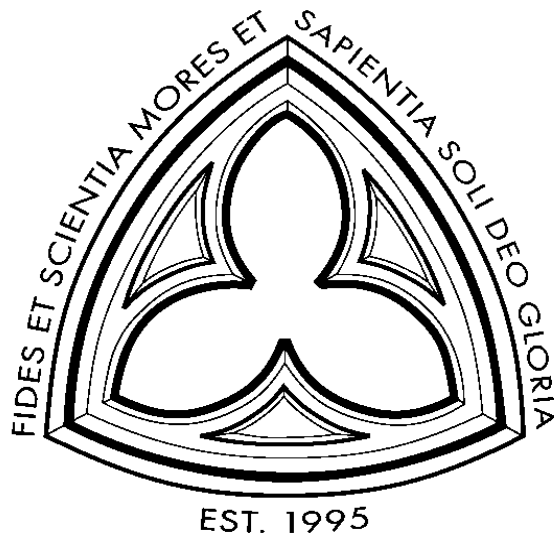


# Hickory Christian **ACADEMY**

## **POLICY MANUAL 2009-2010**

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



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# Hickory Christian ACADEMY

**Manual 2009-2010**

## **School Mission Statement:**

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

## **School Statement of Purpose:**

Hickory Christian Academy exists to support Christian families in preparing their children to reach their maximum academic potential while equipping them to love the Lord, walk in His ways, and obey His commands according to Scripture.

(Deuteronomy 30:15-16)

**School Colors:** Navy, Gold, White

## **School Mascot:**



## **School Logo:**



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

## **School Goals**

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

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

## **CLASSICAL**

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

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

### **Definitions:**

Grammar: The fundamental rules of each subject.

Logic: The ordered relationship of particulars in each subject.

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

**The Classical Method Trivium**  
Teaching Developmentally or “With the Grain”

<u><b>Grammar Stage</b></u>	<u><b>Logic Stage</b></u>	<u><b>Rhetoric Stage</b></u>
<p style="text-align: center;"><u><b>Grades K-2</b></u> Children learn to read and cipher. Obviously, some elements of the grammar stage can be seen here.</p>	<p style="text-align: center;"><u><b>Grades 3-5</b></u> Basic grammar is taught. The children learn dates, declensions, multiplication tables, places, etc.</p>	<p style="text-align: center;"><u><b>Grades 6-8</b></u> The dialectic stage. The children continue to learn subjects, but they now challenge some of what they learn. This tendency should be drawn out and encouraged.</p>
<p><b>Student Characteristics</b></p> <p><b>Kindergarten-2nd</b></p> <ul style="list-style-type: none"> <li>* Obviously excited about learning</li> <li>* Enjoys games, stories, songs, projects</li> <li>* Short attention span</li> <li>* Wants to touch, taste, feel, smell, see</li> <li>* Imaginative, creative</li> </ul>	<p><b>Grades 3-5</b></p> <ul style="list-style-type: none"> <li>* Excited about new, interesting facts</li> <li>* Likes to explain, figure out, talk</li> <li>* Wants to relate experiences to topic or just tell a story</li> <li>* Likes collections, organizing items</li> <li>* Likes chants, clever, repetitious word sounds</li> <li>* Easily memorizes</li> <li>* Assimilates other languages well</li> </ul>	<p><b>Grades 6-8</b></p> <ul style="list-style-type: none"> <li>* Still excitable, but needs challenges</li> <li>* Judges, critiques, debates, critical</li> <li>* Likes to organize items, others</li> <li>* Shows off knowledge</li> <li>* Wants to know behind-the-scenes facts</li> <li>* Curious about “Why...?” for most things</li> <li>* Thinks, acts as though more knowledgeable than adults</li> </ul>
<p><b>Teaching Methods</b></p> <p><b>Kindergarten-2nd</b></p> <ul style="list-style-type: none"> <li>* Guide discovering</li> <li>* Explore, find things</li> <li>* Use tactile items to illustrate point</li> <li>* Sing, play games, chant, recite color, draw, paint, build</li> <li>* Use body movements</li> <li>* Short creative projects</li> <li>* Show and Tell, drama, hear/read/tell stories</li> <li>* Field trips</li> </ul>	<p><b>Grades 3-5</b></p> <ul style="list-style-type: none"> <li>* Lots of hands-on work, projects</li> <li>* Field trips</li> <li>* Make collections, displays, models</li> <li>* Integrate subjects through above means</li> <li>* Teach and assign research projects</li> <li>* Recitations, memorization</li> <li>* Drills, games</li> <li>* Oral/written presentations</li> </ul>	<p><b>Grades 6-8</b></p> <ul style="list-style-type: none"> <li>* Time lines, charts, maps (visual materials)</li> <li>* Debates, persuasive reports</li> <li>* Drama, reenactments, role-playing</li> <li>* Evaluate, critique (with guidelines)</li> <li>* Formal logic</li> <li>* Research projects</li> <li>* Oral/written presentations</li> <li>* Guest speakers, trip</li> </ul>
		<p><b>Grades 9-12</b></p> <ul style="list-style-type: none"> <li>* Concerned with present events, especially in own life</li> <li>* Interested in justice, fairness</li> <li>* Moving toward special interests, topics</li> <li>* Can take on responsibility, independent work</li> <li>* Can do synthesis</li> <li>* Desires to express feelings, own ideas</li> <li>* Generally idealistic</li> </ul>

## **EDUCATIONAL PHILOSOPHY**

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

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

## **STATEMENT OF FAITH**

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

1. We believe the Bible to be the only inerrant, authoritative Word of God. (II Tim. 3:16-17, II Peter 1:21)
2. We believe in one God, eternally existent in three Persons: Father, Son and Holy Spirit. He is omnipotent, omniscient, and omnipresent and has all authority and power. Whatever He purposes will come to pass. (1 John 10:30, 37, 38; Genesis 1:1)
3. We believe in the deity of our Lord Jesus Christ, His virgin birth, His sinless life, His miracles, His vicarious and atoning death through His shed blood, His bodily resurrection, His ascension to the right hand of the Father, and His personal return in power and glory. (Isaiah 7:14, Matt. 1:23, Luke 1:35, Hebrews 4:15; 7:25; 9:12, John 2:11; 11:25, Ephesians 1:7, Colossians 1:14, Acts 1:11 Revelation 19:11-16)
4. We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary. (Romans 3:19, John 3:16-19; 5:24, Ephesians 2:8-10, Titus 3:5-6)

5. We believe that "all have sinned and fall short of the glory of God" and are, therefore, separated from God and deserving of death. (Romans 3:23; 6:23)
6. We believe that Jesus Christ died for our sins so that our fellowship with God may be restored, and we may live righteously. (1 Peter 2:24)
7. We believe in the ongoing cleansing from sin through confession to God through the Lord Jesus Christ. (1 John 1:9, Acts 3:19)
8. We believe that there is salvation in no other person than Jesus Christ, and that "if you confess with your mouth Jesus as Lord and believe in your heart that God raised Him from the dead, you shall be saved." (Acts 4:12, Romans 10:9, John 14:6)
9. We believe salvation is by grace through faith alone; it is the free gift of God. (Ephesians 2:8-9, Romans 6:23)
10. We believe that faith without works is dead. (James 2:17, 26)
11. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life. (Ephesians 4:30, 1 Corinthians 3:16; 6:19-20)
12. We believe all Christians are commissioned to go and make disciples and are to teach them to obey God's commands. (Matthew 28:19-20)
13. We believe in the resurrection of both the saved and the lost - the saved to resurrection of life and the lost to resurrection of damnation. (John 5:28-29)
14. We believe that Jesus Christ unites all believers through the indwelling power of the Holy Spirit. (Galatians 3:26-28, 1 Corinthians 12:12-13)

## **HCA COMMITMENT**

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

## **Hickory Christian Academy** **Philosophy on Education and Curriculum**

Hickory Christian Academy exists to support Christian families in preparing their children to reach their maximum academic potential while equipping them

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

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

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

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

Hickory Christian Academy seeks teachers who love the Lord, love children, and love to teach. It should be the goal of every teacher at HCA to develop a passion for the subjects they teach. Again, Gregory says, *“We will follow with eager expectation and delight the guide who shows through knowledge of the*

*field we wish to explore, but we drag reluctantly and without interest after an ignorant and incompetent leader.”* While we can never know everything about any subject, each teacher should continue to pursue knowledge by any spiritually appropriate avenue available. We should model a love for learning before our students, consistently bettering ourselves so that we can challenge them to develop a similar craving for knowledge, both academically and spiritually.

But being excited and devoted to the subject taught is not enough. A teacher must also “teach with the grain” of childhood development. Classical education separates this development into three primary stages: Grammar, Logic, and Rhetoric. These three words describe not only the child, but the methodology and curriculum applied by the teacher. God has created humans such that it takes about 16-20 years for them to completely develop into adulthood. Other creatures on earth mature much faster, but their development is primarily physical. Their goal in life is survival and reproduction. Humans alone have been given the ability to “Love the Lord with all our minds.” A true love for God must include the intellectual aspects as well as the “heart, soul, and strength.” (Matt. 10:27)

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

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

About the time that students enter the 6<sup>th</sup> grade, their intellectual development takes a turn. No longer compliant sponges longing for more facts to soak in, they become argumentative, challenging, self-thinkers. Continuing on the same

pace of memorization and recitation of facts would lead to dull classes full of bored kids. God has changed them, so as teachers, we must change as well. As Wilson puts it,

*As children mature, they tend to use the information learned in the course of their studies in disputation. They love to try to catch their parents, the teacher, or their schoolmates in any kind of error. Instead of suppressing this tendency, teachers should use it. This does not mean that educators give in to this kind of argumentativeness. Instead, the teacher molds and shapes it...If you encourage disagreement for disagreement's sake, then you will get disagreeable children. But if you teach them that it is good to question (provided the questioning is intellectually rigorous and honest), then you are educating.*

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

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

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

brought to the teacher privately for further discussion, according to the stated Grievance Policy.

