dress out for any PE Class & PE electives.

- Navy HCA t-shirt and navy gym shorts (purchased from HCA)
- Tennis shoes (any carrier)

HCA Rhetoric Boys' (9th – 12th grade) Uniforms

Informal Uniform: To be worn on days when Chapel is not scheduled.

- Red, White, Navy blue, Maize, Evergreen, Chambray blue, Pink or Black polo: long or short sleeve (purchased from Land's End or Read's Uniforms). Shirrtails must remain tucked in.
- Red, White, Navy blue, Maize, Evergreen, Chambray blue, Pink or Black Turtle Neck or Mock Turtle Neck: long sleeve (purchased from Land's End or Read's)
- Navy or Khaki Chino Pants (Land's End or Read's)
- Navy or Khaki Chino Shorts (Land's End or Read's)
- Red, Evergreen, Maize, White or Navy Sweater: vest, v-neck, crew neck, cardigan (Land's End, no monogram)
- Tennis shoes / Sperry's may have a primary color of red, white, gray, black, brown, khaki, or blue with limited accent coloration; shoelaces must match shoes. No high tops.
Sperry's may be worn without socks. With all other shoes, socks must be worn and visible.
- White, black or gray socks, Must be plain and without designs. HCA socks
- Black or brown leather-like belt (no ornaments on the belt)

Formal Chapel Uniform: Must be worn on designated Chapel days year-round. May also be worn on other days besides Chapel.

- White long-sleeved oxford shirt with academic logo (year round). Shirrtail must remain tucked in.
- HCA Tie
- Navy Chino Pants
- Brown or black leather-like/suede dress shoes (mock loafer type or dress-up lace type; not dark tennis shoes)
- Navy or black socks (must be visible) HCA socks
- Black or brown leather-like belt (no ornaments on the belt)

Outerwear: Students are free to wear outerwear from any carrier coming to and from school and when outside. However, when indoors, students may only wear the following approved outerwear.

- HCA crewneck sweatshirt (purchased from HCA)
- HCA Half-Zip Microfiber pullover, Fleece Jacket or Vest with logo (Land's End)
- Red, Evergreen, Maize, White or Navy Sweater: vest, v-neck, crew neck, cardigan (Land's End without a monogram except for Maize Chapel Sweater)
- The navy windbreaker jacket from Read's Uniforms may be purchased to wear outdoors during school hours.
- Team outerwear (tops only). These are sweatshirts, or other tops that have been approved by HCA administration and distributed to all team members

PE Class: All Rhetoric students must dress out for any PE Class & PE electives.

- Navy HCA t-shirt and navy gym shorts (purchased from HCA)
- Tennis shoes (any carrier)

EMPLOYEE EXPECTATIONS

Schedule

All employees should arrive by 7:30 am (7:15 am for HS) and remain in the afternoon until 3:30 pm (3:15 pm for HS). Staff and faculty meet for prayer and devotional time daily. Attendance is required for full-time employees. Teacher assistants may leave at 3:15 pm. At 7:45 those staff assigned to student drop-off should proceed to their designated areas. Teachers should be in their classroom by 7:45 am to greet arriving students. Combined Faculty meetings are held monthly as determined by administration. Departmental meetings will be held on a weekly basis. All teachers are required to attend the faculty meetings unless the absence is approved by the Headmaster. Other faculty meetings may be called at the Headmaster's discretion. Teachers are expected to attend school-wide PTF and informational meetings. Attendance at sports and extra-curricular events is encouraged but not required.

Classroom/Office Management

Although HCA does provide janitorial services daily, faculty and staff are expected to keep their classroom or workspace neat and in order.

Supervision

Students are required to always be under the supervision of a paid HCA staff member. Volunteers are encouraged to "lead" class activities with the teacher present. The teacher is always accountable for the content and implementation of volunteer lead activities.

Staff Cell Phone Use

With the exception of extenuating circumstances, staff are expected to turn off/silence personal phones during class time. Personal or work-related phone calls and emails should be reserved for planning times.

Homeroom Duties

Homeroom teachers will be regularly asked to do a variety of tasks; some of which require attention the first minutes of the day. Following are some examples of homeroom tasks.

1. Welcome your students in thanksgiving and anticipation of the new day God created with prayer, song and/or short devotion.
2. Class business

3. Check for uniform compliance. Check that all students are wearing appropriate uniform clothes (see uniform lists on previous pages), a belt, and correct shoes. Document all Grammar school violations.
4. Daily Attendance: Homeroom teachers (Pre-K-6th) are responsible for recording daily attendance including absences and tardies by 9:00 a.m. (Note: First period teachers must record L/R students arriving as tardy up until 9:00 – this will not be done in the front office.)
5. **Office Communication:** All information that is office related (ex: school-wide functions, reservations, lunch orders, student attendance, carpool information, etc.) should be communicated by 9:00 am.

Student Attendance Records

Grammar teachers and L/R homeroom teachers will maintain attendance records for their classes. L/R (and all special) teachers will also maintain attendance and tardy records for each class they teach. This record keeping is one of the few requirements of private schools made by North Carolina's Department of Nonpublic Instruction.

Grammar teachers are responsible for noting absences daily in RenWeb for report cards and progress reports thereby enforcing HCA's policy. Grammar teachers should notify the principal and parents when 10 days of absences have occurred. The Teacher will notify the Administration when any L/R student has reached 10 absences. Students must be present until 11:30 a.m. to be counted "present" for the day. Students (grades 1-12) arriving by 11:30 a.m. and remaining for the rest of the day may be counted "present" for the day. 10:00 is the cut off time for half-day students. Attendance requirements for athletic eligibility are noted in the Athletic handbook and should be referred to Athletic Director.

7th-12th grade students must be present for at least half the class to be counted as present.

Curriculum

Teachers are required to exclusively use the Board approved curriculum although they may periodically choose to supplement the approved curriculum with guest speakers, films, recordings or other materials. Teachers may request approval of such supplements by submitting the request in writing to the appropriate administrator using the *Supplemental Curriculum Approval Form*

Grading Policy

The purpose of our grading policy is to establish a consistent standard that is founded on proper judgment and confidentiality.

A. Right Judgment

1. Grading of student work and assessments is a primary responsibility of the classroom teacher. The most accurate judgment of student's level of mastery should be determined by the teacher. In fairness to all students, the teacher's judgment and standards should be applied to grading.
2. The teacher, when it is considered appropriate and necessary, may have the teacher assistant help in grading. Students will not grade other students' work.
3. Written student work is one indicator of the student's understanding and mastery of content. The grading process gives the teacher necessary information to know whether to review or move on to new concepts.
4. Teachers may keep a hard copy of student grades in addition to any electronic copy. A hard copy of grades may be required by administration periodically.

B. Confidentiality

1. Student grades are confidential information that should remain between the student, teacher, the student's parents, and Administration.
2. Recording of grades should also be done by the teacher or teacher assistant.

Progress Report/Report Cards

All teachers (except Pre-K) will issue a progress report mid-quarter of each grading period for each student in each of their classes. These will go home by email and are noted on the school calendar as mid-quarter progress reports.

The classroom teacher is responsible for making sure grades for each subject are recorded on one progress report card along with days in attendance and tardies. The 8th-12th grade teachers will need to complete a progress report for each student individually for each subject.

Teachers should record a minimum of ten (10) objective grades per subject to compute the report card quarterly grade. A variety of methods for evaluation and assessment of student progress, such as presentations, oral assessments, portfolio, objective tests, and essay tests is encouraged.

Securing a Substitute

In the event of a planned absence, teachers are to secure a substitute teacher from the approved substitute list. PK-2nd grade will use classroom assistants for substitutes. Notify the appropriate Administrator in writing (Employee Planned Absence Request Form) of the anticipated absence, the substitute, and any necessary specifics

regarding scheduling or lesson plans for the day. During the day, in the event of emergencies or illness the teacher is to delegate the responsibility of securing a substitute to his/her immediate Administrator. **The teacher must notify the Administrator of unexpected absences immediately and no later than 6:30 a.m.** Knowing that daily attendance could always be in question, teachers should leave their classroom in an orderly fashion ready for a last-minute substitute teacher.

Substitute teacher folder

Indicate where the Substitute Folder is kept on your desk. Contents should include:

1. Class roster (Please keep the roster current as we instructed the subs to use these for fire drills and real emergencies.)
2. Attendance record
3. Student allergies or special needs
4. Uniform compliance slip
5. Daily schedule
6. Who to ask questions (e.g. name of teacher next door, phone ext. for administration, etc.)
7. Brief discipline plan explanation
8. Process for dismissing students to restroom (one by one, two by two, hall passes)
9. Emergency lesson plans
10. Substitutes should sign in and out of the main office when leaving and arriving.

Classroom Rules (Proverbs 13:18)

HCA expects that teachers will use the following when establishing classroom rules, policies, and procedures:

Biblical Guidelines

1. Honor the Lord in all you say and do. (I Corinthians 10:31; I Samuel 2:30; Psalms 119:11; James 2:12; Colossians 3:17)
2. Obey all Teachers, Staff and Parents all the way, right away. “Delayed obedience is disobedience”. (Romans 13:1 – 5; Hebrews 13:17)
3. “Do unto others as you would have them do unto you” applies to all relationships and situations. Treat everyone in the class with respect and kindness. (Matthew 22:39; Luke 6:31; Ephesians 4:32; I Thessalonians 5:15)

Additional Class Rules

1. While inside the building use only indoor voices.” No yelling or screaming. (I Thessalonians 5:8; Titus 2:6)

2. During class lessons, raise your hand and receive permission before speaking “Be quick to listen, slow to speak ...” (James 1:19)
3. While at your desk sit up straight (posture for learning) and keep all “six feet” on the floor. (I Peter 5:8; 1 Thessalonians 5:6)
4. Do not grumble, whine, or complain. (I Corinthians 10:10)
5. Do not throw anything or hit another person. (James 1:20)
6. Keep your desk, the classroom, and our school neat and clean. (Nehemiah 10:39)
7. All students are expected to follow directions, to use time wisely, practice self-control, and be diligent in their work. Having books, pencils, supplies etc. is considered part of being diligent. (Hebrews 13:17; Proverbs 13:4; I Peter 1:13; Colossians 3:23; Titus 2:6)
8. Do not gossip. “Back-biting” and verbal taunting are unacceptable. Gossip is defined as talking to another person who is neither part of the problem nor the solution in regard to another person or situation. (Galatians 5:14 and 5:15; Proverbs 16:28)

Discipline Procedures

Teachers are expected to have a clear classroom behavioral policy compatible with the age of the students that they teach. It is expected that these policies will be consistently upheld and equally applied to all students. Teachers are encouraged to assign after school detention as necessary. In these scenarios, the student will be expected to complete some form of teacher assigned consequence which may include writing a paper regarding the nature of the offense, copying the rule broken, searching for scripture, writing a formal apology, cleaning the classroom, etc. The teacher must fill out the proper referral form to pass on to the after-school coordinator.

After-school detention will be served as soon as possible following the offense. It is the teacher’s responsibility to make sure the parent has been informed that detention has to be served. Teachers will assign detention of 30 minutes to 1 hour. The third after-school detention indicates a continuing problem, and, therefore, will also be an official office referral, accompanied by the appropriate discipline as spelled out in policy. Each after-school detention thereafter will also be an official office referral.

Teachers should document all disciplinary procedures. There will also be records kept by the after-school detention coordinator and by the administration.

Parent/Teacher Communication

To accomplish HCA's mission statement of assisting parents in the education of their children, excellent communication between parent and teacher is paramount. HCA is committed to keeping parents informed. THERE SHOULD BE NO SURPRISES. Concerns related to excessive absences, tardies, poor habits (i.e. not turning in homework), academic struggles/low grades, misbehavior, unusual comments or behavior by the child, possible learning problems and so on should be shared with parents when noted, voice to voice contact is necessary. Keep a copy of all correspondence and/or document your contact with parents over such concerns. Over communication leads to success...

Help parents celebrate their precious child(ren) by keeping them informed about academic achievements, special character qualities, victories over problem areas, upcoming appearances in assembly/forum.

Avenues of Communication:

Grammar Weekly Communication: (Grades PK-5)

Weekly communication from the teacher(s) to the parents will be sent home online through FACTS (Parents' web). Communication letters may include schedule announcements (i.e. up-coming field trips); curriculum overview (what we've learned, what we are planning to study); class needs (parent volunteers); your thoughts, your vision, class successes, areas in which the students need to work. Teachers are asked to keep a folder of all their parent communication letters. All grammar teachers must submit their class letter to Grammar school principal for approval online. The teacher is responsible for making sure that communication /homework folders go home with all the contents and come back signed by the parent(s). FACTS grades are to be updated weekly, but communication about struggling students should always be voice-to-voice with parents.

Logic/Rhetoric Weekly Communication: (Grades 6-12)

All 6th-12th grade teachers will list all major assignments, assessments, projects, tests and quizzes, trips, etc. for a form of weekly communication to parents online.

Online Grading: (Grades 4-12)

All teachers are required to record students' grades online for easy parent access. These grades are required to be updated weekly. Administration will provide parents with the login information at the beginning of the school year. Online grading does not take the place of voice-to-voice communication regarding struggling students.

