

HOPE Christian Academy

Policy Manual

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1. Purpose of this Document

HOPE Christian Academy, a private education ministry owned by the **please place information here**, is managed by its Board of Directors (hereafter referred to as the School Board) and its appointed Headmaster. This policy manual is intended to provide guidelines and directives from the School Board to the Headmaster in regard to general policies, operations, and guiding philosophy of the School. As such, this document contains critical information for implementing management plans and operations essential to meeting and maintaining the school objectives stated in the HOPE Christian Academy School Bylaws.

2. General Philosophy and Purpose of HOPE Christian Academy

2.1 Mission

HOPE Christian Academy was established as a private, Christian school committed to providing a classical and biblically-based education to young people in primary and secondary grade levels. Our mission is to partner with Christian parents in educating their children, in the classical tradition, to think and act biblically and to pursue academic excellence in joyful submission to the Lord Jesus Christ.

In conjunction with the biblical emphasis, HOPE Christian Academy strives to follow a classical and Christian education, as described in the following appendices:

- A. *The Lost Tools of Learning* by Dorothy Sayers
- B. *The Seven Laws of Teaching* by John Gregory
- C. *Recovering the Lost Tools of Learning* by Douglas Wilson
- D. *Repairing the Ruins* edited by Douglas Wilson

2.2 Statement of Faith

The following is the foundation of beliefs on which HOPE Christian Academy is based. They are also the key elements of Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered **primary doctrine** in the school. Secondary or divisive doctrines and issues will not be presented as primary doctrine. When these types of doctrine or issues arise they will be referred to the family and local churches for final authority.

SUMMARY STATEMENT

We believe the Bible to be the inerrant and only Word of God, plenary inspired by the Holy Spirit. It is our only authoritative rule for faith and practice. It is the supreme standard by which all human conduct, creed, and opinion shall be tried and is the standard of and for all truth.

We believe that there is one God, eternally existent in three persons; Father, Son and Holy Spirit. He is omnipotent, that is He is all-powerful. He is omnipresent, that is, He is present throughout Creation but not limited by it. He is omniscient, that is, nothing is hidden from His sight. In all things He is limited by nothing other than His own nature and character.

We believe the God we serve is holy, righteous, good, severe, loving, and full of mercy. He is the Creator, Sustainer, and Governor of everything that has, is or will be made.

We believe in the true deity and full humanity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father and in His personal return in power and glory.

We believe in the full deity of the Holy Spirit, acknowledging Him together with the Father and the Son as Creator and Redeemer.

We believe that because of Adam's sin all mankind is in rebellion against God. For the salvation of such lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.

We believe that salvation is by grace through faith alone, and that faith without works is dead. **We believe** in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.

We believe in the resurrection of both the saved and lost, those who are saved to the resurrection of life, and those who are lost to the resurrection of damnation.

We believe in the spiritual unity of all believers in our Lord Jesus Christ.

We believe that God from all eternity did, by the most wise and holy counsel of His own free will, freely and unchangeably ordain whatsoever comes to pass; yet so as thereby neither is God the author of sin, or is violence offered to the will of the creatures, nor is the liberty or contingency of second causes taken away, but rather established. [The Westminster Confession of Faith (1646), Chapter III; Section I]

We believe that because of the fall, unregenerate man is dead to the things of God (Romans 5:12; Ephesians 2:1; Colossians 2:13). His will is not morally free, but is in bondage to his evil nature, therefore, he will not—indeed he cannot—choose good over evil in the spiritual realm (I Corinthians 2:14; Romans 8:7,8). We deny that fallen man possesses a moral free will and is able to exercise saving faith prior to regeneration.

We believe that God's election of certain individuals unto salvation before the foundation of the world rested solely in His own sovereign will (John 1:12, 13; Romans 9:10-12; Ephesians 1:4-6). We deny that election was determined by or conditioned upon any act foreseen in man.

We believe Christ's redeeming work was intended to save the elect only and actually secured salvation for them (Matthew 20:28; John 10:14,15). We deny that the atonement provided only the possibility for anyone to be saved (John 6:39; 10:27-28).

We believe that the Holy Spirit efficaciously calls the elect sinner through regeneration, providing repentance and faith as gifts subsequent to the new birth (I Corinthians 1:23,24; I Peter 2:9). We deny unregenerate man has any desire for Christ, or is able or willing to reject God's internal calling. We believe that God will complete the work He has begun in each believer. If someone is truly regenerate, then he will not fall away from salvation (Romans 8:29-31). The basis for this is God's faithfulness, not the faithfulness of the believer. We deny that God will lose those whom He has purchased. God, the great Creator of all things, doth uphold, direct, dispose, and govern all creatures, actions, and things, from the greatest even to the least, by His most wise and holy providence, according to His infallible foreknowledge and the free and immutable counsel of His own will, to the praise of the glory of His wisdom, power, justice, goodness, and mercy. [The Westminster Confession of Faith (1646), Chapter V; Section I]

GOVERNMENTS

We believe that God has ordained various governments among men. The three basic governments are civil government (Romans 13:1-7), church government (Ephesians 2:19-22; Hebrews 13:7,17; Matthew 18:15-17), and family government (Ephesians 5:22-6:4). All of these governments are dependent on the grace of God, common or special, working in individuals to bring about self-government. We deny that the authority of these governments should be set against one another. God has ordained the realm of each and assigned to them differing responsibilities within their separate jurisdictions.

We believe that Christian parents have the responsibility before God to provide their children with a godly understanding of the world in which they are growing up. To this

end, Christian education, however administered, is essential (Deuteronomy 6:1-6). We deny that the civil government or the church government has the duty or obligation to rear or educate our children. That authority has been given to the parents, with ultimate accountability having been assigned to the father (Ephesians 6:4).

MARRIAGE, SEXUALITY, AND GENDER

We believe God created marriage to be between one man and one woman in a “one-flesh” union for life, uniquely reflecting Christ’s relationship with his church. (Gen 2:18-25; Eph 5:21-33) Marriage also serves as the foundational unit of a stable society (1 Cor 7:2) It provides the best environment for children, and the decline in life-long, heterosexual marriage relationships is a significant contributor to many negative cultural developments.

We believe gender also matters to God. God’s creation of each person as male and female is complementary within marriage and reflects the image and nature of God. (Gen 1:26-27) Those who reject their biological sex reject God’s design and the person He created them to be.

We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God. (Matt 15:18-20; 1 Cor 6:9-10)

We believe that to preserve the integrity of Providence and to provide a biblical role model to the students and faculty, it is imperative that all persons representing HOPE Christian Academy in any capacity (employees, volunteers, etc.) agree to and abide by the Statement on Marriage, Sexuality, and Gender.

We believe that every person must be afforded compassion, love, kindness, respect, and dignity and that God offers forgiveness, redemption and restoration to all who confess and forsake their sin (Acts 3:19-21; Rom 10 9-10; 1 Cor 6:9-11) As a matter of firm policy, it is mandatory that all board members, administrators and faculty subscribe to the above statement of faith in a manner and method prescribed by the board of directors, either by written statement or by oral testimony before the board.

2.3 Objectives of HOPE Christian Academy

In the programs and teaching at all levels, as well as through extracurricular activities and examples set by faculty and staff, HOPE Christian Academy strives to:

1. Teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17).

2. Provide a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40).

3. Encourage every student to begin and develop his relationship with God the Father through Christ (Matthew 28:18-20).

4. Emphasize grammar, logic, and rhetoric in all subjects. (Grammar is to be understood as the fundamental rules and data of each subject. Logic is to be understood as the ordered relationship of particulars in each subject. Rhetoric is to be understood as the means by which each subject may be expressed clearly.)

5. Encourage every student to develop a love for learning and to live up to his academic potential.

6. Provide an orderly atmosphere conducive to the attainment of the above goals.

2.4 Vision Statement

We aim to graduate young men and women who think clearly and listen carefully with discernment and understanding, who reason persuasively and articulate precisely, who are capable of evaluating their entire range of experience in the light of the Scriptures, and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from biblical and to be unswayed towards evil by the former. We aim to find them well-prepared in all situations, possessing both information and the knowledge of how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire they have a heart for the lost and the courage to seek to dissuade those who are stumbling towards destruction; that they distinguish real religion from religion in form only; and that they possess the former, knowing and loving the Lord Jesus Christ. And all these we desire them to possess with humility and gratitude to God.

We likewise aim to cultivate these same qualities in our staff and to see them well paid so that they may make a career at HOPE Christian Academy. We desire them to be professional and diligent in their work, gifted in teaching, loving their students and their subjects. We desire they clearly understand classical education, how it works in their classroom and how their work fits into the whole; that they possess a lifelong hunger to learn and grow; and that they have opportunity to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We look to see them mature in Christ, growing in the knowledge of God, their own children walking with the Lord.

We aim to cultivate in our parents a sense of responsibility for the school; to see them well informed about the goals of our classical and Christ-centered approach. We desire them to grow with the school, involved in and excited about the journey. We aim to help them to follow biblical principles in addressing concerns, to be inclined to hearing both sides of a story before rendering a verdict, and to embrace the Scripture's injunctions to encourage and stir up one another to love and good works.

Finally, in our relationship with our community, we aim to be above reproach in our business dealings and supportive of the local business community. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with the churches, and to bring honor to our Lord in all our endeavors.

2.4 Aesthetic Statement

The apostle Paul instructs us to set our minds on that which is true, noble, just, pure, lovely; we are to meditate on those things which are of good report, virtuous, or praiseworthy. As a classical and Christian school, we have particular duties in this regard; we have been entrusted by our school parents with the responsibility to help train and discipline the minds of their children. We understand that the loveliness and nobility enjoined by the apostle involve more than just "spiritual" truths, and that our duty as a school includes the discipline of aesthetic education.

We therefore affirm that the triune God contains within Himself all ultimate loveliness and beauty. As His creatures, therefore, we are to serve and worship Him in all that we do in the beauty of holiness. He has created us in His own image, and requires us to strive to imitate Him in all that we do, and this includes the duty of understanding our responsibilities of appreciating and creating objects of loveliness.

In the education we provide, we therefore deny all forms of aesthetic relativism. At the same time, we affirm our limitations as creatures. This means that in any work of art containing true beauty, only God knows exhaustively all that is beautiful about the work, while we see the beauty only partially. Because different human observers see different "partialities," this creates an illusion of subjectivity. Because our vision of the beautiful must necessarily be partial, we seek to instruct our students to make all aesthetic judgments in humility. At the same time, we want to train them on their responsibility to make grounded and informed aesthetic judgments, rejecting all forms of principled ugliness or aesthetic nihilism.

We seek to teach the importance of aesthetic standards in all activities associated with the school, striving for that form of excellence suitable to each activity. This obviously includes a strong emphasis throughout our curriculum on the fine arts – music,

painting, sculpture, drama, poetry – with the attendant responsibilities of the students including study, meditation, and memorization. But our emphasis on aesthetics also extends to more mundane matters – the cleanliness and decoration of classrooms, student dress, athletic competition, handwriting, etc. In all this, we aim to teach our students the reasons for what we require, and not just impose the bare requirement. As a Christian school we want to particularly avoid all forms of pious or traditional kitsch – aesthetic frauds which can evoke a sentimental and superficial aesthetic response.

The standards we use in determining what we consider to be aesthetically valuable include, but are not limited to, conformity to the standards of Scripture, historical durability and the approval of many minds over generations, a balance of complexity and simplicity, dignity, metaphorical strength, harmony, subtlety, the power to evoke love of truth and goodness, the art of concealing art, acuity or craftsmanship, an ability to work against standards while honoring and employing them, avoidance of formulaic clichés and wisdom.

2.5 Code of Ethics Policy

Dates:

Objective: To maintain the testimony of HOPE Christian Academy as a Christian School.

Scope: This policy applies to all individuals who represent the School in any capacity.

Definitions: N/A

Guidelines: All teachers, staff members, and representatives of HOPE Christian Academy are expected to conform to biblical standards of behavior at all times.

2.6 Loco Parentis Policy

Dates:

Objectives: To ensure that parental authority over the education of their children is respected at HOPE Christian Academy.

Scope: This policy applies to all teachers and staff who exercise authority of any kind over the students.