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

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

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

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

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

*In the study of rhetoric, the student learns how to express what he thinks. The substance is settled; the question now concerns how best to present that substance. It is not enough to believe what is correct; the truth must be presented in a manner worthy of that truth. Obviously, rhetoric includes teaching speech, debate, essay-writing, etc. Style and clear-minded expression*

*are important... Of course this does not mean that young children are not to begin the process of writing or expressing themselves in other ways. It simply means that such early attempts should not be treated as though they were the final product. Children should be praised for their efforts, but their efforts should be treated as merely a step toward mature self-expression. We should be pleased with what they do, but not satisfied.*

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

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

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

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

*The question of motivation for learning has been a problem from time immemorial. People seek education for many worthy reasons: some desire to broaden horizons; others wish to develop skills; still others want to satisfy their*

*intellectual curiosity. The Bible, however, teaches that study ought to be, above everything else, an act of worship, one of the highest ways by which a person can glorify God. Again, it is important to emphasize that the Hebrew word 'abodah' has a double meaning, embracing two actions that are normally viewed as mutually exclusive or contradictory to each other; work and worship...For this reason, in the Talmud, the synonym for "education" is "heavenly work."*

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

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

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

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

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

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

*When every student struggles under the instruction, the problem is with the instructor. But when some find it easy, some find it hard, and the majority shrug and say they suppose it's all right, the problem is not with the instruction. This is rooted in creation, and if we resist it, our real quarrel is with how God made the world. The best educator in the world cannot put in what God left out. Every teacher and student can honor and glorify God when the student is educated up to his capacities, whatever those capacities happen to be. We should be ashamed if we squander our intellectual resources, but not if God decided not to bestow the same resources on us as He did for the family down the street. An industrious child with three talents far surpasses a ten-talent child who does little.*

The parent shoulders the responsibility of examining the school and the stated curricula before making a determination on enrollment. The school bears the burden of honest advertisement, effective communication, and diligence in meeting the stated educational goals. HCA's Board of Directors formally reviews the admission of any student who has an IQ less than 100, and generally

denies admission to anyone who is under 90. This is certainly not because we do not want the chance to educate every child who applies, but we simply cannot stay true to our calling if we spread ourselves too thin across student ability levels. We would devote too much time trying to hold the class together instead of completing the approved curriculum, to the detriment of the majority.

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

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

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

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

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

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

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

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

To be God's leaders tomorrow, these children must be properly equipped today. A carefully selected combination of academic disciplines, reflecting Biblical truth, and bathed in prayer is the route we have chosen to accomplish our

mission. As teachers and parents, we must be totally unified with this mission, and devote ourselves to the edification of Hickory Christian Academy. Jesus said, "Any kingdom divided against itself is laid waste; and a house divided against itself falls." Our mission is constantly before us and our purpose is clear. As one body of believers, we can change the world for the cause of Christ through the training of future generations as God commanded His people thousands of years ago in the Hebrew Shema:

*Hear, O Israel! The Lord is our God, the Lord is one! And you shall love the Lord your God with all your heart and with all your soul and with all your might. And these words, which I am commanding you today, shall be on your heart; and you shall teach them diligently to your sons and shall talk of them when you sit in your house and when you walk by the way and when you lie down and when you rise up. And you shall bind them as a sign on your hand and they shall be as frontals on your forehead. And you shall write them on the doorposts of your house and on your gates." (Deut. 6:4-9)*

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

### **The Seven Laws of Teaching**

As defined by John Milton Gregory (1886)

- I. The Law of the Teacher-  
*The teacher must know that which he would teach.*
  
- II. The Law of the Learner-

- The learner must attend with interest to the fact or truth learned.*
- III. The Law of the Language-  
*The language used in teaching must be common to teacher and learner.*
- IV. The Law of the Lesson-  
*The truth to be taught must be learned through truth already known.*
- V. The Law of the Teaching Process-  
*Excite and direct the self-activities of the learner, and tell him nothing that he can learn for himself.*
- VI. The Law of the Learning Process-  
*The learner must reproduce in his own mind the truth to be acquired.*
- VII. The Law of Review-  
*The completion, test, and confirmation of teaching must be made by reviews.*

### **Fearfully and Wonderfully Made**

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

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

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

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

The description in Psalm 139 is of the Master Creator of the entire universe with His hands in the clay. And as He begins to form His next masterpiece, there is fear and reverence in heaven. In the silence, those beings who look on are in awe, not only of the Creator, but also of His creation. How is it that He can take a literal piece of earth and form a human life? As He begins to form the inward parts, and to weave His new treasure into His own likeness, it becomes evident that this one is not like the rest. This new achievement is distinguished from all the others. It has its own mind, its own blood type, its own DNA, its own fingerprints, and its own personality. As all Heaven can attribute, this moment in time is too difficult to understand. It is incomprehensible to human, or angelic, minds. Only God could have accomplished such a miracle. For nine months, He works – diligently producing a precious work of art. Then, in an instant, when He is satisfied with the results, God breathes the breath of life into his new creation, and a human, in His Own image, is born.

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

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

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

### *The History of Hickory Christian Academy*

## **A Timeline of God’s Faithfulness**

Hickory Christian Academy was established on the basis of three scriptural principles: prayer, God’s Word, and faith. These three principles have been woven

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

In November 1994, God gave the vision for starting a Christian school in Hickory to a small women's prayer group. After a time of prayer and fasting to seek God's purpose for our group, the vision of a Christian school was conceived. It was a vision completely from the Lord, confirmed by His Word through prayer, the first two strands of the cord. God gave us a picture from the book of Daniel of young people being set apart and trained in excellence. We had no experience in establishing a school and had to depend on God through fervent prayer regarding the next step.

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

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

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

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

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

Year seven began with 198 students, but it proved to be a year of testing. Our headmaster of the past 3 years did not return and, due to space constraints, we decided to

try a dual-campus situation, dividing our students between Highland Baptist and First Baptist Church in Hickory. This proved to be logistically difficult for our interim administrator to supervise while he was learning the system. During the school year, several families and faculty members left the school, and it seemed that we were in a crisis situation. But God was still watching over our school and providing the things we needed to continue our ministry. Little did we know at the time that He was pruning us for the future.

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

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

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

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

from congressman Patrick McHenry. The ceremony was very emotional, and provided the unity we needed during the tough times of being in limbo during the building process.

Year twelve began with the disappointing news that the new building was still not complete. With our agreement to leave Highland, we were left without a home.

However, God was still faithful, and opened the door for our half-day kids to remain at New Hope. In addition, First Baptist Church in Hickory welcomed us into their facility until our construction was complete. While we were literally working out of boxes, and with bare-bones supplies, we made the best of it, and started the school year off successfully. Finally, on November 15, 2006, we began the move! All of our high school students, and many of our parents participated in the move, finishing it in 5 days. Even though the facility was not completely finished when we moved in, the blessing of having our own building was incredible. For the first time in eight years, we had every student under one roof. For the first time ever, we held athletic events in our own gym, instead of begging local churches for their facilities. Now with 278 students in a “real” school building, HCA began to take on the look of a legitimate school. The year ended with our first Knighting ceremony of the 15 graduates in the class of 2007.

The thirteenth year of the school began in our very own school building. This was the first time that we did not have to rent moving trucks and storage buildings to house our things during the summer, so setup for the school year was greatly simplified. There was also a sense of legitimacy for the faculty and staff as we prepared for a year of school in this beautiful new space which God had provided us. The year was not without its bumps, but was a very successful year overall. The year began with 322 students, which filled up the building immediately. Our soccer and volleyball teams each won their third consecutive state titles, the high school was beginning to fill up, and HCA was transitioning from an infant school to an adolescent school. The highlight of the year was our U-Knighted We Stand Capital Campaign in which God provided \$2 Million toward our building debt through the pledges of private donors. This news certainly allowed us to enter the summer with great anticipation of the future.

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

NACA National Championship! As the year closed, the Hickory area was reeling from terrible economic times, with over 15% unemployment, but God continued to meet our every need. As the year closed, the board voted to begin an endowment for HCA, as well as to partner with a school in Haiti in a “sister school” relationship

It is not possible to share every story or provision because HCA has been built on miracle after miracle, each one a testimony to God’s greatness. As we look back at our rich heritage, we see what God has done not what man has done. He is the center of HCA and must remain so if this school is to exist. God has continually and abundantly poured out His blessings on the school. In the first ten years, the school experienced a 1200% increase in enrollment. This magnitude of growth reveals the need for a classical, Christian school in the Hickory area that is independent of any church or denominational affiliation. It also reflects God’s desire to see HCA grow and prosper. We sought God’s leading while expanding HCA to a preschool through 12<sup>th</sup> grade institution of classical, Christian education bringing glory to His name and serving Christian families in the Catawba Valley. *“We will not conceal them from their children, but tell to the generation to come the praises of the Lord, and His strength and His wondrous works that He has done. For He established a testimony in Jacob and appointed a law in Israel which He commanded our fathers, that they should teach them to their children, that the generation to come might know even the children yet to be born, that they may arise and tell them to their children, that they should put their confidence in God and not forget the works of God.” Ps. 78:4-7 (NAS)*

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### **SABBATH DAY**

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

## **PRAYER TIME**

The Staff and faculty meet for prayer weekly. Attendance is encouraged but not required.

## **CHAPEL INFORMATION**

Our Chapel time is once a week. This is a special time of worship and unity among our students. FORMAL UNIFORM is required on Chapel Days. Parents are always welcome to join us for Chapel. Parents, grandparents, or pastors of our students are encouraged to offer to speak at Chapel. Those interested in doing so should make their availability known to the Teacher. Teachers are required to secure a Chapel speaker on a rotation basis throughout the school year. (see Schedules for weekly breakdown)

## **CORE BIBLE INSTRUCTION**

Core instruction in and memorization of Bible verses will be from the following translations: Grades K-3 (New International Version), Grades 4-6 (New American Standard) and Grades 7-12 (New International Version). HCA does not endorse one version of scripture over another; however, we do use literal translations as opposed to paraphrase versions.

