

LEGACY PREPARATORY CHRISTIAN ACADEMY



HERE AM I. SEND ME!

FAMILY HANDBOOK 2017-2018

“Partnering with parents to inspire their children to be college-worthy, character witnesses of Christ.”

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I. INTRODUCTION:

Welcome to Legacy Preparatory Christian Academy

Mission Statement

At Legacy Preparatory Christian Academy (LPCA) we want to partner with parents to inspire their children to be college-worthy, character witnesses of Christ. We will accomplish this through an environment that allows parents to spend more time with their children via the university style schedule and through a college preparatory curriculum based on a biblical worldview. With the Lord as our guide, we are committed to equipping our students and families to be confident in what they believe and able to defend their faith in love, boldly and unashamedly. Students will enter the college or career of their choice with the knowledge, skill sets, and preparedness to succeed.

Vision Statement

LPCA exists to cultivate parental involvement in the educational process of their children, to instill students with a biblical worldview so they can boldly articulate and defend their faith, to guide them into independent learning, to prepare them for the rigors of college, and to train them in life to always give themselves fully to the work of the Lord, confidently answering, "Here am I. Send me!" Isaiah 6:8.

Statement of Faith

Families must be in agreement with the following Statement of Faith that guides the ministry of Legacy Preparatory Christian Academy:

- There is **one sovereign God** in three persons: the Father, the Son, and the Holy Spirit.
- There is **one way of salvation**: faith in Jesus Christ, the son of God, who lived as a man, died for the sins of all men, and was resurrected so that all who believe in their hearts and confess Jesus as Lord with their mouths will be saved.
- There is **one book of truth**: the Bible, God's written revelation to man, authoritative, reliable, and inerrant, without the need of any other document to complete its message.
- There is **one body**: the church, with its many parts acting in unison.

Biblical Lifestyle Statement

An integral part of LPCA's mission is to foster spiritual development and a biblical worldview in the lives of its students. This includes leading students to develop a biblical understanding of morality and to pursue a life that is governed by the biblical moral code. The school works in partnership with families to achieve these desired outcomes, which necessitates that both the school and home come under the authority of God for the benefit of the student. For this reason, the school reserves the right, within its sole discretion, to refuse admission of an applicant or to discontinue enrollment of a student if the atmosphere or conduct within a particular home or the activities of the student are counter to or are in opposition to the biblical lifestyle the school teaches. This includes, but is not necessarily limited to, participating in, supporting, or affirming sexual immorality, homosexual activity, or bisexual activity; promoting such practices; or being unable to support the moral principles of the school.

Guiding Principles

In order to fulfill our vision and mission in Christ, LPCA gives the priority to these fundamental principles:

1. Partnering with parents to provide a challenging college preparatory education based on biblical principles. (Deuteronomy 6:5-7; 1 Corinthians 10:31; Colossians 3:23-24)
2. Therefore, dear brothers, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labor in the Lord is not in vain. (1 Corinthians 15:58)

3. Fulfilling the Lord's directive to spread the "good news". And the Lord said, "Whom shall I send? Who will go for me?" and Isaiah replied, "Here am I. Send me!" (Isaiah 6:8)

Major Aims and Objectives

First Aim

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

Related Objectives:

- A. We will seek to delight ourselves in the Lord and celebrate His greatness regardless of our circumstances.
- B. We will seek a daily, close, loving, and obedient relationship with our Lord Jesus Christ.
- C. We will aspire through all aspects of this ministry's operations to be in constant, joyful, and whole-hearted submission to God's purpose and will as revealed in the Holy Bible.
- D. We will consistently acknowledge, in word and deed, the Holy Bible as our standard of truth and final authority for faith and practice.
- E. We will challenge our staff, students and their families to love God by becoming progressively more knowledgeable of and obedient to His will as revealed in the Bible.

Second Aim

Our second aim is to do everything, including academic teaching, in a way that helps fulfill Christ's commission to go and make disciples (Matthew 28:18-20).

Related Objectives:

- A. We will evaluate all aspects of this ministry by how effective they are in "helping parents prepare college-worthy, character witnesses of Christ for the next generation."
- B. We will encourage all families to be actively involved in a local Christ-honoring church, the primary agency to which Christ gave His commission. The home-church-school partnership is an important part of a successful UMS school.
- C. We will encourage our students to develop their faith, love, and devotion to the Lord Jesus Christ and teach them to apply a God-centered perspective in all of their studies and activities.
- D. We will cultivate within students an increased awareness of the world that exists beyond their immediate culture and comforts along with the growing understanding that God's love and Good News are for all people everywhere.

Third Aim

Our third aim is to affirm, encourage and equip parents in their God-given roles and responsibilities (Deuteronomy 6:6-7; Proverbs 22:6).

Related Objectives:

- A. We will encourage parents, whenever we have opportunity, to understand that their highest calling and foremost responsibility with their children is to train them to be faithful disciples of Christ.
- B. We will strive to strengthen families as the first social and educational unit instituted by God and to demonstrate respect for the primary authority and responsibility for children that God has entrusted to parents.
- C. We will seek to give parents greater access to their children by involving parents in the scholastic lives of their children's training in a university-model structure and system.
- D. We will strive to provide relevant and practical family ministries, conferences, and services aimed at keeping parents encouraged, competent, confident, and on-task.

Fourth Aim

Our fourth aim is to educate students with excellence, providing preparation for college that is both high quality and Christ-centered (Luke 2:52; Proverbs 1:2-7, 3:13-20, 4:1-9, 9:9, and 10:14).

Related Objectives

- A. We will teach a work ethic that values doing all things “as unto the Lord” (Colossians 3:23).
- B. We will promote and adhere to high academic standards.
- C. We will stress the importance of character development as a basis for true academic success and achievement.
- D. 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 data and the mastery of concepts.
- E. We will strive for constant and consistent improvement in our instructional methodologies.
- F. We will help and encourage our students to understand that all truth is God’s truth by integrating the Bible’s message with the content of a classroom subject.
- G. We will teach and encourage the use of good study habits.
- H. We will train our students how to engage in independent study and research.
- I. We will incorporate and integrate student activities as an important tool in the educational process.
- J. We will strive to offer a balanced treatment of the arts, humanities, and sciences.

Fifth Aim

Our fifth aim is to effectively and systematically integrate the home and school throughout the curriculum design and student activities in order to keep facilitating parents’ relational involvement with their children while also preparing those children for college.

Related Objectives

- A. We will seek to develop curricular designs, instructional methods, and student-activity guidelines that effectively utilize and integrate the resources of both home and school.
- B. We will seek to establish clear guidelines defining the relationship between the home and school as educational institutions.
- C. We will seek to establish curricular and student-activity guidelines defining the respective responsibilities of the school and home instructors in the university-model system.

Sixth Aim

Our sixth aim is to reach out and serve people in other communities who need and want what university- model schooling offers (Matthew 9:37, and 25:34-36).

Related Objectives

- A. We will develop “Legacy” as a University-Model School®, with the care and attention needed to successfully represent an educational model that can be used by parents and educators in other communities who are seeking better ways to teach children.
- B. We will seek ways to demonstrate effectively that the application of biblical principles on behalf of academically average students can indeed produce better college-preparatory results with less classroom time and less cost through the increased and more meaningful involvement of parents.
- C. We will seek ways to assist in the propagation of this educational model by encouraging other interested servants of the Lord in the start-up and development of new university-model schools.

Statement of Affiliation

LPCA 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, II Corinthians 6: 14-17)

Moral Living

Legacy Preparatory Christian Academy stands firmly upon the truth of God's word and the moral foundations established in the Bible and throughout Christianity. This includes, but is not limited to, the biblical definition of marriage (Genesis 2:22 – 24, "Then the LORD God made a woman from the rib he had taken out of the man, and he brought her to the man. The man said, "This is now bone of my bones, and flesh of my flesh; she shall be called 'woman,' for she was taken out of man." That is why a man leaves his father and mother and is united to his wife, and they become one flesh.") the attendant boundaries of sexuality and moral conduct, and the clear biblical teaching that gender is both sacred and established by God's design. Parents or the legal guardians who choose to enroll their children at Legacy Prep Christian Academy, are agreeing to support these and other basic biblical values derived from historical Christianity and the relevant Christian positions embraced by Legacy Prep. Parents understand and agree that Legacy Preparatory Christian Academy will teach these principles and biblical values.

In addition, the Board of Directors urges parents to recognize their scriptural responsibility (Deuteronomy 6:1–9, Psalm 78:5, 6, Proverbs 22:6) to provide their children with a Christian education and to understand that the primary responsibility for this task rests with the parents (Ephesians 6:4). Legacy Prep was founded and continues to operate upon biblical values and the desire and commitment for Bible-believing Christian parents to enroll their children in an intentionally Christian environment. We will consider admission for students from families who profess their faith in Jesus Christ as the only way of salvation, agree that the Bible is the inspired word of God and is inerrant from beginning to end, agree that marriage is between one man and one woman, affirm our statement of faith and additional biblical tenets, support Legacy Prep's philosophy of Christian education, agree to our student and parent conduct requirements, and who expect their children to be educated and influenced in an intentionally Christian environment. Continued enrollment at Legacy Prep is contingent upon this same understanding and support.

In addition, an integral part of Legacy Prep's mission is to foster spiritual development and a biblical worldview in the lives of its students. This includes leading students to develop a biblical understanding of morality and to pursue a life that is governed by the biblical moral code. As a University-Model School® we work in partnership with families to achieve these desired outcomes, which necessitates that both the school and home come under the authority of God for the benefit of the student. Parents at Legacy will provide a home that fosters spiritual and character growth through training at home and attending church as a family - part of the 3-legged stool of school, home, church. Who we are at home determines who our kids are at school.

For this reason, the school reserves the right, within its sole discretion, to refuse admission of an applicant or to discontinue enrollment of a student if the atmosphere or conduct within a particular home or the activities of the student are counter to or are in opposition to the biblical lifestyle the school teaches. This includes, but is not necessarily limited to, participating in, supporting, or affirming sexual immorality, homosexual activity, or bisexual activity; promoting such practices; or being unable to support the moral principles of the school.

University-Model Schools®

University-Model Schools® integrate challenging academics with Christ-like character development. They affirm the parents' role as the primary influence in their children's lives by redirecting time from the school back to the family. Parents will oversee and involve themselves in their child's education and academic progress. Parents have flexibility in determining what courses the child will take at the school and what training will be received at home. Parents share joint responsibility with the school for properly placing students, for helping them build the character qualities and work ethic that lead to academic success (and success in general), and for encouraging students to accept increasing responsibility for the consequences of their actions. The parental teaching role ranges from direct instruction in cooperation with the classroom teacher to monitoring of student progress, as the student progresses from elementary to high school. LPCA is committed to providing a vital learning experience for students that encourages and facilitates the parent/child relationship. At LPCA we offer:

- University style schedule - classes meet 2 or 3 days a week for a 16-18 week semester
- Course registration on a semester basis
- Flexible scheduling for full and part time students
- Clearly articulated course descriptions
- Integrated parent/teacher instruction
- High academic standards and strong work ethic
- Instruction based on ability level
- Low student-teacher ratio

University-Model Schooling (UMS) was developed as a result of two guiding concerns: to offer students the opportunity to acquire a high degree of academic achievement and to preserve and strengthen the God-ordained family relationships in which the Christian faith is most effectively fostered. The structure in which these two concerns are brought together, University-Model Schooling, provides an academically challenging education while integrating the home and school in the common goal of disciplining children. Distinct parental roles are established so that parents will have an understanding of what is required of them in each class.

Parental Roles in a University-Model School®

Co-Instructor- In this role, parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and preparation or review needed for the next class. They will also bear the primary responsibility for direct instruction in some aspects of the course, such as spelling, and in monitoring their child's academic progress (including the timely submission of all assignments).

Private Tutor - In courses involving this role, parents receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and any preparation or review needed for the next class. Courses utilizing this role will usually be at the elementary level.

Guide for Dependent Study - This role will usually relate to parents with children in grades 7-10. These students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teachers are dependent upon parents to make certain their children keep up with the course material assigned and to communicate to teachers if difficulties arise. In some cases, private tutoring might be necessary.

Guide to Independent Study - Academic courses at the 11th and 12th grade levels will usually involve this role by the parent. Here, the parent has the opportunity to monitor the independent school work performed by their children while it is still possible for them to provide additional guidance if needed. Courses offered by a University-Model School® at this level should mimic that of a junior or community college program where independent study skills and disciplined planning for completing homework assignments are necessary.

Interactive Discussion - In courses utilizing this role (ex. Health courses), parents are expected to interact with their children on teacher-directed topics throughout the semester. Students will then reflect on those interactions through class discussions and written assignments. These courses are designed to place emphasis on the parent-student relationship by emphasizing and reinforcing the values parents are teaching within their home. These courses also provide families with the opportunity to explore and interact on issues that are of importance, especially during the teen years.