Definitions: Loco parentis: This phrase means “in place of the parents.”

Guidelines: Teachers are to remember that they do not function above parental authority, but rather with delegated authority (loco parentis) from the parents. 2016:

2.7 Physical Education and Extra-Curricular Athletic Activities Policy

Dates:

Objective: To state the relationship between our athletic program and our classical and Christian approach to education. This policy applies to all physical education classes and athletic clubs and teams.

Definitions: N/A

Guidelines:

1. Our academic and athletic programs are not structured to be in competition with one another. We reject as a false dichotomy the idea that either the academics must serve athletics or vice versa. Our goals and vision statement state the educational mission of our school, and we seek to use both academics and athletics as instruments to help us accomplish those goals.
2. If any element of our program begins to threaten our ability to fulfill our educational goals or vision statement, then that element will be altered or eliminated in order to deal with the threat.

Our athletic and physical education activities are considered an important component of our classical and Christian curriculum. We recognize that the training of the body has been part of the classical approach to education from the very beginning. Further, our understanding of the Christian worldview does not permit us to always artificially limit a course of training to the mind only. Our goal has always been to educate our students in all aspects of life, with the Scriptures at the center of all things as the point of integration. We have the same standard for our athletic program and physical education classes and see this point of integration as particularly important.

2.8 Secondary Doctrine Policy

Dates:

Objective: To establish the limits of doctrinal teaching at HOPE Christian Academy.

Scope: This policy applies to all Providence teachers in their capacity as teachers at the School.

Definitions: Secondary doctrine: Doctrinal issues which are not addressed in the HOPE Christian Academy Statement of Faith (2.2).

Guidelines:

1. Classroom discussion of secondary doctrine should be on an informative, non-partisan level. Teachers must be careful not to speak to the students in a manner that would cause offense to the parents.
2. Presentation of all sides of an issue is encouraged.
3. The teacher should encourage the students to follow up any questions they have with their parents and pastor.

3. Organizational Structure

3.1 Definition of Administrative Entities

The HOPE Christian Academy is a private, non-profit organization registered as such with the _____ and is the owner of HOPE Christian Academy. Attempting to incorporate the federal (coventantal representation) model of government found in Scripture and the legal notion of in loco parentis, the School has sought to create an educational environment that promotes the family and the father's responsibility to bring his children up in the training and admonition of the Lord (Ephesians 6:4). The School operates, both in the realm of education and in its own governmental structure, with delegated authority from the family (specifically, the father). The School Board is not autonomous in setting policy and directing the affairs of the School, but is in submission to the School Bylaws and all Articles contained therein. When a School Board member ceases to meet the necessary qualifications for board membership, the family (and/or Board) may exercise their authority in accordance with said Bylaws (see Article V, Section 4). The HOPE Bylaws is the document to which the School Board and School (parents, staff, and students) are to submit. Ultimate authority rests in God alone, through the Lord Jesus Christ, as revealed to us in the Bible.

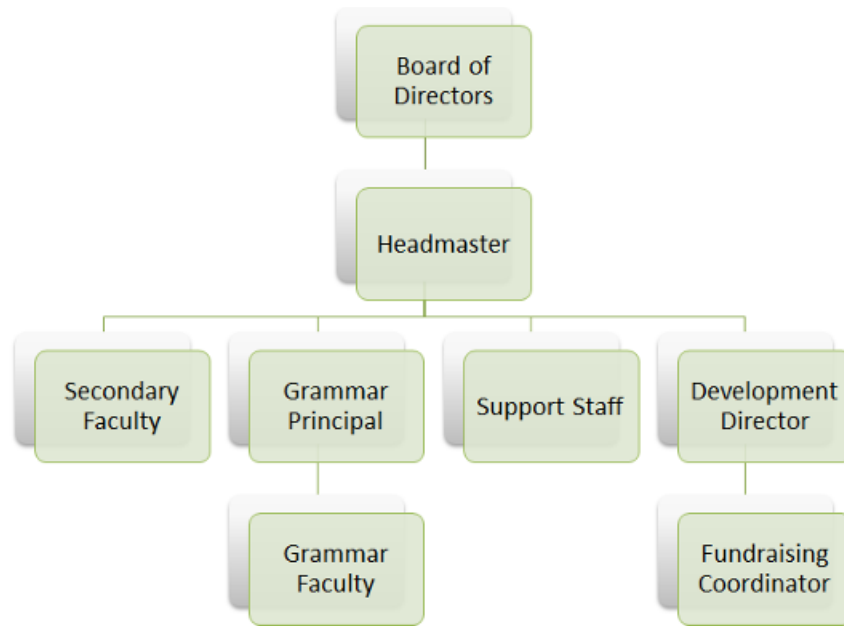
Subject to the availability of qualified (Article V, Section 3 of School Bylaws) board members, the School Board will consist of five permanent, appointed board members (four of whom serve at one time, while a fifth member takes a one-year sabbatical) and three elected, temporary board members, each serving a rotating term of three years. All regularly scheduled School Board meetings are open to School staff and parents of students in the School.

The Headmaster is appointed and hired by the School Board to oversee the day to day operations of the School (including such duties as managing teachers and office staff, class scheduling, student disciplining, and interviews with prospective new students

and parents) and to provide timely information to the Board regarding long-term decisions on curriculum, school policies, budgeting, and facilities planning.

3.2 Organizational Chart

ADMINISTRATIVE STRUCTURE



4. School Board of Directors

4.1 Organization and Operation of the Board

At any one time, there shall be serving on the School Board four appointed members and three elected members, thus filling a total of seven seats on the Board.

Qualifications for board members are described in Article V, Section 3, of the School Bylaws. There are a total of five appointed members on the Board, but in any given year one of these members will be on sabbatical leave, such leave rotating consecutively through the five appointed seats. When a vacancy occurs in one of the appointed seats due to resignation, extended illness, death, removal by board action, or other reason, such vacancy shall be filled by nomination and appointment by the existing board.

Each of the three elected members will serve a three-year term, with terms established on a rotating basis so that one new board member is elected each year. No such elected board member may serve consecutive elected terms. Procedures for nominating and electing a board member each year are prescribed in Article V, Section 1, of the School Bylaws.

When a vacancy occurs in one of the elected seats due to a resignation, extended illness, death, removal by board action, or other reason, such vacancy shall be filled for the unexpired portion on the term by an affirmative vote of the majority of remaining board members.

The Board also may designate non-voting, ex-officio members of the School Board by a two-thirds majority vote. Their terms of service will continue at the discretion of the Board. Additional guidelines are given in Article V, Section 6, of the School Bylaws.

The Board shall elect annually from its ranks a chairman, a Vice-Chairman, Secretary, and Treasurer. Procedures for these elections and the responsibilities of each office are discussed in Article VI of the School Bylaws. The Chairman of the Board will preside over all meetings of the Board, unless otherwise agreed upon, and will be responsible for preparing and distributing the agenda to each Board member prior to the meeting. The Secretary will record the minutes of each meeting and will have copies available for distribution at the next meeting. Regular meetings of the Board will be held at intervals of not less than once per month, at regularly designated place(s), and at pre-announced times. Such meetings shall be open to any parent or staff of the School and shall be conducted from a published, printed agenda, which shall be posted in a conspicuous place near the administrative offices at least two days in advance. The quorum required for official board action is at least four board members plus the Chairman. If there are not sufficient board members in office to constitute a quorum, a majority of board members may qualify or approve new members. All meetings shall be conducted according to Robert's Rules of Order, and the minutes of each meeting shall be recorded and maintained in a permanent binder in the School offices. In addition, the Board may adjourn to a closed, executive session as the need arises to address spiritual, personnel, or disciplinary issues.

The appointment and operation of committees established by the School Board for specific purposes is described in Article VII of the School Bylaws.

4.2 Major Responsibilities

Dates:

The overall responsibility of the School Board is to operate HOPE Christian Academy according to biblical guidelines and in accordance with the HOPE Christian Academy Bylaws. As part of this task, the Board will be responsible specifically for:

4. Encouragement of the Headmaster, as well as any others who make significant contributions toward the advancement of the school's goals;

5. The hiring and continued evaluation of the Headmaster;
6. Making the final decision on the hiring of all staff and faculty;
7. Ensuring that a prudent budgeting process allows for funding the day-to-day operations of the school; thus, the Board will evaluate and approve annual operating budgets for the school;
8. Approving detailed monthly financial statements within 30 days of the end of each month;
9. Authorizing any officer(s) or agent(s) to enter into a contract or to execute and deliver an instrument in the name of and on behalf of the Corporation;
10. Approval of all school policies, including but not limited to such matters as hiring and firing of staff, maintenance of facilities, acquisitions of property and equipment, curriculum, student conduct, discipline, and fundraising.
11. Each board member is required to remember that the authority of the Board is corporate. Individual board members, in dealing with administration, staff, or parents, may not represent the Board as a whole unless specifically instructed to do so by the Board, or required to do so by the School Bylaws or this Policy Manual.

4.4 Policy-Making Procedures

The HOPE Christian Academy Bylaws may be altered, amended, or repealed by a two-thirds majority vote of the Board at any regular or special meeting, providing that a written notice enumerating such actions has been mailed to all parents of record at least ten days prior to said meeting.

Policies set forth in this Policy Manual may be altered, amended, newly established, or repealed by a two-thirds majority vote of the Board at any regular or special meeting, providing that such changes were proposed and presented to the Board in writing at a previously scheduled board meeting at least two weeks prior. Such a time frame will allow opportunities to cultivate unity of mind through study and prayer. Interim policies may be established by the Headmaster when necessary and will remain in effect until which time the Board acts to establish permanent policy on the given matter.

4.5 Interaction with Local Christian Community

The board shall strive to develop and maintain open channels of communication with local Christian churches. Each board member shall be an active advocate of the School and be willing to discuss openly the purpose and mission of the school with church leaders and laymen. The Board also shall follow the practice of referring students and

parents to their pastors and elders in matters of doctrine or counseling not specifically included in the School Statement of Faith.

5. Administrative Personnel

5.1 Headmaster

The Headmaster is hired by the School Board to manage and administer the school in accordance with Articles I and II of the HOPE Christian Academy Bylaws. The Headmaster's responsibilities can be grouped into the following general areas, which form the basis for the Headmaster's annual performance evaluation:

1. Overall organization and management (day-to-day operations, school programs, school calendar, orders supplies and equipment, etc.).
2. Actively supports the biblical role of parents in the education of their children.
3. Financial management (oversees income and expenses, prepares annual budgets in conjunction with the Finance Committee, maintains timely and accurate accounting records).
4. Conducts and/or delegates parent interviews and visitations of prospective students.
5. Keeps parents informed of the relevant issues and programs at the School.
6. Oversees facility maintenance/usage and coordinate plans for capital improvements.
7. Maintains regular communications with the Board, implements Board policy, and works closely with the Board in hiring new staff.
8. Maintains regular communication with parents and assists the Parent/Teacher Fellowship in organizing and planning efforts.
9. Provides leadership for the instructional and curricular programs (Kindergarten through 12th grade), and develop plans for continued improvement and growth in these areas (includes teacher training).
10. Maintains healthy faculty-staff relationships (conducts staff evaluations, provides staff with encouragement and opportunities for personal/professional growth, delegates responsibilities to appropriate staff, maintains up-to-date Faculty/Staff Handbook.)
11. Maintains high standards of personal, spiritual, and professional conduct.

5.2 Other Administrative Personnel

Other administrative personnel will be hired by the Headmaster with Board approval to manage and administer a grammar and secondary school in accordance with Articles I and II of the HOPE Christian Academy Bylaws and this Policy Manual.

6. Policies Concerning Board Functions

The policies presented in this section deal with the organization and functioning of the Board. Individual policies will be listed in chronological order of their adoption.

6.1 Policy Creation Policy

Dates:

Revised:

Objective: To establish a set format and procedure for creating written policy.

Scope: This policy is to be used whenever policy is proposed, revised, or written with the intention of being included in the Policy Manual for HOPE Christian Academy (For policies created/amended after the original policy approval date.).

Definitions:

Dates: Policy approval and revision dates are to be noted.