## **CURRICULUM**

HCA has a curriculum guide for each grade level and specific course. This ensures a consistent academic experience for each student regardless of who the teacher is. Teachers have and will continue to contribute to curriculum development. Input is always welcome and should be presented to the curriculum director, preferably in writing. One major and one minor subject will be reviewed annually on a rotating basis. Teachers are required to exclusively use the Board approved curriculum. Teachers may periodically want to supplement the approved curriculum with guest speakers, films, tapes or other materials. Teachers may request approval of such supplements by submitting the request in writing to the Curriculum Director using the enclosed form. (See Supplemental Curriculum Approval Form)

## **Mandatory Attendance Policy**

It is the law of the State of North Carolina that school age children be in school. Students at private schools are not exempt from this law. Pursuant to these laws and principles students who miss more than the equivalent of fifteen (15) days of school without making prior arrangements with the Headmaster may not receive passing credit for the year in question. Once a student reaches 10 absences, teachers and/or the principal should contact the parents with the goal of ensuring the parent's understanding of this policy. (See student section for more information)

## **Outgoing Calls From Students (guidelines for making outside calls)**

All students **must** have written permission from a teacher or staff member to make outgoing calls. These calls are to be made on the public phone located in the School's office.

### **Parents Leaving Messages for Students**

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

### **Scheduling Facility after School Hours**

Anytime there is an after hours (after 4:00 p.m.) use of the school facility (building or grounds), other than athletics, please notify the Administration. Please submit the facility usage form to the Administration. These forms may be picked up in the office. Many after hours and weekend events will require a rental fee of \$75 for a half day and \$ 125 for a full day.

### **Visitor Procedures**

To ensure the safety of our students and faculty, all visitors will be required to abide by the following guidelines during normal school hours:

- Sign in at the front desk and receive a visitor's tag that must be worn at all times.
- Parents of students enrolled at HCA may visit their child's classroom(s) at virtually any time during the school day. Anyone else, including but not limited to other family members, friends of students, and former students, may not freely roam the halls without permission from an administrator.
- Visitors may eat lunch with students with office approval. They will be required to remain in the office area if arriving early, and be required to leave as lunch ends. The HCA administration reserves the right to deny a visitor's request to eat lunch for a variety of reasons; including potential danger to students, outside events that may be occurring at the time, inappropriate dress, etc.
- A parent may desire that their child not have contact with specific individuals (boyfriend, girlfriend, divorced spouse (without visitation rights), etc). In these instances, the parents will need to contact the administration and communicate this desire. These individuals will not be allowed to visit the school.

Visitors in non-compliance with these procedures will be escorted out of the school.

### **HCA STUDENT PLACEMENT POLICY**

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

## **PROCEDURE FOR PARENTS REQUESTING CLASSROOM CHANGE**

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

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

## **BAD WEATHER POLICY**

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

1. The decision on whether to cancel or delay school due to weather conditions will be made by the school administration. Typically a final decision will be made by 6:30 a.m. Local media will be contacted as soon as possible to announce any changes in normal school hours.
2. You can find the HCA announcement at the sources listed below:
  - a. [www.hickorychristianacademy.com](http://www.hickorychristianacademy.com)
  - b. WSOC-TV Channel 9
  - c. WBTV-TV Channel 3 (cable 2)
  - d. WCNC-TV Channel 36 (cable 6)
3. The absence of an announcement on any of the above sources means the school will be open as usual.
4. In the event of a delayed opening as opposed to the canceling of school, please note the following:
  - a. two-hour delay – all students will report to school 2 hours late (10:00 a.m.). Half-day students will still be picked up at 12:00 noon on these days.
  - b. In unusual circumstances, there may be delays other than 2 hours (1 hour, 3 hours, etc.), but generally all delays due to weather will be 2 hours.

5. If during the day after school has begun, we experience inclement weather, we will follow the schedule of the HICKORY CITY SCHOOLS.
6. Do not call the weather bureau, television or radio stations, newspapers, sheriff's department or the Headmaster. All announcements will be made by television or internet.
7. Please remember that in making a decision on opening or closing schools, all school officials are primarily concerned with the safety and welfare of our students and staff.

## **FIELD TRIP POLICY**

Field trips are a significant aspect of the HCA curriculum, which are meant to supplement but not supplant the basic academic curriculum of the school. For academic, safety, and maturity reasons, the following guidelines are to be applied in the planning and implementation of all HCA sponsored field trips.

All field trips are to be approved by Administration via the Field Trip Planning Form.

1. All trips are to be related specifically to the curriculum and to curricular objectives for that particular class.
2. All Field Trip Planning Forms are to be submitted to Administration for approval by the following time guidelines. Upon approval by administration, teachers will notify parents.

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

3. Written permission for the trip must be given by the parents. Students of parents who do not give permission for a particular trip are not to be penalized directly or indirectly. Also, the student's absence in such a situation will be counted as excused, but the student must complete any work assigned as part of the field trip. Students not participating in class field trips will not be allowed to stay on campus at HCA.

4. The teachers are responsible for any necessary arrangements (fees, transportation, etc.). It is understood that the initial amount of the total cost of the year's field trips should be provided for out of the activity fee paid at the first of the year where applicable. Also in planning field trips, time and distance concerns should be considered. All teachers are responsible for keeping a written record of all payments received for field trips.

5. As representatives of the school, field trip wear must follow the spirit of the uniform policy whether the students are in “official” uniform or not.

6. Frequency:

K-4 – up to 3 trips per year

TK – 2<sup>nd</sup> grade – up to 4 trips per year

3<sup>rd</sup> – 12<sup>th</sup> grade – up to 6 trips per year

\*The first overnight trip that HCA offers is the Williamsburg trip in 5<sup>th</sup> grade costing approximately \$300.00 (3 nights).

Logic/Rhetoric Stage Extended Trips:

\*Extended Trips are defined as more than two days (one night) away from school/home. These trips will only take place in 6<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade.

6<sup>th</sup> Grade-Richmond, VA (2-nights)                      Approx. cost \$250.00

8<sup>th</sup> Grade-Washington, DC (3-nights)                      Approx. cost \$300.00

10<sup>th</sup> Grade- Philadelphia, PA (4-nights)                      Approx. cost \$375.00

12<sup>th</sup> Grade- Senior Trip TBD by Senior Class, parents, faculty, and Headmaster.

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

**Media / Electronics:**

In order to fulfill HCA’s mission statement of assisting parents, and, because of the diverse perspectives of our parents regarding music and media, HCA will refrain from making judgments which may contradict parent authority by excluding radio, television, personal headphones, magazines, gameboys, video, and the like on field trips. The exception is if the music, video, or whatever is part of HCA’s adopted curriculum the teacher may use it on the trip.

**Fundraising for Fieldtrips**

With the exception of the senior class, individual classes/grades may not conduct fundraisers on campus, which target HCA families, nor may they advertise in the monthly newsletter.

## **GRADING POLICY**

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

### **A. RIGHT JUDGMENT**

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

### **B. CONFIDENTIALITY**

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

## **Progress Reports**

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

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

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

## **BASIC SCHOOL RULES**

The following are essential policies we require all students to be aware of and adhere to.

### **STUDENT DRESS AND APPEARANCE**

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

### **STUDENT CONDUCT**

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. Talking back or arguing with teachers or staff is unacceptable. Prompt and cheerful obedience is expected at all times. Requests from teachers or staff should not have to be repeated.
3. No chewing gum.
4. No electronic devices on campus or on school sponsored events (headphones, cell phones, games, laptops, etc.) unless otherwise approved.
5. Student cell phones are unnecessary on school campus, and often cause distractions that inhibit the normal operation of the class. In addition to the annoying ring of the phone in class, texting during class will keep a student from maintaining his best academic effort, and may even be used for cheating and exchanging answers. When a faculty member sees or hears a student's cell phone during school hours, it will be confiscated and turned into the Headmaster. Upon the first offense, the phone will be held for one week before being returned. The second time, it will be held for one month. The third offense will result in the phone being taken until the final day of school. Obviously, for any emergency or for any calls to parents, the phone in the school office will be available to students as needed. Students may keep cell phones in their car during school hours, or may leave them in the main office during the school day. Students may have cell phones at after-hours at school events. Any other exceptions must come from the Headmaster.
6. Guns or knives are not allowed on the school grounds.

7. Students are expected to be aware of and avoid the off-limit areas of the building or grounds.
8. Students are expected to treat all of the school's materials or facilities with respect and care. This includes all textbooks distributed to the students. Parents will be charged for lost or damaged textbooks.

## **CLASSROOM RULES**

(Proverbs 13:18)

### **Primary Guidelines**

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

### **Additional Class Rules**

1. While inside the building use only indoor voices." No yelling or screaming. (I Thessalonians 5:8; Titus 2:6)
2. During class lessons, raise your hand and receive permission before speaking "Be quick to listen, slow to speak ..." (James 1:19)
3. While at your desk sit up straight (posture for learning) and keep all "six feet" on the floor. (I Peter 5:8; 1 Thessalonians 5:6)
4. Do not grumble, whine, or complain. (I Corinthians 10:10)
5. Do not throw anything or hit another person. (James 1:20)
6. Keep your desk, the classroom, and our school neat and clean. (Nehemiah 10:39)

7. All students are expected to follow directions, to use time wisely, practice self-control, and be diligent in their work. Having books, pencils, supplies etc. is considered part of being diligent. (Hebrews 13:17; Proverbs 13:4; I Peter 1:13; Colossians 3:23; Titus 2:6)
8. Do not gossip. “Back-biting” and verbal taunting are unacceptable. (Gossip is defined as talking to another person who is neither part of the problem nor the solution in regard to another person or situation). (Galatians 5:14 and 5:15; Proverbs 16:28)

**Etiquette Guidelines** (Proper behaviors of courtesy and chivalry)

1. Boys hold doors for girls, whenever possible.
2. Line up to go almost anywhere to and from the classroom.
3. Girls get in line first.
4. Stay in line and be quiet in the halls.
5. No running in the halls!
6. Keep hands and feet to yourself. Always respect the person and property of others.
7. All adults shall be addressed with respect. It is expected that all students will use “sir” and “ma’am” when addressing or responding to an adult.
8. Visitors to the classroom may be greeted by standing at the discretion of the teacher.
9. Students addressing the classroom teacher should do so while standing.
10. Students should sit up straight in their desk with a respectful posture.