Parent Conferences:

There is a mandatory conference with parents and teachers for all students. This conference is scheduled after the first grading period. Parents will sign up for conferences during Family Night (see calendar). Pre-K –6th grade will conference with the homeroom teacher and 7th-12th will sign up with one core course teacher of their choice (i.e. English, math, history or science). Every effort should be made by the teacher to ensure that these conferences are taking place.

See suggestions for parent conferences under *Parent/Teachers Conference Guidelines* on p.111.

Documentation

Teachers are encouraged to keep thorough (brief, but efficient) records of contacts with parents and other professionals regarding their students. The documentation should include the date, the person contacted, the information shared, the response to the shared information, the plan resulting from the contact, and who else is receiving or aware of this communication. If a letter is sent, just filing a copy of it will record all but the response to it. Be sure to document the response once received and attach it to the letter. In documenting phone contacts, make sure to indicate “attempts to contact” even if you did not get to speak to anyone.

Example:

3:00-pm Sept. 6, 2005: Called parents regarding (student’s name) persistent headache complaints; no answer.

7:30-pm Sept. 6, 2005: Called again; left answering machine message for parent to call me back.

10:00-am Sept. 7, 2005: Received call back from (which parent) discussed frequency of headache complaints. Mom said child rarely has headaches; is concerned. Mom plans to contact pediatrician and keep school posted on outcome. Mom suggested offering a mid-morning snack.

Date and sign your name on all documentation!

Recommending Students for Professional Testing

Teachers should not recommend any student for academic or psychological testing without first consulting with the school administration.

Field Trip Guidelines

Field trips are a significant aspect of the HCA curriculum, which are meant to supplement but not supplant the basic academic curriculum of the school. Teachers are encouraged to include field trips as an extension of their specific class curriculum or to contribute to the broader mission of the school (such as service opportunities, competitions, class presentations). Field trips should not duplicate trips commonly taken by the students’ families. Field trip ideas may originate from anyone but must be “owned” by a Teacher. Prayer should be the primary source of wisdom when deciding on a specific field trip.

Note: Field trips are discouraged during the first two weeks of school, the last two weeks of school, and the full week prior to the Christmas break

For academic, safety, and maturity reasons, the following guidelines are to be applied in the planning and implementation of all HCA sponsored field trips.

1. All Field Trip Planning Forms are to be submitted to Administration for approval by the following time guidelines. Upon approval by administration, teachers will notify parents.

	<u>Notify Administration</u>	<u>Notify Parents</u>
a. No cost day trips	2 weeks	1 week
b. Other day trips	3 weeks	2 weeks
c. Overnight trips	6 weeks	1 month

2. Written permission for the trip must be given by the parents. Students of parents who do not give permission for a particular trip are not to be penalized directly or indirectly. Also, the student's absence in such a situation will be counted against them, but the student must complete any work assigned as part of the field trip. Students not participating in class field trips will not be allowed to stay on campus at HCA.
3. As representatives of the school, field trip wear must follow the spirit of the uniform policy whether the students are in "official" uniform or not.
4. Frequency:
 - K-4 – up to 3 trips per year
 - TK – 2nd grade – up to 4 trips per year
 - 3rd – 12th grade – up to 6 trips per year

Logic/Rhetoric Stage Extended Trips

5 th Grade- Williamsburg, VA (4 nights)	Approximate cost \$500.00
6 th Grade- Charleston, SC (2 nights)	Approximate cost \$300.00
8 th Grade- Ancient History Trip (2 nights)	Approximate cost \$300.00
10 th Grade- Washington, Philadelphia, PA (4 nights)	Approximate cost \$550.00
12 th Grade- Senior Trip TBD by senior class, parents, faculty, and Headmaster.	

*One night, overnight, trips with a total cost under \$100.00 are allowed in any grade in Logic or Rhetoric Stages.

Objectives

Teachers identify objectives for field trips and specific ways to assess student achievement of the objectives. Relevant instructional activities prior to and after the trip should tie the classroom learning to the field trip. Students are encouraged to share about the trip in a variety of ways such as assembly or forum, presentations, newsletter articles, or photographs on campus/classroom bulletin boards.

Planning

The Teacher is responsible for the planning of a field trip and is encouraged to enlist and oversee volunteer assistance with the planning. After the field trip planning form is approved, students and parents should be notified of the trip. This notice (usually part of the Teacher's communication letter) will include where the students will go, the objectives or rationale of the trip, the day and times, a reminder regarding official

uniform and hot lunch cancellation, cost for the trip, and any other pertinent information. (Due to the change in procedures, please continually note to parents that costs for all overnight field trips will be billed per family along with monthly tuition.) Hotels with indoor/heated pools should be avoided to prevent any appearance of immodesty by HCA students. When swimming is an option, girls must wear modest, one-piece bathing suits, or tankini-style suits which do not reveal midriff. Boys, also, should wear swimwear modestly and appropriately (worn at the proper waist height, not too tight or loose, etc.).

Transportation

Transportation of students for HCA events is done on HCA buses. Non-bus transportation alternatives must be approved in writing by the Headmaster. Only drivers listed on HCA's approved driver list may drive HCA buses unless the Headmaster approves in writing an exception. Licensed HCA students NEVER have permission to drive to or from an HCA field trip. The Teacher is responsible for making sure the driver refills the bus with the appropriate gas after use. **The large bus takes diesel fuel.** The teacher is responsible for returning the bus keys to the administration immediately after use. The teacher is responsible for cleaning the bus after use, i.e. sweeping, carrying off any trash, closing any opened windows, etc.

Bus Requests

The Teacher submits the required field trip planning form to Administration and reserves the bus on the Bus reservation Calendar at least two weeks in advance of the trip. The number of parent chaperones "required" for the field trip may ride the bus. Additional chaperones may be asked to drive their personal vehicles if space is not available on the bus. Parents may not transport students (other than their own child) in personal vehicles for any field trip, when bus space is available. At least two chaperones (including the driver) must ride the bus with students.

Expenses

Field trip expenses should be kept to a minimum and families should notify the school of financial assistance if needed. If a cost is incurred for the field trip, the teacher is responsible for documenting the total cost and cost breakdown (per student, per chaperone, per teacher, etc.) **Teachers will not collect field trip money. Rather, by notifying the bookkeeper of the cost to be incurred for the field trip, each family will be billed on a monthly basis.** If payment of field trip is required, the teacher must submit a pre-approved check request to the bookkeeper at least 4 days prior to the trip. Decide prior to the trip if spending money will be allowed. Communicate decision to parents. It is strongly recommended that students not be allowed to visit "gift shops" during a field trip. Exceptions need to be approved by the Headmaster.

Chaperones

Field trips are only for HCA students, chaperones. Exceptions may be approved by the Headmaster. Teachers should plan to have a minimum of two adults (in addition to the Teacher) functioning in the role of chaperone on a field trip. The adults accompany the group on the trip must have their license on file. The Teacher must exercise judgment in the selection of chaperones and should only take those persons who will adequately assist. The nature of the field trip or the specific needs of the class may dictate a much higher chaperone-to-student ratio. A chaperone's role is to

assist the Teacher, similar to the parent volunteer role in the classroom. The Teacher is responsible for communicating to the chaperones the school policies in effect for the trip, as well as the specific expectations of the chaperones, and then ensuring that the expectations are carried through. Chaperones may be assigned a small group of students as they tour an exhibit. Check in advance to see if you need to limit the number of chaperones and or siblings. Inform parents about this. Some places have a limit (i.e. Biltmore and Old Salem).

Before the Trip

1. Take class roster, medical release forms and signed permission slips for all students.
2. Leave cell phone numbers of Teacher and chaperones with the Receptionist at the front desk.
3. Take a first aid kit.
4. Distribute maps and cell phone numbers among chaperones. Go over trip directions; discuss parking and drop-off suggestions. Give approximate time of arrival.
5. Communicate discipline procedures with parents and/or chaperones, and give clear responsibilities to chaperones to make their trip worthwhile.
6. Assign students to HCA approved vehicle of transportation.
7. Turn in class attendance before leaving school.
8. Pray as a group: include prayers for safety, learning, fun and behavior concerns, etc.

General Concerns

1. Make sure parents understand your and the school's behavioral expectations and that they are here to assist you as chaperones as well as enjoy the trip with their child.
2. Students who are disruptive or disobedient will be reported to the Headmaster and depending on the severity of the misbehavior will be excluded from the next class field trip or will receive other appropriate disciplinary action.
3. If food or other disposable items are used on field trip, the teachers are responsible to see that all areas are left clean and orderly. The teacher is responsible for cleaning the bus after each use.
4. Siblings may be limited depending on the nature of the trip. Consult the Headmaster if in doubt.
5. Be aware of and watchful of other people and things that are not ours.
6. When an approved field trip has to be rescheduled, the new date must be approved by an administrator.
7. Try not to plan any field trips after May 15th each year to avoid conflicts with the scheduling of end of the year activities.
8. All students must be secured in proper seats/seatbelts.

Media/Electronics

In order to fulfill HCA's mission statement of assisting parents, and, because of the diverse perspectives of our parents regarding music and media, HCA will refrain from making judgments which may contradict parent authority by excluding radio, television, personal electronics-i.e. cell phones, iPods, Kindles etc. (unless approved by

Headmaster and the administrator), magazines, Gameboys, video, and the like on field trips. Exceptions may be made for curriculum-related media.

Overnight Trips

In addition to the learning benefit gained from overnight field trips is the social benefit of students, faculty, and chaperones being together during the non-instructional times such as meals and recreation. The teacher plans mealtime and recreational options for the entire group. Prior to the trip parents are given a detailed schedule of the student activities and the full day's schedule. Chaperones assist with carrying out the activities. Teachers should plan the activities with a high degree of sensitivity to parental authority. A same-gender chaperone must occupy the same room as the students. Every effort should be made to avoid children sharing a hotel bed with any adult who is not his/her own parent. Parents may request that their children not participate in overnight field trips without incurring an absence or loss of academic credit. Any student not attending an overnight field trip will complete project in lieu of the trip.

*Use of HCA buses for overnight field trips are not normally an option unless approved well in advance.

Fundraising for Field Trips

With the exception of the senior class, individual classes/grades may not conduct fundraisers on campus, which target HCA families.

Textbook Procedures

Every textbook is a valuable asset of the school and should be treated with respect as school property. Textbooks and other curricula are expenses incurred each year. To be good stewards of the money provided by our families in tuition, and by God in gifts, it is important to take good care of the books in our care.

Consumable books are meant to last only one school year. Under normal circumstances, paperback books usually last 3 to 4 years and hardback books 5 to 6 years. With regard to the type of book, teachers should adhere to the following procedure:

At the beginning of the year, teachers will label each book issued with the student's name and the condition of the book. If there is not a specified place for student names, write them in the inside cover of the book. The book condition is to be designated by the teacher using the following guide:

<u>Condition</u>	<u>Description</u>
<i>New</i>	Flawless book. Recently purchased or never previously used.
<i>Good</i>	Slightly bent corners and pages. No significant markings or damage.
<i>Fair</i>	Some damage to corners/spine of book. Markings on pages. Still easy to read and use in class. Slight water damage.

<i>Poor</i>	Significant damage to corners/spine of book. Pages ripped. Major markings. Significant water damage.
<i>Bad</i>	Practically unusable. Cover torn off. Pages missing. Major damage by any means. Should only be used as a last resort.

Towards the end of the year, teachers will inspect each book and label the condition again using the same standards. Books that drop more than one level of condition may require the user to reimburse the school for damages. Teachers will notify the parents of the damage to the textbook and the amount to be reimbursed. The amount billed will be based on the extent of the damage and will be determined by the Teacher and Administrator. Lost books will be billed with tuition.

Classroom Parties

Class parties are at the discretion of the teacher. Preferably parties should not exceed 45 minutes and should be held at lunch or at the end of the day. The teacher is responsible for all activities related to an in-class party even if parents or students do the planning. NO off-campus class parties during school hours (this includes year-end parties).

Guidelines

1. All parties, including Birthday celebrations, should be included within snack or lunchtime unless otherwise approved. If necessary, the celebration may be in honor of several students.
2. Aside from Holiday* parties, no more than two parties are recommended per year. Preferably these parties should be used as rewards for good conduct.
3. The teacher is responsible for all activities related to an in-class party, even if the students or parents do the planning.
4. "Food Days" should be directly related to the curriculum and very limited in their usage throughout the school year.
5. It is recommended that one Holiday party be sacrificed for a service project.

* Thanksgiving, Christmas, Valentines' Day and Easter

Media Guidelines

Video Use

1. All videos used in class should conform to the principles of propriety listed in Phil. 4:8.
2. All videos must receive approval by your Administrator before use.
3. Videos may be used in class for two reasons:

a) Educational

Educational includes historical documentary and literary videos, which should be used sparingly (no more than one per month). No literary video should be shown unless the book has already been read by the students.

b) **Entertainment**

No more than one video per semester will be allowed for entertainment purposes, and should be in conjunction with class parties.

