

Heritage Academy

Parent and Student Handbook

2011-2012



HERITAGE ACADEMY is a private, University Style Model Christian School whose purpose is to provide its students with a comprehensive, college preparatory education from a Christian perspective. This comprehensive approach is accomplished through an educational format that makes provision for both trained classroom instruction and individualized parent involvement.

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Mission and Ministry

A. Mission Statement

Partnering with parents in a unique educational environment to prepare tomorrow's Christ-centered servant leaders today.

B. History and Concept

In the summer of 1997 a group of families became familiar with Grace Preparatory Academy, a parent-based school in Texas, modeling an alternative in education. At that time several of the families agreed to work together to start a new school. This school would be developed with the care and attention needed to produce not only a local institution but also an educational model that could be effectively utilized by others also seeking better ways to educate their children. That decision eventually resulted in the formation of Heritage Academy, a Christian, University Model School in Gainesville, Georgia, that services sixth through twelfth grade students.

Heritage Academy is a unique, private school that utilizes an integrated instructional approach to education in order to produce a higher degree of academic achievement. The school is essentially a concrete expression of a new educational model, in which two proven elements of educational success—the professional instruction of a classroom teacher and the one-on-one instruction and/or guidance of each student's parent—are combined in a single unified program. Other proven elements, which are a part of this school's programming, include low student/teacher ratios, hands-on learning, and a strong work ethic for students, effective curriculum, and local school operation and management.

The school was officially incorporated and opened its first day of classes in September 1997. Since then Heritage Academy has demonstrated that it is indeed possible for both parents and teachers to effectively work together for the common goal of providing godly children with a quality education.

C. Foundations

Statement of Faith

1. We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God (2 Timothy 3:15; 2 Peter 1:21).
2. We believe there is only one God, eternally existent in three persons—Father, Son, and Holy Spirit (Genesis 1:1; Matthew 28:19; John 10:30).
3. We believe in the deity of Christ (John 10:33); His virgin birth (Isaiah 7:14; Matthew 1:23; Luke 1:35); His sinless life (Hebrews 4:15; 7:26); His miracles (John 2:11); His vicarious and atoning death (1 Corinthians 15:3; Ephesians 1:7; Hebrews 2:9); His resurrection (John 11:25; 1 Corinthians 15:4); His ascension to the right hand of the Father (Mark 16:19); His personal return in power and glory (Acts 1:11; Revelation 19:11).
4. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and that men are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith alone we are saved (John 3:16-19; 5:24; Romans 3:23; 5:8-9; Ephesians 2:8-10; Titus 3:5).
5. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of damnation (John 5:28-29).

6. We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9; 1 Corinthians 12:12-13; Galatians 3:26-28).
7. We believe in the present ministry of the Holy Spirit by whose indwelling of the Christian is enabled to live a godly life (Romans 8:13-14; 1 Corinthians 3:16; 6:19-20; Ephesians 4:30; 5:18).

Statement of Affiliation

Heritage Academy neither supports nor endorses the World Council of Churches, National Council of Churches, or any other world, national, or regional organization which gives Christian recognition to unbelievers or which advocates multi-faith union. (Amos 3:3, 2 Corinthians 6:14-17).

Non-Denominational Position

This ministry's Statement of Faith is fundamental to basic Christian tenets and contains those doctrines to which we unreservedly adhere and teach. It is our desire to maintain this position and to do so in all fairness to each family. In honoring this desire concerning the outreach of this ministry, there shall be no attempt made by parents, students, staff, or school board members to promote or disparage any doctrinal or denominational beliefs, practices, or positions regarding issues upon which the ministry itself has assumed no official stance. We desire to remain united in the salvation and love of Christ, avoiding the dissension which may be caused by denominational distinctive.

Non-Discriminatory Policy

Heritage Academy admits students of any race, color, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to its students and do not discriminate on the basis of race in administration of its educational policies, admissions policies, and athletic and other school administered programs.

D. Spiritual, Structural, and Academic Applications of our Philosophy

University Model education was developed as a means of acquiring a high-quality education that helps disciple Christian young people while strengthening the home, a goal which, in the context of conventional school and home school models, has become increasingly elusive in recent years. We hope to accomplish this by providing an academically sound education in a structure that integrates the home and the school in the common enterprise of making disciples; thus, a quality education, centered around the person of the Lord Jesus Christ, also becomes quality family time devoted to learning more about the Creator and His creation. The University Model consists of three main components: 1) a biblical foundation with an emphasis on discipleship; 2) a general structure which seeks a high level of integration between home and school in the educational endeavor; and 3) a striving for academic excellence.

The key to both the basic theory and operating procedures and the ultimate success of the whole University Model concept is the centrality of a biblically sound Christian faith. It is because we acknowledge the final authority of the Scriptures that we recognize that God has given parents the final authority in and responsibility for the education of their children. It is also through the Scriptures that we recognize why God has given them this authority: to produce disciples who will worship Him in spirit and truth (cf. Deuteronomy 6 and Ephesians 6:4). Because God has given this responsibility to the parents, the school exists to assist, and not supplant, the parents in the work of training and educating their children. Thus the Word gives us parameters defining the way parents and an institution such as a school should relate to each other. The Word also gives us an absolutely reliable common ground that will allow a large number of families, representing diverse backgrounds and perspectives, to work successfully in a common venture. Indeed, as a group of Christians working together to advance the cause of Christ, the University Model school is an arm of the Church, and so functions according to the model of unity in diversity given us in 1 Corinthians 12. A biblically sound Christian faith, then, provides the only final basis for the high level of integration and cooperation that we seek.

It is this desire and attempt to achieve a high level of integration between the home and the school that makes the University Model education unique. This desire is a natural result of acknowledging the value and function the Scriptures give to both the Christian home and the larger body of Christ. The significance and function of the parents is founded upon their unique responsibility to bring up their children “in the discipline and instruction of the Lord” (Ephesians 6:4). The significance and function of the school, on the other hand, arises from one of the divinely established roles of the Church: the Lord has given both gifts, including the gift of teaching, and specialized training and expertise to certain members of His body for the purpose of building up the whole body (Ephesians 4:7-16; cf. Exodus 35:30-36:1). The University Model recognizes the value of gifted members in the larger body of Christ by seeking to provide parents, through organized course structure and classroom instruction, the resource of trained and gifted teachers.

The University Model also recognizes that in order for a corporate effort such as a school to function in an orderly manner, certain principles concerning spheres of authority and the delegation of authority should be clearly articulated and consistently implemented. All authority, short of the authority of God Himself, is delegated authority. The Word indicates that all authorities are established by God, and that because of that, delegated authority, while accountable to the one who gave it, is to be respected when it is functioning within its God-ordained sphere (cf. Daniel; Romans 13:1; Titus 3:1; 1 Peter 2:13-3:7, 5:5). Just as God has delegated (but not completely surrendered) authority to parents for the training of their children, parents may delegate (but never completely surrender) some of the responsibility for and authority in training their children to others they deem worthy of assuming that responsibility and authority. Generally speaking, they do so when they feel there are other individuals or institutions better equipped to provide quality instruction or insight in a given area of study. Thus the school, when it becomes involved in the education of a given child at the request of his parents, has real but limited authority in those areas for which it has been given responsibility.

In the University Model, then, both the parents and the school have certain responsibilities to fulfill and the authority that goes along with them. The most important responsibility of the parent is to oversee their child's education and academic progress. By allowing the parents a great deal of flexibility in determining which courses the child will take with the school, and what training will be received elsewhere, this model recognizes that the parents are directly or indirectly responsible for all aspects of a child's education and training. While holding this parental responsibility for general oversight in high regard, the University Model also recognizes the importance of principles of delegated authority and of orderly conduct in corporate affairs (1 Corinthians 14:26-40) by requesting that parents submit to the authority of the classroom teacher in the conduct of a given course once they have delegated that authority to the teacher by requesting instruction from the school. Thus they are also responsible to respect and submit to school leadership in those areas of academic responsibility delegated to the school. The University Model also acknowledges the responsibility of the parents to regularly participate in direct instruction of their children. This responsibility covers both those aspects of a given course, which may be deemed to be more effectively treated at home, and the special instructional help given to meet whatever special educational needs may be engendered by their child's individual strengths and weaknesses.