Course Monitor - Some courses will involve equipment or expertise which necessitates that teaching be done in the classroom and leaves little for parents at home. This role, therefore, will require the least amount of time by parents, but its importance cannot be understated. The primary responsibility of parents is to track the progress of their children and to monitor how well they are doing. Are they becoming discouraged? Are they enjoying the class? What are the activities being done each day in class? What are the activities being done each day in class? What are they learning? In short, parents need to show an interest and express this to their children. If problems should develop, teachers need to know immediately.

Project Assistant - Some courses utilizing this role would include different grade levels of drama or music. The primary responsibility of parents is to track the progress of their children and to monitor how well they are doing. They need to have a sincere interest in their children's class activities and express that interest to their children. Furthermore, help at home might be needed occasionally in support of a particular project. If problems should develop, teachers need to know immediately.

Parent Coach - The role of the parent coach is to provide individual practice and instruction to his/her son or daughter at home. The director or team coach will organize the group activity (choir, band, team sport, etc.), direct practices, and communicate to the parent-coaches information and directions concerning regular home practice on individual skills. This role is used primarily for competitive extracurricular activities in grades 1-8 and possibly 9-12.

The Active Supporter - This parental role usually involves competitive class or extracurricular activities designed for 11th and 12th grade students (and possibly 9th and 10th grades as well). In competitive high school programs preparing students for college, conditioning training, practice, and work on individual skills go beyond the expertise of most parents. As a result, parents are instead required to actively support their children through regular attendance at games, performances, and practices or rehearsals. Parents are also encouraged to show their support by participating in booster club activities which usually play a vital role in supporting high school extracurricular programs. At a time when older students are beginning to increase their time away from home as they move gradually toward independence, high school athletics offers parents a regular avenue through which to remain an active part of their children's lives and interests.

Organizational Structure

LPCA is a private Christian school serving as a ministry wholly governed and staffed by professing Christians. Schematically, the ministry's organizational structure is as follows:



Holy Bible

The Head and supreme authority of LPCA is the Lord Jesus Christ Himself (Ephesians 1:22; Colossians 1:18). His will, which will be discerned through the prayerful and appropriate application of His written Word (2 Timothy 2:15), must be followed in all matters pertaining to this ministry. LPCA, therefore, affirms that the Word of God, that is, the Old and New Testaments of the Holy Bible, is the fundamental and sole final governing authority of LPCA.

Corporate Bylaws

The governing bylaws were set in place by the founding families of this ministry to give direction for its governing structure and authority. The overseers of the ministry--that is, those who have been given the responsibility for its government--will be the members of the School/Ministry Board. The School/Ministry Board is established, regulated, and governed by provisions described in the governing bylaws. In the event that a Board of Trustees is added, the trustees will oversee specific areas as outlined in the bylaws.

The School/Ministry Board

The School/Ministry Board is responsible for establishing, within the confines of the ministry's established bylaws, the remaining governing policies for the ministry. The Ministry Board is also responsible for the selection and hiring of a head administrator for the ministry. Policies established by the board are to consistently recognize and preserve the executive, administrative, and leadership prerogatives of the head administrator of the ministry.

The Head Administrator

The head administrator serves as the chief executive officer (CEO) of the ministry. He or she is responsible, according to the policies established by the governing board, for the ministry's overall operation.

Ministry Personnel

The remaining ministry staff will serve under the head administrator and will be organized in accordance to the University-Model structure.

LPCA Board Member Responsibilities:

Members of the LPCA Board are responsible for establishing bylaws, and the governing policies for LPCA. The board is also charged with the privilege of leading Legacy through the development of its strategic plan, protecting the culture of the school, and working towards the ultimate goal of fulfilling our vision and mission.

Members:

Dan Condley – Chairman

dcondley@legacypca.org

Casey Clark – Secretary

cclark@legacypca.org

Chris Burkhard – Treasurer

cburkhard@legacypca.org

Miles Freeman – Board Member

mfreeman@legacypca.org

Lisa Railey – Board Member

lrailey@legacypca.org

Staff Members:

Audra May (Head Administrator)

amay@legacypca.org

Jeana Francis (Head of Elementary)

Coordination between Head Administrator and other administrators, teacher aides, Friday electives, operations & procedures

jfrancis@legacypca.org

Karen Beeman (Administrative Assistant/Front Desk)

Administrative Assistant/Absences and Tardies/General Questions

kbeeman@legacypca.org

Jeannie Rietveld (Business Director)

Tuition, questions regarding invoices, registration fees, Praxi Accounting Issues

jrietveld@legacypca.org

Cheryl Laws (Accountant/HR Specialist)

Tuition invoices, Accounting/HR questions

claws@legacypca.org

Lisa Bontrager (Elementary School Principal)

Teacher supervision, student placement, parent/teacher issues

lbontrager@legacypca.org

Shannon Jones (MS/HS Principal)

Student schedule changes (teacher approval is required), placement tests, MS/HS teacher supervision, teacher and parent conferences, MS/HS academics, MS/HS behavior/discipline, dress code

sjones@legacypca.org

Susan Rush (College Advisor)

Academic and college counseling, registration and schedule changes for HS students, transcripts, National Honor Society, High School behavior/discipline,.

srush@legacypca.org

Clint McDonald (Student Life/MS faculty oversight)

Middle School discipline, questions regarding MS teachers/faculty, student activities for MS students.

cmcdonald@legacypca.org

Ashley Snell (Testing/Technology Coordinator)

Chromebook manager, technology implementation PK-12th, Terra Nova and PSAT coordinator

asnell@legacypca.org

Michele Kuykendall (Marketing/Business Office)

Marketing opportunities, tuition/billing questions

mkuykendall@legacypca.org

Jody Robinson (Admissions Officer)

Admissions, Student records, Coordination and scheduling of placement testing, Registration/Enrollment, Student schedule changes (adding/dropping classes)

jrobinson@legacypca.org

Kristie Pope-Dunn (Dean of Family Ministry)

Equipping co-teachers, parent training & events, room moms, *Parent Connect* newsletter, student character development, Bible classes, Chapel and Rebelution, Biblical Integration, school-wide dress code & discipline policies

kdunn@legacypca.org

Jennifer Kennedy (ES Curriculum Coordinator)

Coordinates all elementary school curriculum.

jkennedy@legacypca.org

Amanda Jones (MS/HS Curriculum Coordinator)

Coordinates all middle and high school curriculum.

ajones@legacypca.org

Lisa Holland (ES Administrative Assistant)

Substitute Teachers for ES; attendance for ES

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Katy Evans (MS/HS Administrative Assistant/ Fine Arts/ Theater Arts)

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Cindy Sommers (Family Ministry Aide)

Assists Dean of Family Ministry

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Beth Schardt (MS/HS Aide)

Absences and Tardies/General Questions, MS/HS testing coordinator, Substitute teachers for MS/HS
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Nash Murray (Athletic Director)

Questions regarding sports programs, physical waivers, sponsor interests, athletic event scheduling, volunteer opportunities for games
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DiAnna Ferebee (Fine Arts Coordinator)

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Amanda Carrico (High School/Middle School Math Department Head)

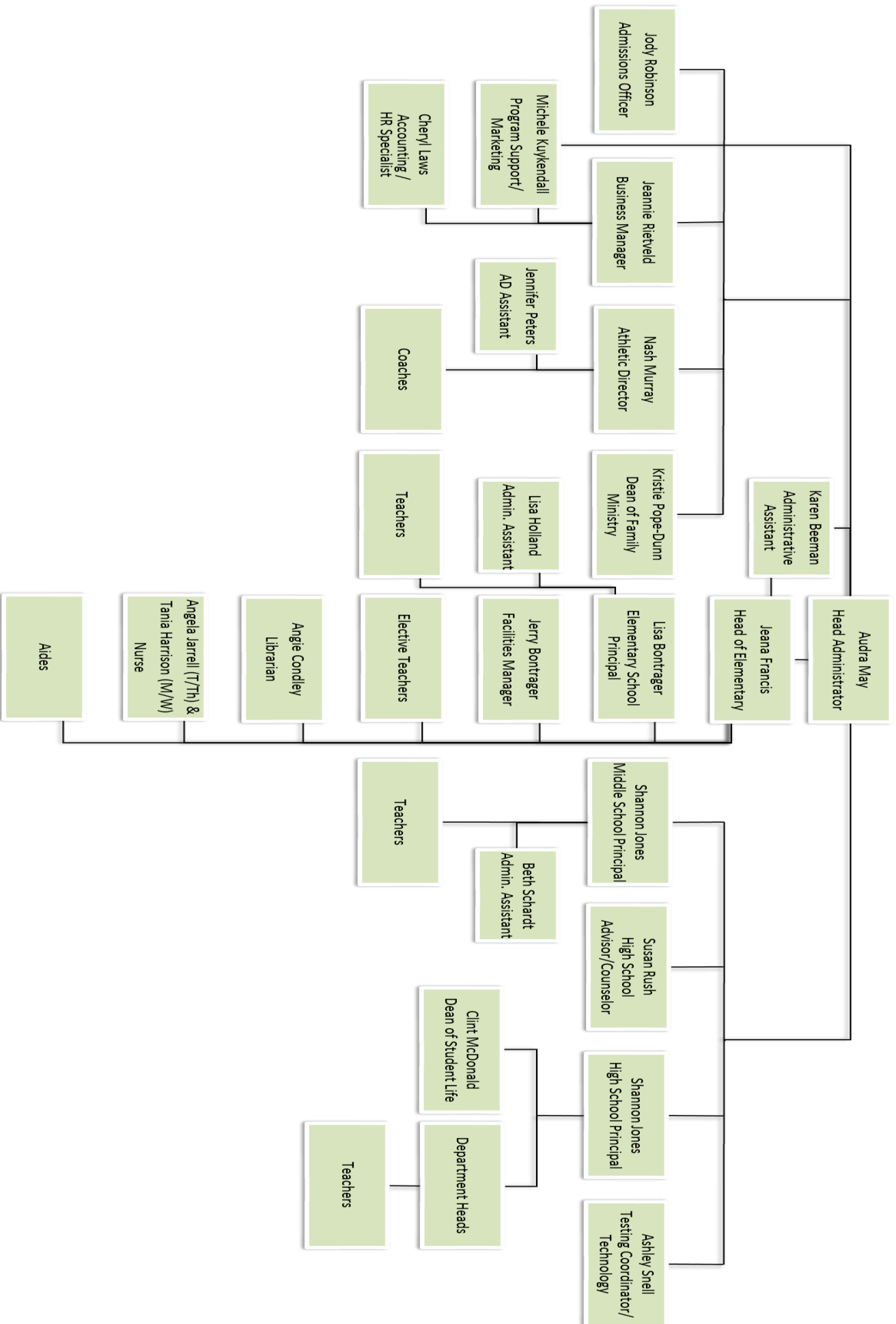
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Diane Elliott (High School English and History Department Head/Theater Arts)

High School English curriculum and direct supervision of subject specific HS Instructors.
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Amanda Jones (Middle School English/Language Arts Lead)

Middle School English/Language Art
ajones@legacypca.org



II. ADMISSION POLICIES:

Non-Discriminatory Policy

Legacy Preparatory Christian Academy of The Woodlands 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 does not discriminate on the basis of race in administration of its educational policies, admission policies, or athletic and other school-administered programs.

ADMISSION PROCEDURE:

Attend an Information Meeting

This is required so that parents fully understand the expectations of their involvement in the education of their child at LPCA. Parental involvement is mandatory.

Review All LPCA Material and Pray

Please carefully go over each handout given at the information meeting. If you have any questions, please contact us. Pray about this important decision.

Complete the Admissions Forms

Once you are convinced that this is where your family should be, parents must complete and submit an online application for each child, along with the application fee. This process must be completed electronically via our website at www.legacypca.org. In addition, you must provide copies of academic records, birth certificates, immunization records and any other relative medical records, and Pastor, Teacher, and Principal Recommendation forms. These forms can be downloaded from the online application and should be submitted to the Admissions Officer via U.S. mail, fax, or email. (All immunizations must be current and in compliance with the state of Texas.)

****Students must be four by September 1 of the current school year to enter Pre-K program, and five by September 1 of the current school year to enter Kindergarten. No exceptions will be made to this policy.*

Family Interview

Each family applying for admission will be interviewed in order to verify that LPCA is the best educational option for their child. This meeting also enables us to personally answer any questions about LPCA. The Admissions Committee or Head Administrator conducts this one-time interview.

Testing and Evaluation

An entrance exam is required for all new students, excluding incoming Pre-K students. The tests are given to determine the entrance grade level and math class placement based on the child's Math and English skills in relation to the LPCA curriculum. Parents do not determine where their child will be placed.

Registration

Once the student has been accepted and the above steps have been completed, the family can register the student for courses and select a tuition payment plan.

Academic Advising (Middle/High School Only)

All students entering high school must undergo academic advising with the Guidance Counselor, for the purpose of establishing a diploma plan. In addition to this, any requests for transfer of credits must be assessed before new students are allowed to register.

Student Files

Student files are kept in a locked file cabinet in the school office. All information in these files is considered highly confidential. Parents may have access to some of the contents of their child's file, but all information in the files is the property of LPCA as long as the child is a student at the school. Principal Feedback forms, Teacher forms and Pastor Recommendations are the property of LPCA and will not be shared with the parent.

or their child.