Objectives: This section is to clearly and simply state the objective of the policy.

Scope: This section is to define the breadth of application that the policy is intended to cover, such as personnel, time period, geographic locale, etc.

Definitions: Any term used in this policy that is considered worthy of defining is to be defined in this section.

Guidelines: This is the section to list the procedures or guidelines particular to this policy.

Guidelines:

1. Policies will follow the format exemplified in the five sections as defined in “Definitions” above.
2. All proposed policy will be submitted in writing to the Board.
3. Voting on proposed new policies and policy revisions to existing policy should occur at meetings at least 2 weeks subsequent to when the proposal was made. This will give time for thorough consideration of the policy.

6.2 School Board Committee Policy

Dates:

Objective: Defines the committees, outlining their function and articulating their relationship to the Board.

Scope: N/A

Definitions: The responsibilities of the committees of the School Board are defined as follows:

Personnel:

- Guidelines for interview process
- Develop teacher/student applications
- Compensation
- Benefits
- Job descriptions
- Evaluations
- Training

Finance:

- Financial operations (accounts receivable & payable)
- Fund accounting
- Reporting
- Budgeting

Curriculum:

- Development and maintenance of Elementary curriculum
- Development and maintenance of Secondary curriculum
- Textbook selection, materials
- Scope and sequence
- Labs

Facility:

- Planning for growth
- Maintenance of existing facilities

Philosophy:

- Develop and refine a clear description of Christian and classical education.
- Provide theological and philosophical framework by which vision is applied.
- Implications of Christ's Lordship in education.
- School's relationship to the State.
- The necessity of God's sovereignty in epistemology.

Guidelines:

1. Each committee:

- a. Is responsible for proposing and reviewing policy within its defined area; will consist of one to three Board members and may operate however it desires to function productively.
- b. Is responsible for contacting the Board Chairman to place items on the agenda at least one week prior to the next board meeting.
- c. Is responsible to report directly to, and be under the direct authority of the Board. The Headmaster may, when directed by the Board, assist or serve on a committee, but he does not normally report to the committees nor the committees to the Headmaster.

6.3 Church Discipline Policy

Dates: Approved 9/25/97

Objective: To establish a procedure to follow when people with whom HOPE Christian Academy has dealings come under church discipline.

Scope: The church discipline policy is to be followed whenever an individual in contact with HOPE Christian Academy comes under church discipline. There are not geographic or time limitations.

Definitions: Christian Church: Any church in substantive agreement with HOPE Christian Academy's Summary Statement of Faith.

Honor: To comply with, respect, implement.

Guidelines: 1. If any Christian church exercises church discipline over any member with whom HOPE Christian Academy has any dealings, the following procedure will apply:

- a. The leaders of the church in question will be contacted, and asked to supply the Providence School Board with a written outline of the case, and

the procedures which were followed. Any other believers who wish to present information to the Board may do so.

b. The School Board will meet to consider the facts of the case. The operating assumption of the Board will be that the church in question did in fact exercise biblical discipline, unless facts are presented which clearly demonstrate violation of the Scriptures, in substance or manner. The HOPE Christian Academy Board will honor the discipline, as needed.

c. When any church's discipline is honored, the HOPE Christian Academy Board is solely responsible to determine how the discipline will be honored at the School. That is, the Board will set the procedures and limits to be followed by HOPE personnel in the implementation of the discipline.

6.4 Providence Classical Christian School and Parent/Teacher Fellowship Policy Dates:

Objectives: To establish the limits of the School Board's authority over the Parent/Teacher Fellowship of the school.

Scope: This PTF policy applies to all activities of the HOPE PTF.

Definitions:

Basic Christian Doctrine: The doctrine presented in the School's Statement of Faith.

Basic Christian Morality: The standard of morality represented in I Corinthians 5:11-13.

Guidelines:

4. Providence School will exercise no day-to-day authority over the School's PTF activities, except as specified in item two below. The PTF is self-governing.

5. Because the name and reputation of Providence School is closely linked with the PTF, the HOPE Christian Academy Board reserves the right to intervene on any questions that involve basic Christian doctrine, or basic Christian morality.

6. All other decisions of the PTF are to be determined by the PTF alone.

7. School Operations and Equipment Policies

7.1 Serious Diseases Policy

Objective: It is the purpose of this policy to establish procedures which are to be followed whenever a serious disease might be introduced into HOPE Christian Academy.

Scope: This policy applies to all students enrolled at HOPE Christian Academy, and to all employees of HOPE Christian Academy.

Definitions: **Serious Diseases:** Those diseases which are potentially life threatening, or which can cause permanent bodily damage, and can be communicated from one person to another (other than genetically). Spinal (or viral) meningitis, AIDS (Acquired Immune Deficiency Syndrome), and pneumonia are examples of the type of diseases herein referred to. Common colds, influenza (mild forms), chickenpox, Strep throat, etc., though unpleasant and contagious, are not to be considered serious diseases.

- Guidelines:**
1. The Headmaster will take every appropriate precaution to reduce the risk of infection of any student or teacher by any known serious diseases. This will include isolating the student(s) who may have the disease, or have been exposed to it.
 2. HOPE Christian Academy cannot be held responsible for the communication of any serious disease that was introduced to the school without the knowledge of the administration.
 3. Upon receiving reliable information that a student or teacher at HOPE CA has contracted, or has been in contact with, a serious disease, the Headmaster will immediately contact local health officials and the Disease Control Center to obtain more information.
 4. The information sought should answer such questions as:
 - a. To what degree is the disease communicable?
 - b. How is it transmitted?
 - c. What is the incubation period of the disease?
 - d. What are the disease symptoms?
 - e. What precautions should the school take?
 - f. What information would be helpful to the school's families?
 5. Based upon the answers to the above questions, the Headmaster will determine what actions are necessary. He will then contact the parents of the affected student(s) and share with them the information he has received, as well as the decisions he has made.
 6. The student may be asked to remain home for a specific, or undetermined, length of time.
 7. Closure of the school may be necessary in extreme cases.

8. If the Headmaster determines that a deviation from this policy is necessary, the matter will be presented to the HOPE Christian Academy Board as soon as possible for a decision.

9. All cases of serious diseases that have affected or could affect the school will be reported to the Board.

7.2 School Calendar Policy

Dates:

Objective: To set guidelines for the administration of HOPE CA regarding the construction and execution of the school's yearly calendar.

Scope: This policy applies to the construction and execution of the annual calendar of all programs related to the mission of HOPE CA.

Definitions: N/A

Guidelines: In constructing and carrying out the annual school calendar of HOPE CA, the following guidelines are to apply:

1. Each year, no later than April 15, the administration will construct and submit for board approval an annual school calendar that include the elements below:

- a. Four, nine-week quarters of school days, divided into two semesters of eighteen weeks each. (These are also to be the grade/progress reporting periods.)
- b. As often as possible, given the above standard, starting and ending dates that fall between Labor Day and the end of May.
- c. At least two parent-teacher conference days, one each after the first and third quarters.
- d. Recognition, by having vacation days, of the following holidays: Thanksgiving, Christmas, and Easter. Other holidays are subject to board approval.

2. After board approval of the annual calendar, the administration has the authority to make the following decisions related to the calendar:

- a. To construct other extra-curricular and school program calendars that coincide with but do not impinge upon, the basic educational calendar.

- b. To plan and execute teacher-training/workdays, without student attendance, totaling no more than two half-days per year.
- c. To close the school for emergency or other unforeseen circumstances (e.g. death of a faculty member, national crisis, etc.). The most common emergency necessitating closure will likely be severe snowstorms and/or other weather-related problems. In such an event, the Headmaster, with whatever other advisory services he chooses, will determine as early as possible in the day whether to close the school or not.
- d. Should conditions necessitate more than two days of unplanned school closure during the school year, the Headmaster will determine how best to make up the additional days missed. Should he recommend that the school year extend further into the summer months, the board must give its approval prior to implementing this plan.
- e. All other calendar-related decisions that further the goals and purposes of HOPE CA.

7.3 School Van Policy

Dates:

Guidelines: **GENERAL RULES AND EXPECTATIONS**

1. A maximum of 15 passengers (including the driver) are allowed.
2. All drivers of the van must be insured and have a clean driving record. No students may drive the van at any time without permission from the Headmaster.
3. All drivers must have their driving information on file with the school Finance Manager.
4. A sign-up sheet for the van will be posted in the faculty lounge. All trips must be posted on this sheet, and coordinated through the Athletic Director.
5. The Athletic Director and Secretary will have the keys to the van. Obtaining keys should be coordinated through the Athletic Director.
6. Do not remove seats without prior approval from the Athletic Director.
7. The van is for school use only, and may not be used for personal use.
8. All drivers must read and sign these rules and expectations prior to driving the van.
9. Drivers must use the gas card for gas purchases. The gas card may be checked out from the Athletic Director.
10. Failure to follow any of the rules and expectations outlined in this sheet may result in removal of van driving privileges or termination.

VAN USE

Before Using the Van

1. Sign up for the van. The sign-up sheet is located in the faculty lounge. The sign-up sheet is our primary means of record keeping for van use, so all trips must be logged on this sheet. The key can be checked out from the Athletic Director. If the key is not available from the Athletic Director, a key can be checked out through the Development Director.
2. Obtain the credit card for gas purchases. All gas purchases must be made on the school credit cards. Purchases on the school credit card should be for gas only, and Receipts must be submitted to the Athletic Director.
3. Write down your name and the starting mileage in the van driving log (located in the front pull-out drawer between the passenger and driver seats).
4. It is strictly prohibited to drive the van after drinking alcohol or using any mind-impairing drug (including, but not limited to, sleep-inducing drugs). Violators will not be covered under the school insurance policy.

When Using the Van

1. All passengers must wear seat belts. It is the driver's responsibility to ensure that all students are wearing seat belts at all times.
2. The height of the van is 7 feet, 2 inches. Make sure to check the height restrictions for parking garages prior to proceeding.
3. Always know and drive the speed limit. Given that passenger vans are more difficult to handle, slower to stop, and easier to roll over than other types of vehicles, it is essential that all speed limits be adhered to.
4. Use of cell phones or personal listening devices is prohibited while driving. If a call must be made during a trip, the driver must either pull over, or shall have the navigator or other passenger use the phone.
5. Avoid backing up whenever possible. The majority of van accidents occur when backing up. If absolutely necessary, enlist the help of a capable person in the back seat, or outside the van, to assist you with backing up.
6. As a general rule, no DVDs may be played in the van. On special occasions (e.g. long trips), athletic-related DVD's may be used with prior approval from the Athletic Director.

After Using the Van

1. Park the van in the assigned school space, or back it into the Cypress lot in the paved parking area closest to the street.
2. Record your ending mileage in the van driving log.
3. All drivers must report any damages, accidents, or mechanical problems immediately to the Athletic Director or Headmaster.
4. Make sure the van is clean. The general rule here is: Leave it better than you found it. The best way to accomplish this is to have all passengers diligently clean up after themselves. If they depart without doing so, it is the driver's responsibility to clean the van.
5. Immediately return the keys to the Athletic Director/Development Director.

7. Financial Management Policies

The policies presented in this section address financial issues, such as budgeting, financial operations, accounting and reporting practices, capital expenditures, and fund-raising guidelines. Individual policies shall be listed in chronological order of their adoption.

8.1 Compensation and Benefits

Dates:

Revised:

Objective: To define the compensation and benefit program provided to the staff members of HOPE Christian Academy.

Scope: This policy contains the salary administration program and benefit program for the full-time and part-time faculty and staff. All direct employee benefits should be addressed herein.

Full-time faculty– Teachers who teach full % of the total number of weekly class hours and all other support staff working at least 40 hours per week.

Part-time faculty – Teachers who teach less than 77% of the total number of class hours and all other teaching and support staff working less than 40 hours per week.

Administration– Employees whose main responsibilities are administrative in nature.

Staff – Development, curriculum, marketing, secretaries, bookkeeper, librarian, custodians, teachers’ aides.

Class Hour – Fifty minute instructional period (as per secondary schedule).

Full-Time Equivalent (FTE) – The proportion of the full-time hours (40) a staff member works.