The parents share joint responsibility with the school for properly placing students, for helping them build the character qualities that lead to academic success (and success in consequences of his actions). Proper placement of students depends in large part upon how the unique combination of academic and personal background, needs, and abilities of a given student relates to the common and objective standards of the school at a given level and in a given class. Due to its complexity, this issue is best approached as a joint effort, for, as the Word points out, "in abundance of counselors there is victory" (Proverbs 11:14). In the University Model, the student spends a significant amount of time in study at both home and school. Because of this, both parents and school staff share responsibility for encouraging the development of godly character traits, especially as they relate to academic endeavors. In particular, the University Model seeks to encourage students to accept responsibility for learning the material that the Lord, working through parents and teachers, has set before them. Among other things, this involves developing self-discipline, learning to love true success rather than merely the appearance of success, and recapturing an understanding of and then embracing a biblical work ethic, in which fulfilling a duty is seen as clearly superior to pursuing pleasure (cf. Luke 17:7-10).

The primary responsibility of the University Model School is to provide the parents, at their request, with academic expertise, challenge, pacing, direction, and accountability. It must do this in a way that enhances, rather than hinders, the parents' efforts at discipling their children. In order to accomplish this it must be distinctly Christian, with a doctrinal foundation that explicitly assumes sound biblical positions regarding the most fundamental tenets of the faith. By having a doctrinal statement, the school provides the parents with a basis for determining whether or not they are in doctrinal agreement with the school and gives them an assurance that the principles and values they are trying to build into the lives of their children will receive respect and encouragement from the school. Yet a University Model school also recognizes the final authority of the parents and the high value of unity in the body by refusing to take any official stance regarding issues not covered in its doctrinal statement. Heritage Academy does this by assuming a non-denominational position. Another responsibility of a University Model school is to acknowledge that a sound doctrinal position must be put into practice by integrating biblical truth with the content of the various academic subject areas whenever appropriate so that all instruction may be done from a God-centered perspective. Finally, in the University Model the school is responsible to constantly and consistently strive for academic excellence.

If we are to achieve academic excellence, we must again acknowledge the centrality of the faith in all that we teach. As discussed above, all truth is God's truth. The University Model also seeks to apply this concept by striving for a high level of both vertical and horizontal integration in the academic curriculum itself. We seek to integrate not only the content of the various subject areas but also concepts and skills within the subject areas, believing that this follows the biblical model for education, in which true learning is tied to skillful abilities and activities. The most significant result of the position that all truth is God's truth has already been discussed above: the University Model of education seeks to integrate biblical truths and concepts with academic content as fully as possible. What this ultimately means is that scripture is the final standard for evaluating the ultimate meaning, relative truth value, and appropriate

applications for all that we teach and study. In order to achieve this, the University Model adopts as its fundamental approach to academic study the command found in Romans 12:2: “And do not be conformed to this world, but be transformed by the renewing of your mind, that you may prove what is that good and acceptable and perfect will of God.” In this approach, as the University Model defines it, students are trained not only to understand and utilize general facts and ideas but also (and especially) to sift and evaluate various cultural values and traditions through a biblical grid supported by an understanding of essential concepts and the application of critical thinking skills. They are encouraged to reject any and all cultural standards as normative for thought or behavior, embracing instead scriptural norms as their only final standards. They are also encouraged to adopt a basic attitude of mutual toleration and appreciation for conceptual and behavioral differences, when such differences are culturally significant but biblically neutral. This will have, we believe, various positive ramifications. By adopting such an approach, we believe that our students will enjoy increased abilities in spiritual and intellectual discernment, an outcome that has obvious academic as well as spiritual value. This approach also tends to emphasize higher-order thinking skills and so will tend to increase intellectual skill and agility. By exalting the standards of the Word of God, this approach will also help our students avoid the trap of acquiring knowledge without virtue, which usually results in pride rather than increased service (1 Corinthians 8:1). Finally, this approach should give students valuable skills both for edifying the body and for furthering the work of the Church. Within the body, emphasis is placed on the need to accept a fairly high level of diversity while retaining both unity and a purity of doctrine and practice in subjection to the commands of the Lord (1 Corinthians 12:4-31). And as believers relate to outsiders, this Kingdom-centered approach can help them more easily overcome cultural barriers in the areas of communication and interpersonal relations even while encouraging them to maintain doctrinal and behavioral purity (1 Corinthians 9:19-23).

Finally, the University Model seeks to achieve academic excellence by developing and maintaining high standards of academic rigor and challenge and by striving for a balanced treatment of all facets of learning: knowledge, understanding, and wisdom. As discussed above, we believe that we are called to standards of excellence first and foremost because of the surpassing excellence of the One we serve. We also believe that holding to high standards will enhance the service potential of the students we train. Our desire to achieve balance in our curriculum is based on the admonition of the Word, especially in the book of *Proverbs*, to be diligent in seeking not only knowledge, but also understanding and wisdom, both of which include not only intellectual comprehension or assent, but also skillful application of that comprehension to all of life. Thus we intend not only to treat facts, data, and concepts, but also to develop our students’ thinking and communication skills, and to encourage them to use that knowledge and those skills in willing and joyful service to the Lord. The University Model, then, seeks not only to inform minds, but also to change lives.

E. Major Aims and Objectives

1. First aim

Our first and most important aim at Heritage Academy is to glorify and honor God in all that we do (1 Corinthians 10:31, 1 Peter 4:11).

Related Objectives:

- a. We will strive to consistently acknowledge, both in word and deed, the scriptures as our highest rule and final authority for faith and practice in all matters.
- b. We will strive to be in constant and whole-hearted submission to the scriptures in all aspects of school operations in general and the academic program in particular.

2. Second aim

Our second aim at Heritage Academy is to do all that we do, including academic teaching, in such a way that we train and encourage the students the Lord brings under our tutelage to become His disciples (Matthew 28:18-20).

Related Objectives:

- a. We will encourage parents, whenever we have opportunity, to see their highest calling and their most fundamental responsibility as that of training their children to be faithful disciples of Christ.
- b. We will uphold the Bible as the inspired Word of God and encourage our students to adopt attitudes of love, respect, and appreciation toward both the Holy Scriptures and the One who gave them to us.
- c. We will seek to integrate the propositional revelation of the Word with the natural revelation of creation by interpreting and evaluating what is and has been by the eternal truths of the Holy Scriptures.
- d. We will teach and encourage our students to develop and apply a God-centered perspective to all that they do.
- e. We will strive to avoid doing anything that might distract or discourage students from devotion to the Lord Jesus Christ.
- f. We will challenge our students, their families, and fellow staff members to become progressively more knowledgeable of and obedient to the will of God as revealed in the Holy Scriptures.
- g. We will encourage in our students, both through instruction and policy, the development of self-discipline and responsibility based on respect for and submission to God and all other legitimately constituted authority.

3. Third Aim

As a University Model school, we will strive to strengthen the family (as the Word defines it), as the first and primary social and educational unit instituted by God, through the educational ministry God has given us (Genesis 2:18-25; Exodus 20:12; Matthew 19:4-6; Ephesians 5:22-6:4).

Related Objectives:

- a. In all that we do, we will strive to demonstrate respect for the God-given authority of the parents.
- b. We will encourage parents to fully accept their responsibility for training their children toward godliness and preparing them for life.
- c. We will seek to involve the parents as much as possible, within the general policy guidelines of the school, in all aspects of their child's academic instruction.
- d. We will strive to affirm, through our institutional structure and the nature of the services we provide, the comprehensive responsibility of the school in all matters relating to their child's education.

4. Fourth Aim

In order that our students might like the Lord keep "increasing in wisdom and stature and in favor with God and men," we aim to provide them with a high quality academic education (Luke 2:52, Proverbs 1:2-7; 3:13-20; 4:1-9; 9:9; 10:14).

Related Objectives:

- a. We will promote and strive to adhere to high academic standards.
- b. We will focus our instructional time and attention on fundamental academic content and skills.
- c. In our curriculum design and pedagogical practices we will emphasize the acquisition and application of critical and creative thinking skills as well as the acquisition of crucial data and mastery of crucial concepts.
- d. We will seek to develop and implement increasingly effective instructional methodologies.
- e. We will help and encourage our students to understand that all truth is God's truth by integrating the Word with the content of the various subject areas and by demonstrating, when possible, the fundamental connections between the various subject areas.
- f. We will teach and encourage the use of good study habits among our students.
- g. We will train our students how to engage in independent study and research.
- h. We will strive to offer a balanced treatment of the arts, humanities, and sciences.