Lunch Details

Lunch Etiquette

*During times when students are allowed to talk, the lunchroom should be on “restaurant behavior” (i.e. talking loud enough for others at your own table to hear, but not so loud that other tables would be distracted. It goes without saying that this behavior would also include keeping food on your own table, and picking up your own trash and containers.)

Grammar

1. **Preparing for Lunch**

- a. Take care of situations where students forgot lunch at the beginning of the day.
- b. Have students thoroughly wash hands (we use antibacterial soap because hand washing prevents the spread of communicable disease); and use the restroom.
- c. Lead in giving thanks.
- d. Make sure your class is monitored by teacher or assistant.

2. **Lunch**

- a. Escort students to lunchroom and seat them at the designated lunch table.
- b. Remain with students until settled and lunch monitors are supervising.
- c. Enjoy lunch on your own (if employees plan to leave campus please let the front office know).
- d. Cheerfully assist with lunchtime duties should a shortage of volunteers or an emergency arise.
- e. Re-enforce the designated boundaries for lunch.
- f. No cell phone usage when on lunch duty.
- g. **Students are not to leave the lunchroom without permission from a teacher or assistant on duty.**
- h. Communicate to lunchtime supervisor any exceptions to boundaries e.g. a student reporting back to the classroom for tutoring. (Students should never be in classrooms unattended).

3. **After Lunch**

- a. Teachers are to instruct students where to meet when lunch is over (teachers are to walk to meet their class and escort them back to the classroom).
- b. Before going back to class, teachers back up lunch monitors by ensuring trash is disposed of properly.

- c. Help students work through problems resulting from lunchtime activities.

Logic/Rhetoric

1. Encourage hand washing, prayer, campus cleanliness.
2. Ensure that students are not in classrooms unattended.
3. Ensure punctual start to period after lunch.
4. Ensure that students do not leave the lunchroom without permission (including visits to their car).

Teacher Lunch Room Duty

Please note: Weekly rotations and schedules will be completed at the beginning of each school year for Faculty and Staff.

1. Employees listed on the Lunch rotation schedule are required to eat lunch with the students.
2. 6th-12th grade students in the lunchroom on the assigned day of the week. If you are unable to be in the lunchroom on the designated day, you must find another employee to take your place.
3. All employees have the option of eating in the lunchroom every day.
4. Teachers who have lunch duty must escort students to and from class.

Daily responsibilities of all Grammar Teachers

Each class should have two assigned students per day to clean the tables and floor in their particular area.

Weekly responsibilities of Monitors

1. The monitor is responsible for making sure that all tables and floor have been properly cleaned by all classes.
2. Rinse dishtowels and bucket out in kitchen sink.
3. Clean microwaves.

Grading Student Work

Percentages and Grade Equivalents

- 9th - 12th grade will be given +/- grades to make Grade Point Averaging more accurate; however, these will be recorded numerically on the report card.

Pre-K

Classes will have 3 report cards per year (every 12 weeks).

TK-Kindergarten

In TK-Kindergarten classes, the evaluation of skill acquisition is designated on the following basis:

M = Most of the time *Teachers may use + or - if they feel appropriate
S = Sometimes/Inconsistently
B = Beginning to

NI = Needs Improvement
NA = Not assessed
N = Not yet

Grading Scale

1st - 8th Grade:

<u>Grade</u>	<u>Range</u>	<u>Grade</u>	<u>Range</u>
A	95-100	C	79-82
A-	93-94	C-	77-78
B+	91-92	D+	76
B	87-90	D	71-75
B-	85-86	D-	70
C+	83-84	F	Below 70

9th - 12th Grade

<u>Grade</u>	<u>Range</u>	<u>GPA Value</u>
A	92-100	4.0
A-	90-91	3.7
B+	88-89	3.3
B	82-87	3.0
B-	80-81	2.7
C+	78-79	2.3
C	72-77	2.0
C-	70-71	1.7
D+	68-69	1.3
D	66-67	1.0
F	0-65	0.0

Grading Guidelines

1. Minimum of 10 grades per each 9-week grading period for each academic subject's grade shall be given unless an exception is made by the Headmaster. In addition, all actual tests and quizzes should have a minimum of 10 questions to be graded.
2. All academic/objective grading at HCA will use a criterion-referenced base for evaluations. That is, objective standards will be used to judge student performance. Grading on a "curve" will not be done; also extra credit questions on tests are not permitted. Re-tests are not permitted unless the entire class is given an opportunity for a re-test, and should be primarily reserved for occasions when the teacher determines that the information was not adequately taught. Students who make poor grades because of poor effort should not be given re-tests. Make-up tests are permitted for excused absences. Students should complete tests within the allotted time limit, unless there is an officially approved plan for that student which states otherwise.
3. Grades should be based on the following:
 - a. Tests/Book Reports/Projects

- b. Quizzes
 - c. Homework/Class work
4. Virtually all assigned work done for/in class should receive a recorded credit toward a grade.
 5. Homework will be given a specific due date upon its assignment. Between 3rd and 8th grade when a student fails to turn in an assignment on time, teacher should communicate to the parents and the assignment will be marked down 15 points if turned in the next day and 30 points if turned in two days late. The teacher may assign a 'zero' for any assignment turned in three days late or more. The teacher must assign a 'zero' for any assignment turned in more than five days after the original due date (or after the student returns to school following sickness/vacation).
 6. Between 9th and 12th grade when a student fails to turn in an assignment on time, the assignment will be marked down 20 points if turned in the next day. The teacher may assign a 'zero' for any assignment turned in two days late or more and must assign a "zero" to any assignment not turned in after five days.
 7. Participation in class discussion may also be graded. If so, daily participation should be recorded on a consistent basis.
 8. Projects of a significant nature (i.e. requiring time above and beyond regular homework guidelines) should be assigned at least three weeks before they are due. Students in grades 1-8 should not have more than one such project at a time. Students in grades 9-12 should have no more than two. All upper grade projects should be preapproved. Depending on the scope of the assignment, projects may be used in place of tests from time to time.
 9. On projects that require a significant financial obligation (more than \$20), teachers should give at least 3 weeks notice and inform parents as soon as possible of the approximate cost of the project.
Any project assigned in 6th-12th grades require prior approval by administration.
 10. Variety in the amount and kind of testing, assignments, and homework is highly encouraged.
 11. For Character Development, Spiritual Development, Attitude, Penmanship, P.E., Art and Music quarterly evaluations will be given using the following designations:
 - a. O = Outstanding NI = Needs Improvement
 - b. S = Satisfactory U = Unsatisfactory

*Teachers may use + or – if they feel it's more appropriate
 12. Teacher's comments will be included in a separate section on the report. Teachers are expected to include comments on the report card.

13. Procedures for quarterly reporting:
 - a. Report forms will be emailed home quarterly as indicated on the school calendar.
 - b. Originals of the report forms will be kept together by grade in the fireproof file cabinet in the school office. After filling in quarterly grades and making copies, teachers are to return the originals immediately to the office.
14. Teachers are responsible for the collection of all grades to be reported and the attendance numbers for each quarter.

Reporting a Grade of “D” or “F”

1. In the event of a student earning a “D” or “F” in any quarter in any class or subject, the parents must have received prior notification. That is, no quarter term grade of a “D” or “F” is to be assigned unless the teacher has ascertained that the parents and the student understand the reasons (missing assignments, poor grades, etc.) for the forthcoming grade, and have been given adequate time to alter the direction of that grade.
2. “Blind-siding”, i.e. surprising, parents with a “D” or “F” is **forbidden**. Normally, a teacher-parent conference should be held with an emphasis on what steps the student, parents and teachers can take to enable the student to improve, well before permanent grades are issued.
3. Whenever a teacher is contemplating recommending a student for retention for whatever the appropriate administrator needs to be notified prior to the actual recommendation. A conference involving the teacher, parents, and administrator must be held in advance of the recommendation being implemented.

Guidelines for Assigning Homework

Since homework by its nature, takes time at home, it is not to be assigned due to the teacher’s poor planning or in place of an assignment, which could have been completed in school. The student’s time at home is to be encroached upon for only the best purposes. However, students who do not finish classroom work in the allotted time may require time at home beyond the times listed below to finish those assignments.

The necessity for doing homework will vary from grade to grade and even from student to student. The guide below should be regarded as maximum times, not as required minimum times and then only if homework is assigned.

GRADE	APPROXIMATE TIME PER NIGHT¹
TK and K	Approximately 15 minutes memory work ²
1 st - 2 nd	Approximately 30 minutes up to 3 nights per week. ²
3 rd - 4 th	Approximately 45 minutes up to 4 nights per week. ²

5 th - 6 th	Approximately 60 minutes up to 4 nights per week. ²
7 th - 8 th	Approximately 90 minutes up to 4 nights per week.
9 th -12 th	Approximately 90 minutes up to 5 nights per week.

¹ Homework is not to be assigned over holidays/vacation periods included in the school calendar up through the 8th grade, generally will not be assigned over weekends. This does not apply to special projects or research papers. HCA recognizes that students are of varying abilities and will require varying times for homework. The teacher should endeavor to assign homework that the average student can complete in the time listed above.

² This time includes 15 minutes of assigned reading.

Safety and Emergency Procedures

Serious Illness and Emergency Care

If a student becomes sick or is injured during school hours, the teacher is to assess the situation first. Call the office immediately. If it is a true emergency, call 911. Next, if the student can be safely moved, bring him/her to the office, accompanied by an adult (or student if older than 3rd grade). Call the parents.

Accidents / Injuries

1. Minor injuries (cuts, stings, etc.) should be lovingly and appropriately cared for by the teacher, parent volunteer, assistant, or office.
2. For more serious injuries:
 - check the scene
 - if severe, call 911
 - provide care until office personnel arrive on scene
 - calm the students and return to class
3. **CALL EMERGENCY MEDICAL SERVICES IF VICTIM:**
 - is unconscious, unusually confused, or seems to be losing consciousness
 - has trouble breathing or is breathing in a strange way.
 - has persistent chest pain or pressure
 - has pressure or pain in the abdomen that does not go away.
 - is vomiting, or passing blood
 - has seizures, severe headaches, or slurred speech.
 - appears to have been poisoned.
 - has injuries to the head, neck, or back.
4. Contact the office to fill out an incident form on each accident.
5. The Incident Reports are filed in a notebook which remains in the office.

Recognizing and Reporting Child Abuse

***Do not make a report without consulting with school authorities.*

All North Carolina citizens are mandated by law to report suspected child abuse and neglect to the Department of Social Services in the county where the child lives. You can make a report without giving your name.

Hickory Christian Academy recognizes the serious nature of child abuse allegations and teachers should seek counsel from their Headmaster prior to notifying Social Services.

After consultation with the Headmaster a report of child abuse can be made by calling, writing, or visiting the Catawba County Department of Social Services Child Protective Services Division at 3030 11th Ave Dr SE Hickory, NC 28602 (695-5600). A social worker will take down all the information you give.

It is helpful if you can share the following information:

1. the name, address, and age of the child
2. the name and address of the child's parent, guardian, or caretaker
3. the child's condition, including the nature and extent of the injury
4. any information regarding the presence of weapons, alcohol/drug abuse, or other factors affecting the social worker's safety

You do not need to prove the abuse has taken place; you only need reasonable grounds for suspicion.

You do not need permission from parents or caregivers to make a report and you do not need to tell them you are reporting.

Fire Drill and Fire Evacuation Procedure

By law, Hickory Christian Academy is required to conduct a fire drill during the first 10 days of school, and at least once per month thereafter. The first drill will be announced beforehand to the faculty. All subsequent drills will be unannounced.

The following procedure should be adhered to by each classroom teacher during a drill, or in the event of an actual fire:

1. Every classroom should have an evacuation route posted by the door. This must be a map of the building, with the evacuation route clearly labeled in red ink. It should be laminated and posted in an unimpeded place next to the door, on the inside of the classroom wall.
2. Each classroom teacher must review the fire evacuation procedure with the students prior to the first drill. Younger students may need to walk through the drill prior to the actual event.

3. Upon hearing the fire alarm, teachers should calmly gather the students and exit the classroom in a quiet, orderly manner.
4. The teacher should close the door and turn off the lights after the class exits the room. The teacher should take along his/her grade book to check roll outside, ensuring that all students are present and accounted for.
5. When exiting the classroom, and the building, students should silently walk (not run) in a single-file line to the designated area (away from the building at a safe, approved distance).
6. Once to the waiting area, students should stand quietly in order to hear any instructions from teachers during the procedure.
7. Upon the signal from the administrator (or designee), students should silently re-enter the building in the same fashion that they exited.
8. Once back in the classroom, students are expected to immediately return to the task assigned them prior to the fire drill.

Administrative Procedure for Fire Drills

Following the time guidelines listed above, the administrator(s) will adhere to the procedure listed below. At each scheduled fire drill, the administrator(s) will:

1. Call the fire department and Security Central to take the school off line during the drill.
2. Pull the fire alarm. A different alarm should be pulled at each drill to ensure that all are working properly.
3. Record the time elapsed from the moment the alarm is pulled to the moment the last student/teacher reaches the safety zone outside the building.
4. Reset the alarm system according to the approved procedure.
5. Signal the teachers to return to the building with their classes.
6. Fill out the approved fire drill form (an additional safety walk-through should take place in between drills). File each form in the designated file in the main office.
7. Call the fire department and Security Central to put the school back on line.