Guidelines:

1. General

- a. Paydays are on the fifteenth of the month. The first payday of the year will normally be on September 15th and the last will normally be August 15th for faculty and staff.
- b. Each year the Headmaster will set a salary schedule for teaching and support staff that will include full-time-equivalent, longevity of the year and workload, as well as other components such as increases related to degree attainment, ACCS certification, etc. This schedule will be submitted for approval to the Board.

2. Administration

- a. The salary will be set annually by the Board.

3. Faculty

- a. Other benefits may include (but not be limited to):
 - Faculty may receive a tuition break corresponding to half of their FTE status. For example, a teacher with a .8 FTE will be given a 40% tuition discount. The maximum discount for a full-time teacher is 50%.
 - A 100% discount will be given for all children after the first two eldest children’s tuitions are paid. The first two eldest children will still receive the 50% discount. In cases where both parents are employed at the school, the tuition discount from the spouse that garners the greatest tuition savings will be applied (tuition discounts cannot not be applied for both employees).

4. Staff

- a. The Headmaster will set the hourly wage and salary for all the support staff personnel.
- b. These hourly wages and salaries will be included in the payroll and annual budget, subject to the Board’s approval.

c. Staff members who work at least half-time (0.5 FTE) may receive a tuition break in proportion to their FTE status. The maximum discount for a full-time staff member is 40%.

8.2 Overdue Bills Policy

Dates:

Objective: To establish a set procedure for the payment of overdue bills. To establish a set procedure by which the School Board will assume its appropriate leadership role in financial crisis.

Scope: This policy applies when any money is owed to outside creditors, the government, or staff, and is past due.

Definitions:

Overdue bill: Any bill that has not been paid by the date upon which we have agreed to pay it. If we have no explicit agreement to pay by a certain date, then the date due shall be determined by the creditor.

Financial Crisis: When HOPE Christian Academy is, to any degree, in violation of Romans 13:8, which says to owe no one anything except to love one another.

Guidelines:

1. The oldest bills will be paid first.
2. When a bill goes overdue, the creditor receives less than payment-in-full, or when the creditor receives less payment than was arranged previously, the Headmaster will notify such a creditor immediately.
3. All undesignated money received by HOPE, whether tuition or gifts, will be applied to the oldest bills first. Money received will not be accumulated in order to meet current obligations (i.e., payroll, rent, etc.) if there are any older, unpaid obligations.
4. If, as a result of implementing this policy, it becomes clear to the Headmaster that the school will be unable to make payroll, then he will notify the Chairman of the Board in the event that payday will not be made in full, for whatever reason. The responsibility for generation of the necessary gifts for staff will become the Board's responsibility. The Headmaster will retain his responsibility for accounts receivable to the school.

5. If payroll is not completely met, then the Board or Board representative will meet with the staff to work with them concerning our failure to meet our obligations to them.

8.3 Fee Collection Policy

Dates:

Objective: To ensure that fees are collected in a timely manner and to establish policy whereby unpaid fees are collected as quickly as possible.

Scope: This process is to be followed unless specific other arrangements have been made between the Headmaster and the families involved. Good faith will be presumed on the part of these families unless subsequent circumstances indicate no positive action can be expected.

Definition: **Late fees:** Fees not paid in full by the fifth working day of the month due.

Guidelines: The following process is to be followed in the collection of late fees:

1. In the event fees are not paid within the first five working days of the month due, a fee reminder card will be sent to all applicable families. This will be done no later than the tenth of the month and will indicate any assessment of late payment fees.
2. If fees are still not paid, or written arrangements are not made within 30 days of the date due, the Headmaster or his delegate will personally contact the students' parents or responsible party. The essential elements or agreements made at that time will be signed, recorded and filed.
3. Should payment of fees still not be received within 45 days of the due date, a pending expulsion notice will be sent by certified mail to the students' parents or responsible party.
4. If after all the efforts noted above have been exercised and a period of 60 days has elapsed from the due date, without payment or written arrangements, the school administration will inform the family that their student(s) are expelled for non-payment fees.

8.4 Prepaid Tuition Policy

Dates:

Objectives: To set guidelines for the receipt and use of any prepaid tuitions.

Scope: This policy applies to any situation in which a family desires to prepay their assessed tuition amount for one or more years.

Definitions: **Unused funds** – Prepaid tuition monies remaining as a result of a student discontinuing enrollment, for any reason.

Guidelines: Should a family seek to prepay tuition, the following information will be presented to them:

1. Financial: For one year of each child's prepaid tuition, the activity fee will be waved.
2. Selection: Before a family may prepay for more than one year, the school board's approval must be obtained, along with the recommendation of the Principal.
3. Cancellation: All prepaid tuitions are non-refundable and non-transferable regardless of the circumstances. Any "unused funds" will be calculated and acknowledged with a gift receipt to the donor.

8.5 Tuition/Registration Policy

Date:

Objective: To define the general purposes and procedures HOPE Christian Academy uses for tuitions and registration fees

Scope: This policy addresses the primary source of revenue for HOPE Christian Academy, i.e. tuition and registration fees for all paying students, K-12.

Definitions:

Tuition – Annual fee charged to families for a student to attend HOPE Christian Academy for a complete school year. (Also see Compensation and Benefits Policy)

Registration Fee – Annual fee charged per student, paid at the time of enrollment or re enrollment to ensure seating in a class for the coming year.

Guidelines:

1. Tuition:

Purpose:

Tuition will provide the primary source of operations revenue for HOPE Christian Academy. They will comprise approximately 80% or more of annual budgeted revenue. Due to the annual contractual arrangement HOPE Christian Academy

makes with its employees and the purchasing of material each year based on enrollment figures, no fees will be refunded after July.

Procedures:

- ♣ Each January, as part of the proposed annual budget for the next school year, the super- intendent will bring to the board a recommendation for tuition and registration rates.
- ♣ By the end of each February, the school board will, after any necessary revisions, adopt the annual budget for the coming year, including tuition and registration amounts.
- ♣ The adopted tuition and registration fees will be announced to the families and promulgated in appropriate documents (e.g. applications) each March, at the time current families are considering re-registration for the next year.
- ♣ Tuition may be paid in 9 equal monthly payments beginning in August.
- ♣ All tuition from the current year must be paid in full by June 30th of that year or re-registration for the coming year will be denied. (See Late Fee Policy.)

2. Registration:

Purposes: To ensure that registering and re-registering students is a serious commitment on the part of the families, similar to “earnest money” in buying a home. Therefore, no registration fees will be refunded or credited in any manner to give the administration the funds needed in the summer to pay for bulk purchases of texts and materials, as well as cover summer payroll. Registration fees must be paid in full no later than June 30th to ensure placement in the coming school year. For new families enrolling after June 30th, registration fees must be paid in full within 30 days of acceptance.

8.6 Debt Collection Agencies Policy

Dates:

Objectives: To set guidelines for the response to debt collection agencies.

Scope: This policy applies to any situation in which a debt collection agency contacts the school.

Definitions: None.

Guidelines: It is the policy of Providence Classical Christian School to NOT respond to debt collection agencies. Debt collectors contacting the school will be explained the school policy and will be referred directly to the individual for whom the call is targeted.

8.7 Internal Financial Integrity Policies and Procedures

Dates:

Objective: To outline internal financial integrity policies and procedures.

Scope: This policy contains information related to all school financial policies, including responsibilities of the Board, Headmaster, and Finance Manager.

Definitions: **Fiscal year** – July 1-June 30

Guidelines:

1. Board Oversight

The school board has the responsibility of oversight for the school's financial operations. This includes a monthly review of the headmaster report, including a review (in conjunction with the Board Treasurer) of profit and loss report, annual fund tracking report, profit and loss vs. actual report, tuition receivables, statement of cash flows, and balance sheet.

2. Headmaster and Finance Manager Responsibilities

The headmaster and finance manager must review and sign the following reports each month: bank statement, bank statement reconciliation report, profit and loss report, annual fund tracking report, profit and loss vs. actual report, tuition receivables, statement of cash flows, and a balance sheet.

3. Annual Budget Preparation and Approval

The headmaster must submit a written preliminary budget in February for the upcoming fiscal year. The submitted budget will be reviewed monthly by the Board and officially approve in June. The headmaster is responsible to keep spending within the approved budgetary guidelines; if unexpected circumstances occur requiring spending in excess of budget of any given budget item, board approval must be sought and gained.

4. Annual Report

An official school annual report will be prepared every September for the prior fiscal year, and distributed to the school community at the annual October State-of-the-School parent meeting. The Headmaster is responsible to coordinate the creation of the annual report in conjunction with the Board Treasurer.

5. Financial Records Storage

Complete financial records, including invoices, tax records, reconciliation reports, FACTS tuition income statements, etc. are to be kept in secure files (including electronic files).

6. Employee Contracts

Financial contracts (employee work agreements) are to be issued and signed prior to the official start of term of employment. Proposed salaries are to be submitted to the Board for approval before contracts are issued no later than the last day of May for the following year

7. Independent Accountant Counsel

The school will work directly with an independent accountant on a quarterly basis to review payroll taxes and provide oversight and input of school financial issues. The independent accountant also will be tasked with preparing the annual Form 99

8. Segregation of Responsibilities

The following segregation of duties is to be followed:

Headmaster

- a. Sign Checks
- b. Review bank statement reconciliations
- c. Review financial reports
- d. Approve payroll
- e. Review monthly reconciliation of cash
- f. Authorize and approve check requests
- g. Authorize invoices for payment
- h. Sign contracts
- i. Make compensation adjustments
- j. Review financials with Board/Board Treasurer
- k. Co-authorize interbank transfers
- l. Approve vendor invoices

Finance Manager

- a. Write checks
- b. Reconcile bank statements
- c. Receive and endorse checks (accounts receivable)
- d. Work with tuition management company to track monthly tuition payments
- e. Track invoices and mail checks (accounts payable)
- f. Perform interbank transfers
- g. Process monthly payroll for all full- and part-time employees

- h. Provide monthly board reports to Headmaster and Board Treasurer
- i. Record credits/debits
- j. Maintain safe keeping of checks and sensitive financial documents

8.8 Student Records

Dates:

Objective: To provide guidelines for distribution and storage of student records.

Scope: This policy contains information related to the distribution of student records (files, transcripts, etc.) as well as outlining the policy of transferring student records in the event of a school closure.

Guidelines:

1. Student Records

HOPE Christian Academy will keep all student records (grades, transcripts, grade reports from previous schools, etc.) in a cumulative file. All student records are to be stored in a locked cabinet, and may be accessed only by administrators, board members, the student's teachers, and the student's parents.

2. Requests for students' records

All requests for student records must be made through the admissions director or school secretary. All records requests (i.e. request to transfer records to another institution, a request for official transcripts, etc.) must be made in writing, and will be processed generally within a week of the request.

3. Student Records in Case of School Closure

In the event of a permanent school closure, all records and files for students currently or previously enrolled at HOPE Christian Academy will be transferred to _____ ??????????

Personnel Policies

The policies presented in this section address personnel issues such as staff qualifications, hiring and firing, compensation and benefits, performance evaluations, grievances, and professional development. Individual policies will be listed in chronological order of their adoption.

9.1 Hiring Policy

Dates:

Objectives: To provide a clear policy describing the steps by which candidates are interviewed and hired by HOPE Christian Academy.

Scope: This policy covers the interview and hiring of all candidates. All paid employees of HOPE Christian Academy will be hired in line with this policy.

Definitions: **Administrative staff** – employees whose main responsibilities are in administration.

Faculty – part or full-time paid teachers.

Staff – secretaries, bookkeeper, bus driver, janitorial, aids, etc.

Guidelines:

1. All full and part-time administration, faculty, and staff will have written job descriptions and work agreements.
2. Maintaining these documents is the responsibility of the immediate supervisor.
3. Administrators will be interviewed by the Board. Selection will be by unanimous vote of the Board.
4. Faculty and Staff will be interviewed and hired by the administration.
5. The Board is to be informed of all faculty and staff hirings.
6. A candidate is not an employee until he has signed the appropriate work agreement for his position.
7. HOPE Christian Academy requires all employees to be Christians. Otherwise, there is no biblical discrimination on the basis of race, color, national origin, age, sex, or physical disabilities (provided the person is able to fulfill all requirements of the position).
8. The Headmaster will establish the work calendar for all staff each year, as well as the times of all regular work days.