5. Fifth Aim

Inasmuch as both the home and the body of Christ share the responsibility for teaching His children, we aim to effectively and systematically integrate the home and the school in the delivery of an academic education (Ephesians 4:7-16; 6:4; 1 Corinthians 14:26-33; Titus 1:5).

Related Objectives:

- a. We will seek to develop both curricular designs and instructional methodologies that effectively utilize and integrate the various educational resources, including the parent as teacher and tutor, of both the home and the school.
- b. We will seek to establish clear guidelines defining the relationship between the home and the school as educational institutions.

- c. We will seek to establish curricular guidelines defining the responsibilities of and relationship between the classroom instructor and the home instructor in all courses.

Spiritual Life Policies and Guidelines

At Heritage, we believe that spiritual growth is never the result of superimposed rules and therefore Heritage Academy's standards of conduct are not designed merely to produce a pattern of outward conformity. Rather, we desire that students demonstrate **by their conduct** an inward acceptance of Christ and a spirit of subjection to His Lordship. It is hoped that all students will be led by the Holy Spirit to live above the letter of the rules and standards.

To produce an environment which will encourage these goals, Heritage expects every student to demonstrate, by attitude and behavior, a life committed to following Christ. ***“Let no one look down on your youthfulness, but rather in speech, conduct, love, faith and purity, show yourself an example of those who believe.” 1Timothy 4:12.***

If the Code of Conduct could be reduced to one word it would be **HONOR**. As an Academy, we want to honor God, honor each other, and honor the facility we use.

A. Student Code of Conduct

***It is by his deeds that a lad distinguishes himself, if his conduct is pure and right.
(Proverbs 20:11)***

According to Heritage Academy's second aim, Heritage encourages parents to view their highest calling to train their children to be faithful disciples of Christ. While Heritage will enforce the Code of Conduct on campus, the primary responsibility for upholding the Code of Conduct and the Dress Code lies with the parents. The purpose of Heritage Academy's Code of Conduct is to promote a Christ-like attitude in its learning environment and to encourage the development of positive Christian relationships among the students. The following are guidelines regarding behavior while attending Heritage Academy. These guidelines are consistent with Scriptural principles of conduct.

1. Students should show respect to adults at all times. A title (Mr., Mrs., Coach, etc.) should be used when addressing an adult. Students must always demonstrate respect for and cooperation with teachers.
2. Students should treat each other with respect, kindness, purity, and compassion just as God commands us in Matthew 7:12 and 2Timothy 2:22. Students are to refrain from gossip, ridicule, mockery, backbiting, and any form of strife.
3. Any manner of disruptive behavior in the classroom is considered an act of disrespect toward the teacher and classmates and will not be allowed. Communication of any kind between students that is disruptive to the teacher or classmates is unacceptable.
4. The student should refrain from any illegal or immoral activities.
5. Public displays of affection between sexes such as hand-holding, kissing, etc. are not permitted. Sexual misconduct such as premarital sex, homosexuality activity, and use/viewing of pornographic material is not deemed appropriate on campus or off campus.
6. Tobacco products, illicit drugs, alcohol, and weapons are not allowed on campus or at any Heritage Academy sponsored event.
7. The use of profanity or other communication unbecoming a Christian is not permitted.
8. The school facility and grounds should be kept clean, orderly, and in a manner which shows an attitude of gratefulness. Writing on or defacing walls, desks, or any school/church property is

strictly prohibited. Any fines assessed to the school by the church will be passed on to the offending student's parents.

9. There will be no horseplay, running, or rough play during or between classes.
10. Any student found in the halls during a class period must have a pass in their possession.
11. Food, beverages, gum, candy, and mints will not be consumed in the classrooms without the teacher's approval
12. Water may be brought into the classroom in a closed water bottle. No cups of water and ice, please. No sodas or beverage cups are permitted in the classroom.
13. Although students may bring cell phones to school, they are required to leave them in their back packs and are not to use them during school hours.
14. Electronic devices, such as IPODS, CDs/players, video games etc. are not permitted on campus. Should such devices be brought to school, they will be held in the school office and released only to the student's parent.
15. Students will be on time to each class and prepared with the necessary materials, complete assignments, and mental attitudes, which indicate a readiness to learn.
16. The teachers' desk, computer, purse, briefcase, grade book and other belongings are personal property and will be treated as such by students.
17. Students are to be in class or in study hall while on campus. Parents are to ensure that students immediately leave campus following class completion. Students are not to loiter on school premises.
18. To ensure safety for all students, student drivers are expected to use extreme caution while driving in the parking lot. Students are to leave campus when not in class and are not to loiter in their cars in the parking lot, either during an open period or during lunch. Cars should be registered with the office and should display a Heritage parking permit. Any student driving in a manner which endangers another student will lose driving privileges at Heritage Academy.

Code of Conduct Discipline Procedures

***Train up a child in the way he should go, even when he is old
he will not depart from it. (Proverbs 22:6)***

As a University Model School, Heritage Academy seeks to work with parents to promote Godly character in the students. If issues arise from offenses to the Code of Conduct, the situation will be addressed at the level of the student's character. The keys to this approach to discipline are that the student feels respected, that he/she knows and accepts the boundaries of Godly behavior and attitude, and that he/she understands what Biblical approach to make correct and Godly decisions. Should repeated or serious first-time violations of the Code of Conduct occur, Heritage maintains the right to limit or withdraw participation privileges and could result in suspension or expulsion of the student.

Suspension

Can be administered by the Headmaster for the following durations:

- One Day
- Two Days (any combination of 2 successive weekdays)
- Three Days (any combination of 3 successive weekdays)
- Five Days (any 5 successive weekdays)

Suspensions may carry with them any number of requirements that the Headmaster may deem appropriate. Failure to meet those requirements can extend the duration of the suspension or lead to expulsion considerations.

Expulsion

Can be administered by the Headmaster under the following conditions:

- Student is suspended immediately from all classes and activities.
- The family's admissions agreement with the school is declared null and void.
- If the family does not wish to appeal, then the student is officially no longer a student at Heritage and the record of expulsion will appear on the student's transcript.
- If the family wishes to appeal, they must submit their formal request for readmission in writing, within 10 days, beginning the first day of expulsion. In the appeal, parents should state their reasons for wanting to negotiate a new and more restricted admission agreement with Heritage.
- If the formal request is accepted, the student may continue to receive class assignments while the appeal is pending. Both parents (unless parent is single) and the student must schedule a time to appear to discuss the appeal.
- Re-admittance, if granted, may only be on the condition that the family obligates itself to a new and revised admission agreement, complete with required corrective actions, restrictive measures, and future accountabilities. Failure to keep the new agreement can result in automatic forfeiture of the student's admission status with no permission to appeal.
- If the new agreement is kept faithfully and without incident, the student may apply to have the record of expulsion deleted from his or her permanent record.

B. Policy on Academic Dishonesty

Significance and Purpose

One of the major goals of Heritage Academy is to aid parents in making disciples of the students admitted to the Academy. We expect our families to adhere to high standards of personal integrity. We desire students to understand that academic dishonesty, in any form, is a serious breach of personal integrity and a serious hindrance to real student learning. Because of this, Heritage has developed the following policy in relationship to academic dishonesty.

Definitions

1. General: Academic dishonesty is broadly defined as any attempt on the part of a student or parent, whether realized or not, to falsely represent the student's level of achievement or mastery in a given course or with regard to any element of that course. This includes but is not limited to:
 - (a) Claiming or indicating that the student has fulfilled an assignment or other academic responsibility, when in fact he has not done so,
 - (b) Using any assistance, such as copying the work of other students, in taking quizzes, tests, or examinations,
 - (c) Using any resources, such as solution manuals and teacher edition textbooks,
 - (d) Obtaining quizzes, tests, examinations, or other academic materials or evaluation instruments belonging to an instructor, other staff member, the Academy itself, or other students currently or previously enrolled in the course,
 - (e) Engaging in plagiarism, which includes but is not limited to "the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment" and the "knowing or negligent unacknowledged use

- of materials prepared by another person or agency” which customarily sells or offers free of charge term papers or other academic materials,
- (f) Altering a graded paper or project for the purpose of disputing the accuracy of the grade, and
 - (g) Collaborating with another student(s) during any quiz, test, examination or other academic assignment or responsibility.
2. Specific: The following guidelines define the Academy’s standard application of the general definition given above to (a) quizzes, tests, and other examinations, (b) homework, and (c) major papers and projects. Individual course instructors may grant exceptions to these guidelines and should put the exceptions in writing on the student assignment sheets. Any academic assignments that are not addressed by these guidelines will be governed by the course instructor’s guidelines.
- (a) Quizzes, tests, and other examinations: all quizzes, tests, and other examinations, whether conducted in the classroom or in some other location, must be taken at a single sitting and without outside assistance of any sort, such as books, notes, other individuals, reference works, and audio or visual media.
 - (b) Homework: homework should be done by the student alone and without assistance of any sort, such as teacher edition textbooks.
 - (c) Major papers and projects: major papers and projects should be completed only by the student or members of a student group designated by the instructor without other assistance.