Tornado Drill and/or Classroom Evacuation Procedure

In the event of a tornado watch or warning, Hickory Christian Academy will employ the following procedure for evacuation of classrooms and ensuring student safety:

Tornado Watch

Issued by the National Weather Service (NWS) when conditions are favorable for the formation of tornadoes.

In the event of a Tornado Watch, all school employees will be immediately informed of the possibilities of tornadic activity and will be alert in case classroom evacuation is necessary. If weather conditions deteriorate (approaching thunderstorms, wind, etc.) administration may make a determination to evacuate any existing modular classrooms immediately and hold all school activities in the main building(s) until the threat of severe weather has ended.

Tornado Warning

Issued by the National Weather Service (NWS) when a tornado has been sighted or indicated by radar in the immediate vicinity.

In the event of a Tornado Warning, all classrooms will be immediately evacuated. Each class will take a predetermined position in a bottom floor hallway/room that is not adjacent to exterior walls. Upon command by a school official, students will take a crouching position; face down on elbows and knees, with hands over the back of the head (figure 1). Students will not be allowed to speak. All students will stay in position until the “All Clear” signal is given.

Hickory Christian Academy will conduct a Tornado Drill in conjunction with the North Carolina Severe Weather Awareness Week as determined annually by the Governor.

**Lockdown Procedures**

In the unlikely event of an emergency situation which could threaten the safety of people inside the school building, HCA will use the following protocol:

External Threat (i.e. Local crime, suspicious person, hazardous waste spill, etc.)

In the event of an external threat in which exiting the building could be dangerous, but remaining inside the building is deemed safe, the administration will place the school in a “Code Yellow” state.

Code Yellow (potential danger)

A Code Yellow status will be announced by the administration through the phone system to each classroom, in the event that outside circumstances may pose a threat to student safety. In the event of a Code Yellow:

1. All HCA teachers and students should be inside a room in the school.
2. Teachers will inspect the hallways and bring any stray students into the classroom.
3. Teachers will close and lock the doors during class, but will continue teaching in a normal fashion.
4. Classes at recess will return to the school ASAP and remain in the locked classroom until the threat is cleared.
5. Classes on field trips will finish the field trip as planned, unless otherwise instructed by the administration.
6. No one will be allowed to enter or exit the school building without the expressed permission of an HCA administrator.
7. Students should not be allowed to call parents regarding the Code Yellow situation so that anxiety and panic are minimized. Parent calls/concerns will be answered by the appropriate administrator.

Internal Threat (i.e. Bomb threat, violent student/staff, dangerous intruder)

In the event of an internal threat in which being inside the facility could be dangerous, the administration will communicate by phone to each classroom and place the school in one of two states, “Code Blue” or “Code Red”.

Code Blue (bomb threat)

In the event of a bomb threat, teachers will escort their classes out of the building in the same fashion as a fire drill with two exceptions.

1. Students are required to leave all bags and purses in the classroom. Every teacher should survey the classroom as the class is leaving to identify any suspicious bags in order to alert the administration.
2. Teachers should lead the classes to the Neill Clark Soccer Field, where they will remain until the threat is cleared. Classes who are outside at recess at Neill Clark will remain outside and away from the building until told otherwise.

Code Red (immediate danger inside the building)

A Code Red status will be communicated by phone to each classroom, by the administration if there is an immediate threat to students/staff within the school building. In the event of a Code Red:

1. Teachers will inspect the hallway and bring any stray student into the nearest classroom.
2. Teachers should close and lock all classroom doors and turn off the lights inside the room.
3. The teacher will gather the students against a wall that is not visible through the door, and remain quiet.
4. No one is to leave or enter the classroom until an administrator or law enforcement officer contacts the teacher.
5. Do not open the door to a knock.
6. Classes at recess will seek immediate shelter out of plain view and will not return to the school until instructed to do so.
7. Classes on field trips will be contacted and instructed on what to do and where they should go while the threat is still real.
8. Students should not be allowed to make phone calls during a Code Red situation so that potential anxiety and panic are minimized.
Administration and/or law enforcement officials will update parents and media regarding the situation to ensure that all information is accurate and consistent.

Code Red Folder

Every classroom should have a Code Red folder to use in these emergency situations. Each Code Red Folder should contain the following items:

- A copy of this Emergency/Threat Procedure policy
- A class roster for each class taught in that particular room

Each teacher, in any of the emergency situations (yellow, blue, or red), must remain calm during the entire situation. It is the teacher's responsibility to take control of his classroom, maintain order, and act quickly and decisively. He should immediately take a head count of his class to ensure all are present. The teacher should also lead his class in prayer as the situation warrants. The teacher is to abide by the stated policy in each situation until an approved person enters the room with a key.

Hickory law enforcement has requested that HCA administration have a box in a predetermined location containing a roster of all staff and students at HCA, a layout of the interior of the school building, and a master key to all rooms within the building. This procedure will be updated and reviewed annually.

Training Frequency

HCA staff/faculty and students will complete annual instruction and practice drills on lockdown procedures to ensure safety and code requirements.

Teacher Job Description

Reports to: Headmaster and/or Stage-Appropriate Principal. In addition, works alongside the Administration to enhance the whole school's purpose.

Purpose: To develop the students in his/her care spiritually, academically, emotionally, and behaviorally, with the goal of producing children who imitate Christ in their daily actions and attitudes, as well as growing their mental capacities in order to enhance opportunities to live as a Christian in the "real" world.

Staff Work Contract

All paid staff are required to sign a work contract for one academic year. At the end of the academic year the school or the employee may choose not to enter into a contract for another year of service for any reason. During the school year HCA may terminate the work contract if the staff member is not meeting the qualifications or adequately performing the responsibilities listed on the job description and work contract. (See Separation Policy)

Spiritual and Professional Qualifications

A teacher:

1. must be a committed Christian with membership in good standing in a local church that is in full agreement with the statement of faith of HCA.
2. must be in full agreement with the statement of faith of HCA.
3. is expected to understand and support the classical, Christian, and community approach to education adopted by HCA.
4. must have read and be in substantial agreement with the educational philosophies described in the books Recovering the Lost Tools of Learning, The Seven Laws of Teaching, and "Philosophy on Education and Curriculum".
5. must have a minimum of a bachelor's degree from a college or university.
6. preferably has teaching experience.
7. must maintain high standards of personal, spiritual, and professional conduct.
8. must be committed to professional growth including reading, coursework, and seminar attendance.

9. is expected to be able to enthusiastically and competently implement HCA's curriculum.
10. is able to skillfully manage a classroom of varying academic skills, learning styles.
11. must be able to promote and manage a high level of parental involvement.
12. must agree to offer one hour weekly of conferring or tutoring outside of instructional time but within confines of 40-hour workweek.
13. must agree to attend (at the school's expense) an ACCS or ACCS-endorsed conference within two years of being hired and at least once every three years following.

1. **Spiritual Leadership**

The teacher is expected to consistently exhibit love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control before his students and the rest of the school (Gal. 5:22-23). He is to use the school's curriculum guide and the Bible in constructing daily classes. Active, joyful participation in any staff prayer meetings and school assemblies is expected.

2. **Classroom Management/Environment**

The teacher is expected to maintain a neat, organized, clean, and stimulating classroom environment for his students. This implies that the students will take an active part in cleaning and maintaining their room's appearance. The teacher should set up simple, manageable class routines to accomplish basic tasks, e.g. taking attendance, homework collection, daily cleaning schedules, materials storage and distribution, etc.

3. **Classroom Decorum and Discipline**

The teacher should be very familiar with and able to apply the spirit, as well as the letter, of school rules. An orderly (but not necessarily silent) working atmosphere is to be the norm. Students should be aware of the class and school rules and be encouraged to exercise self-discipline. When administrative discipline is necessary, the teacher is expected to complete the proper forms for an "official" office referral, and send (or accompany) the student to the office. The teacher is expected to diffuse and deal with the vast majority of corrective disciplinary situation within his own classroom.

4. **Lesson Preparation and Presentation**

The teacher should have a thorough knowledge of, and interest in, the subjects he is assigned to teach. In addition, a Classical teacher should have a working knowledge of Latin, Logic, Rhetoric, and other classical disciplines which will be integrated throughout the K-12 curriculum. All subjects should be taught utilizing the objectives, materials, priorities, and methods described in the HCA Curriculum Guide. The teacher is expected to encourage students to see how all subjects are interrelated, as parts of God's integrated universe. Clear language

and appropriate vocabulary are also expected. A variety of teaching methods are to be used with special emphasis on the following:

- a. The methods outlined in the Classical Methods Chart
- b. *The Seven Laws of Teaching* by John Milton Gregory
- c. Rephrasing of concepts by students
- d. Inductive questioning
- e. Recitations, chants, songs, acronyms, summaries, reviews, debates, projects, papers, etc.
- f. Illustrations, applications, demonstrations

5. **Student Learning**

The teacher should seek to stimulate and maintain the students' interest in the curriculum material. Recognition and reasonable compensation for individual needs is also necessary. A variety of techniques (in addition to testing) should be used to measure the students' progress (see the Classical Methods Chart). The Curriculum Guide is to be used to measure the overall progress of the class and of individual students.

Detailed Responsibilities (checklist of duties)

- Have a real and growing relationship with God. (Rom. 12:1-2)
- Have daily communication with God. (1 Thes. 5:17)
- Be in consistent prayer over the school and its students. (James 5:16)
- Refrain from gossip or complaining. Always refer ideas or concerns to the proper authority. (Matt. 18:15-20)
- Exhibit contagious passion and enthusiasm for the ministry of HCA.
- Demonstrate a passion about the development of the whole child (spiritual, emotional, behavioral, academically).
- Demonstrate a contagious enthusiasm about the subjects being taught.
- Demonstrate a selfless attitude regarding time, money, and space when it comes to serving others at HCA.
- Develop appropriate relationships with students (demand & receive respect, love each child as a unique individual, treat all students equally, keep professional social boundaries with students).
- Keep a professional demeanor, appearance, and relationship when dealing with faculty, parents or students.
- Arrive and leave school at the appropriate time, as determined by the Headmaster.
- Have an intimate knowledge of the curriculum goals, and communicate frequently with the Administration on the accomplishment of those goals.
- Study to become knowledgeable in the subject matter taught.
- Be able to communicate adult ideas on a child's academic level.
- Be creative and innovative in methodology to keep the students' interest.
- Turn in lesson plans weekly on the day assigned by the Administration.
- Keep a folder with samples of student work.
- Hold a voice-to-voice conversation with every parent of every student under your care within the first three weeks of the school year.
- Openly and frequently communicate with parents of students regarding their child's progress.

- Hold weekly communication with parents of students who are struggling academically (below a 'C' average OR working below academic potential), behaviorally, emotionally, or spiritually.
- Clearly state classroom rules and consequences to students on the first day of school.
- Consistently enforce classroom rules on a daily basis, regardless of which child is the guilty party.
- Discipline individual students for individual offenses. Generally, do not discipline an entire class for the sins of a few students.
- Maintain an orderly classroom environment (begin & end class on time, keep students on task the entire allotted time, appropriately handle disciplinary issues in class with appropriate, pre-determined, consequences).
- Be consistent in grading and in discipline to the point of being predictable in these areas.
- Consistently enforce school policy in the classroom (i.e. uniforms, tardies, etc.).
- Keep reasonable turn-around times for all graded papers and projects (all grades should be given to the student within five days, unless otherwise approved in writing from an administrator).
- Keep the classroom environment neat, clean, and orderly.
- Plan and organize field trips and other class events, taking charge of students and chaperones in planning and execution.
- Assist other faculty members when needed (substitute, lunchroom duty, playground, etc.).
- Check the box in the office for school communication, and respond within the allotted time, when necessary.
- Participate in professional development opportunities, as directed by the school administration.
- Engage in training opportunities for Classical Education. Personally dedicate to increasing knowledge of Classical Education. This includes reading the books listed in the policy manual for professional development.
- Participate in weekly faculty meetings, as scheduled by the school administration.
- Attend all school-wide events, as scheduled by the school board and administration.
- Photocopy report cards quarterly, and submit copies to the administration.
- Turn in grade book at the completion of the school year in case of questions regarding final report cards.

Evaluating Teaching Staff

The following guidelines are to be used by the Head of School and/or the administrator for the grade level in the formal evaluation of teachers.

Purpose:

Evaluation of teachers is mandatory for any education institution that purports to be accountable to its patrons. Teaching performance must be evaluated to determine effectiveness and ways of improving. It is, therefore, in the best interest of all connected with HCA, but especially the teachers and students, that regular, formal

and informal, positive evaluations be conducted. Simply put, evaluations are done to help our teachers teach better.

General:

1. All teachers, full or part-time, should be formally evaluated once each year, as a minimum, and informally evaluated at least twice.
2. New teachers should be informally evaluated once each quarter and formally evaluated once each semester.
3. Job descriptions and the curriculum guide are to be reviewed by both the administrator and the teachers as part of the evaluation process.
4. All evaluations are confidential, between the Headmaster and the teacher. At appropriate times, the Board may be privy to evaluations.