9.2 Assignment of Personnel

Dates:

Objective: To ensure that assignment of staff members will be in the best interest of the students of HOPE Christian Academy, and will advance the goals of the School.

Scope: This policy applies to the Headmaster in his assignment of duties to the staff of HOPE Christian Academy.

Definitions: N/A

Guidelines:

1. The Headmaster is authorized to assign or reassign staff for the purposes of staff growth and development.
2. Adequate notice of changes will be given to the personnel involved. The notice must be prior to the signing of the work agreement for the year concerned.
3. Administrators may teach no more than one full credit class per semester. In such teaching, they are subject to all policies and guidelines applicable to other teachers in such academic units.
4. Members of the board, members of a board member's immediate family, and members of an administrator's immediate family are not eligible for employment by HCA unless the board unanimously waives the requirement of this policy.
5. If the board waives the requirement of Guideline #4, then the evaluation of such teachers will be conducted according to the normal evaluation process. If there is any dispute about such an evaluation or about the staff member's job performance in general, the normal grievance procedures will not apply. The dispute will be resolved and settled by the next highest authority in administration, unless there would be a conflict of interest. In such a case, it will be settled by the full board, minus the teaching board member(s) in question, or board member(s) related to the employee(s) in question. A simple majority of the remaining board members will constitute a quorum for the settlement of the dispute.

9.3 Certification Policy

Dates:

Objective: To establish the academic qualification for teachers at HCA.

Scope: This policy applies to all staff members of HCA with teaching responsibilities.

Definitions: A.C.C.S. – Association of Classical Christian Schools.

Guidelines:

1. A valid teaching certificate for Washington (or any other state) is not required for teaching at HCA.
2. All teachers should have received at least a Bachelor's degree, as well as college training, in the area(s) to which they are assigned at HCA.
3. During the interview and hiring process, those applicants with a valid teaching certificate will receive more credit and, other things being equal, may be hired over those applying without a certificate. Such priority will be given to a certified applicant because the certificate insures the person has had some classroom experience, and that the person has received some basic classroom management training.
4. The Headmaster will encourage teachers to pursue ongoing college or graduate level study in their area of teaching responsibility.
5. Teachers and administrators are encouraged to pursue certification with A.C.C.S.
6. Teachers may submit professional improvement plans to the Headmaster for financial assistance. Approval will be made on case-by-case basis. HCA will pay the costs of any applicable course work approved by the Headmaster.

9.4 Separation Policy

Dates:

Objective: To provide a clear policy describing the steps by which employees may be separated from

Scope: This policy covers the procedure of separating an employee, as outlined in the Employment

Definitions: N/A

Guidelines: Separation of employees may take place under the following circumstances:

1. An Employee new to HOPE will be given an orientation period of up to ninety (90) teaching days in which to demonstrate his/her teaching ability to the satisfaction of the principal. If any areas need improvement, such will be communicated to the Employee in a timely fashion so that an effort may be made to correct the deficiency before the expiration of the ninety days. Should such teaching and corrective attempts prove unsatisfactory, as determined by the principal, this contract may be terminated at any point within ninety days without further obligation by either party.

2. The Employee may terminate his or her employment under the Work Agreement at any time by giving at least 60 days prior written notice to the Principal or Board unless a different termination date is mutually agreed upon in writing.
3. The Board or Principal may terminate the Employee's employment under the Work Agreement at any time, with or without cause, by giving at least 30 days written notice.
4. The Board and/or Principal may immediately terminate the Employee's employment, for cause, under the Work Agreement without prior notice if at any time if Employee engages in any conduct deemed by the Board and/or Principal, in their sole discretion, to be detrimental to the ministry, reputation, operations, or activities of HOPE Christian Academy. The term "cause" shall mean, but is not be limited to, any of the following as determined by the Board and/or Principal:
 - a. Employee is unwilling or unable to perform his or her duties (except as provided by applicable laws and regulations related to disabilities or medical leave);
 - b. Employee commits any act of fraud or dishonesty;
 - c. Employee engages in any criminal conduct;
 - d. Employee engages in any form of gross misconduct or sexual misconduct as defined in the Employee Work Agreement;
 - e. Employee engages in insubordination;
 - f. Employee engages in any conduct deemed by the Board, in its sole discretion, to be detrimental to its ministry, reputation, operations, or activities;
 - g. Employee disagrees with HOPE's Summary Statement of Faith;
 - h. Employee breaches any of the covenants set forth in this Agreement; and
 - i. The Employee commits any act or engages in any conduct deemed to constitute cause for termination under Texas law.
5. HOPE reserves the right to relieve Employee of his or her duties without prior notice and without cause, and pay the remainder of compensation due under the Employee Work Agreement.

9.5 Progressive Discipline Policy

Dates:

Revised: Supersedes all prior policies and practices

Policy: It is the policy of HOPE Christian Academy to provide an objective and specific problem solving procedure for use when an employee disciplinary action becomes necessary. If an employee fails to follow an established policy and procedure it is essential that the employee be encouraged to understand and correct the problem. Depending on the seriousness of the

problem (see Section 9.4) and after consultation with the school board, one or more steps of the progressive discipline process may be skipped which could result in immediate termination without two weeks notice or pay in lieu of notice.

Eligibility: All HOPE Christian Academy Employees.

Procedure:

1. Personal Conference and Verbal Warning

- a. When appraised of the problem, the Headmaster should privately discuss the matter with the employee and develop a solution to the problem.
- b. The Headmaster should inform the employee that he does not expect the incident to occur again.
- c. The Headmaster should prepare documentation for the file describing the incident and counseling session. (See Documentation or Verbal Warning Form)
- d. The Headmaster will keep employee informed of progress.

2. Personal Conference and Written Warning

- a. Should the same or similar incident occur again, the Headmaster will document the incident in writing.
- b. The Headmaster should discuss the problem in private with the employee a second time.
- c. If the employee's explanation of the incident is unsatisfactory, the Headmaster should issue the employee a written warning on an Employee Corrective Action form.
- d. The written warning must explain clearly the reason for the corrective action and state what further disciplinary action will be taken in the event this or a similar incident occurs again. The warning must state that the corrective action will be reviewed by a specified period of time. The employee should be asked to sign the written warning at the time the warning is received and the employee should be given a copy. (See Documentation of Written Warning)

3. Second Written Warning or Suspension

- a. Should the same or similar incident occur again, the Headmaster should discuss the problem in private with the employee again.

- b. A second written warning on an Employee Corrective Action form may be issued or the employee may be suspended from work.
- c. The length of the suspension would depend on the seriousness of the offense and must be applied with consistency to all employees.
- d. A written warning or suspension notice must be signed by the employee and a copy given to the employee at the time of the discussion. (See Documentation of Written Warning and Suspension forms)

4. Suspension

- a. Suspension as a disciplinary action applies only at the time of the second written warning and when determined to be an appropriate consequential action.
- b. Suspension may not exceed three days. When the employee returns and makes a commitment to refrain from further infractions of the rule, reinstatement may occur.

5. Termination

- a. Should the same or similar incident occur again, termination will result. (See Documentation of Termination form)

9.6 Enrollment of Faculty and Staff Children

Dates:

Objective: To define clearly the policy of mandatory enrollment for the children of faculty and staff who are half-time or full-time employees.

Scope: N/A

Definitions: **Half-time:** Employed to work one half of a normal school day or teach three class periods per day.

Faculty: Teaching employees

Staff: Administrative employees (i.e., Headmaster, secretaries, Development Officer, etc.)

Home School: When schooling is done the majority of the time in the home.

Guidelines:

1. All school-aged children of faculty or staff, who are employed at least half-time, shall be required to attend Providence unless they have chosen to home school.
2. Exceptions to this policy may only be granted by the School Board on an annual basis and only for compelling reasons. Exceptions must be in line with any other pertinent policies in this manual.

9.7 Personal Leave Policy

Dates:

Objectives: To establish basic guidelines for all faculty members in need of personal leave each academic year.

Scope: This policy covers all faculty and staff members of HOPE Christian Academy desiring personal leave days during the academic year.

Definitions: **Personal Leave** - Any planned, non-emergency time taken by any faculty member away from what would otherwise be his or her normal working hours/days. That is, for whatever daily length of time normally devoted to work at HOPE, the faculty member may take personal leave without forfeiture of pay according to the Work Agreement stipulations.

Guidelines: The following guidelines are to be adhered to by the faculty member desiring personal leave and the administration in granting leave:

1. All faculty members of HOPE Christian Academy will be allowed one day of personal leave (as defined above) each academic year.
2. Requests for personal leave must be submitted in writing to the Principal at least one week prior to the planned leave. Granting leave on shorter notice is at the discretion of the Principal.
3. It will be the Principal's responsibility to grant and record all personal leave days taken by his faculty members.
4. Faculty members missing time due to professional leave are required to leave detailed lesson plans for a substitute teacher. Missed time in the classroom should not be taken lightly, and every effort must be taken to provide plans and materials to further the academic goals and objectives of the class.
5. Personal days may accumulate up to a maximum of three days.

6. Employees are not entitled to compensation for unused Personal Leave days.

9.8 Church Attendance Policy

Dates:

Objectives: To set the standard for church attendance for HOPE Academy Staff.

Scope: This policy applies to all staff and faculty of HOPE Academy.

Definitions: **Christian Church:** Any church in substantive agreement with the Hope Academy Summary Statement in their Statement of Faith.

Guidelines:

1. All staff and faculty members are required to attend regularly any local Christian Church.
2. Any questions about which churches meet this criterion should be answered by the Headmaster.
3. If there is still a question, it should be referred to the Providence School Board.

9.9 Comprehensive Grievance Policy

Dates:

Objective: To establish biblical guidelines for the resolution of disputes and grievances in the operation of HOPE Academy.

Scope: These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of HOPE Academy's operations, between any 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 the judgment of either disputant) threatens the successful implementation of HOPE objectives and goals.

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

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

Guidelines:

1. Students/parents to teachers:

- a. 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.
- b. If the problem is not resolved, the parents or student may bring the concern to the Headmaster. If the student brings the concern, he must have permission from his parents to do so.
- c. If the problem is still not resolved, the parents should appeal the decision by requesting a hearing from the HOPE Academy Board.

2. Parents/patrons to Headmaster:

- a. If 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.
- b. If the situation is not resolved, they should request a hearing from the HOPE Academy School Board.
- c. This procedure applies to board members who are acting in their capacity as parents/patrons, and not as representatives of the Board.

3. Staff to Administration:

- a. All concerns about the standards of the school must first be presented to the Headmaster. A respectful demeanor is required at all times.
- b. If the problem is not resolved, the staff member may appeal the decision in writing to the Headmaster, followed by a meeting to discuss the matter.
- c. If the problem is still not resolved, the staff member may appeal to the Board in writing and request a hearing. The request will be passed to the Board through the Headmaster. The Headmaster must pass on all such requests.

4. Volunteers to Staff/Administration:

- a. If any volunteer has a concern about the volunteer work, he will present that concern to the staff member responsible for his oversight (teacher or Headmaster).
- b. If the problem is not resolved, then the concern should be presented in writing to the Headmaster, followed by a meeting with him to discuss the concern.
- c. If the problem is still not resolved, the volunteer may request a hearing from the Board in writing. The request will be passed through the Headmaster. The Headmaster is required to pass the request on to the Board.

5. Individual Board Members to Headmaster:

- a. If specific concerns arise during a Board meeting, Board members may not challenge, rebuke, or debate directly with the Headmaster in the Board meeting, but his concerns will be channeled through the Chairman instead.
- b. Any board member may call the Board into executive session if a potential grievance or dispute arises during a Board meeting.
- c. If the Board decides that the issue does not warrant executive session, the Board will return immediately to open session.
- d. If the Board decides further investigation is warranted, the Headmaster will meet with the Board in executive session to present his perspective and answer the questions.
- e. If the Board decides against the Headmaster (2/3 vote required), the Board will attach a written description of their decision to the Headmaster's annual job evaluation.
- f. If the Board does not decide against the Headmaster, any Board member(s) who is/are still not satisfied will be instructed by the Board to drop the issue.