Enforcement

1. Discovery and Determination of Academic Dishonesty: Determination of academic dishonesty may be made by the course instructor. Other school officials, including proctors or other instructor substitutes, may alert the instructor to the possibility of academic dishonesty should they have credible evidence. If the instructor determines that academic dishonesty has occurred, the instructor will inform the affected student(s) and relevant school officials. The headmaster shall impose the proper penalties.
2. Appeals Process: Should a student desire to appeal, he/she must request in writing a meeting with the Headmaster. The Headmaster will arrange for a conference with the student, one or both parents (or guardians), and the instructor of the course. During this conference, all relevant evidence will be presented and examined. At the conclusion of the meeting, the Headmaster will determine if the weight and credibility presented evidence represents academic dishonesty.
3. Penalties: The primary intentions of penalizing academic dishonesty are to (a) act as a deterrent against such conduct, (b) to enhance the integrity of grades awarded by Heritage, and (c) to place pressure on an errant student in the hope of motivating him/her to change the behavior. The penalties are assessed on the number of instances of academic dishonesty during a full academic year (at least two full semesters).
 - (a) First offense: a first offense will result in (1) a written warning from the teacher to the student and his parent(s), (2) a grade of zero (0) for the assignment affected by the academic dishonesty, (3) a written report sent to the Headmaster.
 - (b) Second offense: a second offense will result in (1) a written warning from the Headmaster to both the student and his parent(s), (2) a grade of zero (0) for the assignment, (3) a conference between the Headmaster and the parent(s) of the student, and (4) a writing assignment for the student, in which he investigates and reports on Biblical instruction regarding honesty and integrity.

- (c) Third offense: a third offense will result in (1) a one-day suspension from school, in accordance with the guidelines generally applicable to such a suspension, (2) a grade of zero (0) for the assignment, (3) placement of the student on scholastic probation, which shall remain in effect until two (2) full regular semesters have passed with no further confirmed incidence of cheating, and (4) removal of all participation privileges for extra-curricular activities.
- (d) Fourth offense: a fourth offense will result in expulsion from the Heritage.

Student Initials: _____

Parent Initials: _____

C. Student Dress Code

Heritage Academy's dress code is intended to give a concrete, practical witness to the school's commitment to fulfill its stated aims to honor God and disciple students. It is designed to encourage modesty, decency, and propriety. Furthermore, a dress code allows the instructor to focus on academics without wasting precious classroom time determining if a student's dress is appropriate or inappropriate (Matthew 6:28-34; 1 Corinthians 9:19-23; 1 Peter 3:2-4; 1 Timothy 2:9, 10; James 2:1-5). The Headmaster retains the authority to determine the appropriateness of a student's attire or hairstyle and may remove from the campus or discipline any student deemed to be inappropriately dressed. The Headmaster may also grant a limited variance to the dress code for special purposes, such as special dress days or instructional exercises. It is expected that students always maintain high standards of modesty and decency.

All elements of the dress code should be honored inside the building from 8:00 AM to 4:30 PM on school days. Students should not change into street clothes and remain on campus. Provisions and standards relating to modesty and decency should be respected by the students and are enforceable by the staff anywhere on the campus (inside the building or on the grounds) and at all times.

General Guidelines:

1. Appropriate dress must be purchased at Buckhead Uniform Company.
2. All clothes should be neat and clean at the beginning of the day and should not be torn or frayed.
3. Clothes should fit properly and not be excessively tight and form fitting or excessively loose. Clothing should be worn in a modest manner.
4. Any clothing, which has belt loops, should be worn with a belt. The hem of skirts or jumpers should be to the crease at the back of the knee. Shorts may be worn two inches above the knee.
5. No upper body clothing may be worn around the waist, i.e., tying shirts, sweaters, etc. by the clothing's arms.
6. Students may wear solid white, blue or grey t-shirts under their uniform shirts. T-shirts worn under shirts should not have any words or graphics on them.
7. In the wintertime, student may wear a Buckhead fleece, Buckhead sweater, a Heritage sweatshirt, Heritage sports jacket, or Heritage hoodie inside the building. If a hoodie is worn, the hood is not allowed over the head while inside the school building. Other types of coats or jackets should not be worn in the classrooms.

8. All oxford shirts and t-shirts worn as an undergarment need to be tucked in. Please be sure to purchase shirts long enough to stay tucked in well.
9. All shoes need to have some type of back. We wish to honor our facilities and backless shoes tend to scuff the floors. Shoes should have moderate heels and soles so as to provide sure footing for students as they carry heavy book bags up and down the stairs. Other than sandals, shoes should be worn with socks or hose.
10. Hair should be neat and clean in appearance and should not be of a bizarre coloring or styles. Girls' and boys' hair should not cover the eyes. Boy's hair should not cover the collar and should not fully cover the ear. Boys may not wear facial hair nor may they wear sideburns extending lower than the bottom of the earlobe. Boys should not wear pierced jewelry.
11. Girls may wear only one earring per ear, but no other pierced jewelry is allowed.
12. Tattoos should not be worn either temporary or permanent.
13. Please do not wear hats, scarves or bandannas, in the building.
14. If participating in sports or other after-school practices, please wear modest athletic clothing (no cheerleading shorts, camisoles or tank tops).
15. You should wear the Heritage t-shirt for labs and field trips.
16. You may wear any Heritage t-shirt on t-shirt days along with regular Heritage lower body wear.
17. Parents should make sure the student's name is on each piece of clothing in case it gets misplaced or lost.

Enforcement

We believe that parents are the primary enforcers of the dress code. At Heritage, the dress code will be enforced primarily by the faculty who will check dress code while taking attendance. If a student is not within dress code, the teacher will individually speak to the student ask the student to correct the violation. If the student is not able to correct it, they will be sent to the office. Faculty and staff may also address dress code violations outside the classroom. Any student dressed immodestly will be removed from class or other student areas. Failure to adhere to dress code requirements will be addressed as issues of integrity and Christian character. Consequently, the following guidelines are used for dress code violations:

1 st warning	verbal notification and correction
2 nd warning	email and phone parents
3 rd warning	student attends after school character-builders class
4 th warning	student again attends character-builders class
5 th warning	considered a disciplinary issue and may result in suspension or expulsion.

Student Initials: _____

Parent Initials: _____

D. Student Use of Cell Phones and Other Telecommunications Devices

Students may use cell phones on campus but they must be turned off and stowed in bags, backpacks, etc. All student communications with parties outside the school should go through the school office while a student is on campus. Any variance to this policy must be granted by the administrator. If a student uses a telecommunications device inappropriately, the following consequences will be enforced:

- 1) The 1st time the cell phone is heard; the device will be confiscated by any staff member and stored in the headmaster's office. It may be picked up by the student at the end of the school day.
- 2) The 2nd time a student's cell phone is heard OR the first time the student's cell phone is seen in use, the device will be confiscated by any staff member, stored in the headmaster's office, and may be retrieved by the parents only, after one week.
- 3) The 3rd time a student's cell phone is heard OR the 2nd time it is seen in use, will result in one day suspension and phone may be retrieved by parent only.
- 4) Subsequent violations will result in five days suspension and possible expulsion.

No IPODS or other forms of similar entertainment are allowed on the Heritage campus. Should a student bring such a device to Heritage, the device will be confiscated and stored in the Headmaster's office. The device will be returned only to the student's parent when they personally retrieve it from the Headmaster one week from confiscation.