III. FINANCIAL POLICIES:

Tuition Policies

Tuition is assessed on an annual basis and varies according to the student's grade and number of courses they take. Parents may either pay tuition in full at the beginning of each semester or in monthly installments. A 5% discount on core classes will be extended to families who choose to pay their tuition by draft in full, prior to the first day of the semester – NOTE: Fees are not included in this discount. An additional discount will also be extended to families who have multiple children enrolled in the school.

A 10% deposit of the student's core tuition is to be paid up front. The deposit can be paid either at the time of Fall Registration or anytime up to July 1st. ALL deposits must be received no later than the 1st of July preceding the school year. This deposit is non-refundable and will be applied to the student's last Spring semester tuition payment, regardless of whether the student is still enrolled in the Spring semester. For our families, this deposit secures your enrollment for the Fall and Spring semesters. For LPCA, the deposit helps the school to better establish what enrollment will be for the upcoming year so that appropriate staffing and overhead decisions can be made. The school makes year-long commitments in regard to teachers, staff, and facilities and must be sure that those who register are serious about committing to LPCA for the upcoming year.

LPCA requires that all families pay tuition via bank draft using Praxi Power. Tuition may be paid annually in July, by semester (July and December payments) or divided over a ten month period (July - April) and paid on the 5th or 20th of each month via bank draft. Please contact the Business Director for information about your tuition payments.

Refund Policies

All tuition and fees at LPCA are based on an estimated cost of providing the educational services of the school to all enrolled students. By signing and returning an enrollment contract, we reserve a place for your child for the entire year and you pledge to LPCA that you will pay tuition for the entire school year in order that we may meet the budget of the academy. We employ faculty and staff members in accordance with the number of students enrolled and must honor those staff contracts whether or not a student withdraws from LPCA during the school year.

No refund of tuition paid will be given if a student withdraws after the second week of the beginning of the school year. Further, the family will be responsible for the remaining tuition due.

Requests for such refunds based on hardship must be made directly to the Business Director's office, and will be reviewed by the Board. Approved refunds are typically paid within 30 days of the approval date. In addition, please note the following:

- All Application, Registration, Testing, Technology Fees, and Book Fees are not refundable under any circumstances.
- All tuition payments for any course which is cancelled by LPCA will be credited in full to the existing family tuition account, unless the student withdraws from LPCA completely—at which time the aforementioned tuition refund policies apply.

- In the event of withdrawal from LPCA or transfer to another school, records for the student and siblings, including Report Cards and permanent files, are held until all financial obligations have been cleared.
- In the event of suspension, expulsion or mandatory removal of student or family, tuition is not refundable, regardless of when it occurs.
- Because our expenses continue whether or not every child is present in school every day, no refund of tuition or fees can be made in the case of absence for illness or any other reason, as long as we hold a place for your child.

In view of this obligation, I understand that the Tuition Refund Plan is being made available to me at this time to protect my yearly financial obligation under the terms of the enrollment contract. This program insures fees (prepaid and due) in the event of separation according to the terms of the policy.

I have received and read the brochure detailing the terms and conditions of coverage concerning this Plan. Participation is required unless the full annual charges are paid by the opening day of school. The premium rate is 1.5% of the annual fees and tuition. I authorize the school to enroll my child in the Plan and to debit my account for the premium due. I authorize the school to process and collect any claim payment to which I am entitled under the Tuition Refund Plan and credit it to my account, paying any excess to me. If you pay in full by the opening day of school and would like to purchase the Tuition Refund Plan, please contact the Business Office.

Unpaid Tuition Policy

Continued failure to meet the above-stated obligations or agreements with the school on time will result in action to consider refusal of enrollment for subsequent semesters, whether or not the bill is paid.

Application Fee

A one-time non-refundable fee must be submitted electronically with the initial application. Applications will not be processed without payment of this fee. This fee includes any necessary placement testing.

PSAT

The PSAT takes place in October of every school year. All 8th-11th grade students are required to take the test on the LPCA campus. This year the test will be on Wednesday, October 11, 2017.

Registration Fee

A non-refundable registration fee is required per child to hold a place for the school year.

Book*/Supply Fee

Parents are responsible for purchasing all books and school supplies. A list of school supplies can be found on the website.

***PLEASE NOTE:** Parents are responsible for replacing damaged or lost books. Any book given to a student from Legacy will need to be returned before final report cards are released.

Technology Fee

A \$150 technology fee will be charged every Fall for students in 6th-12th grade. This covers the use of a Chromebook for the year. This fee is non-refundable.

Course Drop/Add Fee

A charge of \$25 will be assessed for each class added or dropped any time after the first full two weeks of the fall semester.

Return Payment Fee

A charge of \$25 will be assessed for each payment returned to LPCA unpaid.

Athletic Fee

Each sport will be individually assessed an athletic fee which will cover all sports participation. All policies pertaining to the payment of tuition apply. No refunds, partial or otherwise, will be given to students temporarily barred from the participation due to academic or disciplinary problems. Parents should expect additional expenses for extra equipment or practice clothes, student travel expenses, etc. Any student discounts will not apply to athletic fees.

Lunches

Students can view a calendar and menu and must submit their lunch selections and payment via the Praxi Parent Portal by the appointed deadline. If the student does not wish to eat a hot lunch, they may bring a sack lunch. Students who forget their lunches will be allowed to contact their parent for accommodations or will be fed a meal (cheese sandwich or macaroni & cheese, etc.) from the hot lunch program. The family will be billed \$7.00 for the lunch.

Electronic Devices

A fee is charged when electronic devices are confiscated from students. Please see the Behavior Policies section for details.

Late Pick-Up Fee

Failure to pick up your child in a timely fashion will result in a fine. You are late to receive your child if they have had to be moved to the front desk. The fine is \$5 for every 10 minutes you are late.

Unfulfilled Service Hours

Families failing to fulfill the required service hours will be charged \$50 for each unfulfilled hour. Please see Volunteering/Service section for details.

Fundraising

LPCA has a yearly annual fund campaign as well as a Spring Gala to raise funds which help to close the gap between tuition and operating expenses, and for special projects, financial aid, teacher retention, and more.

IV. ATTENDANCE POLICIES:

Attendance Requirements

Instruction is valuable at a University-Model School®. Students are required to attend 90% of the classes offered during a semester to receive credit for a course. If students miss more than 10% of the course days in a prerequisite course, they may not register for the following course until their file has been reviewed by the Principal. If students miss more than 10% of the total number of class periods during a school year, they cannot be promoted to the next grade in that course until their file has been reviewed by their teachers and approved by the Principal. This policy includes both excused and unexcused absences. For classes meeting 2 days per week, no more than 4 class periods can be missed in one semester. For classes meeting 3 days per week, no more than 6 classes can be missed in one semester. Three unexcused tardies will count as one absence on the student's permanent record for that class period.

Arrival

All students are to arrive between 8:00am and 8:15am on the west side of the building and will be directed to the Gymnasium, where staff members are on duty to supervise them. Parents are asked to stay in their vehicles during arrival time. Students are not allowed to be dropped off at any other areas of the campus. Morning Assembly begins promptly at 8:20 a.m. Students are then dismissed to their classes at 8:25 a.m. Tuesday/Thursday campus will drop off at the front doors.

Students will not be allowed into the building or modulars before 8:00 a.m. and parents are responsible for their children until 8:00 a.m. Loitering in and around the school campus will not be permitted. Students arriving at school later than the designated arrival time, will require a parent or guardian to park their vehicle at the visitor parking locations and walk the student to the main school entrance. The parent or guardian must sign the student in at the Reception Desk located at the main entrance.

LPCA asks that all parents allow their children to walk to classrooms independently in the mornings and to go to the designated areas for dismissal in the afternoons. This alleviates the number of people on campus and assists us in our safety measures for the students.

Dismissal

Students may be released only at the end of the scheduled class time. Since LPCA operates as a University-Model School© and have an open campus, early dismissal from classes disadvantages the students academically. If a student is leaving school before the end of the day, the parent must sign the child out at the Reception Desk prior to 2:15pm. A staff member will go the classroom to notify the teacher that the parent has arrived.

All grade levels on Monday, Wednesday and Friday campus days will dismiss at 3:15 pm.

Tuesday/Thursday campus days will dismiss at 3:00 pm.

Friday electives will have a dismissal carline at 11:30 and again at 3:15. If your child dismisses at any other times, it is your responsibility to pick them up in the front lobby.

For the safety of all students, parents are asked to remain in their vehicles and to pick up their children in car line at the end of the day. A car rider sign is required for all students. Staff members will supervise waiting students and safely escort your child to the car. Please DO NOT park and get out of your vehicle while in the car line. If you must come in, please park in the parking lot and enter the building through the reception area.

No student will be allowed to be checked out after 2:15 p.m. for early dismissal. If you anticipate the need for your child to leave early for a doctor's appointment or other issue, please do so before 2:15 p.m. so that it does not interfere with the car line.

Please be prompt in picking up your children from school. You are late in picking up your student if you arrive after students have been moved to the front desk and the car line has been closed. See financial policies for late

pick-up fine.

Extracurricular/After School Activities:

Students not enrolled in an after school extracurricular activity will not be permitted to stay on campus after dismissal. Siblings of students in before or after school extra-curricular activities will not be permitted to wait on the school premises for their siblings without a parent or guardian. Please attend to your small children and do not allow them to run through the building. Non-school-age children should be under parental supervision at all times.

Student Driving

High school students with a Texas issued driver's license will be permitted to park in the LPCA designated student parking area once they have purchased an LPCA Parking Tag and met the following requirements

- the student must provide a valid driver's license and proof of comprehensive insurance.
- the student must purchase an LPCA Parking Tag (\$30.00) per school year and complete an application permission form.
- all documentation and payments are to be received by the LPCA front desk personnel.

Parking in the LPCA parking lot should be considered a privilege that can be revoked by an administrator if misused. LPCA students are not allowed to return to the parking lot or their car during school hours without administration or teacher permission. Students are not permitted to loiter in or around their car before or after school hours.

Freshman and Sophomores are not permitted to leave the LPCA campus during school hours unless accompanied by a guardian. Juniors and Seniors are not permitted to leave the LPCA campus during school hours unless the HS Principal has received a signed waiver from their guardian(s) to be kept on file for use throughout the year, OR an email granting permission has been received from the guardian(s) granting permission for a one time case. All HS students who are driving must sign-in and sign-out at the front desk of the main building during school hours.

Excused Absence

An excused absence is recorded if a student misses school due to illness, doctor or dentist appointment, or serious family emergency. An email should be sent to school the day of an absence so that the school can determine if the absence is excused or unexcused. All documentation is required to be received within a week of the absence. The email should document the absence date(s) and reason for absence.

Students will NOT be counted absent in the following circumstances:

- **authorized school sponsored activities;** (extracurricular activities)
- medical, dental or other health care provider appointments, (if the student returns to school on the same day as the appointment and the student provides a note from the health care provider.)
- pre-approved non-LPCA extra-curricular activities (please see below)

For Elementary Students: the email should be sent to lholland@legacypca.org with the student's teacher copied.

For Middle and High School Students: the email should be sent to bschardt@legacypca.org with the student's teachers copied.

Non-LPCA Extra-Curricular Activities

Prior approval from the principal is needed in order for a student to be excused to participate in a non-LPCA extra-curricular activity. Absences may not exceed:

- 2 days per semester for Elementary students
- 3 days per semester for Middle School students
- 4 days per semester for High School students

Unexcused Absence

An unexcused absence is recorded if a student misses school for reasons other than those listed above. Work that is missed during an unexcused absence must be made up. **A planned family vacation is an unexcused absence.** Parents/Students are responsible for making up any missed work during an excused or unexcused absence. (See Academic Section for policies on Make-Up Work). Siblings that leave school early for an extra-curricular activity will count as an unexcused absence.

Tardy Policy

Instruction begins promptly at the beginning of each class period. A student is counted **absent** when s/he is not present in the classroom for the first twenty (20) minutes of class. A student is **tardy** when s/he is not in the classroom at the time class is scheduled to begin. **Three unexcused tardies during a semester are recorded as one absence on the permanent record for that class period.**

All tardies are deemed unexcused unless an incident (ex: weather, traffic accident, and/or traffic due to accident) effects a large group of families/students. In these instances, LPCA will dismiss the tardies as excused. Individual tardies due to traffic are not excused.

V. ACADEMIC POLICIES:

Grades

Grades are a permanent record of student mastery of course material. Classwork, homework, and test grades are recorded weekly. Project and major paper grades are recorded as soon as all of the projects/papers have been graded. Teachers monitor student progress in achieving the objectives outlined for each course. Although some allowances are made for individual differences, students are expected to complete all course requirements. Teachers are responsible for identifying objectives and clearly communicating expectations, choosing relevant assignments, grading assessments promptly and returning papers and tests to students in a timely manner.