6. General:

- a. It is understood that if any disputes arise which are not covered by this policy, the Board will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy.

9.10 Evaluations/Personnel File Policy

Dates:

Objectives: To ensure consistency of procedure and standards in all performance evaluations of the employees of HOPE Academy.

Scope: This policy applies to all HOPE Academy employees (half-time or over).

Definitions: **Evaluation** – A procedure for measuring an employee's performance in helping to achieve the goals and policies of HOPE Academy, the curriculum objectives of the school, and the observation of the guidelines and handbooks.

Personnel File – A file maintained by the Headmaster in the administrative offices of HOPE Academy for all employees (half-time or over) of the school.

Guidelines:

1. The headmaster will be responsible for the annual evaluation of all employees (half-time or over). The board will be responsible for the evaluation of the Headmaster.
2. The evaluations will be based principally upon formal observations of the employee and interviews with the employee. Observations and opinions of third parties (parents, other employees, individual board members, etc.) may only be taken into account if the employee being evaluated are notified of such observations and given an opportunity to respond to the third party's questions/concerns raised prior to the finalization of the evaluation.
3. The evaluation will be considered finalized when the employee being evaluated and the one responsible for the evaluation both acknowledge by signature that the evaluation has been discussed in detail and it is placed in the staff member's personnel file.
4. Under no conditions will an employee personnel file be made public to other employees, parents, or anyone outside the HOPE Academy line of authority.

9.11 Sick Leave Policy

Dates:

Objective: To provide guidelines for faculty and staff who may miss time due to sickness. Also to provide a consistent standard by which the Headmaster can determine and authorize special requests from staff and faculty members needing sick leave.

Scope: This policy would apply to all staff members of HCA.

Definitions: N/A

Guidelines:

1. Sick days are to be used for illness, injury, recovery, and recuperation from normally scheduled medical procedures, emergency or sicknesses involving Employee or an immediate family member.
2. Faculty and Staff members may receive up to five (5) days of paid sick leave during the school year.
3. Any unused sick days may accumulate to ten (10) days, to be used for serious, extended illnesses only.
4. If a staff or faculty member's emergency situation requires a prolonged (more than ten days) absence from work, the reasons for the absence and the anticipated

events will be presented to the board for a case-by-case decision as to salary substitute issues.

5. Faculty members missing time due to sickness are required to leave detailed lesson plans for a substitute teacher. Missed time in the classroom should not be taken lightly, and every effort must be taken to provide plans and materials to further the academic goals and objectives of the class.

6. HOPE Christian Academy does not recognize any form of “maternity leave.” If a female staff member becomes pregnant while under a work agreement with the school, under the direction of her husband and doctor, she may work as long is considered wise. If she needs to leave before the final working date stated on the work agreement, a replacement will be obtained to fill the entire remaining period. If the new mother is a teacher and desires to return to work the next year, it should be understood that the school recognizes her husband’s authority to make that decision, but that HOPE Christian Academy does not want to encourage or endorse any form of institutional day care.

7. A pro-rated payroll deduction will be made for each day absent over the allotted number of allocated sick days.

8. Sick days may not be used as personal or professional days.

9. Employees are not entitled to compensation for unused Personal Leave days.

9.12 Professional Leave Policy

Dates:

Objectives: To establish basic guidelines and limits for all faculty members desiring professional leave within the work agreement period.

Scope: This policy covers all faculty members of HOPE desiring professional leave time and days.

Definitions: **Professional Leave** – Any planned time taken by any faculty member away from what would otherwise be his normal working hours/days in order to grow professionally or to assist others in Christian education (e.g. A.C.C.S. members).

Guidelines: The following guidelines are to be adhered to by the faculty member desiring professional leave and the administration in granting leave:

1. Faculty members may take one day each year to be used for professional development.

2. Requests for professional leave should be submitted in writing to the appropriate administrator at least two weeks prior to the planned leave. The written request should

include the reason/purpose for the leave. The Principal is to be informed of all such requests.

3. It will be the appropriate administrator's responsibility to grant and record all professional leave days taken by his faculty members.

4. Faculty members missing time due to professional leave are required to leave detailed lesson plans for a substitute teacher. Missed time in the classroom should not be taken lightly, and every effort must be taken to provide plans and materials to further the academic goals and objectives of the class.

5. Professional leave days may not be accumulated from year to year. Special requests for additional professional leave days may be presented to the Principal.

9.13 Student Teacher Policy

Dates:

Objective: To set guidelines for the practice of allowing student teachers to complete their practicum in HOPE Christian Academy.

Scope: This policy applies to any situation in which a university student seeks to complete any portion of his student teaching practicum in HOPE Christian Academy.

Definitions: **Practicum** – The period of time and experience in an actual teaching situation necessary for completing most undergraduate teaching degrees and certificates.

Guidelines: Should a university student, or his college advisor/placement officer, seek to have any or all the student's required practicum completed in HOPE Christian Academy, the following steps are to be taken:

1. The student must submit to the appropriate principal documentation that addresses:

a. The student's Christian testimony (in order to teach and have the requisite authority in the classroom, any student teacher must be a Christian.)

b. The student's prior work, educational experiences, and training.

c. The student's goals for his degree and plans for post-college work.

d. The necessary permission and procedural authority from the university. This would also give the name(s) of the college supervisor(s), as well as a detailed description of the objectives the student is to complete while in training.

2. After reviewing the above documentation, the principal will determine if he is interested in having the student work at HOPE, and which HOPE teacher(s), if any, would be willing and able to work with the student.
3. If the logistics of having the student work at PCCS are feasible and the principal is interested in pursuing the placement, he will arrange and carry out a personal interview with the student. Questions in this interview are to be of the same nature and depth as in a board interview of teacher applicants.
4. If satisfied with the interview results, the principal will notify the school board at the next available meeting that a student teacher is being placed at HOPE Christian Academy. He will also submit the basic information about the student and his placement to the board. Should the board have no concerns with the placement, the principal will then coordinate with the college the final details. The board may determine that the proposed placement is not conducive to the school's goals. The principal will then inform the student and the college officials that the placement cannot be done.
5. Should the placement be approved, the principal will inform the appropriate HOPE teacher(s) of the decision. He will also inform the teacher(s) that, though there will be a necessary period of time during which the student teacher will have authority in the classroom, the hired HOPE Christian Academy teacher will continue to be responsible for all the activities and teaching within the classroom. More specifically, at the elementary level, student teachers will not assume active teaching authority for more than the equivalent of five full days of school for each classroom in which the student teacher is assigned. At the secondary level (7-12), the maximum will be no more than ten per class/subject.
6. During the entire practicum, the student teacher will be subject to all appropriate school policies and guidelines, as documented in applicable staff handbook.

9.14 Staff Vacations Policy

Dates:

Objective: To set guidelines for the staff of HOPE Christian Academy in the taking off work for vacation time.

Scope: This policy applies to all the staff members of HOPE Christian Academy

Definitions: **Staff member** – Any regularly paid employee of PCCS, i.e. contracted for work through an annual Work Agreement.

Vacation Days – Days taken off from a normal work period (i.e. not school vacation days, or weekends) for a recreational purpose, vs. emergency, personal, or professional leave (see applicable policies).

Summer Months – Those months, normally June, July, and most of August, during which the school is not in session for the students.

Guidelines: The following times and conditions for vacations apply to staff members within the stated categories:

1. All vacation days taken within the stated allowances will be paid vacation days.
2. Full-time staff members working twelve months may take up to two weeks vacation during the summer months. The Headmaster may take up to three weeks vacation during the summer months.
3. Half-time staff members working twelve months may take up to one week vacation during the summer months. (With permission, they may choose to work one week of full days to allow two weeks of vacation.)
4. Full-time staff and half-time staff working less than twelve months will not receive any paid vacation days beyond the school vacation days. If they are granted vacation days by the administration, the days will not be paid.
5. All employees are to confine their vacations to the summer months. This does not apply to the allocated personal leave days (see Personal Leave Policy)

9.15 Employee participation in legal domestic situations

Dates:

Guidelines:

It is the policy of HOPE Christian Academy that any participation by faculty or staff members in domestic situations involving legal separation, abuse, separation, mediation, arbitration or litigation is prohibited. This prohibition pertains to all actions, including, without limitation, participating as a witness, writing letters of support, evaluations, depositions or interviews, unless you are ordered to do so under court order or subpoena. In all cases where you are contacted to participate in any of the foregoing activities, you are required to refer such request to the school Headmaster. The school's position is to be supportive in such cases for the benefit of the students, but not to take sides in a dispute or with any person involved in the dispute.

Policies Regarding Educational Programs

The policies presented in this section address educational programs sanctioned by HOPE, including both curricular and extra-curricular activities. Pertinent issues include topics such as elementary and secondary curriculum, the scope and sequence of topics/courses, criteria for textbook selection, and guidelines for the implementation of the participation in

extra-curricular activities. Individual policies will be listed in chronological order of their adoption.

10.1 Academic Probation Policy

Dates:

Objective: To provide additional motivation to students whose academic achievements are not up to their capability. This applies only to secondary students.

Scope: If implementation of this policy would be counter-productive to the objective, the Headmaster may decide not to place a student on probation. A written record explaining this decision will be signed by the Headmaster and placed in the student's file.

Definitions: N/A

Guidelines:

1. Secondary students are required to maintain at least a 2.0 grade point average (average of all subjects) during any two consecutive quarters. Exceptions will be made for students who have a grade point average of less than 2.0 but have not failed any courses during the quarter in question.
2. Grade point averages (G.P.A.'s) for each secondary student will be calculated at the end of each quarter.
3. If student's G.P.A. is at or below 2.0 (i.e., a "C" average), that student will be placed on academic probation during the following quarter. A parent/teacher conference will be arranged at this time.
4. Students who are on academic probation are ineligible to participate in extracurricular activities.
5. If at the end of the next quarter the student's G.P.A.. (for the quarter) has not risen to at least a 2.0, that student will be expelled.

6. Grade point equivalents:

| | | |
|------------|----|-----|
| 94% - 100% | A | 4.0 |
| 90% - 93% | A- | 3.7 |
| 87% - 89% | B+ | 3.3 |
| 84% - 86% | B | 3.0 |
| 80% - 83% | B- | 2.7 |
| 77% - 79% | C+ | 2.3 |
| 74% - 76% | C | 2.0 |
| 70% - 73% | C- | 1.7 |
| 0% - 69% | F | 0.0 |
| 70% - 100% | P | N/A |

10.2 Grammar School Promotion Policy

Dates:

Objective: To provide additional motivation to grammar school students whose academic achievements are not up to their capability. This applies only to grammar school students.

Scope: This policy applies to all grammar school (K-6) students at HOPE.

Definitions: N/A

Guidelines: Current students must meet the following criteria to be promoted to the next successive grade:

1. Elementary students currently enrolled at PCCS must pass each academic subject with at least a 70% average in each subject over the course of the academic school year for promotion to the next successive grade.
2. It is incumbent upon the appropriate teacher that all due curriculum objectives, grading guidelines, and teaching requirements be faithfully executed. For example, the requirements that there be at least 10 objective grades per subject area by which the quarterly grade is computed, has a significant bearing on the complete and accurate assessment of a student's success in that area. Too few grades can force the teacher to make a poorly documented and, therefore, subjective judgment call.
3. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery (see the Curriculum Guide Objectives) of the following skills/subjects in the grade noted:

☐ Kindergarten to First Grade: Behavioral maturity and reading readiness for First Grade.

☐ First Grade to Second Grade: Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Able to write neat, complete sentences. Able to add and subtract single digit numbers with at least 70% proficiency.

☐ Second Grade to Third Grade: Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books of a second grade level. Able to write neatly and correctly

identify the basic parts of a sentence. Able to spell correctly with at least 70% proficiency. Able to add and subtract two-digit numbers with at least 70% proficiency.

☐ Third Grade to Fourth Grade: Cumulative mastery of the above requirements, plus: Satisfactory (70%) proficiency of curriculum objective for this grade level.

☐ Fourth Grade to Fifth Grade: Cumulative mastery of the above requirements, plus: Satisfactory (70%) proficiency of curriculum objective for this grade level.