Guidelines:

1. Prior to visiting a teacher's class for a formal evaluation the administrator should meet with the teacher to:
 - a. Set a mutually agreed upon time for the observation.
 - b. Determine the lesson to be observed and what particulars, if any, on which the administrator will focus. The teacher should be encouraged to ask the administrator for specific assistance related to those particulars.
 - c. Review the job description and address any questions regarding how the teacher is to be evaluated.
2. Informal evaluations are unannounced and can occur at the discretion of the Headmaster and/or administrator.
3. A post-evaluation conference should be arranged within three days of the evaluation. Questions and comments regarding the evaluation should be addressed at this time and objectives for the next evaluation set. If after this follow-up evaluation there is still a disagreement about the teacher's performance, the teacher may appeal to the Grievance Policy.
4. Both the Headmaster and the teacher should sign the final evaluation form. The original form is to go into the teacher's personnel file and a copy made for the Headmaster and the teacher.
5. At the next pre-evaluation meeting (#1 above) with the teacher, the Headmaster should go over the objectives and results from the last evaluation.

Teacher Assistant Job Description

Reports to: Headmaster, Grammar School Administrator and Supervising Teacher(s)

Purpose: To assist the teacher in planning, organizing and implementing the Classical Christian instructional program of HCA. To provide support for clerical, technical and

general classroom functions. To exhibit in word and deed, a godly character at all times.

Major Roles:

1. Instructional Assistance

The teacher assistant assists the teacher with planning and organizing, evaluating instructional activities, developing classroom procedures and preparing necessary materials. The teacher assistant is involved in activities to improve the total school program and assists the teacher in ensuring a safe and healthful, spiritual, emotional and physical environment.

2. Clerical and Technical Assistance

The teacher assistant demonstrates clerical and technical skills necessary to assist the implementation of the program.

3. General Classroom Assistance

The teacher assistant works to communicate the needs of the school and children, assists students with the understanding of rules and discipline policies, assists in maintaining cleanliness and neatness and conducts self as a positive Christian role model.

4. Other

In the event of the teacher's absence, the assistant will take the leadership role in that classroom. The assistant may secure the help of a volunteer parent if needed. During extended teacher absences (more than 2 consecutive days), a qualified substitute teacher may be used in lieu of the assistant when appropriate.

Role in the Classroom

As the assistant teacher your primary role and responsibility is to increase the effectiveness of the teacher in the classroom. You can expect to be called upon to do a variety of tasks to assist the teacher with the preparation, presentation, and coordination of classroom activities. You will find that assignments may vary according to the needs of the students and teacher/s with whom you work. However, the duties mentioned below may give you some idea of the tasks you may be asked to perform.

- Assist teacher by monitoring all core academic classes at all times.
- Assist students in performing activities that have been initiated by the teacher.
- Assist students with supplementary work and activities.
- Reinforce learning with small groups.
- Help prepare or plan for special activities or lessons under the supervision of the teacher.
- Reinforce the teacher's activity with individual students or small groups.
- Supervise the class while the teacher is assessing an individual student or conducting a small group.
- Assist students with their activities when at the library.
- Assist the teacher in providing students an opportunity to engage in learning activities of their choice.

- Ask questions of students that will stimulate their thinking and learning skills.
- Provide special help such as drilling with flash cards, spelling, math drills and play activities, etc.
- Respond to requests for help with work, observe learning difficulties of pupils and report such matters to teachers.
- Listen to needs and concerns of pupils.
- Score objective tests and papers and maintain appropriate records for the teacher keeping all scores and information confidential.
- Check and turn in the attendance records and various permission forms when requested by the teacher.
- Monitor the administration of tests.
- Work with special programs such as dramatizations, music, art, and assembly programs.
- Accompany groups of students when they attend special programs and take field trips.
- Read stories and poems to total class or group.
- Assist in decorating room, cutting mats for pictures, changing pictures on bulletin boards, and mounting pupils' work for display.
- Help with typing and filing of student's work and other materials.
- Duplicate tests and other material.
- Prepare routine reports not requiring professional judgments.
- Collect and prepare record of money brought by students for various purposes.
- Assist in maintaining and ordering supplies and materials.
- Operate and help maintain equipment such as overhead projectors, computers, etc.
- Check room lighting and ventilation and make adjustments when necessary as teacher directs.
- Supervise groups of students to and from their designated places.
- Assemble materials and equipment needed by teacher and store them after their use.
- Obtain materials and resources for students working on projects.
- Assist with indoor and outdoor activities at recess.
- Give individual help to new students and to students who have been absent from school.
- Help students become familiar with the procedures to follow in a school emergency such as a fire drill or first aid.
- Assist students to get ready for the beginning of the day.
- Assist with other tasks and activities similar to those listed above that may be specific to the class or grade in which you are working. Additional duties should be submitted by the teacher to the Headmaster for prior approval.
- Assist the teacher in enforcing all school and classroom rules and etiquette guidelines.
- Refer parents with concerns and comments to the teacher as set forth in the HCA Grievance Policy. The assistant should not be the link between the parent and any point of contention concerning the classroom.
- The teacher should relay academic information to the parent. The assistant may contact the parent with relative non-academic information upon the teacher's request (scheduling, sickness, fieldtrips, etc.).
- Share classroom concerns or conflicts with the teacher first. If the situation is not resolved, an administrator should be informed immediately.

Evaluating Teacher Assistants

1. The teacher will document the assistant's performance twice a year. A checklist and written report reflecting professionalism and performance will be prepared by the teacher in December and May for the school year. This information will be placed in the assistant's personnel file.
2. The Administrator will note assistant's role in the classroom as the teacher's observations are taking place.
3. The Administrator will share any concerns with the assistant in a private conference as needed. One formal conference will take place in May to discuss yearly performance.

Staff Dress Code

All faculty and staff are to recognize that they serve at Hickory Christian Academy as Christian role models to our students. Because we require our students to comply with a uniform dress code, the faculty and staff should strive to set a good example. Therefore, appearance and dress is always to be given serious attention. Faculty and staff are asked to attire themselves in a manner that is professional, pragmatic, and expressing a sense of modesty and godliness (1 Timothy 2:9-10). Clothing should be neat in appearance (i.e., clean, ironed, shirt tails tucked in, etc.), and should not be sexually suggestive in any manner (i.e., low-cut blouses; high-cut shorts, skirts, or dresses; tank/tube tops; tightly worn shirts, shorts, pants, or skirt, leggings without knee length tops). Types of attire worn should display a sense of professionalism. Faculty and staff should also not wear attire that is inappropriate for Christians (i.e., yin/yang symbols, alcoholic beverage advertisement, distracting piercing jewelry, etc.). Faculty and staff should also bear in mind that in their public life they are representatives of Christ and of Hickory Christian Academy. Faculty and staff are asked to not wear clothing in public that would be embarrassing to them or reflect negatively on them if seen by an HCA student or staff member.

- Casual attire (particularly slacks made from denim material/jeans) is not to be worn unless required for a pre-approved field trip of a nature that would damage good professional clothing.
- Employees may not wear jeans or slacks made from denim material on dress down Fridays.
- Women are encouraged to wear dresses/skirts or dress pants as frequently as possible. Make-up and jewelry should be worn in moderation. Hair should be neat, clean, and natural in color.
- Men are encouraged to wear dress/sport slacks, and ties. Hair, including facial, should be neat and clean. It is recommended that men not wear earrings.
- It is recommended that faculty not have tattoos and keep existing ones covered.

- It is recommended that faculty and staff dress accordingly for Chapel services to set the example for students, who must also dress formally.
- Female employees should wear shoes with 2” heels or less, consistent with the student dress code.
- Failure to adhere to the professional standards of dress for HCA employees may lead to disciplinary action or dismissal.

Staff and Student Relations

In order to maintain proper boundaries between students and staff and to avoid even the appearance of impropriety, students are asked to:

1. Address staff with proper title (Mrs., Mr., Miss)
2. Avoid casual or joking disrespect toward authority
3. Staff are to avoid:
 - excessive familiarity including frequent phone calls outside of school, text messaging, online chatting (including all social media) or meetings outside of school.
 - usurping parental role as counselor, friend.
 - physical contact and verbal interchanges having even the appearance of impropriety.
 - traveling alone in a car with one student.
 - being alone with a student in a not visible area (have a window or door open).
 - chaperoning after-hours parties or gatherings for HCA students.
 - Covering classroom door windows to encourage easy viewing into classrooms.

Worker’s Compensation

If an employee is injured on the job at anytime, he or she is to immediately notify his administrator.

The administrator is to then contact the administrative assistant who will direct the employee in proper procedure for reporting workers compensation claims.

- (a) Administrative assistant is to call Isurity Insurance first to report claim.
- (b) Send employee or transport employee to Urgent Care Facility.
- (c) Employee must follow all procedures given by the Care Facility, including follow-up appointments.

Faculty/Staff Tuition Discounts

Full-time (35 hours) Teachers/Administrators receive 25% discount (Full-time faculty children are required to attend HCA)

Part-time (15-34 hours) Teachers/Administrators receive 10% discount

Full-time teacher assistants receive 10% tuition discount

Non-teaching employees and teachers teaching less than 15 hours/week do not receive tuition discount.

Full-time Definition

Grammar school grade teachers (Pre-5) are considered full-time employees.

Teaching a minimum of five (5) credits per day qualifies other teachers as full-time. Thirty-five (35) hours per week qualifies a non-teaching employee as full-time.

Paid Days Allotment Schedule (Personal and/or Sick Day)

For all full-time employees (except teacher assistants)

Years completed at HCA	Paid Sick Days	Paid Personal Days
0	5	2
1	5	3
2	5	3
3	5	4
4	6	4
5	7	4
6	7	4
7	8	5
8	8	5
9	8	6
10	8	6
11 and Up	9	6

- Teacher assistants will receive 7 paid days off regardless of years served. Teacher assistants are not required to attend on optional teacher workdays.
- Part-time years completed do not count toward progression on this timeline. Years completed must be as a full-time employee. Part-time teachers (under 35 hours) will be assigned paid days off on a case-by-case basis according to years served, hours per week assigned in teaching, and Headmaster discretion.
- Each school year contains 10 teacher workdays, 8 of which are mandatory (First 5 before school starts & 3 after school ends).

- All other workdays are optional and can be taken off by using personal or sick days. All paid days restart at the beginning of each school year. Up to five (5) days may carry over from one year to the next.
- Teacher Assistants and part-time employees do not carry over days.
- Any employee who exceeds the number of allotted paid days will be docked the appropriate pay for each additional day missed.
- Missing Mandatory workdays may result in loss of salary and days.
- Employees should complete the Employee Absence Request form (p. 134) for any missed time, whether planned or unexpected.

HCA Teacher Mentoring Program

Purpose

- To provide new or inexperienced teachers guidance and assistance in implementing HCA's Classical, Christian curriculum, as well as providing counsel on classroom organization, discipline, and teaching methods.
- To provide a support person for the new teacher whereby he or she can be encouraged and aided to grow in maturity and effectiveness as a professional Christian educator.

Expectations for Mentor

1. Pray daily for mentored teachers.
2. Meet with each mentored teacher individually at least every other week, discussing lessons and other issues (i.e.: discipline, policies, procedures, etc.).
3. Be available to offer advice, counsel or help when needed by the mentored teacher.
4. Review lesson plans and observe classes (monthly) of mentored teachers. Observations should last at least 30 minutes.
5. Meet with the Headmaster once per quarter for progress review discussion of mentored teacher(s). (Monthly for new teachers.)
6. Share insights from observations to mentored teachers and offer practical helps.

Expectations for Mentored Teachers

1. Pray daily for mentor.
2. Meet formally with mentor once every two weeks.
3. Seek advice and counsel of mentor especially in regard to curriculum implementation classroom management issues.
4. Read The 7 Laws of Teaching and review and discuss these with the mentor.
5. Discuss the mentor's insights from monthly class observations.

6. Meet with the Headmaster once each quarter to discuss and review current implementation, classroom management, classical methodology, and professional goals.

Mentoring Program

As with any task we attempt as believers, we should hold our mentoring program against the light of scripture, and especially notice the things that our Lord did, in mentoring his disciples, as our example. Since Jesus was the greatest teacher the world has ever known, we can certainly gather much wisdom by emulating His methodology.

God intentionally included the relationship between Jesus and his twelve disciples in scripture for us to take note of. Obviously, many of the parallels we can draw from this relationship are directly referring to salvation, and then sanctification. It is incredibly important that a person not only be told the facts about Christ, leading to salvation, but to also be told where to go from there in their daily walk with the Lord.

However, Jesus also gave us examples of how to train others, and how to hold them accountable to that training for the benefit of the whole body. Whether it is a church, a school, or some other task, scripture (and time) has shown us that “As iron sharpens iron, so one man sharpens another.” (Prov. 27:17). This is the process by which God has decided to form believers into the vessel He can use.