E. General Discipline Policy Guidelines

Overview

Heritage Academy desires to see students who hunger for a deep relationship with the Lord and desire to walk in obedience to His Word. As a result, we believe that it is more important to teach students how to make good, Godly choices than to provide for them an exhaustive list of required or expected behaviors. However, should a student's behavior become inappropriate or dangerous Heritage reserves the right to exercise disciplinary measures under the following general guidelines.

Usual Procedures

Unless the situation require otherwise, resolution of most areas of conflict will be handled in a minimally intrusive manner. Initially, this could involve only the student(s) and the Heritage Academy representative informed of the problem. Repeated or more serious offenses may necessitate communication with the parent(s). More direct parental involvement could also be required. Heritage strives to find consequences should fit the offense and deal with root issues. These consequences could include Godly character-building classes, Scripture-oriented assignments, contracts, suspension, or expulsion.

Extraordinary Procedures

If the offense is considered by Heritage Academy to be particularly egregious or could be deemed as a violation of law, more immediate action could be required. Efforts will be made to inform the parents,

even if after the fact. In matters that could be deemed to be a violation of law, Heritage Academy will always strive to do the right thing for all parties, based upon information available at the time.

Student Initials: _____

Parent Initials: _____

F. Required Service Hours

Even as the Son of man came not to be ministered unto, but to minister, and to give his life a ransom for many. Matthew 20:28

Each student is required to complete six (6) hours of service work per semester. Heritage Academy will provide opportunities or suggestions during each semester in which students may desire to participate; however, students are not limited to those projects offered by Heritage Academy.

Guidelines:

1. Service is to be performed during the semester that credit is given unless pre-approved by school administration.
2. Hours spent serving student's immediate family will not be counted toward requirement. These projects must be over and beyond regular chores.
3. No payment may be received for service work.
4. Proper appreciation, either written or oral, must be expressed to the person who made the service opportunity possible.
5. Report of each service projects must be submitted to Heritage Academy's office by the required date. Service hour forms may be obtained from the office, RenWeb, or website.

Enforcement

Service hours should be submitted to the Heritage Academy office by the end of each semester. Delinquent service hour submissions may result in RenWeb access being blocked.

Student Initials: _____

Parent Initials: _____

Academic Policies and Guidelines

Within the framework of the University Model, Heritage Academy strives to provide a challenging, well rounded educational experience that centers on the Word of God. Heritage Academy seeks to prepare students for college in any area the Lord may lead them.

A. Course Offerings

In order to provide a solid, well-rounded education, Heritage Academy seeks to provide both the basic core courses and as many elective choices as possible. The following listing of courses is routinely offered:

2. English and Literature

- a. English 7
- b. English 8
- c. English 9
- d. American Literature
- e. British Literature
- f. World Literature

3. Mathematics

- a. Pre-Algebra
- b. Beginning Algebra
- c. Algebra I
- d. Algebra II
- e. Geometry
- f. Algebra III
- g. Pre-calc/Trig
- h. Calculus

4. Social Sciences

- a. World Studies
- b. Georgia History
- c. World History
- d. American History
- e. Ancient Civilizations
- f. Government/Economics

5. Science

- a. Life Science
- b. Earth Science
- c. Physical Science
- d. Biology
- e. Chemistry
- f. Anatomy and Physiology
- g. Physics

6. Foreign Language

- a. Spanish I
- b. Spanish II
- c. Spanish III
- d. Spanish IV

7. Electives

- a. Communication
- b. Bible – Old and New Testament
- c. Middle and High School Art
- d. Drama
- e. Chorus
- f. Middle and High School Computer Applications
- g. Middle School PE
- h. High School Health/PE
- i. Guitar I and II
- j. Biblical Worldview
- k. Worship Ensemble

B. Diploma Tracks

Diploma Requirements

In planning for your student's high school classes, please be aware of the requirements for graduation from Heritage Academy. There are two diploma tracts, the college prep diploma and the advanced college prep diploma. Beginning with the class of 2012, a fourth science credit will be required for graduation. A summary of the requirements are shown below:

Diploma Requirements for class of 2012 and after:

College Prep diploma

4	English
4	Math
4	History
4	Science
2	Foreign Language
4	Electives (Biblical WV req.)
1	Computer Applications

23 Total credits

Advanced Diploma

(Math, Science, or Foreign Lang.)

4	English
4 or 5	Math
4	History
4 or 5	Science
2 or 3	Foreign Language
4	Electives (Biblical WV req.)
1	Computer Applications

24 Total credits

Math credits must begin with algebra I and must include geometry, algebra II, and algebra III or trig/statistics for the advanced diploma. All students are required to take Health/PE and computer applications. Computer applications may be taken in eighth grade and count toward high school credit if the student receives at least an 80 in the course.

Unless transferring from another area or accredited institution, students making application to Heritage Academy and desiring an accredited diploma will not be admitted in their senior year. Seniors submitting transfer credits may need to take proficiency tests in every course and each course submitted for transfer must be certified.

In order to apply to receive a diploma from Heritage Academy, all freshman and sophomore students must take math and science at Heritage and the three core courses of English, math, and science each year in their junior and senior years. All other required courses for graduation must be submitted for transfer credit and certified in order to be eligible for an accredited diploma.

A senior not wishing to receive an accredited diploma, may, with the approval of the administrator, receive a certificate of course completion and participate in graduation ceremonies. The student and his/her family will understand that receiving a certificate is not the same as receiving a diploma, and each degree of completion (diploma or certificate) will be announced during graduation ceremonies.

C. Academic Advising

All high school students are required to undergo academic advising for the purpose of establishing a diploma plan. Students not planning to graduate from Heritage must still confer with the Academic Advisor in order to clarify their purposes for attending the Academy. In addition to this, all requests for transfer credits will need to be assessed before those courses will be approved for credit through Heritage. Please contact the school for more information.

D. Guidelines for Transfer Credits

To meet Heritage Academy's criteria, a transfer credit must have a passing final grade and:

1. Be a credit-bearing class from an accredited high school; equivalent in content, level, and rigor to the required Heritage Academy course.

OR

2. Be a class from a private school or non-formal setting with a paid instructor which is equivalent to a class offered by Heritage Academy. Heritage Academy reserves the right to check qualifications of the instructor. Elective courses do not have to be offered at Heritage Academy to meet the guidelines for elective credit transfer, but must be approved by the Heritage Academy Academic Advisor.

AND

- a. Use a standard high school level textbook
 - b. Use regular closed book tests or essays, projects, research papers, etc., appropriate to the level and type of course material
 - c. The time spent and material covered is equivalent to Heritage Academy's expected level of study and performance. (Time and material expectations vary depending upon whether credit is academic, fine arts, elective, physical education, etc.)
3. Home school and co-op class will be transferred dependent upon the following:
 - a. They meet criteria 2 a-c above, and
 - b. In the case of academic credits, a final exam or research paper is submitted which is approved by either the Academic Administrator or a Heritage Academy teacher from the course's department. (Other material may need to be submitted if requested by the teacher approving the course.)

Transfer credit courses will be assessed a \$150 transfer credit fee.

E. Joint Enrollment Program

The Joint Enrollment program at Heritage Academy is designed for seniors who wish to enter college on a part-time basis and earn college credit while they complete the requirements for graduation from Heritage Academy. The purpose of this program is to provide students, who are academically prepared and who meet the stated requirements, the opportunities and challenges of advanced course work while they continue to enjoy the benefits of the caring Christian environment of Heritage Academy's high school program. Joint enrollment candidates should be exemplary in conduct, Christian character and academic strength. Admission to the program is not automatically granted. These students represent themselves, their Lord and Heritage Academy. Few students are mature enough to take on the challenge of a secular campus and the freedoms that accompany this opportunity.

Students wishing to participate in the Joint Enrollment Program through Heritage Academy must meet the following requirements:

1. A student must be on track for the Advanced College Preparatory Curriculum (CPC) diploma from Heritage Academy.
2. Joint Enrollment students must take a minimum of three core courses through Heritage Academy with a minimum of two of these being taken on the Heritage Academy campus. A student may complete the third required course through Joint Enrollment at an approved college. All courses taken at the college must be approved prior to enrollment in said classes.
3. A student must have a minimum of a 3.0 GPA to participate in the Joint Enrollment Program.
4. Students applying for joint enrollment must submit official entrance exam scores of at least:
530 verbal and 530 Mathematics on the SAT-1
Or
24 English and 23 Mathematics on the ACT
5. A student must maintain a minimum 3.0 GPA in all core courses during the joint enrollment period. The school shall consider only those courses completed at Heritage Academy or another accredited institution in calculating the student's GPA.
6. Prior to the end of the current school year, joint enrollment applicants and at least one parent must meet with the Academic Advisor of Heritage Academy to discuss the program and plan the student's course schedule for the upcoming school year. Heritage Academy classes must take priority in the student class scheduling. Students will not be permitted to leave class early to accommodate college classes. It is therefore recommended that college classes be taken on Tuesday/Thursday.
7. A student must be recommended for the program by the Academic Advisor prior to application for admission to the approved college.
8. Joint enrollment applicants must meet admission requirements as defined by the approved college.
9. Letters of recommendation from Heritage Academy faculty and coaches will be required, stating the student's level of maturity and responsibility.