LPCA uses a 100-point grading scale for Core Classes in grades 1 – 12. Numerical grades are recorded on progress reports and report cards. (P) is recorded for completion of a sport, outside PE credit, or driver's education. Letter grades (E, G, S, NI, U) are recorded for Elementary School Enrichment Courses (Music, PE, Art), Bible, and Citizenship (conduct). The corresponding letter grades for numerical scale are:

Grade Point Average (GPA)/Grading Scale

Pre-Kindergarten/Kindergarten

Pre-Kindergarten and Kindergarten use the following grading scale in Praxi. Report Cards are skill-based and not created through Praxi.

<u>Letter Grade</u>	<u>Description</u>
M	Meets Expectations
P	Progressing/Developing
D	Experiencing Difficulty

Grades 1-12

A numerical grading scale of 0-100 is used in grades 1-12 on report cards and transcripts. Report cards show grades as numerical averages. The following table illustrates the letter grade and quality point equivalents for numerical grades. All grades **below 70** are classified as failing.

Semester averages for courses without a mid-term or final exam are calculated by averaging the two quarter grades together in each subject.

Semester averages for each 700 & 800 level course with a mid-term or final exam are calculated by the following formula:

Quarter 1 grade = 45%, Quarter 2 grade = 45%, Mid-Term Exam = 10%.
Quarter 3 grade = 45%, Quarter 4 grade = 45%, Final Exam = 10%

Semester averages for each high school level course with a mid-term or final exam are calculated by the following formula:

Quarter 1 grade = 42.5%, Quarter 2 grade = 42.5%, Mid-Term Exam = 15%
Quarter 3 grade = 42.5%, Quarter 4 grade = 42.5%, Final Exam = 15%

Average	Letter Grade	Quality Points	Honors Course or Dual Credit
90-100	A	4.0	5.0
80-89	B	3.0	4.0
75-79	C	2.0	3.0
70-74	D	1.0	2.0
69 and below	F	0.0	0.0

Assignment Designations

Elementary School assignments are classified as:

Designation	Expectation	Grading
Guided Practice (GP)	<ul style="list-style-type: none"> • Co-teacher involvement • Walk through with child to ensure understanding • Co-teacher corrects misconceptions • Work is done by student and returned 100% accurate, 100% complete • Teacher does not grade individual answers 	<ul style="list-style-type: none"> • Answers can be graded individually OR • Completion grade can be given if work is done by student, co-teacher interaction is evident, assignment is complete, and returned on due date • Points can be deducted if lack of co-teacher interaction is evident (teacher discretion) OR • If not 100% complete, deduction for incomplete portions can be given
Independent Work (I)	<ul style="list-style-type: none"> • Child completes independently • Co-teacher supervises • After child completes, co-teacher circles incorrect answers/concepts in red • Co-teacher reteaches/reinforces • Child corrects work in pencil without erasing incorrect answers • Teacher grades for content mastery (Teacher Discretion to log grade as "GP" or "I") 	<ul style="list-style-type: none"> • Answers graded individually by teacher • Teacher's discretion if points awarded for corrections
Tests/Projects (T/P)	<ul style="list-style-type: none"> • Tests come home in sealed envelope • Child completes independently • Co-teacher supervises • Co-teacher signs test after completed indicating integrity in test environment • Test is returned in sealed envelope • Teacher grades and logs grade in the (T/P) 	<ul style="list-style-type: none"> • Graded by teacher • Teacher's discretion if points awarded for corrections

Middle School Language Arts/Eng, History, Science, Spanish assignments are classified as:

Designation	Expectations	Grading
Guided Practice (GP)	<ul style="list-style-type: none"> • Co-teacher involvement • Walk through with child to ensure understanding • Co-teacher corrects misconceptions 	• Graded by teacher
Independent Work (I)	<ul style="list-style-type: none"> • Child completes independently • Co-teacher supervises 	• Graded by teacher
Tests/Projects (T/P)	<ul style="list-style-type: none"> • Tests come home in sealed envelope • Child completes independently • Co-teacher supervises • Co-teacher signs test after completed indicating integrity in test environment • Test is returned in sealed envelope • Teacher grades 	• Graded by teacher

Lesson Plans

Lesson plans are the property of LPCA and should not be distributed by enrolled families to non-Legacy students or their parents. Distributing lesson plans will put future enrollment at LPCA in jeopardy.

Transcripts

The transcript is the official student academic record. Numerical grades are recorded on transcripts as noted in the table in the GPA/Grading Scale section. Other grades that may be recorded on student transcripts are **I, P, W, WP, WF, and NG**.

An **'I'** (incomplete) is given if a student is unable to complete course requirements due to circumstances beyond his/her control. The student is granted special permission to complete course requirements within a predetermined time period.

A **'P'** (pass) is given when a student completes a Legacy sport, outside PE credit, or driver's education.

A **'W'** is recorded if a student withdraws from a course within the first two weeks of the semester. After the first two weeks, a grade of **'WP'** (withdraw passing) or **'WF'** (withdraw failing) is recorded on the student's transcript, depending on the student's final average at the time of withdrawal from the course.

A grade of **NG** (no grade) is given when a student absolves a failing grade with a transferred passing grade.

Transcripts for currently enrolled students can be requested in writing through the registrar's office.

Students 18 years and older must give written permission in order for a parent or other party to receive a transcript.

LPCA will accept only official transcripts that are mailed directly to the registrar's office. LPCA will only release a student's official transcript after the receipt of written request by the parent/guardian. Transcripts require a two week advanced notification for release via the Registrar's office.

Academic Standing / Academic Probation Students must achieve a GPA (grade point average) of 2.0 or above each semester in attendance at LPCA in each of the core academic classes to remain in good academic standing. A student whose GPA falls below 2.0 (70 average) in the core academic classes during any given quarter can be blocked from future registration at LPCA. At the discretion of the Board and administration, a student may be given the opportunity to regain good academic standing by being placed on academic probation for the following quarter. This decision will be based on the student's attitude, participation, and effort. A student placed on academic probation must earn a 75 average in the core academic classes during each grading period of the following quarter to return to good academic standing. If the student does not maintain the minimum GPA, he or she may

be dropped from classes and blocked from future enrollment at LPCA. If the student maintains the minimum GPA or higher for the quarter, he/she will be removed from academic probation.

If a student fails (below 70) the fall **semester** of a course, he or she may not continue in the spring semester half of the course. The fall semester must be successfully repeated in the following school year before continuing in the LPCA sequence. If a student passes the fall semester of a course, but fails the spring semester, he or she must wait until the next school year to retake the spring semester part of the course before continuing in the LPCA sequence. It is recommended, but not required, that the fall semester be repeated as well to increase the probability of success. Students who are repeating classes will be admitted only if space is available and the schedule allows. Once the student successfully completes the course, the passing grade earned will replace the failing grade. 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 only the passing attempt will affect the GPA.

Students may attempt to absolve a failing grade in another academic setting, such as another accredited school. In this case, students must request transfer credit through the usual channels following the successful completion of the course, should they desire to have the course credit recognized by LPCA. If credit is granted, it will absolve the failing grade on the student's transcript; both attempts will be noted and neither the original failed course nor the transferred credit will be calculated into the student's GPA. On the transcript, the failing grade of an absolved failed course will be replaced with NG (no grade). Any student who has not successfully completed the previous course in the LPCA sequence at Legacy must take a placement test to be able to enroll in the next course.

The Head Administrator and the Principal have the final authority to make decisions about registration for students on Academic Probation.

Achievement Tests

Terra Nova Test

All students in grades Kindergarten through 7th are *required* to take the Terra Nova Test each year. Since attendance is mandatory, if a family elects to take an unexcused absence (planned vacation, appointments, etc.) during the testing days, their child(ren) will be placed on academic probation. Results are mailed to parents. A copy of each student's test will be kept in their permanent file.

PSAT/SAT/SAT SUBJECT TESTS/ACT TESTING: HIGH SCHOOL STUDENTS

SAT/College Board Prep. Course

Students are strongly encouraged to take an SAT/College Board preparatory course no later than the Fall semester of their junior year while enrolled at LPCA. LPCA offers an elective SAT Prep course. See the High School Course Catalog for a course description.

PSAT

The PSAT is administered to LPCA eighth graders, freshmen, sophomores, and juniors each year as preliminary training for the SAT. The PSAT is a shorter version of the SAT, with a diagnostic component providing skills feedback. Administered by high schools to sophomores and juniors each year in October, the PSAT/NMSQT aids high schools in the early guidance of students planning for college and serves as the qualifying test for scholarships awarded by the National Merit Scholarship Corporation. Rigorous course work is the best preparation for the PSAT/NMSQT" College Board. The fee for the PSAT/NMSQT will be billed to the family via Praxi.

SAT Subject Tests

SAT- Subject Tests are the only national admissions tests that measure students' knowledge and skills in particular subject areas, and their ability to apply that knowledge." College Board students are responsible for identifying the colleges of interest that require one or more SAT Subject Tests for admission." Students should take SAT Subject Tests as near as possible to the completion of their studies in a given discipline at the high

school level. Thus, a ninth-or 10th-grade student who is taking biology and does not expect to take a more advanced biology course in high school may want to take the SAT Subject Test in Biology in May or June of that year. Because there is so much variation in which exams are required by colleges, students must be responsible for checking college Web sites, catalogs and similar sources to be sure they have the most up-to-date information." College Board

SAT/ACT REQUIREMENT

All students in grades 11-12 are strongly encouraged to take the SAT/ College Board test, and/or ACT at least once before graduating from LPCA. College applications and many scholarship applications require either SAT and/or ACT scores. Students should plan on taking one and/or both of these tests as early as possible. LPCA recommends the student take the test(s) no later than the fall of the senior year. Ideally, the student should plan on taking the test(s) the spring of the junior year and again in the fall of the senior year. The SAT and ACT tests are college entrance exams.

You will need LPCA's College Board Code to sit for the SAT exam: 447664

Find testing locations and register for the SAT at www.collegeboard.com.

Find testing locations and register for the ACT at www.actstudent.org.

Off-Campus Work Policy

LPCA sets high academic standards for its students. Success in a University-Model School® requires a significant and consistent effort by both students and their parents to complete assignments outside of class. For that reason "Off-Campus work" is an integral part of academic success at LPCA.

"Off-Campus Work" is not busy work. Meaningful assignments offer preparation, practice and extension at home on a schedule that accommodates the demands of each family. Well-planned assignments have three purposes:

- to preview and develop a basic understanding of material before it is presented in class (science and history)
- to practice new concepts, skills or vocabulary (math, spelling, grammar)
- to show achievement (preparing book reports, working on individual or group projects and studying for tests)

Off-Campus Workload

Language Arts/Eng and Math comprise 50-75% of assignments in the off-campus classroom, particularly in the early grades when foundational skills are being learned. Guidelines for total work per off-campus day are as follows and are based on the average student:

Grade Level	Math	Science	Language Arts	History	Electives
PK – K	20-30 minutes	20-30 minutes	20-30 minutes	20-30 minutes	N/A
1 st – 2 nd	45-60 minutes	30-45 minutes	45-60 minutes	30-45 minutes	N/A
3 rd – 4 th	Up to 60-75 mins	30-45 minutes	Up to 60-75 mins	30-45 minutes	N/A
5 th – 8 th	Up to 90 mins	Up to 60 mins	Up to 90 mins	Up to 60 mins	Up to 45 mins
9 th – 12 th	Up to 90 mins	Up to 75 mins	Up to 90 mins	Up to 75 mins	Up to 60 mins

*Note: Up to 30 minutes of work may be assigned in LA and Math only in PK – 4th grade for Fridays/Mondays

*Note: Up to 45 minutes of work may be assigned in math in 5th-12th grades for Fridays

*Note: Up to 30 minutes of weekend novel reading may be assigned in English in 9th-12th grades

"Off Campus" guidelines are an estimation of time required for an average student to complete the assignments. Students should expect to spend more time on assignments if they work slowly. Please contact the teacher if your child is spending a significantly greater amount of time on assignments than the average expectations.

Late Work

Elementary School

- 1 Day Late: 10 points will be deducted from the student's earned grade.
- 2 Days Late: 20 points will be deducted from the student's earned grade.
- 3 Days or Greater: merit a zero.

Middle School

Fifth grade

- 1 Day Late: 10 points will be deducted from the student's earned grade.
- 2 Days Late: 20 points will be deducted from the student's earned grade.
- 3 Days or Greater: merit a zero.

Sixth through Eighth grade

- 1 Day Late: 15 points will be deducted from the student's earned grade.
- 2 Days Late: 25 points will be deducted from the student's earned grade.
- 3 Days or Greater: merit a zero.

High School

- 1 Day Late: 15 points will be deducted from the student's earned grade.
- 2 Days Late: 30 points will be deducted from the student's earned grade.
- 3 Days or Greater: merit a zero.

All Students

If a student is absent on an assignment due date, the assignment will not be counted as late if it is turned in on the day the student returns to school. *(This excludes major projects/papers for high school courses. If a high school student is absent on the due date of a major project/paper, the assignment must be delivered to the teacher by the start of the class.)