☐ Fourth Grade to Fifth Grade: Cumulative mastery of the above requirements, plus: Satisfactory (70%) proficiency of curriculum objective for this grade level.

☐ Sixth Grade to Seventh Grade: Cumulative mastery of the above requirements, plus: Satisfactory (70%) proficiency of curriculum objective for this grade level. In addition, cumulative, comprehensive mastery tests may be administered to assess the student's readiness for entering PCCS Junior High.

10.3 Discipline Policy

Dates:

Revised:

Objectives: To ensure consistent biblical discipline at HOPE Academy.

Scope: This policy applies to all students at HOPE Academy.

Definitions: N/A

Guidelines:

1. The kind and amount of discipline will be determined by the teachers, and if necessary, the School Administrator. The discipline will be administered in the light of the individual student's problem and attitude.

2. All school discipline will be based on the biblical principles of confession, restitution, apologies (public and private), and restoration of fellowship. Our focus in discipline is to deal with the attitudes of the heart as we address outward behavior.

3. The vast majority of discipline problems are to be dealt with at the classroom level.
4. Love and forgiveness will be an integral part of the discipline of the student.
5. Office Visits: There are five basic behaviors that will automatically necessitate discipline from the Headmaster (versus the teacher). Those behaviors are:
 - a. Disrespect shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
 - b. Dishonesty in any situation while at school, including lying, cheating, and stealing.
 - c. Rebellion, i.e. outright disobedience in response to instruction.
 - d. Fighting, i.e. striking in anger with the intention to harm the other student(s).
 - e. Obscene, vulgar, or profane language, as well as taking the name of the Lord in vain.
6. During the Office Visit, the School Administrator will determine the nature of the discipline. The School Administrator may require restitution, janitorial work, parental attendance during the school day with their child, suspension, or other measures consistent with biblical guidelines which may be appropriate.
7. If for any of the above, or other reasons, a student receives discipline from the Headmaster, the following accounting will be observed within either semester of the school year:
 - a. The first two times a student is sent to the Headmaster for discipline the student's parents will be contacted and given the details of the Office Visit. The parents' assistance and support in averting further problems will be sought.
 - b. The third office visit will be followed by a meeting with the student's parents, teacher, and Headmaster.
 - c. Should the student require a fourth office visit, a two-day suspension will be imposed on the student.
 - d. If a fifth office visit is required, the student will be expelled from the school.

8. If a student commits an act with such serious consequences that the Headmaster deems it necessary, the Office Visit process may be by-passed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence, vandalism of school property, violations of civil law, or any act in clear contradiction to scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours.

9. Should an expelled student desire to be re-admitted to HOPE Academy at a later date, the HOPE Academy School Board, or its delegated committee, will make a decision based on the student's attitude and circumstances at the time of reapplication.

10.4 Reverence Policy

Dates:

Objectives: To ensure that God's name, character, and truth are honored and respected at HOPE Academy.

Scope: This policy applies to the entire program of HOPE Academy.

Definitions: N/A

Guidelines:

1. In all areas of instruction, especially Bible classes and related activities, proper respect and consideration of God's character will be given. Specifically, class songs, skits, stories, and discussion that include references to the name and attributes of the Lord must be consistent with biblical principles.

2. Things to avoid include:

- a. Silly or trite references to Jesus Christ and His work on the cross.
- b. Implying, directly or indirectly, that all the students are Christians.
- c. Mockery of angelic powers, whether demonic or heavenly.
- d. Emphasis on good feelings or works, vs. humble obedience and grace.

3. For the sake of the students' spiritual training and the work of HOPE Academy, joyful encouragement and instruction in reverential knowledge of the Lord is necessary, honored, and respected at HOPE Academy.

10.5 Attendance Policy

Dates:

Revised:

Objective: To establish a policy that encourages student attendance at HOPE. At HOPE a student is exposed to various types of instruction. Because each class period should contribute significantly to the curriculum objective of HOPE, and because the instructional program is progressive and sequential, it is necessary to encourage student attendance in all prescribed classes. However, in recognizing the authority of parents over their children, we understand that parents may decide that it is in the best interest of their child not to attend school on a particular day.

Definitions: **Planned Absence** - Any absence that is the result of a parent deciding to excuse their student from attendance at school for reasons that are foreseeable. Examples are absences due to family vacations, doctor or dentist visits, programs that are not school-related, etc.

Unplanned Absence – Any unforeseeable absence. Specific examples are illnesses, or family emergencies.

Guidelines:

1. Students enrolled at PCCS are expected to attend all prescribed classes, i.e. parents and/or students may not choose which or how many classes to attend.
2. A record of attendance for each student will be kept. The total number of days absent and days present will be recorded on the student's quarterly report card and on his high school transcript.
3. Detailed guidelines addressing absences from school will be published in the Staff Handbooks and in the Parent-Student Handbooks.
 - a. The guidelines will distinguish between planned and unplanned as well as short and extended absences.
 - b. The guidelines will address issues including the following:
extension of assignment due dates, consequences of missing assignment deadlines, absences resulting from participation in extracurricular activities, amount of missed work required to be completed, etc.

4. If the secondary office is not notified of the reason for the student's absence from school, the absence will be considered a planned absence.
5. In the event the total number of planned absences for one quarter is equal to or exceeds 5 days in one quarter or ten days for the semester, the student will not receive credit for the time period.
6. In the event a student is absent from a class, or from school for more than ten days during one quarter (for any reason), the student's parents will meet with the principal (and teacher/s if necessary) to determine whether the student will receive a letter grade, or a grade of P (pass) or F (fail) on his report card.
7. In the event the total number of absences, whether planned or unplanned, is equal to or exceeds fifteen days in one semester, the student will not receive credit for that semester.
8. A student must complete final exams before a semester grade will be given. A student who is absent during a final exam will receive a grade of I (incomplete) in the pertinent course until the missed exam is completed.
9. Extensive absences of elementary students will also be addressed according to items number five and number six above.
10. Upon request from parents, the school board is authorized to waive requirements set by other provision of this policy. In doing so, it shall take into account the student's mastery in all subjects, attitude toward work and study, and disciplinary record at school.

10.6 Dress Code

Dates:

Revised:

Objective: To make dress in an academic environment a non-issue in order that our students may better focus on the process of learning.

Scope: Applies to all students in the school.

Definitions: N/A

Guidelines: Clothing for school-wear should be neat, clean, and modest in style and appearance. The student's appearance must be suitable and appropriate for school, and not be outlandish or distracting. Hair should also be neat and clean. In accordance with the standards outlined in the Family Handbook,

male students will be required to wear slacks and a polo or button-down shirt. Female students will be required to wear a dress, a skirt/blouse combination, or a slacks/blouse combination. The Headmaster is responsible for the determination and enforcement of these standards.

10.7 Controversial Subjects

Dates:

Objectives: To establish a policy that helps HOPE Academy to respect the convictions of parents and teachers in various academic subject areas, while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian worldview.

Scope: This policy applies to all teaching staff in the course of their teaching duties. It does not apply to non-teaching staff, nor to teaching staff on their own time.

Definitions: **Controversial Subject** – A subject which Christian families and churches commonly consider divisive, whether or not the introduction of the topic was planned by the teacher or brought up by a student. Examples: Environmentalism, the War Between the States, old earth/young earth, partisan politics, etc.

Guidelines:

1. If in the course of teaching a class, a teacher sees that a subject has arisen which he has good reason to believe is controversial, and discussion of that subject will not help him achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all.

2. If a subject arises which the teacher has reason to believe is controversial, and the discussion of that topic will help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:

- a. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
- b. Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
- c. As appropriate (i.e. pertinent to the stated goals of the class), direct the students' attention to informed sources on each side of the

subject concerned. This may be done in a variety of forms, such as, a research paper, guest speakers, reading differing authors, etc. Strongly encourage the students to become knowledgeable of the most widely held views on the topic.

d. Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.

3. The teacher is to remember that according to Scripture and the second stated objective of HOPE Academy, he is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with students controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy, and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students.

10.8 Learning Disabilities

Dates:

Revised:

Objective: To clarify the educational goals of HOPE Academy.

Scope: This policy applies to all students and teachers in all the classrooms of HOPE Academy.

Definitions: **Severe Learning Disability** – Any condition in a potential student which would require a separate classroom, program, and staff in order to provide the educational services desired by the parents (e.g. Down syndrome, deaf/mute, blind, etc.)

Learning Disability – Any condition in a potential student or student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents (e.g. Hyperactivity, Attention Deficit Syndrome, dyslexia, etc.). For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed, and is a genuine learning disability.

Guidelines:

1. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.
2. Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.
3. Children with severe learning disabilities may be admitted to Providence under the following conditions, as determined by the Board:
 - a. The school (teachers and administrators) will work with the parents to decide whether or not enrollment of the student is mutually beneficial to the school and family. The number of students in a particular grade level, the make-up of the class, and the overall fit in the classroom will be considered when making the final enrollment decision.
 - b. The school will not hire additional personnel to work specifically with the student, and will not be responsible for providing special services for the student.
 - c. With the understanding that every student is unique and demands certain attention as a member of class, the classroom teacher will provide the same amount of attention to a student with a severe learning disability as she will any other student in class.
 - d. Other than standard practices of effective teaching (i.e. using various approaches to teach lessons to learners of various abilities and skill levels), the classroom teacher will not be responsible to offer accommodations or modifications for the student.
 - e. The teacher will work with the parent to provide necessary direction regarding modifications and accommodations for the student, with the understanding that the parent is responsible for following through on the specific preparations for such material.
 - f. It is the responsibility of the school (teacher and administration) to monitor whether or not the initial acceptance of the student is a good match for the school environment. While it is ultimately the school's responsibility to determine, on an

ongoing basis, if the overall effect of the student's presence enhances, or detracts from, the overall learning environment, it is imperative that clear communication be kept between school and family regarding the progress of the arrangement.

g. The child's parents, or adult delegated by the parent (see below) will be responsible to provide daily assistance with the student, and must be with the student at all times. The student can attend school only if a parent/adult is present for daily assistance.

h. The parents must provide at least 40% of the day-to-day assistance (a minimum of two full days per week for a student attending five days a week), and may choose to have other adults fill in on days they are unable to provide the assistance.

i. Normal tuition and fees will apply to the family of a student with severe learning disabilities, with the understanding that the family is responsible to absorb any additional costs that may be incurred as a result of the disability.

j. A contract stipulating the requirement and guidelines must be signed by both parents and the school Principal prior to official admittance.

10.9 Staff and Student Relations

Dates:

Objective: To provide overall and specific guidelines facilitating professional, friendly, and biblical relationships between HOPE staff members and HOPE students. (To be in light of Policy 2.4, "Code of Ethics Policy")

Scope: This policy applies to all members of the HOPE Academy Staff.

Definitions: N/A

Guidelines: In order to facilitate proper, professional relationships and inhibit potential sinful, destructive behaviors between staff and students, the following guidelines are to be understood as representative of the practices and philosophies of HOPE Academy. More specific guidelines conforming to this policy may be issued by the appropriate administrators, as necessary.

1. Staff members are to remember that they serve as professional, adult role models before the students (Titus 2:7-8). Relationships between staff members and between staff members and students are to be friendly and courteous, not familial and intimate.

2. Staff members are to be careful that any physical contacts and verbal interchanges with each other and with students avoid even the appearance of impropriety. (I Peter 2:12).
3. Flirtation, sexual innuendoes, casual disrespect toward authority, excessive familiarity, etc. are examples of the kind of unprofessional and inappropriate behavior that will not be tolerated. Necessary and cautionary measures required to limit these kinds of behaviors should be corporately and individually taken.
4. If it is necessary for a male staff member to spend time alone with a female student or staff member, it should be arranged that they are easily visible to the public (e.g. an open door, windowed room, etc.
5. Staff members shall not travel alone in a car with one student.
6. On any school-sponsored trips lasting overnight and involving students of both sexes, the spouses of chaperons should accompany their spouses. Single staff members can be included on such trips only with the prior approval of the Headmaster.
7. Violators of this policy will be prosecuted to the extent the law requires.
8. All staff will receive annual training regarding this policy.