Further instruction and requirements of qualifying for and enrolling in the Joint Enrollment Program may be obtained through the Academic Advisor.

Joint enrollment classes are assessed a \$350 joint enrollment fee by Heritage Academy.

F. Adding and Dropping Courses

Courses may be added or dropped from a student's initial registration no later than the end of the first full week of classes, provided that the student is in good standing with the school and that space for him or her is available in the desired course. If after the first week of class, the office of Heritage Academy has not been contacted and a Drop/Add form turned in, the student's family will be held financially responsible for the entire course fee for that semester.

G. Auditing of Classes

Heritage Academy does not allow the auditing of classes. Any student enrolled in any class at Heritage Academy will receive a grade reflecting his level of achievement in the class.

H. Credits and Attendance

Attendance Requirements

Students may not be absent more than **six times** during a semester for a course. These six absences are to be used for illness, college visits and unavoidable absences. Students failing to meet these attendance requirements will not be recognized as having completed the course (meaning they will be awarded a grade of incomplete and denied credit for the course). In most cases, a failure to successfully complete a course because of excessive absences will also prevent a student from being able to register for the next course in the sequence.

Absences and Make-Up Work

Parents should contact the school office any morning their student is unable to attend classes for any reason. Heritage Academy encourages planned vacations, mission trips, etc be scheduled around the school calendar. However if a student is absent, arrangements must be made in advance (preferably two weeks) with the school office and with each of the student's teachers. Please note: tests and all assignments will need to be made up BEFORE the scheduled time of absence. If a student has repeated absences due to illnesses, a doctor's certificate must be submitted to the office. Otherwise, the absences are considered unexcused, possibly jeopardizing course credit. Refer to attendance policies requirements. Makeup work due to an unplanned absence because of illness or personal emergencies must be turned in the first day the student returns to school.

Tardy Policy

All classes start promptly at the time designated on the published schedule, with the first class of the day starting at 8:00 AM. There is a 5-minute break between each class. A bell will be rung at the end of each class for dismissal; a second bell will be rung for the class to begin. When the second bell is rung, each student is expected to be in his/her seat with the appropriate materials for class.

The arrival of a student to class late is very disruptive to the class environment. In a University Model format every minute of each class is vitally important. When someone arrives late, the class is disrupted and results in the teacher using precious time to repeat information. Repetitive tardies are disrespectful to both the teacher and fellow students. Because most tardies are during the first hour, Heritage regards promptness as primarily a matter of parental responsibility. Repeated tardiness is viewed as a matter of disrespect and will be enforced by addressing the character issues relating to respectfulness. Chronic tardiness may be considered a disciplinary issue; parents and student will meet with the Headmaster and may result in loss of course credit.

Subject to change the enforcement policy is as follows:

1 st tardy	verbal warning from the teacher
3 rd tardy	parents will be contacted by email
4 th tardy	students will attend character-building classes
5 th + tardy	students will attend character-building classes

I. Grading, Evaluation and Feedback

At Heritage Academy we desire to responsibly implement Godly principles in our grading and evaluation practices. We will strive to view and present grades not as a commentary on the worth and value of the individual but rather as accurate reflections of the quality of his/her work in a given subject at a given time. While many in our society do indeed use grades for the purpose of classifying students, we commit ourselves to avoid this tendency. At Heritage Academy, grades serve four basic purposes: 1) to help us

teach, rebuke, correct and train; 2) to help us in the on-going placement of students at a level and in subjects responsive to their needs, background and abilities; 3) to provide us with a just and legitimate means of holding students accountable for the quality of their work; and 4) to provide us with an on-going and widely understood means of communicating a student's relative progress and achievement to parents and other parties, such as college entrance boards or other schools to which the students may transfer, who have a legitimate interest in knowing such information. In order to accomplish this, we purpose to establish just and objective standards that are based on legitimate expectations. This means that students will be graded by comparing their level of accomplishment against reasonable expectations of what they should be able to accomplish. It also means that we will make every reasonable effort to place students properly, basing such placement upon their background and abilities rather than any social criteria (such as age). Finally, it means that students will receive (or not receive) credit based upon what they have (or have not) done relative to a common standard, rather than upon individual considerations.

The grading standards themselves will be oriented toward the work of the student rather than the student himself. They will be objective and evenly applied within a given class. They will also allow for individual differences by defining minimum passing standards in terms that allow for a range (as it currently stands, 70% - 100% proficiency) of acceptable achievement. The ultimate purpose of these standards is to give students and parents valid and meaningful feedback, to encourage a disciplined approach to academic study and to encourage the student to progress in his learning and achievement.

Students must earn a score of 70% or higher to successfully complete and pass a given course. Students must achieve a cumulative score of 80% or above and not have any class with less than a 70% average for a given grading period in order to remain in good academic standing. A student whose cumulative score falls below 80% or has any grade less than 70% for a course at the end of a semester may be placed on scholastic probation for the following semester. A student placed on scholastic probation must earn a cumulative score of 80% and be passing all their courses the following semester to return to good academic standing. Any student and family placed on academic probation will be required to meet with the Academic Advisor to outline an appropriate course of action to raise those scores. If a student should earn a cumulative score less than 80%, he may be blocked from further enrollment in classes at Heritage Academy.

Any semester which a student fails (receives a score of below 70%) must be successfully repeated before the student will be allowed to continue enrollment in that course sequence. If the course is repeated and successfully completed, the passing grade earned will absolve the failing grade. The new grade will replace the failing grade on the student's transcript. When a failing grade has been absolved in this manner, both attempts at taking the course will be noted on the transcript, but only the passing grade will be recorded and affect the cumulative score. On the transcript, the absolved failing grade will be recorded with NG (no grade). One significant exception to this policy to note is that transcripts for the Hope scholarship require all grades for all courses be submitted.

Students may attempt to absolve a failing grade in another academic setting, such as another school or a home school. In order for this course credit to be recognized by Heritage, the student must request and receive transfer credit certification. If such credit is granted, it will absolve the failing grade on the student's transcript; both attempts will be noted. If a course is approved for transfer credit from a source outside Heritage, a grade of "P" is awarded for "pass"; no letter grade is awarded. In addition, students may be required to demonstrate proficiency in the course before they are allowed to take the next course in a Heritage class sequence.

Grading Standards

All students will receive numerical scores for the courses in which they are enrolled. These scores will reflect the quality of work they have done for those particular classes. Each teacher will outline the percentages used to determine those scores. These standards will include a daily grade for each student of 5%. This 5% will be based on attendance, preparedness, and conduct. The remaining 95% will be subject to teacher determination to include but not limited to tests, homework, quizzes, projects, papers, and oral presentations. Teachers will communicate grading policies to parents during parent orientation.

Late Work Policy

Whoever loves discipline loves knowledge, but he who hates correction is stupid.

(Proverbs 12:1)

Diligent hands will rule, but laziness ends in slave labor. (Proverbs 12:24)

But the fruit of the Spirit is . . . self-control, against such things there is no law.

(Galatians 5:22-23)

Desiring to promote both Godly character and high academic standards, Heritage Academy has adopted the following general principles concerning late student assignments. These principles are designed to promote the development of Godly character qualities such as self-discipline, diligence, and self-control in the lives of our students and to give all faculty members a framework for their individual class policies.