**Classroom Discipline System (Grades TK – 3<sup>rd</sup>)**

The Transitional Kindergarten – 3<sup>rd</sup> grade classes use the “Self-Control Card System.” Whenever a student fails to follow one of the 3 Primary Guidelines or breaks one of the 8 other classroom rules, or must be reprimanded for not following Etiquette Guidelines, A DISCIPLINARY RESPONSE IS NECESSITATED. Using the Card System, the response WILL be as follows:

Students will be required to flip a card for each offense. All students start the day on white.

- |                                    |   |
|------------------------------------|---|
| 1 <sup>st</sup> Card -<br>(yellow) | Warning. No consequences. (Verbal, teacher will indicate consequence of flipping next card).  |
| 2 <sup>nd</sup> Card -<br>(green)  | Time out. (Nature of this will vary as to place or time and with age.)<br>Teacher to document action in Lesson Plan Book or a Discipline Log.<br>(Teacher will indicate consequence of flipping next card). |
| 3 <sup>rd</sup> Card -             | Teacher will notify the parents. Other Actions: loss of recess, silent lunch,   |

(blue) written confessions and apologies, etc. Teacher to document action in Lesson Plan Book or Discipline Log. (Teacher will indicate consequence of flipping next card).

4<sup>th</sup> Card - Teacher will phone parent. (Hold conference if necessary.)  
(pink) Teacher will inform Headmaster. Other discipline actions consistent with cards 2 & 3 may be applied and expanded. Teacher to document action in Lesson Plan Book or Discipline Log. (Teacher will indicate consequence of flipping next card).

5<sup>th</sup> Card - Student will be sent to Headmaster. Use written referral form.  
(red)

\*Whenever a teacher experiences a student continuing an inappropriate behavior day after day, even if it doesn't result in going beyond a warning or first check, the teacher should increase the consequences.

### **Classroom Discipline System (Grades 4<sup>th</sup> – 12<sup>th</sup>)**

Inappropriate classroom behavior (4<sup>th</sup> – 12<sup>th</sup> grade) not deserving of an immediate referral to the Principal will be handled in the following manner:

The teacher must clearly state his/her expectations of proper classroom behavior at the beginning of the school year and at various times throughout the year when appropriate. Each teacher should send home a list of classroom rules and expectations for the parent to sign and return. When those rules are broken within class, the first step in discipline should be a warning unless it is behavior that necessitates an automatic office referral as stated in policy. Warnings may be recorded by writing the student's name on the board or in the discipline log book.

Teachers should contact parents of students who consistently violate classroom/school rules as soon as possible. Once a student has been clearly warned that his/her behavior is unacceptable, **no more warnings need to be issued.** If subsequent inappropriate behavior occurs, the student will be given after-school detention where he/she will be expected to complete some form of disciplinary action (writing a paper regarding the nature of the offense, copying the rule broken, searching for scripture, writing a formal apology, cleaning the classroom, etc.). The teacher must fill out the proper referral form to pass on to the after-school coordinator.

After-school detention will be served as soon as possible following the offense. It is the teacher's responsibility to make sure the parent has been informed that detention has to be served. A student's first after-school detention will last 30 minutes, the second, 45 minutes, and all subsequent detentions will last 1 hour. The third after-school detention indicates a continuing problem, and, therefore, will also be an official office referral, accompanied by the appropriate discipline as spelled out in policy. Each after-school detention thereafter will also be an official office referral.

Teachers should document all disciplinary procedures in the discipline log book, including after-school detention and office referrals. There will also be records kept by the after-school detention coordinator and by the administration.

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

*Woe to him who builds his house without righteousness and his upper rooms without justice, who uses his neighbor's services without pay and does not give him his wages –  
Jeremiah 22:13*

## **DISCIPLINE POLICIES AND PROCEDURES**

The kind and amount of discipline (punishment) will be determined by the teacher and if necessary, the Administrator. The discipline will be administered in the light of the student's problem and attitude. All discipline will be based on biblical principles, e.g. restitution, apologies (public and private), restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline problems are to be dealt with at the classroom level. In order to maintain consistency, teachers will regularly meet together to discuss biblical standards and school policy concerning discipline. Love and forgiveness will be an integral part of the discipline of a student. (See also Classroom Discipline)

### **OFFICE VISITS**

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

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

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

1. Inappropriate display of affection

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

During the visit with the Administrator, the Administrator determines the nature of discipline. The Administrator may require restitution, including apologies, parental attendance during the school day with their student, or other measures consistent with biblical guidelines, which may be appropriate. They should end the visit with prayer.

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

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

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

\*The student shall receive a grade of zero for all daily assignments. Grades on other assignments due during the suspension will be reduced according to late policies.

### **EXPULSION**

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

eliminate behavioral problems before a fifth office visit, the student will be expelled.

### **SERIOUS MISCONDUCT**

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

### **READMITTANCE**

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

### **Afternoon Pick-up Conduct and Discipline:**

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

### **HCA Definition and Policy on Cheating**

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

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

Students who are given an assignment or assessment in school may not request, receive, or offer answers to that task without the expressed permission of the teacher who

originally gave the assignment. This includes, but is not limited to, all tests, quizzes, papers, homework, and projects.

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

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

1. Taking or receiving information. A student who looks onto another student's paper (or information source) in order to gain information that he would not have otherwise been able to provide on his own, is considered cheating. A student who turns in answers that were freely given him by another student in an effort to claim credit for himself is considered cheating.
2. Offering or giving information. A student who offers answers from his paper (or information source) to another student in order to assist them on answers that they would not have otherwise been able to provide on their own, is considered cheating. A student who gives his assignment answers to another student who did not complete the assignment on his own is considered cheating.
3. Plagiarism. Plagiarism is considered cheating, and is often illegal. Plagiarism is defined as taking someone else's original words, ideas, or thoughts and making them your own without giving proper credit to the source. Taking an original document, and changing a few words, is still plagiarism since it steals the original general thoughts of another. In other words, a document does not have to be a word-for-word copy to be considered plagiarism. Plagiarism may come from books, magazines, videos, internet, or any other source of original (copyrighted or not) material.

Those who give or receive information on such assignments will fall under the definition of cheating, and will lose credit on that assignment as well as receive an official office referral as stated in the school's discipline policy.

### **CELEBRATING HOLIDAYS AT HCA**

As with any other activity within the school, HCA desires to honor Jesus Christ in the way we celebrate holidays. Therefore, all holiday celebrations and parties held within the school will focus on the spiritual aspects of the season, and will generally avoid the secular practices. We do believe that every parent has the right to train their own children in any holiday traditions they like, and HCA does not take a stance on whether these are appropriate forms of celebration or not. However, HCA will typically avoid Santa Claus at Christmas, the Easter Bunny at Easter, and Halloween altogether since there is no scriptural basis for any of these, and they could detract from the real meaning of holidays meant to honor the Lord.

In addition, Each classroom is asked to look for ways to sacrifice a party during the school year in order to serve someone else. For example, a class may choose to visit a

nursing home to sing Christmas Carols in lieu of holding their own Christmas party at school. The purpose of this is to teach children the value of sacrifice and selflessness, which are missing in today's world of self-indulgence.

## **STUDENT RELEASE POLICY**

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

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

## **DROP-OFF/PICK-UP PROCEDURE**

Non-employee children may not enter the building until 7:40 a.m. (including carpool students who are riding with those leaving for early morning field trips and athletics). HCA will not provide supervision for any child prior to 7:40. Students who avoid the car line by walking into the building must be licensed drivers or be accompanied by a parent. Only the main entrance of the school building will be unlocked during school hours.

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

Pick-up is not the time to discuss your child's progress with the teacher. Parents may call the school office and leave a message for the Teacher to schedule a conference time. We strongly urge you to drive through to pick up your child unless you are signing them out early for the day. All students must be picked up by 3:05 pm daily. Students picked up after 3:05 pm are subject to an after school fee of \$10.00 for the first 5 minutes late and \$5.00 for each additional minute thereafter. Exceptions may be made for Logic/Rhetoric students by the administration, and usually will coincide with after-school events (ball games, tutoring, projects, etc.) Any students allowed to stay after hours will be subject to the same rules and authority as during the normal school day. These students must be accompanied by an adult who has fully agreed to hold them accountable for their actions.

## **COMPREHENSIVE GRIEVANCE POLICY**

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

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

### **DEFINITIONS:**

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

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

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

### **GUIDELINES:**

#### **Students/Parents to Teachers:**

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
2. If the problem is not resolved, the parents or student should bring the concern to the Headmaster. If the student brings the concern, he must have permission from his parents to do so.
3. If the problem still is not resolved, the parents should appeal to the Board or appropriate committee in writing and request a hearing from the Hickory Christian Academy Board or appropriate committee.

4. This procedure also applies to Board members/teachers who are acting in their capacity as parents/patrons and not as representatives of the Board /faculty or staff.