Please note that extra-curricular and family activities which prevent students from completing work on time will receive the late work penalty. Off campus days are school days and must be prioritized for the University- Model® to be successful. Doctor's appointments, errands, and other activities should be scheduled outside of school hours. If a child is too sick to complete work on an off campus day or there is an extreme extenuating circumstance such as a death in the family, a grace day may be given at the teacher's discretion.

Make-Up Work

Work missed in class due to an excused/unexcused absence is classified as "make-up work." Work assigned for completion on off-campus days is classified as "make-up work" only if the off-campus day occurs between on-campus absences.

Students are expected to complete all work missed and are given the same number of days to complete the work as the number of days the child was absent from class, regardless of whether the absence was excused. Make-up work will be placed by the teacher(s) in the Absent Student Work File by 3:30 p.m. on the day of the absence. This box is located near the front desk. It is the parent's responsibility to pick up all make-up work and work that is to be completed on the next off-campus day at 3:30 p.m. on the day of the absence or on the last day of a planned excused absence.

In the case of a planned excused absence, parents may contact teachers directly to request missed work in advance of the absence. Advance work will be provided at the teacher's discretion. The teacher's decision is final. If the absence is unexcused, parents may not request work in advance of the absence. **Parents may NOT go to the student's classroom to pick up work for their child.**

All make-up work will be graded by the teacher. In the case of an excused absence, work will receive full credit. For unexcused absences, 25 points will be deducted from all assignments, with a maximum grade of 75% per assignment (or "3" for PreK and K). Off-campus days that fall between unexcused absences will also be

considered unexcused and receive a 25 point deduction.

During a lengthy illness, special arrangements may be made with the teachers and/or Principal.

Progress Reports

Progress Reports are available online the middle of each quarterly grading period. Progress Report dates will be released for parents to review their student's progress.

Report Cards

Report Cards are available online at the end of each quarterly grading period. Report Card dates will be released for parents to view. Parents are responsible for viewing and printing off the report cards for their own personal files. Copies of all Report Cards are placed in students' Cumulative Folders at the end of each school year.

LPCA follows the following grading scale for determining Report Card Grades:

Elementary School

	Guided Practice	Independent Work	Tests/Projects
1 st - 4 th (Math, Science, History)	10%	40%	50%
1 st (LA)	10%	40%	50% *
2 nd (LA)	10%	40%	50% *
3 rd (LA)	10%	40%	50% *
4 th (LA)	10%	40%	50% *

*Includes DRA scores 1st and 4th Quarter. Prekindergarten and Kindergarten report cards are skill-based and are not Praxi generated. A copy will be sent home at the end of each quarter.

Middle School

	Minor Grades	Major Grades
5 th – 6 th	50%	50%
7 th – 8 th	50%	50%

High School

	Minor Grades	Major Grades
9 th	40%	60%
10 th	35%	65%
11 th – 12 th	30%	70%

Notes: Math courses fall under their grade level designation, not the grade level of the student. Ex: MATH-900 is classified as a 9th grade course, regardless of whether students taking the course are in the 8th or 9th grade.

Foreign language courses with: the prefix of 1 are classified as 9th grade courses, the prefix of 2 are classified as 10th grade courses, the prefix of 3 are classified as 11th grade courses, and the prefix of 4 are classified as 12th grade courses.

Mid Term/Final Exams (Middle/High School only)

Mid-Term/Final Exams are given in 7th – 12th grades for core classes and some electives. All students taking MATH-700 will have an exam. These exams include content covered during the semester. Teachers will provide review sheets two weeks before the exams. All exams are scheduled during the last two weeks of classes each semester. **Mid - Term /Final exams count as 10% of the semester average for level 700 & 800 courses, and 15% of the semester average for high school level courses.**

Exemption from Finals

Seniors who earn a 90 or above for a class at the end of the Spring semester (**students must have a 90 or above for Q3 & Q4**), with no more than 1 excused or unexcused absence, will be exempt from taking finals. Legacy Athletic events or documented College visits do not count against this exemption.

Promotion

Students, both elementary and secondary, are promoted to the next course in a sequence when they successfully complete all requirements of the prerequisite course with a passing grade of 70 or above. Student promotion is on a course-by-course basis. Students are not promoted based on grade level.

See Academic Standing/Academic Probation section for requirements if a student fails a course.

If a student does not successfully complete a course during the first semester, they are required to repeat that course the next school year and are not permitted to register for the second half of that course the following semester.

Requirements for Math Level Adjustments

Legacy students are placed into on-level or above-level math courses according to their perceived ability as determined upon entry to the program through an entrance exam. High school students coming from an accredited school are placed according to their current course credits. The following outlines the requirements and procedures for possible adjustments to a student's math level.

ELEMENTARY and MIDDLE SCHOOL (PK – 8th Grade)

Requirements for continuation in above-level math sequence

Student working above-level must:

- Complete current above-level course with a final course grade of 85 or greater OR
- Obtain Teacher/Principal recommendation to continue in above-level sequence (based upon observed competency despite final course grade <85)

Upon failure to meet above requirements, student must re-enroll in level math

Requirements for progression to above-level math sequence, from on-level math sequence

Student must:

- Complete previous course in on-level sequence with final course grade of 90 or greater
- AND obtain written Teacher and Principal recommendation to complete the appropriate course over the summer.
 - *Recommendation is based on observed over-all competency, self-motivation in learning, demonstration of a solid knowledge/understanding base, performance on chapter and cumulative tests, and ability to apply concepts independently.
 - *Summer coursework may or may not be available through Legacy.
- AND satisfy placement test requirement

HIGH SCHOOL (9th – 12th Grade)

Requirements for progression to above-level math sequence, from on-level math sequence

Student must:

- Complete previous course in on-level sequence with final course grade of 90 or greater
- AND obtain Teacher, Department Head, and Principal recommendation to complete the appropriate accredited summer school course (Algebra I, Geometry, Algebra II, PreCalculus) Special permission must be received in writing before attempting these courses.
(Recommendation to be based on observed over-all competency, self-motivation in learning, demonstration of a solid knowledge/understanding base, performance on chapter and cumulative tests, and ability to apply concepts independently)

- AND provide evidence of the necessity of progression to the above-level sequence, based on degree plan requirements and/or anticipated field of college study
- AND satisfy placement test requirement

Field Trips

To maximize instructional time, Field Trips are normally scheduled on off-campus days. Students are not required to attend field trips. If the teacher recommends a field trip, it is highly recommended that the child attend. Alternatively, teachers may suggest an activity as a family field trip and give extra credit to students who complete a related assignment. All field trips must be pre-approved by the Principal. It is required that a Field Trip permission slip, signed by the parents be on file at school before a student can attend a Field Trip.

Study Hall/TASH

Any student who is on campus during school hours and is not attending a regularly scheduled class must attend a supervised Study Hall or Teacher Assisted Study Hall.

Tutoring

Students who are struggling with their academic work and need intensive help should work out a tutoring arrangement with the teacher or a private tutor. If students only need occasional help, classroom teachers may be available to meet with them before or after school to provide extra help. Parents are responsible for covering any additional fees incurred for tutoring, since this is not covered in tuition costs.

Students Needing Modification

The small class size and dedication of LPCA teachers help ensure that the needs of each student are identified and addressed. Teachers are in the best position to recognize when a student is in need of additional help. Assistance for students may include individual tutoring scheduled with a teacher, or may necessitate a referral to outside resources like speech therapists, diagnosticians, and other resources within the local school district. LPCA currently does not provide major accommodations for students with learning disabilities; however, the school does work with those students whose needs can be addressed in the individual classroom through the efforts of the teacher. For example, students with dyslexia may be given the opportunity to type their work while those who may struggle with ADD/ADHD may be allowed classroom accommodations like arranged seating with close proximity to the teacher. If Academic Modifications are made in the classroom, an Academic Modification Form will be completed after conferencing with the teacher/parent/Principal and kept in the student's permanent file.

Drop/Add Policy

Students may add a course during the first two weeks of a semester if they are in good academic standing, if they have completed all prerequisites for the course, and if there is an opening in the class. Students may drop a course during the first two weeks of the semester without academic penalty. The Principal must be consulted and give approval before a final decision about adding or dropping a course is made. A Drop/Add Form must be completed and approved before the student's schedule is changed. **(See Financial Policies for Course Drop/Add Fee)**

Teacher Request Policy

We know sometimes when a sibling or friend has had a great experience with a wonderful teacher we want to replicate that same experience for our child. However, each child is unique and no experience can be exactly the same for any child. We believe we have assembled and trained the BEST staff - committed to ensuring a successful school year for every child.

All staff members work collaboratively and prayerfully to create class lists each year. Students are placed in groups to include an academic, social, and demographic balance. We respectfully ask that parents honor the professional judgments regarding student placement.

ACCEPTABLE REQUESTS INCLUDE:

- * Issues regarding learning disabilities will be considered. Testing results or diagnosis from a psychologist or doctor is required.
- * Issues relating to medical need or physical impairment will be considered.
- * Emotional issues that are likely to impact the learning environment will be considered.
- * Parents of multiples in the same grade level may submit requests to have their children together or separate.

REQUESTS WHICH WILL NOT BE CONSIDERED:

- * Requesting a teacher by name
- * Requesting that two students be placed in the same class

Academic Dishonesty

Academic dishonesty is a serious offense and is not tolerated at LPCA. Parents will be contacted immediately if their child is involved in any of the following situations:

- Lying or giving false information about an assignment
- Copying another student's work
- Using answer keys or teacher editions to finish assignments without permission
- Obtaining copies of quizzes or tests without permission to practice the test
- Plagiarizing an assignment without crediting the source (grades 7th and up)
- Altering a graded paper or assignment to change the grade
- Talking to another student during a test or quiz without permission
- Giving or receiving information during a quiz or test (copying)

Students committing any of the infractions above will be given a zero on the assignment. The teacher should document the situation in Praxi, ensuring the parent receives a copy via email. If this is not the first infraction, the Principal may use full discretion to enforce further discipline such as suspension or recommendation for expulsion.

High School Academic Specifics

Dual Credit Courses

LPCA has a Dual Credit agreement with Lone Star College. All Dual Credit courses must be approved in advance by the Principal or Academic Advisor. Dual Credit courses will calculate into the student's GPA on a 5.0 scale. A one (complete) semester Dual Credit course equals 0.5 credit on the LPCA transcript.

In the event that a grade for a dual credit course is reported as a letter grade without a numerical grade provided, LPCA will convert the letter grade to a numerical grade using the following scale:

A=95
B=85
C=77
D=72
F=69

Advanced Honors Level Courses

LPCA offers Advanced Honors level courses. Please see the High School Course Catalog for offerings. Enrollment in Advanced Honors courses is by Department Head invitation. Parents may request that their child be considered for enrollment in Advanced Honors courses. The final determination will be made by the High School Principal or Academic Advisor. Factors in making the determination will be: final grade earned in the previous course, effort, and attitude. Advanced Honors courses will calculate into the student's GPA on a 5.0 scale.

Credit Equivalents and Transfer of Grades

Students desiring to transfer high school credit from another accredited private or public school for use toward earning a diploma at LPCA must provide an official transcript from that school. Each high school course (9th-

12th grade) requested as a transfer credit toward a LPCA diploma will be processed in terms of the following equivalents:

- One complete semester course at an accredited high school = .5 credit at LPCA
- One complete year-long course at an accredited high school = 1 credit at LPCA

In the event that a transfer grade for a high school credit is reported as a letter grade without a numerical grade provided, LPCA will convert the letter grade to a numerical grade using the following scale:

A+ = 98	A = 95	A- = 92
B+ = 88	B = 85	B- = 82
C+ = 78	C = 77	C- = 75
D+ = 74	D = 72	D- = 70
F = < 69		

Students desiring to transfer high school credits from an unaccredited high school, home-school, or umbrella-school program will be individually assessed for transfer of credit based on a general equivalency and mastery of course content—including possible entrance testing in a given course. (Please contact the High School Principal for specific transfer credit guidelines.) Transfer credits will not calculate in a student's GPA.

Graduation (High School Only)

Legacy offers two diploma plans: Distinguished or Recommended. Prior to the start of their 9th grade year, students desiring an official diploma from Legacy Preparatory will have declared and be working towards one of the published diploma plans. After the beginning of the 9th grade year, changes to this selection can be made only after joint consultation with the parent and Academic Advisor. The class Valedictorian will be selected only from the Legacy Preparatory Distinguished Plan participants.

Students are required to successfully complete one of the diploma plans to receive a Legacy Preparatory High School Diploma. Each semester course counts as a .5 credit, and students must successfully earn a total of 26 credits during the 9th - 12th grades. A passing grade, which is a final average of 70 or greater, is required to receive course credit. Transfer credits and course grades earned will be reviewed and credit assigned as appropriate.

In order to receive a diploma from Legacy, HS students are required to take a minimum of three core courses at Legacy, per semester, per each year enrolled. Core courses are math, English, science, and social studies. Students who plan to graduate with a Legacy diploma are also required to take a Leadership class each semester for each year they are enrolled.