1. An academic (i.e., grade) penalty will be assessed for any work turned in late, unless the teacher feels that the student had sufficient reasons for the tardiness or unless prior arrangements have been made. In general, “sufficient reasons” are events or conditions, such as illness, whose initiation or termination is outside of the immediate control of either the student or his family. This principle was adopted as a means of encouraging our students to adopt and cultivate the Biblical values of self-discipline, diligence, and self-control.
2. Late work, if turned in within a reasonable period of time following the original due date, will be accepted and evaluated, allowing the student to receive at least some credit for his efforts. This principle was adopted primarily as a means of encouraging students to complete assignments, even when late, so that they might benefit from the learning opportunities those assignments represent.
3. Unless prior arrangements have been made with the individual teacher or unless there are sufficient reasons for turning the work in later, no late work will be accepted more than three weeks beyond its due date, or any time after the end of the semester in which it is due. This principle was adopted in order to assure that a student's grade at any given time is a reasonable accurate reflection of both his actual level of work and achievement up to that time and his current standing in the course.
4. Teachers will communicate to students their policies on late work the first week of school.

Absences and Make-Up Work

A note explaining the reason for a student’s absence will be required before allowing the student to make up work or escape late penalties. Whenever possible, arrangements for making up work should be made with the teacher prior to the absence.

Academic Incompletes

Students may be awarded a grade of “I” (incomplete) when circumstances **beyond their control** render them incapable of fulfilling all of the requirements for completing a given course by the end of the semester in which it is offered. All academic incompletes must be approved by both the course instructor and the administration. A conference between the course instructor, Academic Advisor, parent and student will determine if the course can be completed and in what manner it will be completed.

All course requirements must be fulfilled by whatever date may be determined by the course instructor and the administration. Any required work not completed by that date will be awarded a grade of “O.” The student’s final grade will be calculated after the date given for completion of the course and will

include all grades earned up to that time. Course instructors must provide the administration with a description of the grading system to be used as well as any and all evaluation materials (e.g., tests and keys) necessary for completing the course.

J. Modifications to Standard Instructional or Evaluation Practices

Heritage Academy is not currently equipped to modify its instructional or evaluation practices or procedures in response to a student's learning disabilities or other special challenges, such as ADD. All students will receive (or not receive) credit based upon what they have (or have not) done relative to a common standard, rather than upon individualized standards developed in response to special needs.

Administrative Policies and Guidelines

A. Admissions

Overview

The process for admission to Heritage Academy begins with interested parties attending an informational meeting and browsing the Heritage Academy website. Applications are submitted, followed by testing and an interview with the parents and then the student. Upon acceptance, individual courses are made available for registration. Heritage Academy is accountable only for those classes selected and attempted at Heritage Academy. All course instruction received through home schooling or through any other school is the responsibility of the parents. Transfer of credit from any other such instructional source will be accepted in accordance with Heritage Academy policies.

Heritage Academy makes available individual courses for parents to select for their children, and only those children accepted for admission may register for the courses offered. Each student who registers for courses at Heritage Academy will have a transcript on file with the school, and a copy of this transcript will be made available upon request.

Parent and Student Responsibilities

Because Heritage Academy is a University Model Christian school, both parental involvement and student cooperation are essential if Heritage is to successfully fulfill its mission. This mission has both an educational element and a vital spiritual element. Therefore, as a condition of acceptance to this school, the parents of a student applying for admission must be in agreement with the school's doctrinal position. It also is necessary that Heritage Academy have parent and student guidelines to facilitate the acceptance of those students appropriately suited for a University Model school format. Those guidelines are as follows:

a. Parent Guidelines

1. Parents must be in agreement with the school's purpose and spiritual objectives, and be willing to abide by the school's rules and regulations.
2. Parents must be committed to the parental responsibility for providing a quality, Christian education for their children in accordance with existing law (if you are not familiar with the laws regarding home schooling please contact the office).
3. Parents must agree to release enough responsibility to the school and teachers concerning curriculum, course load, classroom instruction and pace, and school discipline, academic and student progress standards to ensure the greatest success of my/our student at Heritage Academy.
4. Parents must acknowledge that they have read with their child and understand and agree with the "Code of Conduct" and "Dress Code". The student will abide by said policies and parents must agree to hold them accountable for completing assignments and adhering to the Dress Code and Code of Conduct.
5. Parents must be actively involved in a Christian church that is in keeping with the Heritage Academy Statement of Faith.
6. Parents must be willing to use a Christian Conciliation Service if ever necessary.

7. Parents must be willing to provide Heritage with a completed application form for each child applying for admission.
8. Parents must be in agreement with, and supportive of, the school's procedures for handling student discipline.
9. Parents must be willing to update immunization records for their child upon request.
10. Parents must be willing to have their child's photo appear in the school yearbook and have their family's name, address, and phone number appear in the Heritage Academy directory.
11. Parents must be willing to follow the Matthew 18 principle of conflict resolution and go first to the person who has offended, in a spirit of humility and love, in order to resolve the problem, rather than discussing it with other parents or teachers. If the problem is not resolved in this step, I/We will then go to the Administrator for the next step – always with the goal to resolve problems and restore relationships.
12. Parents must be willing to read informational booklet on University Model Schooling.

b. Student Guidelines

1. Students must be willing to adhere to Heritage Academy's "Student Code of Conduct."
2. Students must be willing to adhere to Heritage Academy's "Dress Code Policy."

Admissions Procedures

1. *Attend a Heritage Academy information meeting:* Parents are required to attend an information meeting about Heritage Academy. These meetings are held at scheduled times, and families will receive their packet of school materials at this meeting.
2. *Visit the Heritage Academy web site and pray:* Please carefully review the information on the web site (www.Heritagea.org) regarding the philosophy and policies of the school. Please pray for the Lord's direction for your family. If you have questions, please contact us at office@heritagea.org. We want to help you make the wisest decision for your children. Please do not call the school office. Admissions are handled by email.
3. *Complete the application:* One application per student needs to be completed and brought to the school on the date specified. Students will be scheduled for admissions testing and families scheduled for an interview at this time. Please note that there is a \$150.00 per student application and testing fee required at this time. This fee is non-refundable. Applications will be processed once all fees, test, transcripts, and referenced are received.
4. *Student Record:* Please have the student's latest school records and test results sent to the Heritage Academy office. If the student has been home schooled, please send a list of the curriculum used in the past 2 years and the latest standardized test results.
5. *Testing and Evaluation:* Academic courses offered at Heritage Academy require entrance testing. This testing occurs during the admissions process in order to determine the comparative relationship between the student and Heritage Academy's level of course work.
6. *Family Interview:* Each family will be scheduled for an interview when their application is submitted. The purpose of this meeting is to make certain that each family has a personal opportunity to have all of their questions about Heritage Academy answered and to determine the fit between Heritage Academy and each family.

7. *Letter of Acceptance or Rejection:* Once the interview process has been completed each family will receive a letter from the admissions committee indicating the decision of the committee. The process may be slow. Students who are accepted are then eligible to register. A non-refundable deposit of \$75.00 per course is required to hold a student's place in that class and the deposit is applied toward tuition. If a student does not register within a one year period of time, the admissions process must be repeated.

B. Financial Policies

Heritage Academy relies upon the parents of students to fulfill their financial commitments to it so that it may, in turn, fulfill its financial commitments to others made on behalf of the parents and students.

1. Tuition

Tuition Deposit: For fall enrollment, all returning students must complete pre- registration by March 1. A non-refundable deposit of \$75 per course must accompany this registration form in order to secure a student's enrollment in each course. Tuition payments will begin in August and the last payment will be due April 30 for that school year.

Semester Tuition: All tuition refunds will be made less the course deposit for courses dropped by the drop/add deadline. All course tuition payments will be 100% refundable for any course cancelled by Heritage Academy. If Heritage moves a course to a different time-slot, the parents will have the option to attend the class at new time slot or drop the class for a full refund.

Tuition and fees payments are due the 10th or 20th day of each month, through RenWeb services, and must be paid in full by April 30. Please contact the school if you have questions regarding this program.

2. Textbooks

Heritage Academy will offer textbooks for sale through ClassBooks.com. The curricula are reviewed each year with the intent to maintain the use of textbooks for at least two years. This may not always be possible. At the end of spring semester or the beginning of summer break a list of the textbooks that will be used the following year will be announced. Parents may then seek to resale the books that will be used again.

3. Athletics

The coach and Athletic Director are responsible for developing the budget for each sport. No refunds, partial or otherwise, may be given to students temporarily barred from participation in athletic or other extra-curricular activities due to academic or disciplinary problems.