### **Parents/Patrons to Headmaster:**

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

### **Staff to Headmaster:**

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

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

### **Grievance Form:**

Parents Names \_\_\_\_\_

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher Name \_\_\_\_\_

Describe the nature of your grievance:

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

If so, when did that meeting take place? (date may be approximate) \_\_\_\_\_

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

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

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

## **POLICY FOR COMMUNICATING PROPOSALS OR SUGGESTIONS TO THE HCA BOARD**

### **Objective:**

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

### **Scope:**

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

### **Definitions:**

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

### **Guidelines:**

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

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

## **ADMISSIONS WAITING LIST PROCEDURES**

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

Priority on each waiting list will be determined by the following factors: (no particular order)

- Families with other children already enrolled at HCA;
- Students that have attended HCA in the past but left due to relocation, home-schooling, financial reasons, etc.;
- Board evaluation of Admission Criteria as applied to each applicant;
- Date of application.
- Employee (or potential employee) child

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

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

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## **SICK POLICY for Students**

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

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

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

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

## **Serious Illness and Emergency Care**

Students experiencing health problems (a cut, vision problems, upset stomach, fever) should be brought to the office, accompanied by an adult (or student if older than 3<sup>rd</sup> grade). The parents will be consulted regarding the next step.

### **Accidents / Injuries**

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

### **Student Accident Insurance**

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

## **Homeschool Guidelines**

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

1. Current HCA parents who wish to homeschool their children for a short term, then re-enroll them at HCA should put their intentions in writing so that the school can properly prepare for the following years with regard to enrollment numbers and curriculum purchases.
2. Homeschool parents who wish to re-enroll their children at HCA in the future are encouraged to follow approved HCA curriculum. Parents are responsible for ordering the curriculum themselves.
3. Homeschooled children may participate in HCA field trips and other class events, provided there is room. The parent should contact the appropriate teacher to make sure that effective communication occurs regarding such events, including all medical and insurance information. The homeschooled student will be required to obey all rules and dress codes set by the teacher for the particular event.
4. Homeschooled children may take the Stanford Achievement Test (or other standardized testing) with HCA students when the test is given (if the class size for that grade level is not to capacity). Parents who wish their children to participate in the standardized testing should notify HCA of their intentions prior to Christmas break, so that all appropriate forms can be ordered at once.
5. Former HCA students who are homeschooled for one year may return the following school year without the requirement of entrance testing, provided they supply the school with a copy of the standardized testing done during the homeschool year. Students who are homeschooled for two or more years will be required to take all entrance testing as a new student.
6. HCA teachers may assist homeschool parents with methods and curriculum on their own time. Teachers are required to focus on current HCA students during school hours. Any assistance given by an HCA teacher to a homeschool parent is purely voluntary. HCA does not require, or expect, any teacher to take time away from normal teaching duties to assist a homeschooled student.
7. 8<sup>th</sup> – 12<sup>th</sup> grade homeschooled students who wish to participate in the HCA athletic program must take at least 2 hours of classes each day at HCA. At least one of the classes must be academic in nature (i.e. – Math, English, Science, etc.). These students must go through the same admissions process, and be subject to the same school rules as any full-time HCA student.
8. Any student who has been homeschooled during 9<sup>th</sup> – 12<sup>th</sup> grade must fulfill the same graduation requirements as all other HCA students, if he wishes to receive a diploma from Hickory Christian Academy. There must be adequate evidence that the courses taught at home accomplished the same objectives as required by HCA. Homeschool students who wish to receive a diploma from HCA must be full-time students in the 11<sup>th</sup> and 12<sup>th</sup> grade.
9. Any copies of curriculum for homeschoolers must comply with legal copyright laws.

10. Parents who wish to homeschool a specific course, but enroll their child at HCA for the remainder of the school day must make that decision before school begins. Once student classes have started, parents may not pull a child out of any class to homeschool that subject without academic consequences. Those who choose to do so will receive a grade on their transcript reflecting the amount of work put into that particular course, consistent with the requirements placed on the other students in the class. Although HCA believes a parent has the right to educate their own child at home, we simultaneously abide by the biblical principle of fulfilling a prior commitment (finish what you have started with a Christ honoring attitude) stated in Matt. 5:37 and James 5:12.
11. Students who are not enrolled at HCA full-time (including those mentioned in #10), will not receive priority over new students who wish to enroll full-time in the following spring re-enrollment process.

## **HOMEWORK PHILOSOPHY AND GUIDELINES**

### **I. PHILOSOPHY**

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

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

## Hickory Christian Academy Final Exam Schedule for 8-12 Grade

An exam is defined as a mid term or end-of-year test used to determine the student's comprehension of material covered during the school year, as required by curriculum objectives. Any classes that use only a partial amount of a certain weekly class period may or may not give a final exam at the headmaster's discretion.

### **Exam Exemption Policy:**

Only 12<sup>th</sup> grade students will be eligible for exam exemption. The criteria will be as follows:

- An 'A' average with 3 or fewer absences (per semester)
- A 'B' average with 2 or fewer absences (per semester)
- A 'C' average with no absences (per semester)

Any student with a 'D', or 'F' semester average must take the exam in that course. Also, any student with an office referral (as defined in step 1 of the "Office Visits" heading under the "Discipline Policies and Procedures" section of the HCA Policy Manual) during the course of the semester must take the final in all classes where an exam is given. Each teacher will inform students of their exemption status no later than the Friday preceding exam week. The headmaster will be the final authority on determining exam exemption.

Students in 8-11<sup>th</sup> grade will take all exams at the times given in the school schedule.

### **Exam schedule:**

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

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

There will be a 20 minute break between exams.

8-12<sup>th</sup> grade students are allowed to leave school at 12:00 on exam days.

Preschool - 7<sup>th</sup> grade students will have normal class schedules on exam days.

Students who choose to leave school early for family vacation (or other reasons), will take their exam(s) upon their return to town following the completion of the school year. Those student's report cards will be mailed upon completion of all non-exempted exams.

Final exams count 15% of the semester grade for the entire school year. Exams should be graded, and students given the opportunity to view the exam, within three (school) days of the completion of that particular exam.

## Policy on Foreign Exchange Students

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

1. The headmaster will hold initial discussions with the host family and the exchange student agency to ascertain the feasibility of the exchange scenario.
2. The host family will be considered, by HCA, as the legal guardians of the exchange student during his stay in America. The host family will be required to comply with all the policies and guidelines that other HCA parents follow, and be required to sign the Parent Commitment form as the “surrogate parent”.
3. HCA may have to waive all academic testing requirements due to geographic limitations.
4. The headmaster will request records, and gather as much information as possible on the student in question. The exchange student must provide a transcript listing all previous courses completed and grades earned.
5. The headmaster will present a summary of his findings to the school board, along with a recommendation for acceptance or denial.
6. The board may require a parent interview with the American host family prior to acceptance. The interview may be waived only if the host family is referenced and recommended by at least two board members (including the headmaster).
7. Once accepted, and the student is in the United States, the student and host family will meet with the headmaster prior to beginning classes to decide on course load and extracurricular activities (i.e. sports, electives, clubs, etc.).
8. The headmaster will submit a summary of all school-related fees to the school bookkeeper for billing purposes. This will include Application Fee, Registration Fee, Tuition, Athletic Fees, Lab Fees, Club dues, etc.). This bill should include all potential fees for the entire school year (except unknown field trips), and should be paid in full within the first month of the student’s attendance.
9. Selected teachers should meet with the student, host family, and headmaster prior to the student beginning classes.
10. The exchange student will be graded on the same scale and standards as other HCA students. Any exceptions based on language barriers, or other reasons, must be approved by the headmaster.
11. Should the exchange student choose to not comply with school policies, or be unable to adequately complete the school curriculum, the exchange program can be terminated at any point by HCA. Disciplinary matters will be handled according to normal school policy. Exchange students run the same risk of detention, suspension, and expulsion as any other student at HCA. HCA will handle academic problems with compassion and understanding of the situation, but will generally not alter the school’s pacing and curriculum for a foreign exchange student. Every effort will be made to frequently communicate academic progress with the host family.

## **Graduation Requirements**

for  
Hickory Christian Academy

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

<u>Credits</u> <sup>a</sup>	<u>Subject Area</u>
4.0	English
4.0	Math (including Algebra I, Geometry, and Algebra II)
3.0	History (including World History, US History, and Civics)
3.0	Science (including Biology and Chemistry)
2.0	Foreign Language
2.5	Bible
1.0	Health/P.E. <sup>b</sup>
1.5	Rhetoric
1.0	Fine Arts Elective (Art/Praise Band/Drama/Music/Yearbook)
<u>2.0</u>	Additional Electives
24.0	

<sup>a</sup> Credits are earned based on the length of time a class meets.

Year long class= 1 credit

Semester class = 0.5 credit

<sup>b</sup> Student may earn 0.5 credit toward the PE total by participating in a high school sport.

Study Hall does NOT count toward Graduation Requirements.

## **Graduation Honors**

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

Summa Cum Laude                      4.0 GPA

Magna Cum Laude                      3.8 GPA

Cum Laude                                3.5 GPA

## **Placement Procedures for Honors Literature Classes**

- I. Current HCA Students Entering 9<sup>th</sup> Grade
  1. Any student having C's or lower in English Literature on their report card, including mid-semester grades, will not be considered for honors, regardless of other scores.
  2. Grades for English/literature class must be 87/B or higher (not B-) on their report card, including mid-semester grades, and through the last progress report.
  3. Must score at the 80th percentile or above in Reading Comprehension and Total Language on their 8th (or 7th) grade Stanford Achievement Test.
  4. If student does not meet all of the above requirements, the student's 8<sup>th</sup> grade English/literature teacher may recommend placement PRIOR to the parents being notified of placement decision.
- II. New Students Entering High School
  1. Must have straight A's on their report card in their most recent English/literature class.
  2. Must score at the 85<sup>th</sup> percentile (115 standard score – high average) or above in Passage Comprehension and Verbal Comprehension on the Woodcock-Johnson.
  3. Must have strong writing skills as evidenced by a sample of the student's writing.
- III. HCA High School Student Currently in Regular Literature Class
  1. Must have straight A's on their report card, including mid-semester grades, in their regular literature class.
  2. Must score at the 80th percentile or above in Reading Comprehension and Total Language on their latest Stanford Achievement Test.
  3. Must have strong writing skills as evidenced by a sample of the student's writing.