Diploma Planning

Students should meet with the Academic Advisor at the end of their 8th grade year to choose a diploma plan and to plan high school courses (prior to registration for high school). New high school students should meet with the Academic Advisor prior to registration to choose a plan, confirm previous high school credits, and plan Legacy courses.

LEGACY RECOMMENDED DIPLOMA PLAN

Legacy Recommended Diploma Plan		
Subject	Credits Required	Course Examples
English	4 credits	Eng 9, 10, 11, 12
Math	4 credits	Algebra I, Geometry, Algebra II, 1 Additional Math: Consumer Math, Pre-Calculus, Calculus
Social Studies	4 credits	Geography, World History, U.S. History, Government/ Economics
Science	4 credits	Biology, Chemistry, Anatomy and Physiology, 4 th science
Foreign Language	2 credits	2 years of the same language
PE/Athletics	2 credits	PE, Football, Basketball, Track, Baseball, Volleyball, etc. (1 team sport equals 0.5 credit) Cheer equals 1.0 credit
Fine Arts	1 credit	Art, Electronic Media Art, Drama, Publications
Speech	0.5 credit	Speech
Health	0.5 credit	Health
General/Academic Electives	4 credits	Driver's Ed (0.5), Leadership (0.25 per year), SAT Prep, Home Economics, Technology, extra PE course (only 1 extra allowed), extra Fine Arts courses, Publications, extra Math, extra Science, extra Foreign Language courses, Approved Dual Credit Courses

26 Credits Total

LEGACY DISTINGUISHED DIPLOMA PLAN

Legacy Distinguished Diploma Plan		
Subject	Credits Required	Course Examples
English	4 credits	Eng 9, 10, 11, 12
Math	4 credits	Algebra I, Geometry, Algebra II, 1 Additional Math: Consumer Math, Pre-Calculus, Calculus
Social Studies	4 credits	Geography, World History, U.S. History, Government/ Economics
Science	4 credits	Biology, Chemistry, Anatomy and Physiology, Physics
Foreign Language	3 credits	3 years of the same language
PE/Athletics	1 credits	PE, Football, Basketball, Track, Baseball, Volleyball, etc. (1 team sport equals 0.5 credit) Cheer equals 1.0 credit
Fine Arts	1 credit	Art, Electronic Media Art, Drama, Publications
Speech	0.5 credit	Speech
Health	0.5 credit	Health
General/Academic Electives	4 credits	Driver's Ed (0.5), Leadership (0.25 per year), SAT Prep, Home Economics (0.5), Technology (0.5), extra PE courses (only one extra allowed), extra Fine Arts courses, Publications, extra Math, extra Science, extra Foreign Language courses, Approved Dual Credit Courses

26 Credits Total

Courses are taught at an honors pace. All courses are considered to be rigorous and college preparatory. Students may have the option to work one level ahead in math.

GRADING SYSTEM

NUMERICAL	LETTER	GRADE POINT
90-100	A	4.0
80-89	B	3.0
75-79	C	2.0
70-74	D	1.0
Below 70	F	0.0

Dual Credit and Advanced Honors classes are available and are graded on a 5.0 scale.
A=5, B=4, C=3, D=2, F=0

No credits are awarded for grades lower than 70. One-half credit is awarded per semester, and a year-long (two semester) course is granted one credit. Courses are graded on a scale of 0 to 100. The course grade represents a percentage of content mastery. No grades in excess of 100 are awarded. WP indicates a withdrawal after two weeks with a passing grade. WF indicates a withdrawal after two weeks with a failing grade. P indicates passing. In addition to diploma plan requirements, please note the following:

Grade Point Average

An overall average of 70 or higher is required to graduate from LPCA. A student's GPA will begin to accumulate in 9th grade. Certain 7th (Spanish IA only) and 8th grade courses (Spanish IB/Algebra I), count towards credit requirements, but the grades for all such courses taken prior to 9th grade will not be included in the calculation of a student's high school GPA. Dual Credit and Advanced Honors classes will be calculated on a 5.0 scale. Transfer credits will not count toward a student's GPA. Classes on a Pass/Fail grading scale will not count toward a student's GPA.

College Preparation Timeline

Freshmen should plan to:

- Work with their school counselor to create a yearly schedule for meeting graduation requirements.
- Take challenging classes in core academic courses. Consider taking honors courses when the opportunity is available.
- Begin to evaluate what classes they enjoy and those that come easy for them. Subjects and/or activities that come more naturally for the student is a good place to start for career exploration.
- Explore and identify career fields of interest through online research and by attending career fairs and other events.
- Get involved with community-based and leadership-oriented activities.
- Keep a running list of accomplishments, awards, and recognitions to use in preparing a resume and college applications.

- Keep in mind that many of these freshman-year activities should continue through all four years of high school. Career planning, in particular, will merit careful, ongoing research; students may need help refining their goals as they learn new information.

Sophomores should plan to:

- Begin exploring career options. After taking and receiving your scores for the PSAT exam, you will receive access to the College Board's website called "My College Quickstart and My Road". This site provides students with a personality assessment, interest inventory, and a college finder. This is an excellent site that is **STRONGLY** recommended for students to begin exploring career and major options.
- Begin to attend college and career information events.
- Reach out to mentors in the fields of interest. Consider doing some volunteer work in their area of career interest.
- Consider taking Dual Credit courses beginning their Junior year.

Junior Checklist

In fall semester, juniors need to:

- Take the PSAT. Students must take the test in 11th grade to qualify for National Merit scholarships and programs.
- Continue using the College Board's website for career exploration and college information.
- Continue attending college fairs and college-prep presentations.
- Research career options in the **Occupational Outlook Handbook**: www.bls.gov/ooh/

In spring semester, juniors should:

- Meet with the high school advisor/counselor to verify that graduation requirements will be met on schedule.
- Register for college admission exams such as the **SAT** and **ACT**; take practice tests to prepare before the big day.
- Begin to identify **scholarship opportunities** to pursue; note deadlines on calendar. All colleges have their own scholarships that you will want to research and apply for. Also, visit www.fastweb.com to research other potential scholarship opportunities.
- Continue to research colleges and request information, if needed. Begin to take college visits.

Senior Checklist

During the summer, soon-to-be seniors should:

- Continue with college visits.
- Narrow down the colleges being considered. Make sure that the college offers the major you are interested in pursuing.

In fall semester, seniors will need to:

- Register for and take (or retake) the SAT and/or ACT, if not already done.
- Complete and submit college applications *prior to deadlines*. (Some applications open on July 1st. It's always better to apply early, if possible.)
- Complete and submit scholarship applications *prior to deadlines*. (Check individual college websites for deadline dates.)
- Request transcripts and letters of recommendation.
- Register for a **Federal Student Aid PIN**.

In spring semester, seniors will need to:

- Work with parents to complete and submit the **FAFSA**. (Parents must have submitted their income taxes before completing the FAFSA.)
- Review and make any necessary changes/corrections to the **Student Aid Report**. (Once you submit your FAFSA, you will receive a Student Aid Report.)
- Finish submitting scholarship applications.
- Visit colleges on your "short list."
- Consider college acceptances; compare financial aid packages offered.
- Call college financial aid representatives with questions.
- Decide on the college to attend and contact its offices.
- Make informed decisions about student loans.

Although the temptation to slack off during the last year of high school may be strong, students should be made aware that college admissions officers will expect to see that they've worked hard to keep grades up and continued their involvement in school and community activities.

Earning Physical Education Credit from an Outside Source

LPCA high school students may receive physical education credit from outside sources which are Olympic-type sports or competitive activities (i.e. competitive dance):

Criteria

1. Must be an Olympic-type activity that involves a minimum of 32 hours of activity per semester.

2. An application must be approved by the High School Principal or Guidance Counselor prior to participation.
3. Instruction must be of high quality, delivered by a qualified person, in a facility with proper equipment to accommodate that instruction.
4. In order to receive 0.5 credits, the student must complete an entire season. If a student quits a private P.E. program mid-season, he/she will not receive credit.
5. The activity must remain in compliance with the "no pass, no play" rule.
6. A time log/verification form must be completed and turn in to receive credit.

Credit for School Sports

In the event that an athlete is injured during the course of an athletic season, the athlete must continue to attend practices and home games in order to receive credit on the student transcript. The athlete should assist the team manager for the duration of the season.

Credit from Summer School

Summer school courses are offered for several reasons. Two of the most common reasons for summer school are credit/course advancement and credit/course remediation. Summer courses are subject to student interest, availability, and other standards, (ex: teacher recommendation, minimum grade standards in prerequisite classes). Summer school course fees are due in total at time of registration. Summer school courses are non-refundable from time of registration. Students may be required to take an exit exam prior to receiving credit. Summer school courses taken through LPCA will calculate into a student's GPA (if taken after the completion of the freshman year).

Credit for Courses Taken in 7th/8th Grade

All grades for high school courses taken in 8th grade, (and Spanish IA in 7th grade) will appear on the high school transcript. High school courses taken during the 7th and/or 8th grades will be given the numerical grade on the transcript, but the grades will not count in the calculation of the student's high school grade point average (GPA). High school credit will be awarded if a student passes the course. A maximum of 3 high school credits may be earned while in 7th /8th grade. Please see the LPCA Guidance Counselor for a list of applicable courses and for approval prior to registration.

Other Transfer of Credit Requests

Students who wish to take any course outside of the traditional schedule and receive credit must receive prior approval from the HS Principal/High School Advisor. This includes correspondence courses, on-line courses, dual credit, summer school, and any college summer programs. This allows LPCA personnel the opportunity to evaluate the program to determine what, if any, credit can be awarded.

Credit Equivalents and Transfer of Grades

Students desiring to transfer high school credit from another accredited private or public school for use toward earning a diploma at LPCA must provide an official transcript from that school. Each high school course (9th – 12th grade) requested as a transfer credit toward a LPCA diploma will be processed in terms of the following equivalents:

- 1 complete semester course at an accredited high school = .5 credit at LPCA
- 1 complete year-long course at an accredited high school = 1 credit at LPCA
- Students desiring to transfer high school credits from an unaccredited high school, home-school, or umbrella-school program will be individually assessed for transfer of credit based on a general equivalency and mastery of course content—including possible entrance testing in a

given course. Please contact the LPCA Guidance Counselor for specific transfer credit guidelines.

Determining Class Rank

LPCA reserves the right to not rank students according to their GPA at this time, except for the sole purpose of declaring class Valedictorian/Salutatorian.

Valedictorian

The guidelines determining the valedictorian and salutatorian of the Senior Class are as follows:

- Class Rank - Valedictorian and Salutatorian are only chosen from those students who will receive the Distinguished Diploma plan.
- The Valedictorian must have an average of 93 or above, and the Salutatorian must have an average of 91 or above.
- Only those students, who have attended LPCA high school for at least two full years, including the entire junior and senior year, will be considered for either of these two positions.
- Only those students who have not been on any type of disciplinary probation during the senior year will be considered for these two positions.
- To qualify for either of these positions students must be current in all class work and assignments and must be attending LPCA full-time.
- When comparing two students, Legacy will consider 2 components:
 1. The GPA of their academic coursework at Legacy
 2. Length of time as a LPCA student

If both components are the same, we will then compare a student's average grade.

The Valedictorian and Salutatorian will be determined after the Fall semester (typically in January) of the student's senior year.

Eligibility Requirements for Co-Curricular Activities

All secondary students who desire to participate in co-curricular activities must meet the following requirements to remain eligible for participation. Participation in these activities requires additional time and effort. Students must be able to represent the school and their fellow students with excellence and not jeopardize academic preparation and success. **Co-curricular activities do not, at any time, take precedence over the academic program. Students are responsible for obtaining any missed classwork or instruction due to a co-curricular activity(ties), not the instructor.**

Performance Standards Related to Eligibility

All secondary students (6th-12th grade) who desire to participate in co-curricular activities during any given semester must maintain a GPA of 70 or higher in each of the core academic classes AND maintain acceptable student conduct, or the student may have limitations to participation applied until the grades improve or the discipline problems have ceased. No refunds, partial or otherwise, may be given to students temporarily barred from participation in co-curricular activities due to academic or disciplinary problems. Students who are on academic or student conduct probation may be barred from participation in co-curricular activities. It is our hope that the possibility of non-participation will further motivate students to focus on the importance of their academic studies. All student athletes are REQUIRED to meet with the Athletic Director to regarding post graduate scholarship eligibility v. ineligibility.

Course Load Requirements – Academic, Fine Arts, & Athletic Competitions

In order to participate in TAPPS/HAPS competitions (academic, fine arts, or athletics), both junior high and high school students (grades 6-12) must be registered for at least four courses, excluding leadership courses, during the semester they wish to compete.

TAPPS/ACSI

Academic Performance Standard

If a student is failing two or more courses during any of the grade reporting periods during which the student desires to compete in TAPPS, the established TAPPS standard (non-participation for two weeks) will be applied, in compliance with existing TAPPS policy. LPCA applies this same standard for ACSI competition. Non-participation in an activity begins the day report cards are released and ends two weeks post if the student is passing. Student exemption from a co-curricular activity(ties) will be extended in the event the student continues to fall below the 70% passing standard.