Even the Apostle Paul, who was miraculously saved by God alone, while on the road to Damascus, did not begin his public ministry until he had been mentored by a more experienced believer. Paul, following his salvation, spent three years alone with God in Arabia, then three more years in Damascus. But his public ministry did not begin until he spent 15 days under the teaching of Peter (Cephas), as well as some time with James, the half brother of Jesus. (Gal. 1:15-24)

There are two key elements to a successful mentoring program. The mentor must approach the relationship with humility, knowing that it is God’s grace alone that has given him the experience to help someone else. Likewise, the mentored must be willing to submit to this temporary authority, putting all pride aside, and welcoming any advice that may come his way. Scripture tells us that “God resists the proud, but gives grace to the humble.” When two believers humbly work together for the kingdom of God, grace abounds, and lives are changed.

The 7 Gifts of Mentoring

There are seven gifts of mentoring that one person can share with another. Again, when these are approached humbly, God can do incredible things through the mentoring relationship.

1. **Accountability**

The mentor teacher will, by pure experience, have more knowledge of the school, and duties of an HCA employee, than will the mentored teacher. This means that the mentor should be able to periodically run through a checklist of duties to be sure that the new teacher is staying on track, and not overlooking any essential items necessary for success.

2. **Affirmation**

Being a new teacher in a new school is a daunting task. Every school has its own philosophy and techniques that it prefers. It is very easy for a new teacher to feel overwhelmed with the demands of the new job, and to get discouraged when he feels he has not accomplished everything perfectly (teachers usually hold high standards for themselves). It is, therefore, the responsibility of the mentor teacher to affirm the successes of the new teacher. Everyone needs encouragement, but teachers can be especially vulnerable to depression because they are pulled in so many directions (Administration, Parents, Students, Curriculum, Sports, Clubs, etc.). As a mentor teacher, be sure to point out the successes, as well as the weaknesses in the new teacher.

3. **Assessment**

A good teacher will not only grade a student's assignment, but will give honest feedback on the positive and negative aspects, allowing for future improvement. Likewise, an effective mentor will assess the new teacher's performance constructively, giving opportunity for growth. Assessments may be done verbally, or in written form. As required by policy, assessments will be shared with the Headmaster on at least a quarterly basis.

4. **Advice**

The greatest tool for improvement as a teacher is time. Almost without exception, teachers improve yearly throughout their entire career. This is because, when working with people, there is no shortage of unique scenarios. As the years pass, the possibility of experiencing something brand new is diminished, but never completely goes away. So, the new teacher, having a virtually unlimited number of situations to encounter, can greatly benefit by presenting these issues to an experienced teacher for advice. The mentor can usually relate this situation to one he has already experienced in the past, and give an answer, based on experience.

5. **Admonishment**

In teaching, there are some absolutes. For instance, you never want to cross the personal friendship line with students. There is an imaginary barrier between student and teacher that must be preserved. Crossing this line, and entering into a personal friendship (especially with older students) can be professional suicide. On the other hand, establishing consistent communication with parents of students can be the primary key to success. An experienced teacher can provide a valuable list of directions and warnings that the new teacher will want to follow. Some of the obvious ones should be shared before school even begins, while others may pop up along the way.

6. **Assets**

Experienced teachers often have "stuff" that they have accumulated over the years that provides daily help in the teaching process. A particular grade book, examples of parent letters, grading scales, sample projects, field trip contacts, successful lesson plans, and bulletin board displays can all be helpful tools for a new teacher. The mentor teacher should be willing to share any or all of these helpful things with a new teacher to help ensure success.

7. **Application**

There are certainly “tricks of the trade” in teaching. Successful teachers know how to manage a class behaviorally, academically, and spiritually without pulling out hair each afternoon. Many of these things must be learned experientially, but just as many can be taught by a mentor, and then observed in action for refinement. Whenever possible and appropriate, the mentor should teach the new teacher these things to expedite the maturing process, and to lead to a successful classroom as soon as possible.

Christ as Our Example

As stated earlier, Jesus was the master teacher, and therefore the greatest example of a mentor for us to follow. Scripture gives us hundreds of examples of Christ’s relationship with his disciples. Here are a few...

1. **Initiative** (Luke 6:12-13)

Jesus prayed for His disciples before He developed a personal relationship with them. Prayer is a key ingredient in any Christian relationship. The mentoring relationship is no exception. It is important for both parties in the mentoring relationship to engage in consistent prayer for one another during the entire course of the year. Equally important is that the two share concerns and burdens that can be prayed for as they meet throughout the year.

2. **Example** (Luke 8:1, John 13:15)

Jesus led by example. He never asked someone to do anything that He was not doing Himself. His disciples were almost always present when He taught, healed, or ministered to others. There is no doubt that the twelve (minus Judas) would not have gone on to become powerful teachers themselves had they just been lectured. They needed to see it with their own eyes. New teachers should take time to sit in on the class of a mentor (or other experienced) teacher whenever possible. If your weakness is discipline, sit under a great disciplinarian. If your weakness is communication, read the letters a successful teacher has written to parents in the past. The example of one who has already walked in your shoes is invaluable beyond words.

3. **Friendship** (John 15:15)

Jesus was more than a teacher to His disciples. He was a friend. He poured His life into those young men. He laughed with them, and cried with them, and prayed with them. When everything else around them seemed to be too much, Jesus was there for His friends. Unlike the relationship between a teacher and student, it is healthy for teachers to become close friends with one another. This friendship breaks the ice, and allows open, honest (sometimes blunt) discussion. Every teacher at HCA is in this thing together, and we need to faithfully support one another as we fight for the same goal.

4. **Commitment** (John 13:1)

Jesus asked His disciples for a total commitment to the cause. But, again, He never asked anything that He was not willing to do Himself. Jesus was totally committed to the twelve, and to training them to pick up where He left off.

5. **Responsibility** (Luke 10:1-16)

Jesus taught verbally, and led by example. Then, He set His disciples out to work on their own. The mentor teacher cannot do the job of the new teacher. He can only give advice and direction before allowing the new teacher to prove himself alone in the classroom. Obviously, Jesus was demonstrating a great deal of trust by sending the disciples out on their own. Likewise, giving a sense of trust can go a long way in bringing confidence to a new teacher.

6. **Evaluation** (Luke 10:17-20)

After giving the disciples some freedom in ministry, Jesus followed up with them, giving them constructive feedback. A mentor teacher should do much of the same with the new teacher. Following each time of observation, there should be some form of feedback, whether it is positive or negative.

7. **Goal** (Matt. 4:19)

Jesus never wavered from the goal He set originally with His disciples. He told them when they met that He would make them “fishers of men.” We see in the book of Acts, several years later, that this is exactly what they became. Humbly beginning with twelve men, Christianity now has over 2 Billion followers. Jesus set the goal, and the disciples kept their eyes on it consistently afterward. The goals for a new teacher at HCA are that they would develop a strong relationship with the Lord, that they would love the children that they teach, and that they would become the best teacher that God allows them to be, seeking His direction for their career. There are thousands of details involved in reaching that goal, just as there are tons of details in leading a lost world to Christ. It is the mentor’s job to fill in as many details as possible in leading the new teacher to become as effective as possible in the classroom.

Typically, it takes two years for a new teacher to become independent in the classroom. Whether it is to the assigned mentor teacher, or to another experienced teacher, the new teacher at HCA should feel free to ask as many questions as possible until he feels comfortable in the classroom. Even then, there is always much to learn. Remember that prayer for one another is the key component in the mentoring relationship.

The Headmaster will meet with the mentor and new teacher periodically to assess the relationship, and the progress of the new teacher, as well as to give advice to both. God has called both the mentor and the new teacher to this place at this time. Take advantage of the relationship He has put together by spending much time and communication.

The Seven Laws of Teaching (John Milton Gregory – 1886)

These seven laws should be read and reviewed by the mentor and by the new teacher throughout the school year. Every teacher at HCA should review The Seven Laws of Teaching at least once every two years.

1) The Law of the Teacher

The teacher must know that which he would teach.

2) The Law of the Learner

The learner must attend with interest to the fact or truth learned.

- 3) The Law of the Language
The language used in teaching must be common to teacher and learner.
- 4) The Law of the Lesson
The truth to be taught must be learned through truth already known.
- 5) The Law of the Teaching Process
Excite and direct the self-activities of the learner, and tell him nothing that he can learn for himself.
- 6) The Law of the Learning Process
The learner must reproduce in his own mind the truth to be acquired.
- 7) The Law of Review
The completion, test, and confirmation of teaching must be made by reviews.

Parent/Teacher Conference Guidelines

Proverbs 17:27 “A man of knowledge uses words with restraint.”

Col. 4:6 “Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.”

These guidelines can be applied to almost any scheduled conference with a family, but are specifically intended for use during the planned conference day after the end of the first nine weeks grading period.

1. Schedule each conference for about 15-20 minutes. Let the parents know this at the beginning of the conference so that they, as well as you, are mindful of the time. If it looks like more time will be needed, schedule another conference when you both will have adequate time.
2. If at all possible, have both parents at the conference. Dad and mom view things differently and frequently are a good balance for each other.
3. Be prepared for the conference: know what you intend to cover, but allow time for some questions. Have a folder of the student’s material to use for illustration of your points.
4. Always find something positive to say; start the conference on this note. Always communicate your love and concern for the child. Be positive, especially in the case of a “problem” student. Enlist the parents’ help and ideas on ways to improve the situation. For example: *What do they do at home?* is a good question.
5. Be direct! Don’t beat around the bush; if you have a concern or questions, state it plainly. Too much time is wasted on vague references and many times the point is lost or misunderstood. The best way to accomplish this is to have the student’s applicable class work or similar example to show the parents. The more concrete your reference, the better. **KEEP RECORDS/WORKS OF EACH STUDENT.** This file will be very helpful. Do not predict distant future academic failure unless it is solicited and then proceed with caution. When it is

obvious the child is not performing academically, help the parents determine a plan of action. Always communicate your love and concern for the child.

6. Sit with parents, as opposed to behind your desk. It helps to open up communication if you are all “equally” sharing. Talk to both parents. The tendency is to talk to just the mom or let her do all the talking. Ask the dad specific questions, especially about discipline.
7. Stay on the point; don’t go off on tangents. Also, without being rude, cut the time used on pleasantries. If you don’t have much to discuss related to school, say so, thank them, and prepare for the next conference.
8. Listen carefully to the parents! They may say a lot without saying much and it can help you understand their child better. Ask open-ended questions, when appropriate. Never presume to know more about their child than the parents do.
9. Encourage parents even in the face of specific problems. Write down any action or objectives for the upcoming nine-weeks. At the end of the conference remind the parents of any specific actions or objectives. You will really impress them by referencing those specifics at the next conference and describing any action taken.
10. Be sure to write down and follow-up on any concerns that will take some research on your part. Check with the Headmaster on any policy-related or confusing issues raised during the conference.
11. Never discuss another student or other faculty/staff member during the conference, even if the comments are positive. Parents talk to each other and it is very easy to cause unintentional offense through a second-hand conversation.
12. Be cordial, polite and thank them for coming. Pray with parents as appropriate.

Professional Propriety

All staff at HCA must maintain high levels of propriety in dealings with the school's various publics. In words and actions, the professional educators at HCA must be above reproach.

A. Physical Contact

In a school, physical contact may occur in a number of settings. In order to reassure a child or to use non-verbal communication, a faculty member may pat a child's head or back or touch the shoulders to maintain eye contact. In addition, a faculty member may demonstrate concern to younger children by offering a hug or placing the child on her lap. Physical contact is also gauged by the age and gender of the student. The guidelines limiting physical contact tend to be more applicable as the student matures into pre-adolescence.

In situations where a child's behavior may provoke a faculty member to become overly angry thus leading to possible physical contact, the faculty member is encouraged to silently pray for control, then remove the student to the office or use a timeout chair. Loss of control on the part of the faculty member is unacceptable. The faculty member may not use any form of physical contact as a consequence or punishment. Use of corporal punishment is not permitted by any school staff member.

B. Guidelines

All staff must be familiar with the following guidelines.

- a. Sexual behavior between students and staff, either spoken, non-verbal or innuendo, will be grounds for dismissal.
- b. Wisdom must be used in any physical contact with students. Physical contact is to be limited to a shoulder pat, handshake, or side-to-side hugs. Frontal hugs, stroking, massaging, or kissing are prohibited.
- c. Inappropriate behavior of a student toward a faculty member should be reported to the level administrator.
- d. Inappropriate behavior of a faculty member toward a student or another staff member should be reported to the level administrator.
- e. Interaction with students should always be in public. No staff member should be alone and isolated with a student. This means that classroom doors remain open when in one-on-one session, that a student should not be in the home or anywhere alone with a staff member unless other adults are present. Teaching or counseling a student should not take place in a closed room unless the door has a window. It is wise to leave the door partially open. It is best to do so with another adult present if a situation is unusual. Exceptions can be made for younger children who require reduced distractions. (this section applies most commonly to situations involving HCA staff and middle or upper school students.)
- f. Students should not ride in a car alone with any staff who is not their parent (this includes coaches). If riding or driving alone with a student cannot be avoided, the following special precautions must be taken:
 1. Call the parent to receive permission if it is possible.
 2. Call your destination when you leave.
 3. Do not sit close to each other in a car (i.e. no touching).
 4. Avoid physical contact.
 5. Don't stop the car to talk.
 6. If you have to stop, keep the dome light on.
 7. Record or note your departure and arrival times.
- g. Extracurricular Activities: Faculty members should always have another adult helping when involved in extracurricular activities that encompass any kind of isolation (in classroom, gym, or vehicle) with a student. This includes athletic events (especially necessary if the coach is of the opposite sex), retreats, service activities, socials, etc.
- h. Staff are not to violate the above guidelines when the activity involves any HCA student, regardless of whether or not it is school related.
- i. Over Familiarity: Faculty should be careful not to disregard the appropriate distance necessary to uphold the teacher-student relationship. Use of media, music or any other form of recreation or

entertainment by the staff should be wholesome and fully embraced by the Professional Standards.