### **Procedure for Current Honors Literature Student to Remain in the Honors Program**

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

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

## **Placement Procedures for Honors Math Classes**

- I. Current HCA Students Entering 8<sup>th</sup> Grade
  1. Any student having C's or lower in English Literature on their report card, including mid-semester grades, will not be considered for honors, regardless of other scores.
  2. Must have 87 or better average on tests in 7<sup>th</sup> grade math from the first grading period through the last progress report.
  3. Must score at the 90<sup>th</sup> percentile or above in Total Math on their 7<sup>th</sup> grade Stanford Achievement Test.
  4. Must score 90 or higher on HCA's math placement test given in May.
  5. If student does not meet all of the above requirements, the student's 7<sup>th</sup> grade math teacher may recommend placement PRIOR to the parents being notified of placement decision.
- II. New Students Entering 8<sup>th</sup> grade
  1. Must have straight A's on their report card in their most recent math class.
  2. Must score at the 90<sup>th</sup> percentile (119 Standard Score – high end of High Average range) or above in Calculations and Applied Problems on the Woodcock-Johnson.
  3. May be required to take HCA's math placement test and meet qualifying score of 90 or higher.
- III. Current 9<sup>th</sup> Grade Student in Algebra I wanting to move into the Honors Math Program for 10<sup>th</sup> grade.
  1. Must have straight A's on their report card in their algebra I class.
  2. Must make an A on their final exam in their algebra I class.
  3. Must score at the 90<sup>th</sup> percentile or above in Total Math on their latest Stanford Achievement Test.
  4. Must take geometry during the summer using a textbook and teacher approved by HCA's Headmaster. HCA prefers that students use our geometry textbook and our math teachers.
  5. After completing the geometry textbook during the summer, student must score an 88 or higher on a comprehensive geometry exam.

### **Procedure for Current Honors Math Student to Remain in the Honors Program**

- Student may not have three or more C's in honors math on report card.
- Student may not have a D or F in honors math on report card.

Any honors math student who does not meet the requirements to remain in the honors math program may opt to retake the class during the summer, using our textbook and an HCA math teacher. The student must also score 77 or higher on a comprehensive math exam.

## **Procedure for Calculating Class Rank & Valedictorian**

1. Each quarter, teachers will assign report card grades to each student in the class. 9-12<sup>th</sup> grade students will receive a GPA (Grade Point Average) value as defined in the Staff Handbook, which will be recorded on the permanent transcript.
2. The cumulative GPA will be averaged each quarter throughout the high school years. Class rank will be re-done each time report cards are issued.
3. Students/Parents will be updated each quarter regarding their GPA and class rank.
4. Students taking courses designated as “honors” level will receive an additional point toward their GPA upon each quarter’s calculation. This is designated as a “weighted” GPA.
5. HCA will keep track of all student grade point averages.
6. Official class rank will be based on the weighted GPA.
7. At final graduation, a class Valedictorian will be presented. Valedictorian is the senior with the highest cumulative GPA after the completion of the senior year.
8. The Valedictorian must have been a full-time student at HCA during both the 11<sup>th</sup> and 12<sup>th</sup> grade years. Students transferring to HCA from another school after 10<sup>th</sup> grade, will not be eligible for the title of Valedictorian, but may attain a class rank as high as #2.
9. HCA will only transfer weighted courses from another school if they are in line with available weighted courses offered at HCA. Other courses designated “weighted” at another school will be transferred as non-weighted at HCA. The designation of transferred courses as weighted/non-weighted is determined by the Headmaster.
10. High school classes taken in a homeschooled environment will not be given points toward overall GPA. HCA may require a homeschooled student to take an assessment to prove mastery of completed courses before granting graduation credit for those particular courses.
11. Transcripts sent to colleges or other institutions will generally reflect the above guidelines regarding class rank and GPA. However, HCA may include weighted courses taken at another school on these transcripts when it is in the student’s best interest.

## **Grade Promotion and Academic Probation**

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

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

### **Academic Probation\***

Academic probation is reserved for students who:

- Earn overall grades under a ‘C’ (2.0 GPA) average for one semester (2 quarters).
- Are incapable of keeping up the pace and workload of the class even with additional testing, tutoring, training, etc.

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

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

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

- Seek out professional psychological testing to identify learning “gaps” and weaknesses that may be a help for the school in educating this particular student (provided the testing shows that academic success at HCA is a reasonable goal).
- Have consistent parental support and communication with the school (teachers and administration) regarding the progress of this student.
- Have maximum effort (in class and out of class) from the student on the majority of assignments and assessments.
- The student is not a disciplinary problem and exhibits a positive attitude while at school.
- Shows consistent progress in addressing the identified weaknesses.
- The student’s teachers are in agreement with the previous statements.
- The student is seen by the school administration as a positive addition and influence within the classroom.
- Unforeseen circumstances (i.e. family death, sickness, etc.) that may cause a student’s academic performance to fall below his “typical” results.

### Grade Promotion

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

- He shows proficiency in basic phonics, reading, and math skills as determined by teacher recommendation and the Woodcock-Johnson Assessment (given to all kindergarten students in the spring).

A student in 1<sup>st</sup> – 5th grade will be promoted to the next grade level if

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

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

- He is not on academic probation at the end of the school year, meaning his overall average for the last two quarters must be at or above a ‘C’ average if he was placed on probation after 1<sup>st</sup> semester.
- He passes math, English, and reading and fails no more than one other subject for the year (students who struggle in English and/or Math may be required to take formal tutoring during the summer for promotion).

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

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

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

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

## **REQUIREMENTS FOR MOVING TO A REQUESTED GRADE**

### **LEVEL:** **(skipping a grade)**

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

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

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

## **Part-time Enrollment (8<sup>th</sup> – 12<sup>th</sup> grade only)**

Hickory Christian Academy does allow enrollment of part-time students who wish to take select courses to enhance their other learning opportunities beginning in 8<sup>th</sup> grade.

In general, the school day is divided into seven (7) class periods for grades 8-12. A class is defined as a 5 hour course. A student may opt for 2 or more courses that fit within a 5 hour block and still pay the fee for one course (i.e. Latin [3 hours] and Typing [2 hours] would fall within the one course definition). A student generally will not get a prorated fee for courses under 5 hours.

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

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

**Example:** A 10<sup>th</sup> grade student desires to attend HCA for athletic eligibility. He chooses to take two courses (i.e. Geometry and History). These two courses take 2/7 of the normal seven hour course load. Normal yearly tuition for a 10<sup>th</sup> grader is \$5000. Therefore, his tuition would be 2/7 of \$5000, or approximately \$1430.00 plus \$143.00 for a total of \$1573.00 This amount is payable in one lump sum, or monthly payments during the course of the school year.

A part-time student who wishes to be eligible for athletics at HCA must take at least two (2) classes (10 hours per week) and maintain all other eligibility requirements as stated in the athletic handbook. Athletic eligibility also requires that at least one of the classes taken be academic in nature (i.e. Math, English, Science, History, Language, etc.).

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

## **ATTENDANCE REQUIREMENTS**

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

- I. **Short-Term Absences:** If a student needs to be absent from school for one to two days, for any reason, the parents should contact the teacher by note or phone as soon as possible. Missed work may be picked up in the classroom after 3:05 on the day of the absence. It is the parent's responsibility to work with each teacher to make sure concepts and assignments covered during an absence are learned. All make-up work should be completed and turned in on a timely basis as set forth through communication between teacher and parent.
- II. **Long-Term Absences:** If a student needs to be absent for three or more consecutive days, the parents should notify the school in writing explaining the circumstances. This will permit the office to inform the appropriate teacher(s) and to compile the necessary schoolwork that the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork. For planned absences, (ie: trips, vacations, etc.) notification should be made at least one week in advance. It is the parent's responsibility to work with each teacher to make sure concepts and assignments covered during an absence are learned. All make-up work should be completed and turned in on a timely basis as set forth through communication between teacher and parent.
- III. **Extended Absences:** We will gladly cooperate with families taking their children from school for vacations, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed. We recommend that prior to a planned, extended absence the student(s) work ahead. This eliminates both the need to work on vacation or doing a significant amount of make-up work. It is the parent's responsibility to work with each teacher to make sure concepts and assignments covered during an absence are learned. All make-up work should be completed and turned in on a timely basis as set forth through communication between teacher and parent.
- IV. **Tardies\*:** Punctuality is an important trait to instill in our children as they are being prepared for life after formal schooling. Being late to school or class disrupts classes and takes time away from the instructional process, affecting everyone, including the tardy student. For these reasons, tardies will be treated in the following manner: a student in PS-5<sup>th</sup> grade arriving after 8:00 must be signed

in by his parent at the school office and then be escorted to class or Chapel Assembly, as appropriate. Tardies in 6<sup>th</sup>-12<sup>th</sup> grade will be handled at the classroom level. Any student arriving at school after 8:15 should sign in at the school office and receive a class admission slip before reporting to class.

\*Tardy is defined as not being at the proper place and prepared to participate appropriately at the proper time.

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

1. Being late for morning drop-off (for any reason). Students should be in their classrooms prepared to begin the day no later than 8:00 a.m. Obviously, this means parents should drop off their children so that they have adequate time to unpack and be seated for class.
2. Being late for afternoon pick-up (for any reason). This means after 3:05 p.m.
3. Being late for class when expected to be there at a specific time. This will generally apply to the 8-12 graders, but will be enforced school-wide.

Also, please remember that if you do bring your child in after 8:00, you must sign the clipboard in the office. We cannot legally have students on campus without the office knowing where they are. This is crucial for the protection of the child and the school.