Grade Level Classification for TAPPS/ACSI Eligibility

Once beginning high school classification is achieved, LPCA secondary students (9th-12th) will compete on each consecutive grade level for a total of four years of eligibility. Secondary students who enter LPCA from a public or private school must complete a form designating previous grade level (based on previous athletic competition or age) to establish high school classification for TAPPS/ACSI eligibility. Once established, the grade level advances each consecutive calendar year. Students who turn 19 years of age by September 1 of their senior year are not eligible to participate in TAPPS or ACSI competitions (including academic, fine arts, and athletics).

Academic Lettering

Students meeting the following criteria are eligible to receive an application for academic lettering:

1. A sophomore student having a cumulative average of 90 or higher, while attending LPCA, for all subjects their freshman year is eligible to receive a letter with no bars.
2. A junior student having a cumulative average of 90 or higher for all subjects in either their freshman or sophomore year is eligible for the appropriate number of bars or a letter.
3. A senior student having a cumulative average of 90 or higher for all subjects in their freshman, sophomore, or junior year is eligible for the appropriate number of bars or a letter.
4. Transfer students will become eligible to receive the appropriate award only after completing one full year of LPCA high school in which the grade requirements (as outlined above) are met and their transfer grades meet the grade requirements of the award. The award will be given the fall semester of the following school year.
5. A student must complete the academic letter application and return it to the LPCA Principal by the designated date.
6. Students must be currently enrolled to purchase a jacket or a letter, and must meet the following guidelines:
 - Freshmen are allowed to order a letter jacket but with only the front LPCA logo and their name on the back of the jacket. Freshmen may place approved patches on their letter jackets at the end of their freshmen school year.
 - New high school students, regardless of grade, are allowed to order a letter jacket, but with only the front LPCA logo and their name on the back of the jacket. Freshmen may place approved patches on their letter jackets at the end of their freshmen school year.
 - Returning tenth through eleventh grade students and higher are allowed to order a letter

jacket and pre- approved patches.

Quickview:

Body: hunter green

Sleeves, pocket & buttons: black

Trim accent: silver/gray

Breast logo: (logo attached + ribbon with 'Legacy' name)-Student may request a scripture reference. Black chenille on silver felt, lion will be silver/gray & chain stitch in green

Side patch: reverse colors from breast logo

Class Rings

Juniors are eligible to order a class ring. LPCA will conduct a ring ceremony in recognition of their upcoming graduation.

National Honor Society

Candidates under consideration for membership in the National Honor Society must have an 88 cumulative average or higher. This average will be computed using the following courses: math, English, science, leadership, social studies and foreign language. They must complete an activity sheet showing leadership, service, and character qualities. The LPCA National Honor Society Committee will evaluate each prospective member's character, service, and leadership. The selection process will follow the NHS National Guidelines. Invitations to membership and information about the induction ceremony will be given when the selection process is complete. A one-time fee of \$20.00 is collected from each member of NHS to cover the cost of a pin and a certificate. Behavioral infractions of any degree may result in revocation of membership.

Community Service

Students are required to participate in a minimum of 70 hours of documented community service (over the course of four years) in order to receive a diploma from Legacy Prep. A student may earn a maximum of 40 hours per mission trip, VBS, etc. Students are required to document volunteerism counting towards this requirement, using the form provided by the school. Forms should be turned in at the end of each semester, and a new form will be provided.

VI. BEHAVIOR POLICIES:

Purposeful Correction

God sees not as man sees, for man looks at the outward appearance, but the Lord looks at the heart.
(1 Samuel 16:7)

When students feel accepted and valued, they display more confidence in the classroom and are more likely to ask questions and share their ideas. This is true from Pre-K through high school.

The primary way we cultivate this type of environment at LPCA is by requiring students to demonstrate RESPECT — for God, for those in authority, for others, for self, and for school property. Our Respect rule ties back to Matthew 22:37-39 where Jesus tells us to love the Lord with all your heart, soul, mind, and strength, and to love your neighbor as yourself.

During the school year, teachers look for opportunities to celebrate respectful attitudes and character growth. Students may demonstrate this in many ways, such as sitting by a child who needs a friend, preventing teasing and bullying, or following instructions the first time. Students demonstrating respect and character growth may receive verbal praise, award certificates, or special classroom privileges.

Each teacher has the responsibility to enforce classroom and school rules. When a child displays a lack of respect at school, teachers start by talking about the behavior with the student. Teachers will communicate with parents early in the process so that parents and teachers may partner together to grow character. When needed, teachers also will involve an administrator to help with shepherding the child's heart and working together with parents.

You may be asked to work at home with your child or come to school for a conference. As a condition of enrollment, parents agree to faithfully and actively attend church, which contributes spiritual and character instruction necessary to the UMS model. Parents have the ultimate responsibility for student behavior and Legacy expects parents to address issues at home to correct behavior concerns.

While no one looks forward to behavior issues, they often can be an effective way to identify opportunities for character growth. By working together, teachers and parents can cultivate Christian character, provide a Christ-centered learning environment, and encourage the development of positive Christian relationships among students. When you enroll your children at LPCA, you agree to support the school in these efforts.

Student Code of Conduct

In order to attend school at LPCA, all students must agree to abide by the Student Code of Conduct, found in Section VIII of this Handbook. Parents are required to read the Code of Conduct with their child, discuss and answer any questions, and sign a Student Code of Conduct agreement. Failure to comply with the Code of Conduct or Behavior policies will jeopardize the student's enrollment at LPCA.

Corrective Steps

Students who violate LPCA's Behavior Policies or the Student Code of Conduct will undergo the following corrective and disciplinary measures. Depending upon the urgency or seriousness of the event, steps may be skipped as needed at the discretion of the teacher or administrator. Students who demonstrate continued violation of Behavior/Discipline Policies or the Student Code of Conduct place their enrollment status in jeopardy. Parents are expected to cooperate with the school on character and conduct issues for their children to remain at LPCA.

Students will be treated fairly and equitably. Disciplinary procedures will always take into account the student's age, attitude, and the seriousness of the offense. All corrective actions will be documented. While on-campus concerns are primary, LPCA reserves the right to address any off-campus conduct deemed to significantly affect

school relationships, the learning environment, or the integrity or reputation of the school.

Level 1: Verbal Reprimand, Redirection, or Discussion

Level 2: Classroom Intervention (determined by the classroom teacher) and Parent Contact

Level 3: Official Write-Up, Classroom Behavior Plan or Contract, and Parent Contact

Administrator may assign lunch or after-school detention.

Level 4: Official Write-Up, Removal from Classroom, and Parent Contact

- Repeated mild or moderate, or a severe offense – teacher and student cannot resolve in class.
- Administrator conferences with student, documents incident, and contacts parents. May require parents to come in for a conference.
- Administrator may develop a behavior plan or contract, or modify the existing plan or contract.
- Administrator may require student to complete an assignment or project focusing on character growth as a disciplinary measure. This may be a written assignment or a project on campus.
- Administrator may assign lunch or after-school detention.
- May result in academic suspension and/or suspension from LPCA practices at the discretion of the administrator.
- Parents address the issue at home.
 - **If a student is removed from the classroom for poor behavior a second time, the parents must come and pick up the student for the remainder of the day.
 - **If a student is removed from the classroom for poor behavior a third time, the student is suspended for two classroom days. Missed work must be completed, but will be recorded as zeros.
 - **If a student is removed from the classroom for poor behavior again *after* return to campus, the Head Administrator may extend the suspension or proceed with expulsion.

Any discipline matter deemed to be of an urgent or potentially dangerous nature should be brought immediately to the attention of the appropriate administrator, the incident documented, and parents notified. Repeated offenses or any serious offenses may, at the sole and absolute discretion of the administrator, result in temporary suspension or expulsion.

Demerit System:

1 Demerit - Dress Code, talking or disrupting class, not bringing supplies to class, horseplay, cell phone (plus fees), parking lot infractions (depending on severity can be more than 1 demerit), Public Display of Affection (PDA), chewing gum, etc.

3 Demerits - (Automatic Level 3 write up) - Disrespect to teacher, student, staff, admin, parent, or volunteer etc. Obscenities, vulgar language, etc.

5 Demerits - (Automatic Level 4 write up, this can be at the Dean of Students or Admin discretion.) These can result in Automatic Saturday Detention - work detail. A \$40 fee per student is charged and this will pay for the teacher who volunteers to be here with the student. Academic Dishonesty, Deception, Truancy, for more serious offenses. Admin can determine if a Saturday School or In School Suspension needs to be assigned. Typically, a Saturday School is first assigned as the ISS carries academic penalties as well.

Anything above a Level 4 write up pertaining to the handbook that may lead to suspension or expulsion will be discussed by the Administration. i.e. - Theft, Fighting, Vandalism, Pornography, Sexual Harassment, Alcohol, or Drugs.

6 Demerits in a quarter = Detention

10 Demerits in a quarter – Saturday School

3 Detentions in a semester = Saturday School

2 Saturday Schools in a semester = In School Suspension (ISS)

2 ISS = Suspension

Enhanced Corrective Measures

Student Conduct Probation (administered by the principal)

A student may be placed on student conduct probation for repeated conduct violations that are either isolated incidences, or indicating a pattern of disobedience and an unwillingness to submit to authority. Additional violations may result in immediate suspension or expulsion.

Suspension (administered by the principal and head administrator)

Suspension may range from a single class or activity to multiple days and all activities. Duration of the suspension is at the sole discretion of the administration. Suspensions may carry with them any number of requirements that the administration deems appropriate. Failure to meet those requirements can extend the duration of the suspension or lead to expulsion. Both in-school and out-of-school suspension can be assessed.

Expulsion (administered by the school board)

The student is suspended immediately from all classes and activities. If the family does not wish to appeal, then the student is officially no longer a student at LPCA 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. If the School Board agrees to hear the appeal or agrees that the student may receive class assignments while it considers the request for an appeal, the student may continue to receive class assignments while the appeal or the decision to hear the appeal is pending. If the School Board agrees to hear the appeal, both parents (unless the parent is single) and the student must schedule a time to appear before the Board to discuss the appeal. Re-admittance, if granted, will only be on the condition that the family obligates itself to the Board's required corrective actions, restrictive measures, and other future accountabilities. If the student is re-admitted, the student may request the School Board to have the record of expulsion deleted from his or her permanent record at the end of that school year or at a time later than that if the Board deems it appropriate to the situation. It is within the School Board's sole discretion whether or not to grant this request.

A student expelled from LPCA is not allowed on campus at any time, or at any LPCA- sponsored event, except with approval from the administration for any reason deemed necessary.

Electronic Devices

Elementary School

Electronic devices such as iPods, cell phones, handheld games, and personal computers (unless authorized by an instructor/administrator) are NOT ALLOWED on campus. Electronic devices will be confiscated and held at the main office. This is to protect all students from viewing inappropriate content, from unauthorized contact with off-campus individuals, and to preserve the learning environment.

Middle and High School

Electronic devices such as iPods, cell phones, and personal computers (unless authorized by an instructor/administrator) are not to be in view or use during the school day. LPCA recommends leaving these devices at home. If a student brings a personal electronic device to school, it must be kept in a backpack until 4 p.m.

*The only exception is that **High School** students may use personal electronic devices during lunch/recess. LPCA is not responsible for loss or theft of devices brought to school. Personal electronic devices in view or use during the school day will be confiscated and held at the main office. This is to protect all students from viewing inappropriate content, from unauthorized contact with off-campus individuals, and to preserve the learning environment. Reference the Technology Handbook for policies on school-issued Chromebooks.

Consequences for Violating the Electronic Device Policy:

First Offense: The electronic device will be held for the parent/guardian in the main office. A \$25.00 fee will

be charged.

Second Offense: The electronic device will be held for the parent/guardian in the main office. A \$40.00 fee will be charged. An in-school, lunchtime/recess detention will be applied.

Third Offense: The electronic device will be held for the parent/guardian in the main office. A \$50.00 fee will be charged. The student will be placed on behavioral probation. A subsequent electronic device infraction will result in suspension. The device is no longer allowed on campus. Additional infractions will result in possible expulsion.

LPCA Internet Position Statement

LPCA computers, or computers/electronic devices that have been authorized for academic use by an instructor/administrator, are to be used for academic purposes only. Disciplinary action will be taken in the event a student uses a computer on campus to view subjects deemed not appropriate for a Christian school setting as determined by and at the discretion of administration, and may result in suspension or expulsion. Unauthorized use of an electronic device, including a computer, will be treated as a disciplinary event. Please refer to the Technology Handbook and Responsible Use Guidelines for more information.

Serious Offenses

Tobacco products, illicit drugs, alcohol, or weapons of any kind are not allowed on campus or at any LPCA-sponsored event. Possession of these items may result in immediate expulsion.

Certain off-campus student behaviors are viewed as detrimental to the LPCA student body and the general reputation LPCA strives to uphold. Violations will go through normal disciplinary procedures, which may ultimately result in the student being asked to leave LPCA.