- j. Chaperones: Faculty must be careful when selecting chaperones for a field trip, especially when it involves an overnight experience. In all cases, chaperones who are not staff members must have cleared a background check. No visitors or relatives of the students, other than parents, are permitted to participate in such activities without prior approval from the level administrator.
- k. While collegiality is an important part of the culture at HCA, male and female staff must maintain professional propriety at all times. It must at all times be above reproach. (I Timothy 3:2)
- l. Do not cover classroom or office windows for accountability.

Harassment/Anti-Discrimination Policy

General Policy and Guidelines

This statement of corporate policy has been developed to ensure that all employees are able to work in an environment free from any kind of discrimination or harassment, including sexual harassment.

It has been a long-standing policy of HCA that all of its employees should be able to work in an environment free from all forms of harassment or discrimination, including sexual harassment.

- A. Hickory Christian Academy prohibits any form of harassment among its various constituencies. The types of harassment include, but are not limited to the following:
 - Quid pro quo harassment: Conditioning employment opportunities or acceptance on submission to a sexual or other relationship.
 - Continued teasing by a student, staff member or parent, after being asked to desist from such activities.
 - Hostile environment harassment: an intimidating, hostile, or offensive working environment caused by unwelcome verbal or physical conduct of a sexual or personal nature.

This includes all relational possibilities of harassment: Staff to staff, staff to student, student to staff, staff to parent, parent to staff.

- B. Procedures for handling harassment or sexual harassment:
 - Note the date, time and content of the occurrence.
 - Report it to your supervisor immediately.
 - The supervisor will investigate the accusation and try to make a judgment based on the evidence.
 - If any kind of harassment has taken place, the supervisor will address it through employee discipline, including possible dismissal.

- If any kind of harassment has taken place, the supervisor will strive to bring about reconciliation.
 - The supervisor will document the incident(s).
- C. The supervisor or school representative will strive to do the following in the process of addressing an accusation of harassment:
- Give assurance that an individual can bypass a supervisor if that person is the person being accused of harassment.
 - Give assurance that there will be a swift response by the supervisor to the accusation.
 - Give assurance that there will be no retaliation.
 - Give assurance to all parties involved that a reasonable effort will be made to maintain confidentiality of all parties in a complaint and that the school will make reasonable effort to follow the Matthew 18 policy for conflict resolution where applicable, unless serious violations are suspected, and immediate action is required.

Harassment in General

Comments or conduct (in person or electronic) directed at an employee's age, race, ethnic background or disability which have the purpose or the effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile work environment will not be tolerated. The following are some examples of conduct that may be considered harassment based on age, race, ethnicity, or disability:

- ◆ continued or repeated verbal abuse, unwelcome comments or remarks related to a person's race, age, ethnicity or disability
- ◆ continued or repeated insults, humor, or jokes about a person's age, race, ethnicity, disability, or gender

Sexual Harassment

As part of our continuing affirmative action efforts and pursuant to the guidelines of the Equal Employment Opportunity Commission ("EEOC") on sexual harassment, we reaffirm its long-standing policy. Accordingly, no employee in HCA shall engage in sexual activity or sexual harassment of any other employee either in HCA or outside of HCA, including travel for business purposes while on duty for HCA.

HCA has adopted the EEOC's definition of sexual harassment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature are considered to be sexual harassment when:

- ◆ submission to such conduct is made either directly or indirectly a term or condition of employment;
- ◆ submission to or rejection of such conduct is used as the basis for employment decisions which affect an employee; or
- ◆ such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile work environment.

The following are some examples of conduct that may be considered sexual harassment and, therefore, are prohibited by this policy:

- ◆ A one time incident that is overtly sexual, and obviously intentional in trying to gain a desired reaction.
- ◆ repeated, unwelcome and offensive sexual flirtations, advances or propositions;
- ◆ continued or repeated verbal abuse of a sexual nature;
- ◆ continued or repeated graphic verbal commentaries about a person's body;
- ◆ display of sexually suggestive objects or pictures;
- ◆ continued or repeated suggestive sexual comments or remarks;
- ◆ continued or repeated insults, humor or jokes about a person's sex or traits relating to sex;
- ◆ continued or repeated touching, pinching or brushing a person's body.

Sexual harassment does not refer to occasional socially acceptable compliments. It refers to behavior that is unwelcome, personally offensive and sufficiently severe, or repeated that it alters the conditions of employment and creates an abusive working environment.

Administration

Employees who feel that they have been discriminated against or who have been subject to harassment, including sexual harassment (or any employee with direct knowledge of such incidents) must immediately report such incidents to your Supervisor/Human Resources/Head of School. If you report in writing, please mark your envelope "Personal and Confidential" and mailed to HCA, Attn.: Head of School, (address).

All information will be held in strict confidence and will be disclosed only on a need-to-know basis if necessary for the investigation and resolution of the matter. Allegations of discrimination and harassment, including sexual harassment, made in good faith will not be subject to disciplinary action, whether or not they can be substantiated.

In determining whether the alleged conduct constitutes harassment, including sexual harassment, the totality of the circumstances, the nature of the harassment and the context in which the alleged incident or incidents occurred will be investigated promptly and thoroughly. Any employee found to be in violation of this policy will be subject to disciplinary action which may include reprimand, suspension or dismissal.

HCA's Separation Policy

Objective: To provide a clear policy describing steps by which employees may be separated from Hickory Christian Academy.

Scope: This policy covers the procedure of separating an employee.

Guidelines

Separation of employees may take place under the following circumstances:

1. **Voluntary Separation**

Employees may choose to voluntarily resign at the culmination of a standard work agreement period.

2. **Unforeseen Circumstances**

Due to events such as death, disability, school closure, etc., the employee may not be able to continue his work.

3. **Non-Renewal of Work Agreement**

At the normally scheduled time for re-signing the annual Work Agreements, the employee may not be offered a new Work Agreement.

4. **Dismissal**

Immediate dismissal of an employee is always an option that the HCA Board may exercise for discipline. This is to cover unforeseen circumstances of gross misconduct on the part of an employee (i.e. improper behavior, sexual harassment, drug or alcohol abuse, etc.)

Reasons for dismissal will most likely be for the following:

- Two or more very low evaluations without notable improvement
- Immorality
- Mistreatment of or harshness with students
- Blatant disrespect of parents, other staff or students.

The procedure for dismissal is:

1. A written warning and conference with the Headmaster and/or immediate supervisor, with time for correction specified.
2. A follow-up evaluation conference to be held at the end of the specified time with the Headmaster and a board member.
3. If adequate improvement is not apparent, immediate dismissal is in order.
4. An employee facing imminent dismissal may ask for and receive a hearing before the full Board.

The procedure for requesting a hearing on dismissal is:

1. The employee first will follow all the guidelines in the HCA Grievance Policy.
2. The written request of the dismissed employee will be submitted to the Board Chairman through the Headmaster.
3. The Chairman will schedule a meeting for the employee to discuss the dismissal with the Board.
4. The Board will then make a final determination of the employee's work status and make a final written report on the matter.

STAFF RESOURCE FORMS

Supplemental Curriculum Approval Form

Please copy front and back of supplemental material and attach it to this form.

Submitted by: _____ **Date:** _____

Grade: _____ **Course/Subject:** _____

Describe the proposed supplemental curricula offering:

Instructional objective(s) you will accomplish using this supplemental piece:

Date(s) and time (or class period) the curriculum will be used:

Approved by: _____

Date: _____

Hickory Christian Academy
Field Trip Planning - Day Trip (2 pages)
(See field trip policy for schedule of submission and approval)

Teacher/s: _____ **Grade/s:** _____

Proposed Trip: _____

Location / Event: _____ **Round Trip Miles:** _____

Date: _____ **Time:** _____ **Return Time:** _____

Special Instructions (i.e.: uniforms, money needed, etc.):

Transportation:
Bus Reserved on Schedule (in main office) _____ Yes _____ No
If "No" you must secure approval of Administrator and give detailed transportation plans.

CDL Driver's Name _____
_____ All drivers (bus and/or car) must leave a copy of their driver's license & insurance information at the front desk. CDL drivers must also leave a copy of medical examiner's certificate.

Student & Approved Staff Trip Cost:	Approved Chaperone Trip Cost:
Event Cost of All Students & Appr. Staff: + _____	Event Cost of all Chaperones: + _____
Cost for Bus Usage (.25/Mile) + _____	# of Chaperones Attending: / _____
Additional Cost (Food, Etc.) + _____	Cost to be Collected per Chaperone: = _____
 Total: = _____	
 Activity Fee Used: - _____	
 Remaining Cost: = _____	
 # of Students Going: / _____	
 Cost to be Collected per Student: = _____	

- **Accounting will bill for all fieldtrips and keep a record of who has paid in FACTS. Please include a list of chaperones to bill & students not being billed.**
- **Attach Check Request forms (last section of policy manual) for approval. Remember, Check Request Forms must be approved and submitted at least ONE WEEK prior to field trip in order to receive payment from accounting for your field trip.**

Who will you contact regarding any change of schedule? (e.g. PE, Art, Praise Band, Bible, Latin teacher, etc.) _____

How does this trip extend classroom objectives? _____

How will students be prepared for the trip? _____

How will the trip be evaluated or followed up? _____

Teacher's Signature _____

Administrator's Signature _____

Date _____

After Approval:

- Have you marked the main school calendar with the approved dates of your field trip?
- Have you secured Bus, driver, and or transportation?
- Have you completed and submitted pre-approved check request form to the bookkeeper?

Before the Trip:

- Take class roster, medical release forms and signed permission slips for all students.
- Leave cell phone numbers of Teacher and chaperones with the School Receptionist.
- Leave copies of chaperones' driver's license with the School Receptionist.
- Take a first aid kit.
- Distribute maps and cell phone numbers among chaperones. Go over trip direction; discuss parking and drop-off suggestions. Give approximate time of arrival.
- Communicate discipline procedures with parents and/or chaperones.
- Assign students to HCA approved vehicle of transportation.
- Turn in class attendance before leaving school.
- Pray as a group: include prayers for safety, learning, fun and behavior concerns, etc.

Hickory Christian Academy
Field Trip Planning - Overnight Trip (See all pages)
(See field trip policy for schedule of submission and approval)

Teacher/s: _____ **Grade/s:** _____

Proposed Trip: _____

Location / Event: _____ **Round Trip Miles:** _____

Date: _____ **Time:** _____ **Return Time:** _____

Special Instructions (i.e.: uniforms, money needed, etc.):

Transportation:
Bus Reserved on Schedule (in main office) _____ Yes _____ No
If “No” you must secure approval of Administrator and give detailed transportation plans.

CDL Driver’s Name _____
_____ All drivers (bus and/or car) must leave a copy of their driver’s license & insurance information at the front desk. CDL drivers must also leave a copy of medical examiner’s certificate.

- ***Attach Planning Schedule for cost planning documentation.***
- ***Attach Check Request forms (last section of policy manual) for approval. Remember, Check Request Forms must be approved and submitted at least one week prior to field trip in order to receive payment from accounting for your field trip.***

Who will you contact regarding any change of schedule? (e.g. PE, Art, Praise Band, Bible, Latin teacher, etc.) _____

How does this trip extend classroom objectives? _____

How will students be prepared for the trip? _____

How will the trip be evaluated or followed up? _____

Teacher's Signature _____

Administrator's Signature _____

Date _____

After Approval:

- Have you marked the main school calendar with the approved dates of your field trip?
- Have you secured Bus, driver, and or transportation?
- Have you completed and submitted pre-approved check request form to the bookkeeper?

Before the Trip:

- Take class roster, medical release forms and signed permission slips for all students.
- Leave cell phone numbers of Teacher and chaperones with the School Receptionist.
- Leave copies of chaperones' driver's license with the School Receptionist.
- Take a first aid kit.
- Distribute maps and cell phone numbers among chaperones. Go over trip directions; discuss parking and drop-off suggestions. Give approximate time of arrival.
- Communicate discipline procedures with parents and/or chaperones.
- Assign students to HCA approved vehicle of transportation.
- Turn in class attendance before leaving school.
- Pray as a group: include prayers for safety, learning, fun and behavior concerns, etc.