**Preschool through 5<sup>th</sup> grade** – Parents are responsible for having their children to school on time each day. The first tardy, each quarter, will serve as a warning. Upon the second tardy, the teacher will contact the parent (by phone or letter signed by parent). Upon the third tardy, an administrator will call the parent. Upon the fourth tardy, the administrator will meet with the parents and child to discuss the ongoing problem. Excessive tardies may result in referral to the school board and/or dismissal from HCA the following school year. The tardy count will start over each quarter.

**6<sup>th</sup> – 12<sup>th</sup> grade** – Most of these students are changing classes throughout the day and must assume the burden of responsibility for being prompt to class. Teachers will keep accurate records of tardies to each class. Students will be required to stay after class for 3 minutes for each individual tardy. Upon the second overall tardy (in one week's time period), students will receive Friday lunch detention and the parent will receive a phone call from an administrator. Seniors will lose off-campus lunch privileges for that week. Upon the third tardy to an individual class, within one quarter, students will receive a 30 minute after-school detention from the teacher and a call home. If this is the second tardy within a week, students will also receive Friday lunch detention. Upon the fourth tardy to an individual class, students will be referred to an administrator who will contact the parents and assign a 45 minute after school detention. Upon the fifth tardy to an individual class, an administrator will call home and the student will receive an hour detention. Upon the sixth tardy to an individual class, an administrator will hold a conference with the student and parents to discuss further consequences. Seniors are allotted one lunch detention per quarter. Additional detentions will result in loss of exam exemption status in all classes. The tardy count will start over each quarter.

## **TEXTBOOK PROCEDURE**

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

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

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

<u>Condition</u>	<u>Description</u>
<i>New</i>	Flawless book. Recently purchased or never previously used.
<i>Good</i>	Slightly bent corners and pages. No significant markings or damage.
<i>Fair</i>	Some damage to corners/spine of book. Markings on pages. Still easy to read and use in class. Slight water damage.
<i>Poor</i>	Significant damage to corners/spine of book. Pages ripped. Major markings. Significant water damage.
<i>Bad</i>	Practically unusable. Cover torn off. Pages missing. Major damage by any means. Should only be used as a last resort.

Towards the end of the year, teachers will inspect each book and label the condition again using the same standards. Books that drop more than one level of condition may require the user to reimburse the school for damages. Teachers will notify the parents of the damage to the textbook and the amount to be reimbursed. The amount billed will be based on the extent of the damage and will be determined by the Headmaster and/or Curriculum Director. Lost books must be paid for before report cards are issued.

## **UNIFORM POLICY**

The wearing of uniforms at HCA accomplishes a number of valuable objectives. Uniforms instill in students a sense of belonging and loyalty to the school community. Student behavior and productivity are generally improved when students wear uniforms. Wearing a prescribed uniform helps de-emphasize fashion consciousness and diminishes tendencies to form socioeconomic cliques. Most families find that purchasing uniforms costs less than buying the typical student wardrobe and uniforms help reduce family conflicts over what to buy and what to wear. Uniforms serve a practical purpose of safety since students are easily identifiable on field trips and persons not in uniform are easily spotted on our campus. **Finally, uniforms look nice and help create a positive impression of our students and our school within the community.**

**HCA's approved Uniform supplier is Land's End School, Inc. Uniforms may be purchased preferably through the catalog or on line using our preferred school #9000-6150-8. Uniforms may be purchased through some Sears stores that have contracts with Land's End School, the uniform division. The closest stores are in Asheville and Winston Salem. Use the charts on the following pages along with the official Land's End School catalog to determine exact needs and sizing for your child.**

- To honor God and uphold the way He created boys and girls differently, uniforms will be distinctly feminine for girls and distinctly masculine for boys.
- Girls may purchase the feminine cut polo shirts called fit-for-her in proper colors specified in age appropriate categories. **Remember when ordering** – Tight-fitting clothing is not allowed. Shirts should not reveal midriff skin even when bending or raising arms.
- Because of differences in quality, color, and material all uniform items must be purchased through HCA's approved supplier except belts, socks, shoes, leggings, and sweatpants.
- Belts are required for boys 1<sup>st</sup> grade and up. Boys: A brown or black leather looking belt must be worn with uniform. Girls: If belt is worn it must be brown or black leather looking. No ornaments for boys or girls on belts.
- No Cargo or Carpenter style pants, shorts, skorts, or skirts are allowed. Corduroy pants and skirts are allowed for students in 6<sup>th</sup> – 12<sup>th</sup> grade only.
- P.E. uniforms are required for all children 3<sup>rd</sup> grade and up and must be purchased through HCA with HCA official Logo. Appropriate athletic shoes must be worn to PE. Navy sweatpants are an optional item and may be purchased at any retailer.
- **Students may be asked to remove accessories that are distracting or inappropriate at the Headmaster's request.**
- Outerwear permitted in the classroom other than HCA sweatshirts and uniform sweaters for grades PS-5<sup>th</sup> is the Land's End (HCA official monogram required) Fleece jacket and vest. In 6<sup>th</sup>-12<sup>th</sup> grade only, HCA official "Knight" Hoodies may be worn as well as the above in the classroom. All other outerwear must be removed upon arrival

to school. Sweatshirts, other than HCA sweatshirts, should not be worn in class at any time. These items not only hide the attractive look of the uniform, but are also a distraction in the classroom.

- All skirts and skorts must touch the knee, as defined by the crease in the back of the knee. Neither skirts nor skorts may be altered or hemmed without permission from the board liaison. It is also unacceptable for skirts or skorts to be rolled up in order to shorten the length.
- Students may wear any uniform choice in any combination of top with any bottom daily with the exception of formal day (i.e. shorts may be worn in winter or turtle necks in summer).
- No other items may be visible under or over uniforms at anytime with the exception of the 9<sup>th</sup>-12<sup>th</sup> grade only. Undershirts may be worn and must be solid white, gray or match color of top and be tucked in. No lace or emblems. Sleeves cannot show beneath shirt.

- **DRESS SHOES-** brown, black or navy blue leather like or suede shoes with closed toe and heel are required for all.

GIRLS:

PS-5<sup>th</sup> Grade-flat shoes with rubber soles, heels less than 1 inch (remember that students will be playing each day and safety is of the utmost importance) Mary Jane style is recommended.

6<sup>th</sup>-12<sup>th</sup> Grade- heels less than 2 inches or dressy loafer style, slip-on shoe.

BOYS:

PS-12<sup>th</sup> Grade- comfortable low-top dress shoes in brown or black with low heel.

- **TENNIS SHOES:**

Tennis Shoes are an optional item. They must be neat in appearance and simply styled.

Tennis shoes with shoestrings or slip-on style with faux laces are permitted. Tennis shoes must not be worn to Chapel. Tennis shoes may be worn on any day when formal uniform is not required. Neat, simply styled low-tops and mid-tops are allowed with white or neutral colored background (gray, black, khaki, blues) with any color accent. Shoes should not be distracting. No characters (i.e.: Spiderman, Hello Kitty) on shoes. No patterned shoes (i.e.: floral, plaid). High-tops, lights or wheels of any type are not permitted.

- **OPTIONAL SHOE FOR PS-12<sup>th</sup> BOYS:** Low-top all-weather moc (see Land's End catalog for example) in solid black, brown, tan, or navy. These may not be worn with the formal uniform. These do not have to be purchased through Land's End.

**Boots, Sandals, Flip flops, or slippers are not allowed for boys or girls.**

- **SOCKS:**

PS-5<sup>th</sup>

Girls: can choose from navy, white or red in socks or tights. Socks must be visible. Navy Leggings may be worn in the winter for warmth under jumper only.

Boys: socks must be white or match pants or shoes. On formal days navy blue socks or socks that match the color of their shoes are required. Socks must be visible.

6<sup>th</sup>-8<sup>th</sup>

Socks for **both boys and girls** are required to be worn with shoes and may be white, navy, khaki, brown or black

Girls: Formal-Must choose from navy or white in knee socks or tights.

Boys: Formal - Socks must be navy or black.

### **9<sup>th</sup>-12<sup>th</sup>**

Socks for **both boys and girls** are required to be worn with shoes and may be white, navy, khaki, brown or black

Boys –Formal -Navy or black socks. Girls formal – Pantyhose (natural in color) OR white or navy knee socks –

**No short socks allowed** (i.e. athletic socks, bobbie socks, etc.) with ANY FORMAL UNIFORMS-boys or girls.

Certain shoes designed to wear without socks are allowed, see your Administrator for more details.

The HCA uniform must be worn appropriately, with shirttails in, sleeves and collars buttoned, etc. The uniform should be clean and neat at the beginning of each day. Uniforms must fit properly and be modest in appearance. The consequences for wearing the incorrect uniform or for wearing a uniform inappropriately will be considered as a **disciplinary action**.

### **Accessories and Hair Coloring:**

1. All jewelry must be worn modestly. Earrings and bracelets should not be distracting. Boys may not wear earrings. Students may be asked to remove jewelry at the Administration's request.
2. Hair colorings must be modest and natural in appearance.
3. No head coverings may be worn at school (i.e.- bandanas, hats, kerchiefs, etc.) Hats may be worn at specific functions as directed by the school.
4. No visible tattoos (temporary or permanent) are allowed.
5. Hair styles must not be hanging down in the eyes for girls or boys. Boys hair should be above the eyebrows, cover no more than half the ear, and off the collar.
6. Boys participating in athletics must keep their hair cut according to conference rules and guidelines.

### **Monthly "Dress Down" Friday:**

(September-May)

One Friday each month (as assigned by the administration) will be designated as "Dress Down Friday". On these days, students may wear blue jeans (or any uniform bottoms) and PE uniform shirt (or sweatshirt) choices, HCA Spirit wear purchased through HCA or any optional uniform shirt. Belts are optional. The jeans must fit properly (no baggies, no holes, not too tight). Shirts must be tucked into the jeans and normal uniform tennis shoes must be worn. Should a student choose not to participate in the "Dress Down" Friday, he must wear his normal uniform on that day. Any student who chooses not to abide by the stated guidelines for "Dress Down" days may be prohibited from participating in future days as deemed appropriate by the administration. These days are meant to be a fun alternative for the students and we expect everyone to respect those intentions by abiding by the guidelines.