4. Fees

- a. Application
These fees are non-refundable and are listed in the admission procedures section.
- b. Registration
A \$75 per course registration fee is due by May 30.
- c. Late payment fee
Tuition payments made after their scheduled due dates are subject to a \$25 late payment fee regardless of the total amount of the tuition payment.

- d. **Academic Advising**
There are a number of fees associated with services provided by the Academic Advisor's office, including transcript fees (\$10/transcript), letters of recommendation (\$10), petition to graduate fee, etc. Please consult with the Academic Advisor for more information regarding these charges.
- e. **Study Hall fees**
A charge of \$200/year will be assessed for study hall fees. Parents will be billed for these fees.
- f. **Drop/Add fee**
A \$15 fee assessed after the first week of classes.
- g. **Accreditation fees**
Heritage Academy is currently accredited by both the CITA/SACS and NAUMS. As part of this accreditation, a fee is assessed for each student.
- h. **Student Accident Insurance**
Heritage Academy must pay \$25 per student for an accident insurance policy.

C. School-Home Communications

Communication between the school and the home are vital in any healthy academic setting. However, in the University Model setting, communication between the school and the home is crucial. The computer is the primary means of communication. Parents and students are notified of assignments, announcements, report cards, etc. through RenWeb. In addition, in order to keep parents informed in a timely fashion, a weekly email is sent every Wednesday afternoon. Families should use email to communicate with the Heritage office and teachers whenever possible.

D. Fire and Tornado Procedures and Snow Days

In compliance with the local and state safety laws, Heritage Academy will randomly conduct fire and tornado drills. Teachers shall have the direct evacuation route procedures in which students should follow.

With snow or the threat of snow, the school will announce its closing several ways: an email notification will be sent out to all families, a voice mail message will be sent to each family, and announcement will be sent to local radio and TV stations for broadcast.

E. Visitors Policy

By its very nature, Heritage Academy encourages a high level of parental participation in education. However, in order to enhance both student safety and operational efficiency, Heritage Academy has adopted the following guidelines governing the presence of visitors on the campus during regular school operating hours. For the purposes of this policy, "visitors" are defined as all individuals other than staff, parents, or students (on their respective class days) present in any part of the building other than the front entrance area and the student loading area and the parking areas adjacent to it.

1. All visitors should call the office before coming to the school.
2. All visitors must check in with the Heritage office upon arrival on campus. At a minimum, visitors must identify themselves, explain their intended business, and indicate how long they expect to be on campus. A written record of this information will be kept.
3. All visitors must be willing to comply with all rules and regulations governing student and/or staff conduct, including the appropriate dress regulations.

4. Non-Heritage Academy students (alumni not included) are not allowed to attend classes or lunch on campus due to space constraints.

Anyone failing to abide by these provisions may be denied access to any and all restricted areas or be required to leave the campus. Persons with no legitimate reason for being present on the school campus will be expected to leave immediately.

F. Use of Computer Lab

All Heritage Academy students should have access to a personal computer at home to complete school assignments. Therefore, use of the school computer lab is permitted only for currently enrolled computer class students during their regularly scheduled class hours. It is in the best interest of everyone at Heritage Academy to use the computer lab efficiently and effectively for its designed purpose.

G. Open Campus

Because of its university class scheduling format, Heritage Academy students enter and leave the academy's campus at different times of day, depending upon their individual course schedule. Many of the students are responsible for their own transportation to and from the campus. This means that of necessity Heritage Academy operates under an open campus policy, defined as follows:

1. Students are not required to check in or out when arriving at or leaving the campus on regularly scheduled school days. However, all students must be checked out by a parent (through the front office) if leaving the campus will result in missing a class.
2. Students are to be under supervision by being physically present in the class or study hall for which they are registered whenever they are on campus. Being present on campus but not in the class or study hall for which he or she is registered will result in disciplinary action and may jeopardize enrollment.
3. Parents are responsible for guiding their students regarding their use of freedom to come and go from the campus. Students who violate their parents' wishes regarding the use of this freedom are accountable to their parents.
4. It is considered a discourtesy to the teacher and a disruptive influence to the learning environment for a student to leave a class in session before that class has been dismissed. Therefore, unless prior arrangements have been made or permission is granted by the instructor, leaving a class early will be considered a breach of good conduct and treated as a discipline issue.
5. Only twelfth grade students who have parental permission (Permission form may be printed from web site and turned in to office) to leave campus for lunch or joint enrollment classes must remain off campus (including parking lot) during the scheduled hours and are responsible to return on time of the next class hour. Continued tardiness is considered a breach of good conduct and will be reflected in the daily grade as well as treated as a discipline issue.
6. Students in the sixth through eleventh grades are not permitted to leave campus during their school day. This includes the lunch hour.

H. Principles and Policy Guidelines Regarding Difficult or Controversial Issues and Topics

One area of particular concern for Christian schools is the relationship between sound academic instruction and the treatment of difficult or controversial issues. In order to provide our school community with some common guidelines regarding our school's approach to this matter, the board officially adopted the following statement defining, in broad terms, the school's stance. Anyone having questions regarding the application of this position to specific lesson plans or materials should consult with the administrator.

Out of respect for the purposes and instructions of the Lord, and for the educational example He has given us, Heritage Academy recognizes the following principles for treating difficult or controversial topics and adopts the accompanying policy guidelines.

Principle 1: One of God's purposes in the training of disciples is to equip them to reach others with the gospel of Jesus Christ and to then teach them to obey all that He has taught us.

Policy Guideline 1: We will not encourage our children to retreat from contact with a sinful world, but rather train them to effectively reach out to unbelievers.

Principle 2: In order to effectively reach others, we must learn to build personal and cultural bridges (1 Corinthians 9:19-23) for the sake of the gospel. This means that our students must develop the ability to understand others and their cultures and thought forms, and to use that understanding for the purpose of effective communication.

Policy Guideline 2: We will from time to time engage in the study of other peoples, cultures, and thought forms, including godless cultures and thought forms, so that our students might be better able to understand and communicate with all with whom the Lord may bring them into their contact.

Principle 3: God explicitly warns His children against becoming worldly in their thought and attitudes. This does not mean that they are to avoid all knowledge or study of difficult, unpleasant, or sinful realities (or indeed they would have to avoid much of the world itself), but rather that they are to become increasingly proficient in distinguishing between good and evil and increasingly inclined to reject the evil in favor of the good by learning to evaluate all with which they come into contact by the standards and examples contained in the word of God. By doing so, they will develop the ability to reach others without sacrificing those habits of thought, attitude, and conduct which are distinctively Christian and necessary for true obedience to the Lord.

Policy Guideline 3: Whenever they are brought into contact with difficult or controversial realities, students will be taught and encouraged to evaluate and correctly respond to those realities in light of God's word, so that they may be able to confront the world without becoming stained by the world.

Principle 4: Dealing effectively with difficult and controversial issues and topics generally requires the use of higher order thinking skills, such as analysis and evaluation. Thus, these issues and topics can and should be used to develop these skills. Furthermore, the scriptures encourage us to develop wisdom, which includes the exercise and application of higher level thinking skills.

Policy Guideline 4: Teachers will use the pedagogical opportunities presented by the treatment of difficult or controversial issues to challenge their students to develop skills in analysis, evaluation, synthesis, and proper applications, and to apply those skills to godly purposes.

Summary

At Heritage Academy we do not intend to shield our students from all of the sin and ugliness inherent in a fallen world, but rather to teach them to confront those realities openly and honestly from a God-centered perspective. We desire to teach our students to be in the world—and have an impact on the world—without becoming of the world. All disciples, including our students, are and will continue to be engaged in spiritual warfare. We believe it is our responsibility to train them under controlled circumstances so that they might be able to take ground for the Kingdom without becoming casualties.

Extra-Curricular Activities Policies and Guidelines

A. Academic Performance Standards for Participation

All students must meet academic performance standards, as determined by the headmaster, in all courses taken at Heritage Academy in order to continue participating in school-sponsored extra-curricular activities, including athletics. Any student who fails to do so may be temporarily barred from participation in such activities. Specifically, in order to participate in extra-curricular clubs or organizations, or in competitive sports, students must maintain a cumulative grade average of 75 or higher. Students who do not meet the designated standards or fail a class (without making it up) in the semester previous to the beginning of the activity, will not be allowed to participate in extra-curricular activities during the current semester. No refunds, partial or otherwise, may be given to students temporarily barred from participation in athletic or other extra-curricular activities due to academic or disciplinary problems.