10.10 Extracurricular Activities Policy

Dates:

Objective: To provide direction and an implementation framework for all extracurricular activities inline with the established philosophy, purpose, and standards of HOPE Christian Academy.

Scope: This policy concerns the establishment and operation of extracurricular activities at the junior and senior high level, as well as methods and standards of student participation therein.

Definitions: **Extracurricular Activity** – An organized, school sanctioned activity intended for student participation and enrichment beyond the normal academic (curricular) activities. As such, participation in such activities (which generally occurs outside of regularly scheduled class time) is considered voluntary. Examples include student organizations and clubs, athletics, drama, and special music groups, debate, etc.

Guidelines: General – Extracurricular activities will not take priority over the academic program at HOPE Christian Academy.

Each student must have parental permission in writing to participate in such activities.

The hiring of non-staff directors or coaches must be approved by the HOPE Christian Academy. The hiring of staff members to be directors or coaches must be approved by the Superintendent and the Secondary Principal. The Activities Director will make a recommendation to the Secondary Principal, who will review for approval and then present the request to the Superintendent.

The purpose of all such activities must conform to established HOPE Christian Academy philosophy and standards, excepting those activities under NCSL Programs wherein HOPE Christian Academy does not have unilateral authority.

All HOPE Christian Academy students participating in extracurricular activities must maintain a GPA of 2.5 or above. This will not apply to transfer students for their first quarter of attendance.

Operating expenses for such activities will be paid by participant fees or by participant-initiated fundraising, unless funds are specifically included in the HOPE Christian Academy annual budget.

For the good of the rest of the participants in any activity, students who are ineligible for the beginning of a season remain ineligible for participation during the entirety of that season, regardless of the grade point average for the following quarter. Similarly, if students are eligible to begin a season, they remain eligible until the end of that season.

Specific Guidelines for Athletics:

Provided there is sufficient student interest, HOPE Christian Academy will offer programs only on the basis of a favorable annual review of each of the previous years' activities and HCA board approval for subsequent specific annual extra-curricular offerings.

NCSL Membership:

To facilitate scheduling of activities and to encourage competition, HOPE Christian

Academy will strive to maintain membership in the NCSL so long as it is deemed beneficial to the school administration. Such membership will allow HOPE Christian Academy to participate in NCSL sanctioned activities with the exception of district and state tournaments and playoffs.

10.11 Minimum High School Graduation Requirements Policy

Dates:

Revised:

Objective: To establish the requirements for earning a HOPE Christian High School diploma.

Scope: This policy applies to all students entering grades nine or above.

Definitions: **Credit** - Students earn one credit for each year-long course that meets four or five days a week and .5 credit for each course that meets three days or fewer each week.

Guidelines: To graduate from HOPE Christian Academy, a student must earn a minimum of 25 credits.

Students must earn the following minimum credit requirements to graduate:

| | |
|------------------------|-------------------|
| English | 4 credits |
| History | 3 credits |
| Math | 3 credits |
| Bible/Theology | 3 credits |
| Science | 3 credits |
| Rhetoric | 2 credits |
| Foreign Language | 2 credits |
| Grand Tour | 1 credit |
| Music | 1 credit |
| Senior Electives | 3 credits |
| Total | 25 credits |

In addition:

1. All juniors and seniors must take two years of Rhetoric to graduate (i.e. Rhetoric I or Honors Rhetoric I during the junior year, and Rhetoric II or Honors Rhetoric II during the senior year).
2. All juniors (grade 11) must be enrolled in a minimum of six classes throughout the year, and seniors (grade 12) must be enrolled in a minimum of five classes throughout the year.
3. Students must take the PSAT exam during their junior year and the SAT exam during either their junior or senior year.
4. Students in grades 9 and 10 must take music (.5 credit each year). Music in grade 11 and 12 are offered as an elective.
5. The senior electives may include any class that exceeds the number of required credits above. Classes may include Greek, Calculus, History, Apologetics, Physics, Music, or Forensics.
6. Students earn one half credit for participation in a secondary interscholastic high school sport (e.g. volleyball, basketball, soccer, track, etc.)
7. Texas State History must be taken in 8th grade and will count as a one-half high school credit unless a student's parents request to exclude this course from the transcript.
8. Students transferring in to HOPE from another school or home school may receive credit for work completed previously when HOPE receives sufficient documentation of their previous work. The Secondary Principal is authorized to accept this work toward HOPE graduation requirements provided the work is of similar nature (i.e. similar course objectives and similar time of study). Only classes attended and grades earned while at HOPE will count toward the HOPE transcript G.P.A.
9. Students who transfer to HOPE Christian Academy High School from another school, or students who have failed a course at HOPE Christian Academy High School, may petition for a waiver of individual graduation requirements. The petition will be reviewed by the Headmaster.

10. Notwithstanding # 1 above, upon written request of the parents, the Secondary Principal may waive a course (up to two credits) for students who have academic difficulty subject to the following conditions: The student has academic difficulty as demonstrated by school performance and standardized test scores; the student is a long-time HOPE student; the parents have demonstrated a clear commitment to their child's education by working with HOPE teachers and administrators, and the parents and Secondary Principal agree that the work required is too difficult for the child in question.

10.12 School-Sponsored Events Policy

Dates: TBD

Objective: This *policy* seeks to ensure that school-sponsored programs meet the same standards for quality and content established in the educational programs at HOPE Christian Academy. It also seeks to ensure that the same standards for student conduct established at the school, are maintained at all events sponsored by HCA. Finally, this policy is designed to limit the liability assumed by HOPE Christian Academy for school-sponsored events.

Scope: This *policy* applies to all activities of secondary students that are school-sponsored.

Definitions: **School-sponsored events**

1. Events which are organized by PCCS staff members acting in their official capacity as a teacher, administrator, etc.
2. Events approved by the Principal and organized by the HCA Student Council.
3. Events which are published on the HCA yearly calendar.
4. Events which receive financial support from HCA (including fund-raising opportunities provided through HCA)

Guidelines: School-sponsored events should be consistent with the goals of HOPE Christian Academy.

School-sponsored events require the attendance of a staff member from HOPE Christian Academy.

Class time is not to be used for planning school-sponsored activities.

Attendance at school-sponsored activities is generally limited to students who are currently enrolled in HCA. Exceptions may be granted by the Secondary Principal.

Timely *information* about school-sponsored activities must be provided to the parents. All written communication must be submitted to the Secondary Principal prior to being sent to the parents.

Parents must sign a written waiver releasing HCA from any liability for all events taking place off campus. This statement should also authorize medical treatment to be given to the student in case of injury.

Only school-sponsored events will be place on the monthly school calendar.

The Secondary Principal must approve all proposed activities, determine the number of chaperons required, and approve a date for the event.

Only school-sponsored activities will receive support from HOPE Christian Academy, e.g., no charge for copier and telephone use, bulletin announcements to publicize the event, use of supplies, etc.

10.13 Class Size Policy

Dates: TBD

Objective: To *provide* the administration with approved guidelines on preferred class sizes.

Scope: This *policy* would affect all students, K-12, and staff members.

Definitions: **Grammar** – Grades kindergarten through six

Secondary – Grades *seven* through twelve

Continuing students – Those students who are continuing, uninterrupted, classes at HOPE Christian Academy.

Guidelines: Grammar: From the beginning, HOPE Christian Academy has planned for, and seen the benefits of a relatively small student-teacher ratio in the elementary classrooms. Due to the critical developmental skills young students need to acquire and practice, more personal attention is desirable. Therefore, in the elementary grades, class sizes will normally be limited to sixteen (16). Class sizes above sixteen students must be approved by the HOPE board based such contingencies as the frame of the teacher, the capacity of the physical room, the character of the incoming students and parental support.

Secondary: Due to the maturity and relative independence of the secondary students, slightly larger classes are appropriate. However, even here, in order to facilitate personal attention and small group work, class sizes in the secondary will be limited to 20.

Priority Placement: In order to facilitate student placement in classes, the following priority listing will be adhered to:

- ☐ School-aged children of staff
- ☐ Continuing students properly reregistered
- ☐ New students from continuing families (e.g. younger siblings)
- ☐ New students from the general public

Contingency Accommodations: The administration is permitted to exceed the above class sizes under circumstances similar in nature to the following:

- ☐ When students of staff members or continuing families would be excluded from a class.
- ☐ When there would not be an inordinate burden placed on the classroom teacher or facilities.
- ☐ When restoration of the approved ratio is possible in the foreseeable future.
- ☐ If implementation of this policy would be counter-productive to the students' best interests, the Headmaster may decide not to restrict a student's eligibility. In making this decision, the Headmaster will consider the student's academic ability as measured on standardized tests and evaluated by the secondary teachers. Exceptions to this policy will be reviewed first by the Headmaster then presented to the school board for possible approval.

10.14 Curriculum Materials Selection Policy

Dates: September 18, 2006

Objective: To help ensure that the philosophical and scriptural goals of HOPE Christian Academy are adequately reinforced through the curriculum material selected for each core class.

Scope: This policy applies to all non-elective (core) courses taught in the grammar and secondary levels of HOPE Christian Academy.

Definitions: **Core courses** – Those subject areas normally considered indispensable to an adequate education: Bible, math, science, history, English, literature and foreign languages.

Guidelines: Selection of *material*: no curriculum materials with a secular worldview may be adopted for student use unless all the following conditions have been considered:

☐ After thorough research there appears to be no biblically-based materials of equal or better quality to the secular materials.

☐ The secular material's primary document status necessitates it be used to fulfill adopted course objectives.

☐ After a thorough examination, it is determined that while secular in intent, the materials do not undermine, but rather support broad biblical truths (e.g., a high quality, secular mathematics texts, or high quality timeless literature).

Adoption of materials (Elementary): All core materials for elementary student use may only be adopted through the following procedures:

☐ A teacher or administrator may make the recommendation to add or delete a student text. This may be done at any time but is normally submitted at the end of the school during the annual evaluation period. In most cases, unless it would significantly alter the purposes and objectives of the coursework, the decision for replacement of a text/materials will be left to the appropriate administrator, teacher(s), any advisory individuals, and budgetary considerations.

☐ All such substitutions of texts/materials must comply with the above considerations for using secular materials.

☐ Should a member of the school (parent, teacher, board member, administrator) wish to challenge the adoption/use of a particular text/material or if the proposed selection would conflict (rather than support) the previously adopted course objectives, the matter will be referred to the curriculum committee for recommended action. Should this not result in a satisfactory solution, the matter will be referred to the school board.

Adoption of materials: All core materials for grammar/secondary student use may only be adopted through the following procedures:

☐ At the discretion of the school Principal, a curriculum committee may be utilized for the purpose of reviewing and proposing new curriculum for adoption. All curriculum must be approved by the school principal

☐ A teacher may make the recommendation to add or delete a student text. This may be done at any time but is normally submitted at the end of the school during the annual evaluation period. In most cases, unless it would significantly alter the purposes and objectives of the coursework, the decision for replacement of a text or supplementary materials will be left to the Principal.

☐ All such substitutions of texts/materials must comply with the above considerations for using secular materials.

☐ Requests for additions or deletions of materials for student use will be submitted through the Principal.

☐ The future availability, as well as the durability, of the proposed text/materials will be considered by the curriculum committee.

☐ Should a member of the school (parent, teacher, board member) wish to challenge the adoption/use of a particular text/material or if the proposed selection would conflict (rather than support) the previously adopted course objectives, the matter will be referred to the curriculum committee and/or Principal for recommended action. Should this not result in a satisfactory solution, the matter will be referred to the school board.

Use of secular materials (an any level): When secular materials have been adopted for student use, the following guidelines must be adhered to:

☐ The secular material must be rigorously examined and countered in philosophy with biblical/true perspectives(e.g. presenting the elements of the Theory of Evolution is desirable, but it must subjugated in time and emphasis to the elements of the Creation account) in keeping with the scope of the course.

☐ Falsehoods and unbiblical philosophies must be always identified as such.

☐ Biblical principles within and/or related to the course objectives must also be presented to the students (e.g. while using a secular United States history

text, the teacher must identify and emphasize the biblical foundations of our country).