### **REQUIRED FORMAL UNIFORM:** (To be worn on chapel days)

All Students PS-12<sup>th</sup> are required to wear formal uniforms appropriate per season on their grade specified Chapel day. You will find their uniforms on the charts below.

***Fall/Spring SEASON (August – October & April- June)***

***Winter SEASON (November – March)***

## PS – 5<sup>th</sup> Grade Uniform Policy

<b>PS – 5<sup>th</sup> Grade Uniform LAND'S END UNIFORMS School No. 9000-6150-8</b>	<b>Boys</b>	<b>Girls</b>
<b>CHINO PANTS (NO Cargo, NO Flares, NO Crops, NO Cords)</b>		
Navy Long Pants (pleated, elastic waist, plain front, stretch)	<b>Required (Chapel)</b>	Optional
Khaki Long Pants	Optional	Optional
<b>CHINO SHORTS (NO Cargo)</b>		
Khaki Shorts , Navy Shorts	Optional	N/A
<b>JUMPERS (On-In-A-Jiff Styles only)</b>		
Navy Jumper	N/A	<b>Optional</b>
<b>Plaid Jumper (Hunter/Classic)</b>	N/A	<b>Required (Chapel)</b>
<b>CHINO SKORTS (NO Cargo)</b>		
Navy Skort(At the Knee)	N/A	Optional
Side Pleat Stretch Skort (Above the Knee) Navy or Khaki		Optional
<b>POLO SHIRTS (girls may wear feminine cut)</b>		
Navy Short-Sleeve, or Long-Sleeve	Optional	Optional
Red Short Sleeve, or Long-Sleeve	Optional	Optional
<b>White Short-Sleeve</b>	<b>Required (Chapel)</b>	Optional
White Long-Sleeve	Optional	Optional
<b>TURTLENECKS AND MOCK TURTLENECKS -long-sleeve only</b>		
Navy, Red, White	Optional	Optional
<b>OXFORD SHIRTS</b>		
<b>Blue Long-Sleeve (not French blue)</b>	<b>Required (Chapel)</b>	N/A
<b>PETER-PAN SHIRTS (microfiber or cotton)</b>		
White Long-Sleeved ruffled collar or plain collar	N/A	Optional
<b>White Short-Sleeved ruffled collar or plain collar</b>	N/A	<b>Required (Chapel)</b>
<b>Blue Long-Sleeved ruffled collar and sleeve or plain collar</b>	N/A	<b>Required (Chapel)</b>
<b>SWEATERS (NO MONOGRAMS)</b>		
Red (Cardigan Zip front, Crew, V-Neck, Vest)		
Red (Fine Gauge Cardigan†, Cable Crew)	Optional	Optional
<b>FLEECE JACKET AND VEST (LAND'S END)</b>		
Navy, Embroidered with Knight's Logo	Optional	Optional
<b>Purchase from HCA</b>		
<b>HCA T-Shirts, Shorts</b>		
White, Navy	Required (3 <sup>rd</sup> – 5 <sup>th</sup> )	Required (3 <sup>rd</sup> – 5 <sup>th</sup> )
<b>Purchase from HCA</b>		
<b>HCA SWEAT SHIRTS</b>		
Navy *Navy <b>OR</b> White required, <b>Not</b> both.	Optional	Optional
<b>Purchase from any supplier</b>		
<b>P. E. SWEATPANTS</b>		
Navy or Navy with white/gold stripe	Optional	Optional
<b>Purchase from any supplier</b>		
<b>BIKE SHORTS</b>		
Navy, Black or White (to be worn under jumpers only)	N/A	Optional
<b>LEGGINGS</b>		
Navy only-anytime		Optional
<b>Knights Hoodies may not be purchased by Grammar stage students</b>		

## 6<sup>th</sup> - 8<sup>th</sup> Grade Uniform Policy

<b>6<sup>th</sup> – 8<sup>th</sup> Grade Uniform LAND'S END UNIFORMS School No. 9000-6150-8</b>	<b>Boys</b>	<b>Girls</b>
<b><u>CHINO PANTS (NO Cargo. Corduroy pants are allowed.)</u></b>		
Khaki Long Pants	Optional	Optional
<b>Navy Long Pants</b>	<b>Required (Chapel)</b>	Optional
Khaki Chino Flares	N/A	Optional
Navy Chino Flares	N/A	Optional
<b><u>CHINO SHORTS (NO Cargo)</u></b>		
Khaki Shorts	Optional	N/A
Navy Shorts	Optional	N/A
<b><u>SKIRTS (NO Cargo)</u></b>		
"Below the Knee" stretch Chino Skirt Navy or Khaki With pockets	N/A	Optional
<b>A-line Just above the knee Classic Navy Skirt</b>		<b>Required Chapel</b>
<b><u>CHINO SKORT (NO Cargo)</u></b>		
Navy and/or Khaki Skort –"At the Knee Blend Chino"	N/A	Optional
<b><u>POLO SHIRTS (girls may wear feminine cut)</u></b>		
Red, Navy, Maize, or Evergreen short or long sleeve	Optional	Optional
<b>White Short-Sleeve</b>	<b>Required (Chapel)</b>	<b>Required (Chapel)</b>
White Long-Sleeve	Optional	Optional
<b><u>TURTLENECKS AND MOCK TURTLENECKS -long sleeve only</u></b>		
Red, Navy, Maize, Evergreen, or White	Optional	Optional
<b><u>OXFORD SHIRTS</u></b>		
<b>White Long-Sleeve</b>	<b>Required (Chapel)</b>	<b>Required (Chapel)</b>
<b><u>SWEATERS (NO MONOGRAMS)</u></b>		
Evergreen or Red (Cardigan, Crew, V-Neck, Vest)	Optional	Optional
Evergreen or Red (†Fine Gauge Cardigan, Cable Crew)	N/A	Optional
<b><u>FLEECE JACKET AND VEST LAND'S END ONLY</u></b>		
Navy, Embroidered with Knight's Logo	Optional	Optional
<b><u>Purchase from HCA</u></b>		
<b><u>HCA P.E. Shirts and Shorts</u></b>		
<b>Navy or White required, Not both</b>	<b>Required</b>	<b>Required</b>
<b><u>HCA SWEATSHIRTS</u></b>		
<b>Navy or White required, Not both</b>	<b>Optional</b>	<b>Optional</b>
<b><u>KNIGHT'S HOODIE</u></b>		
Navy and/or Gray	Optional	Optional
<b><u>Purchase from any supplier</u></b>		
<b><u>P. E. SWEATPANTS</u></b>		
Navy or Navy with white/gold stripe	Optional	Optional

## 9<sup>th</sup> - 12<sup>th</sup> Grade Uniform Policy

<b>9<sup>th</sup> – 12<sup>th</sup> Grade Uniform</b> <b>LAND’S END UNIFORMS</b> <b>School No. 9000-6150-8</b>	<b>Boys</b>	<b>Girls</b>
<b><u>CHINO PANTS (NO Cargo. Corduroy pants are allowed.)</u></b> Khaki Long Pants	Optional	Optional
<b>Navy Long Pants</b> Khaki Chino Flares or crops Navy Chino Flares or crops	<b>Required (Chapel)</b> N/A N/A	Optional Optional Optional
<b><u>CHINO SHORTS (NO Cargo)</u></b> Khaki or Navy Shorts Khaki or Navy “At the Knee” length Shorts	Optional N/A	N/A Optional
<b><u>SKIRTS (NO Cargo)</u></b> “Below the Knee” stretch Chino Skirt Navy or Khaki With pockets <b>A-line Just above the knee Classic Navy Skirt</b>	N/A	Optional <b>Required Chapel</b>
<b><u>CHINO SKORT (NO Cargo)</u></b> Navy and/or Khaki Skort –“At the Knee Blend Chino”	N/A	Optional
<b><u>POLO SHIRTS (girls may wear feminine cut)</u></b> Short and Long Sleeve Polo’s in the following colors: Chambray blue, Maize, Red, Classic Navy, Evergreen, or White <b>Chambray Blue Short-Sleeve</b> Boys must tuck in shirts at all times	Optional <b>Required (Chapel)</b>	Optional N/A
<b><u>TURTLENECKS AND MOCK TURTLENECKS -long sleeve only</u></b> Chambray blue, Maize, Red, Classic Navy, Evergreen, or White	Optional	Optional
<b><u>OXFORD SHIRTS</u></b> <b>Blue Long-Sleeve (not French Blue) with Classic Navy/Crimson Stripe Tie Winter Formal</b>  <b>White Woven 3-Quarter Sleeve with Light Sea Blue Argyle Sweater Vest (Year-Round Formal) Shirt must be tucked in</b>	<b>Required (Chapel)</b>	<b>Required (Chapel)</b>
<b><u>SWEATERS , V-Necks, Cardigans, Crewnecks, Vests, (NO MONOGRAMS)</u></b> Red, White, Maize, Evergreen or Navy Land’s End shirts must be worn underneath all sweaters	Optional	Optional
<b><u>FLEECE JACKET AND VEST LAND’S END ONLY</u></b>		
Navy, Embroidered with Knight’s Logo	Optional	Optional
<b><u>Purchase from HCA</u></b>		
<b><u>HCA P.E. T-SHIRTS and Shorts</u></b> Navy shorts Navy or White T Shirt (required <b>Not</b> both)	Required	Required
<b><u>HCA SWEATSHIRTS</u></b> Navy	Optional	Optional
<b><u>KNIGHT’S HOODIE</u></b>		
Navy and/or Gray	Optional	Optional
<b><u>Purchase from any supplier</u></b>		
<b><u>P. E. SWEATPANTS</u></b> Navy or Navy with white/gold stripe	Optional	Optional