	Vendor Name	Estimated Cost
Room Cost		
Food Cost		
Event Cost (Entrance fees, etc.)		
Transportation Cost (including bus cost @ .25/mile)		
Misc Expenses		
	Total Cost	\$
	Less: Amt Billed to Chaperones	-

Less: Activity Fee Used	-
Remaining Cost	\$
Number of Students being billed	/
Amount to be billed per Student	\$

List all Adults Attending and Amount to be Billed:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

List Students Not Attending:

_____	_____
_____	_____
_____	_____

List any Person Not Being Billed and the Reasons for that, or any other special circumstances:

Parental Notification Date: __/__/__

Hickory Christian Academy Field Trip Form

Teacher: _____ Grade/s: _____

Proposed Trip: _____

Location / Event: _____

Date: _____ Departure Time: _____ Return Time: _____

Special Instructions (i.e. uniforms, spending money needed, etc.) _____

TRIP COST: (Including Food, Gas, Ticket Fee, etc.)
Please make checks payable to HCA.

Total expense per student to participate in the trip..... \$ _____

Amount used from the Activity Fee you have already paid HCA.....-\$ _____

TOTAL AMOUNT you need to send with the permission slip \$

Drivers Needed

No Drivers Needed

***Parent will be notified by the teacher or assistant if needed to drive for the trip.

(Scissors icon) Cut

Hickory Christian Academy Field Trip Permission Form

Teacher: _____ Parent available to drive, if needed: (circle one - yes/no)

My child, _____ has my/our permission to take the above
field trip to _____ on ____/____/____.

This signed agreement absolves the teacher, Hickory Christian Academy, and any and all members of the governing boards of any responsibility beyond such matters as may be called reasonable care for children in the custody of a teacher and subject to the teacher's clear instructions, and assumes personally and exclusively all responsibility and liability for accident, injury, etc. which may occur to the above-named child during the time of the specific activity as set forth at the beginning of the paragraph, I understand that my child's medical release form will be taken on the field trip.

Parent Signature: _____ Date: _____

***FORM MUST BE COMPLETED AND RETURNED TO PARTICIPATE**

PK-6th Grade Uniform Infraction Form

Date _____

Dear Parent,

Your child was found to be out of uniform today. Uniforms are an important part of the vision and purpose of Hickory Christian Academy. A decision to be out of uniform is no less a violation of rules than any other infraction in the policy manual. Please sign and return the form below, indicating that you have seen this violation, plan to encourage your child to adhere to uniform rules, and support the enforcement of the policy when rules are broken. Failure to return this form on the next school day will result in additional disciplinary consequences.

Student Name

Specific Violation of Policy (check all that apply):

No Warning Necessary:

- Not in formal uniform
- Non-Approved Pants/Skirt/Jumper
- Non-Approved Shirt
- Non-Approved Socks
- Non-Approved Shoes
- No Belt
- Incorrect PE Uniform

Following a warning:

- Shirt Un-tucked
- Shoes Un-tied
- Non-Approved Outerwear
- Hat in the building
- Non-Approved Jewelry
- Non-Approved Hair Coloring

Faculty Comments: _____ Faculty Signature _____

Parent Signature & Date _____

Number of Infractions these 9-weeks:

(4 th infraction results in an office referral)
--

(✂Cut)

Teacher Copy – Uniform Violation

Date _____

Student _____

Description of Violation:

Hickory Christian Academy – Tardy Notice PK-6th Grade

Dear Parent,

Your child, _____, was tardy on _____.
Student Name Date of Tardy

Number of tardies this 9-weeks (circle one):						
1	2	3	4	5	6	

- 1st infraction- warning
- 2nd infraction- teacher places a phone call home
- 3rd infraction- administrator places a phone call home
- 4th infraction- administrator, parent(s) and student meet to discuss problem
- Additional infractions- possible referral to school board

Teacher or school official

Parent Signature

Hickory Christian Academy – Tardy Notice PK-6th Grade

Dear Parent,

Your child, _____, was tardy on _____.
Student Name Date of Tardy

Number of tardies this 9-weeks (circle one):						
1	2	3	4	5	6	

- 1st infraction- warning
- 2nd infraction- teacher places a phone call home
- 3rd infraction- administrator places a phone call home
- 4th infraction- administrator, parent(s) and student meet to discuss problem
- Additional infractions- possible referral to school board

Teacher or school official

Parent Signature

Teacher Assigned Detention Form

(Once you have assigned the detention, please place this form in the proper Administrator's box. Upon completion of detention, it will be signed and returned to you)

Student _____ Grade _____ Date _____

Referring Teacher _____

Description of offense:

Referring Teacher's Signature _____

Student Signature _____

Date of assigned detention _____ Time of detention _____

*****You must contact the parent to assign a detention time*****

I desire that the student spend their detention time:

- Writing a paper regarding the nature of the offense
- Copying the rule broken
- Searching for scripture
- Writing a formal apology
- Engaged in laborious cleaning
- Other _____

Administrator signature upon completion _____

Date _____

Hickory Christian Academy
Discipline Referral Form
Grades PK – 5th

Date _____

Student _____ Grade _____ Time _____

Referring Teacher _____

Reason for Referral (check all that apply):

- Disrespect shown to any staff member. The staff member will be the judge of whether disrespect has been shown.
- Dishonesty in any situation while at school, including lying, cheating, or stealing.
- Rebellion, i.e. outright disobedience in response to instructions.
- Fighting, i.e. striking in anger with the intention to harm the other student.
- Bullying and/or repeated taunting.
- Obscene, vulgar, profane language or gestures, as well as taking the name of the Lord in vain.
- Excessive tardies, absences, or uniform violations
- Other _____

Below give a brief description of the offense:

Referring Teacher's Signature _____ **Date** _____

(To be completed by an administrator)

Action taken:

- Conference with student
- Prayer with student
- Contact Parent via _____ Date _____
- Other action: _____

Number of Referrals during this school year: _____

Administrator's Signature _____ Date _____

Parent's Signature _____ Date _____

Hickory Christian Academy
Office Referral Form
Grades 6 – 12th

Date _____

Student _____ Grade _____ Time _____

Referring Teacher _____

Reason for Referral (check all that apply):

- Disrespect shown to any staff member. The staff member will be the judge of whether disrespect has been shown.
- Dishonesty in any situation while at school, including lying, cheating, or stealing.
- Rebellion, i.e. outright disobedience in response to instructions.
- Fighting, i.e. striking in anger with the intention to harm the other student.
- Bullying and/or repeated taunting.
- Obscene, vulgar, profane language or gestures, as well as taking the name of the Lord in vain.
- Excessive tardies, absences, or uniform violations as defined in policy.
- Inappropriate display of affection, i.e. any physical contact between male and female students determined by staff to be inappropriate for a Christian school environment.
- Leaving school without permission.
- Skipping class, i.e. not present in class for any reason without permission from the classroom teacher or an administrator.
- Use/possession of tobacco, alcohol, or drugs.
- Possession of pornography, i.e. materials designed to induce sexual thoughts, words, or actions. The staff member will be the judge of whether the materials are inappropriate for a Christian school environment.
- Possession of weapons (including pocket-knives).
- Other _____

Below give a brief description of the offense:

Referring Teacher's Signature _____ **Date** _____

(To be completed by an administrator)

Action taken:

- Conference with student
- Prayer with student
- Contact Parent via _____ Date _____
- Other action: _____

Total Number of Referrals during this school year: _____

Administrator's Signature _____ Date _____

Student's Signature _____ Date _____

Parent's Signature _____ Date _____
(If Required)

Check Request Form

Please use this form for all payments or reimbursements. Please attach all receipts and have total on front for check amount. Please have approved before turning in to bookkeeping.

Payee _____

Address _____

Date check is needed by: _____

Routing Instruction

Is check to be mailed to above address? _____ (yes or no)

Is check to be returned to person submitting request? _____ (yes or no)

Description of Purchase _____

Amount to be reimbursed \$ _____

*****Please attach receipts or copies of receipts. (see below)**

Individual submitting request: _____

Date submitted: _____

Approved: _____ Date: _____

(*Please remember to get a receipt for the activity/supply if the check is written in advance. Put the receipt in the bookkeeper's mailbox.)**

ACCOUNTANT USE ONLY

Account # _____ (for Budget Purposes)

Check # _____ Date Paid _____

Employee Absence Request

(see Employee Personal and Sick Days Policy and Substitute Request Policy)

Employee name _____

Position _____

Date of absence _____ Planned/Unexpected
(circle one)

Hours Missed _____

Leave Time _____ Return Time _____

Individual Class/es and times to be covered _____

Reason for absence (please write in below) _____

Substitute Name _____
(from approved class list or see your Administrator)

Please submit form to your Administrator

Administrative Use Only

Date request received _____

Administrator or Headmaster approval _____

Contract Days- PDO

Days left on contract: Please review paid days off listed on payroll and check for accuracy. Report any discrepancies to Administration and Finance.

Damaged Textbook Form

At the beginning of school, teachers determine the condition of each textbook prior to issuing it to the student. Each textbook is to be examined again when it is returned to the teacher. Students must pay for any textbook that has been deliberately damaged or drops more than one level from its issued condition. See the staff manual for a description of the condition levels.

Please complete this form and return it to the Curriculum Director prior to the end of school.

Teacher _____

Student	Book	Damage Description
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Staff/Faculty Payroll Deduction Authorization

I, _____, authorize Hickory Christian Academy (HCA) to make the following changes to my payroll deductions:

○ **Initiate Deduction**

Amount: _____

First Pay Check Date: _____

Last Pay Check Date: _____ (if any)

○ **Change Deduction**

Original Amount: _____ New Amount: _____

Pay Check Date: _____

○ **Terminate Deduction**

Amount: _____ Pay Check Date: _____

Check box for Payment Classification:

- Tuition
- Registration
- Field Trip
- Building Donation
- Other _____

Signature _____ Date _____

Print Name _____

Formal Teacher Evaluation Form

Teacher _____

Evaluator _____

Class/Grade _____ Date/Time _____

At HCA, teachers are expected to demonstrate the following “laws” of teaching:

- 1. The Law of the Teacher:** *The teacher must know that which he would teach.*
Teachers will demonstrate a command of the subject being taught, and enthusiasm in presenting the subject to the students. The teacher not only knows the lesson, but is prepared and organized.
“Truth must be clearly understood before it can be vividly felt.” p. 38
- 2. The Law of the Learner:** *The learner must attend with interest to the fact or truth learned.*
The teacher gains and maintains the attention of the students throughout the class.
“The pupil must think. His mind must work not in a vague way, but under control of the will... with attention.” p. 52
- 3. The Law of the Language:** *The language used in teaching must be common to teacher and learner.*
The teacher communicates as clearly as possible, using vocabulary that is both relevant to the subject matter and age appropriate. Students discuss the topics at hand.
“We master truth by expressing it. It is the pupil who must talk.” pp. 73-74
- 4. The Law of the Lesson:** *The truth to be taught must be learned through truth already known.*
The teacher will connect every lesson to former lessons, building upon existing ‘scaffolding’.
“He who knows little can learn little; he who knows much can easily learn much.” p. 93
- 5. The Law of the Teaching Process:** *Excite and direct the self-activities of the learner, and tell him nothing that he can learn for himself.*
The teacher implements methodology consistent with the particular trivium stage of the students.
“True teaching is not that which gives knowledge, but that which stimulates pupils to gain it.”
p. 102
- 6. The Law of the Learning Process:** *The learner must reproduce in his own mind the truth to be acquired.*
Teachers will utilize a variety of methodology and techniques to meet the specific needs of individual students and their various learning styles so that students may express the significance of the lesson in the light of Truth.

Additional comments related to overall teacher performance: (unrelated to lesson)

Signature of Evaluator _____ Date _____

I have read and understand the formal evaluation stated above. I understand that it will be added to my personnel file at Hickory Christian Academy.

Teacher Signature _____ Date _____

Electronic Devices while operating school vehicles

This policy applies to school and personal communications devices and technologies, as well as use of school or personal vehicles for school purposes, at the time when students are physically in the vehicle.

Drivers operating a school vehicle or personal vehicle for school purposes should be aware that use of any electronic device, such as a cell phone, computer, tablet, etc. while driving is prohibited and may result in disciplinary action, which can include loss of driving privileges or termination of employment or termination of enrollment at HCA. Cell phones are never to be used while driving, except in “hands-free” mode via blue tooth. Drivers should be aware that use of any cell phone while driving a school vehicle, unless the phone is in the hands-free mode, is prohibited and may result in disciplinary action. Ideally, cell phone calls should be made and received when the driver has pulled off the road and is stopped in a safe spot. Phone calls using the “hands-free” mode while driving should be limited and conversations kept very brief. GPS may be used for directional purposes, but should be set up and activated prior to the vehicle being in motion. Texting while driving is never permitted and is against the law. Violation of this law is grounds for immediate dismissal.

If an employee is cited by a law enforcement official for violation of the cell phone laws, payment of the citation is the employee’s responsibility.

I acknowledge receipt of the Hickory Christian Academy Policy for Using Electronic Devices while Driving. I understand that I am responsible for reading, understanding, and complying with the policy.

Print Name _____

Signature _____

Date _____