- Arrest for a misdemeanor or felony
- Possession, use, or distribution of alcohol
- Sexual immorality
- Smoking or possession of cigarettes
- Possession, use, or distribution of illegal drugs or paraphernalia
- Vandalism
- Stealing or shoplifting
- Malicious prank against a school representative
- Public nudity (e.g. mooning)
- Malicious or inappropriate posts on Facebook, Twitter, Instagram, or any other electronic medium
- Any student who assists, conspires, or accomplices with any of the aforementioned activities.

Parents are urged to be aware of and monitor their child's electronic communication in order not to jeopardize the student's enrollment at LPCA. Parents and students should note that administration will not monitor or police online activity; however, when inappropriate speech or pictures are brought to the attention of the administration, disciplinary action may take place.

School Integrity and Reputation

A fundamental expectation of those who are a part of the LPCA family is that all students, parents, and staff members will represent the cross and biblical standards at all times, not just during school hours. As

representatives of the cross and LPCA, it is critical that each person guard the reputation and public perception of the school, and refrain from any activity that would cast a negative light on LPCA, cause someone to question the authenticity of the Savior we represent, or anything that is not in line with the school's statement of faith.

Examples of such activities include but are not limited to any display of inappropriate content or any reference by name or disparaging remark about LPCA or anyone affiliated with LPCA on personal internet sites (public or private) or social media, participation in any group or organization whose reputation is not above reproach (e.g., gangs, some fraternal organizations, etc.), as well as behaving immorally, such as intoxication, lewd behavior, or physical altercations with others. Parents and students should show respect to visiting teams, referees, and those around them at sporting events.

Individuals are not authorized to use the school name, logo, insignias, or reference themselves as being affiliated with LPCA on web sites, social media, or any other public forum without prior permission from the school administrator. LPCA will guard the reputation of the school and individual persons affiliated with the school by implementing appropriate discipline for behavior in violation of this policy.

VII. DRESS CODE POLICIES:

The Dress Code provides boundaries to encourage the biblical principle of modesty and minimize the use of clothing as a significant means of establishing social status. The Dress Code benefits families by simplifying shopping and morning routines. Uniforms also identify LPCA students on campus for added security.

Remember the biblical principle of modesty when choosing what to wear each morning. It is the responsibility of parents to discuss school requirements and correct students before leaving home if they are not in Dress Code. The school will call parents to bring a change of clothes, and students will be required to change before returning to class. **Dress Code violations are considered a disciplinary event.** The final decision on any item of clothing is at the discretion of school administration.

Uniform Requirements

The following items must be ordered from our Lands' End online store:

all tops (including athletic wear tops for Elementary Friday electives – see the Friday Electives section below), skirts, dresses, and outerwear to be worn inside the school (sweaters, jackets, and hoodies).



Although form-fitting pants are currently popular for girls, please make sure they are not a tight fit.

Pants should be a cut and fit that would be considered appropriate at a business-casual event. Pants may be a tailored, pencil-fit cut, but remember that pants/shorts that are considered too tight by Legacy administration will be treated as a disciplinary event at the sole discretion of the administrator.

Visit the Lands' End page under the Resources tab on www.legacypca.org, or visit the Lands' End site directly and use School Number: 9001-0697-2. The current LPCA embroidery logo (above) is required on certain

clothing items.

School-Day Uniform

Boy

- Tops - (Must be purchased from our Lands' End online store.) Lands' End polo or button-down oxford with the LPCA embroidery logo shown above, tucked in Monday through Thursday. May wear a black, white, or gray undershirt. Colors: green, gray, black, or light blue. OxforDs available in light blue and dark gray only.
 - Middle & High School boys may remove the polo/oxford during recess to play outdoor games in a black, white, or gray undershirt with sleeves; must be in uniform, on time for their next class. Polos/oxforDs must not be removed inside the building.
- Pants & Shorts - (May be purchased from any retailer.) Slacks, khakis, chinos, slim cargo pants or shorts. See our Lands' End store for examples. No jeans, knit, or stretch/tight-fit material. Must be knee-length in a modest fit; not tight or excessively baggy. No shorter than knee-length. Colors: khaki, black, or gray.

Girls

- Tops - (Must be purchased from our Lands' End online store.) Lands' End polo or button-down oxford with the LPCA embroidery logo shown above, tucked in Monday through Thursday. Colors: green, gray, black, light blue, or pink. OxforDs available in pink only.
 - Girls may wear feminine fit polo tops from our Lands' End store untucked with a black, white, or gray camisole underneath.
- Pants & Shorts - (May be purchased from any retailer.) Khakis or chinos, slacks, tailored, pencil-fit, or cropped pants or shorts. See our Lands' End store for examples. No jeans, knit, or tight-fit material. Must be a modest fit; not tight. No shorter than three inches above the knee. Colors: khaki, black, or gray.
- Skirts, Dresses, and Jumpers - (Must be purchased from our Lands' End online store.) Skirt colors: gray, black, khaki, or white plaid. Dresses/Jumpers also available in: green, light blue, pink. A Lands' End polo shirt must be worn under jumpers. Tights and leggings must be solid white, gray, or black. Elementary students must wear bike shorts or leggings under skirts, dresses, or jumpers.

Outerwear

To be worn inside the building, outerwear (sweaters, jackets, & hoodies) must be purchased from our Lands' End online store or from LPCA (spirit wear available at various times during the year). Outerwear must have the current LPCA embroidery logo (see above) or screen-printed LPCA logo. Colors: green, gray, or black.

Non-LPCA outerwear may be worn to school and recess on cold days, but must be removed upon entering the building.

Elementary School Friday Electives

Students may wear the regular Monday-Thursday school uniform or athletic wear. Athletic tops must be purchased from our Lands' End online store. LPCA spirit shirts, purchased from the school at various times during the year, may be worn. Athletic shorts/pants must be no shorter than three inches above the knee in black, green, or gray.

Students wearing jeans or athletic tops not purchased from Lands' End, or non-LPCA t-shirts will be required to change clothes and consequences for Dress Code violations will apply (see below).

Dress Down Days

Uniforms are not required on these special days, but students must still follow the Dress Code guidelines listed above and below for any outfit worn to school. **For example, girls skirts and shorts still must be no shorter than three inches above the knee. Boys shorts must be no shorter than knee-length.**

Clothing items may not have low necklines, low backs, or have open cut-outs anywhere on the garment. No sleeveless or off-the-shoulder garments. Clothing must be the correct size and **not too tight (modest fit)**. Girls' heels must be no higher than one inch. Modest-fit jeans are allowed with no frayed edges or holes. Nice athletic shorts or athletic pants are allowed as long as they meet the requirements for fit and length.

General Guidelines

- Students must remain in uniform until they leave campus unless they have an on-campus, LPCA practice after school.
- All clothing must be the correct size in a modest fit, in good condition, with no tears or frayed edges.
- LPCA spirit shirts may be worn on approved days only. These may be purchased from the school at various times during the year.
- Athletic shoes are preferred. Socks are required with the athletic shoes and must coordinate with the school uniform.
- No clogs or flip flops. Girls may wear sandals beginning in 2nd grade, but must bring athletic shoes for PE and may be required to bring them for other classes or activities.
- Girls' heels must be no higher than one inch.
- Belts are suggested but not required, and must coordinate with the uniform.
- Boys - Hair should clear the eyebrow, be kept out of the line of vision, be no longer than the middle of the ear on the side, and not over the collar in the back. Sideburns are not to be longer than the middle of the ear. Hair should be neat and well groomed with no extreme hairstyles or unnatural colors. Boys should be clean-shaven.
- Girls - Hair should be neat and well groomed with no extreme hairstyles or unnatural colors. Hair accessories must coordinate with the uniform.
- Jewelry should be limited to a single, appropriate necklace and bracelet, and a watch. No ear spacers.
- Girls - Earrings allowed in earlobes only, no larger than a 50 cent piece, and no more than two per ear. No other pierced jewelry is permitted.
- Girls - Nail polish should be light, conservative colors. Grades six and up may wear light makeup.
- Pre-existing tattoos must be covered.
- No hats can be worn during the school day between 8:00 am – 3:45 pm.

School Events

Students attending any school-sponsored event, such as field trips, athletic games, banquets, music programs, etc., are expected to dress modestly. When we are together as a group, we are representing LPCA and the Christian standards of our school. The following guidelines must be followed:

- Pants should be a modest fit and not too tight.
- Clothing should be appropriate in length. When students bend over or raise their arms, everything should stay covered.
- Necklines should be modest and not too low.
- No open cut-outs anywhere on the garment.
- Midriff should be covered.

The school principal or administration may provide additional guidelines for the various events and activities during the year, and reserves the right not to allow entry or participation to any person if not dressed according to the guidelines. Ultimately, the decision about whether clothing is modest is up to the administrator's discretion.

Campus Visitors

Staff, visitors, and parent volunteers on our school campus are seen as role models for students in appearance as well as behavior. Staff, teachers, and adults on campus and attending field trips or a school event (athletic games, banquets, music programs, etc.) are asked to dress modestly. The following guidelines are designed to help clarify general expectations.

- Dress at all times should be modest and in good taste.
- Clothing should be selected that is not tight, short, baggy or immodest (no low-cut necklines, see-thru material, backless or open cut-outs, exposed midriff, workout clothing like yoga pants, or short skirts).
- Many school activities require physical activity such as bending over, raising the arms, etc., and adult visitors on campus should take this into consideration when choosing appropriate clothing.
- When attending a meeting with a teacher or staff member, professional dress is recommended. If coming from a workout or running errands, a light jacket is requested over workout clothing, and length of skirt/shorts should be considered.

The school principal or administration reserves the right not to allow entry or participation to any person if not properly dressed. Individual questions should be referred to the principal or administration.

All visitors must check in at the front desk. **Non-students, with the exception of family, are not permitted on the Legacy campus during school hours.** (Lunch, recess, etc.)

Consequences for Dress Code Violations

The following consequences will be consistently applied. The principal or head administrator will have the final word on what is considered a violation.

1st violation: Verbal warning and parent notification. Depending upon the violation, student will be required to change clothes in order to remain at school. Student is expected to correct the violation before the next school day.

2nd violation: Official write-up and parent notification. Student will be required to change clothes in order to remain at school. Student is expected to correct the violation before the next school day. Student may be required to bring alternate clothing to be kept in the Principal's office in the event of a future violation.

3rd violation: Lunch or after-school detention, official write-up, and parent notification. Student will be required to change clothes in order to remain at school. Student is expected to correct the violation before the next school day. Student may be required to bring alternate clothing to be kept in the principal's office in the event of a future violation.

Subsequent violations: If the above measures are not successful in correcting dress code violations, the principal will assign a one-day suspension resulting in zeros for classwork and homework. Student will be required to change clothes in order to remain at school. Student is expected to correct the violation before returning to school. Future violations will result in behavioral probation, suspension, or place the student's enrollment in jeopardy.

VIII. STUDENT CODE OF CONDUCT:

As a student at LPCA, you have a responsibility to help make the school a safe place that is focused on Christ. Because this is so important, there are consequences for students who don't follow the Student Code of Conduct (below) and the Behavior Policies outlined in this Family Handbook. Be sure to read this Code of Conduct and the Behavior Policies carefully with your parents and ask them any questions you may have before signing the Code of Conduct agreement. You can set an example and make a difference!

At School

The primary rule at LPCA is RESPECT – for God, authority, others, ourselves, and school property. Here are some ways you are expected to demonstrate respect at school.

Be prepared to learn by:

1. Following the rules about electronic devices and cell phones.
2. Coming to school in Dress Code.
3. Coming to class on time and being prepared with all required materials.
4. Working diligently during class.
5. Following teacher and staff instructions, school and classroom rules.
6. Completing classwork and home assignments promptly.
7. Completing work with honesty and integrity.
8. Participating willingly in class activities.
9. Refraining from behavior that is distracting to other students or disruptive to the learning environment.

Help create a safe, Christ-centered environment by:

1. Following the guidelines for arrival and dismissal.
2. Showing respect to teachers and supervising adults at all times. If an adult gives you an instruction, you should respond by acknowledging the instruction in a respectful way. Ignoring the adult, rolling eyes, etc., will be treated as a disciplinary event.
3. Asking permission before leaving class or supervised settings.
4. Treating other students as brothers and sisters in Christ. Public displays of affection are not permitted at any time, whether on campus or at LPCA-sponsored events. This includes teasing, chasing one another, etc. Conduct yourself as a gentleman or a lady.
5. Using edifying language. Profanity, worldly slang, vulgar sayings in spoken or written form, or the use of offensive gestures is not permitted, whether on campus, at LPCA-sponsored events, or on social networking sites.
6. Refraining from horseplay, running, rough play, or chasing others inside the building, and using appropriate behavior at recess and during P.E. This is to prevent others from being hurt. Teasing, bullying others, or fighting in any form is not tolerated. This includes verbal and physical actions.
7. Reading and following the Behavior Policies in the Family Handbook.
8. Remembering that driving on campus is a privilege, not a right. Students driving on campus must follow posted speed signs, direction markers, and parking striping. Students must park in designated areas. The front windshield and front side windows will be kept clear of any writing that may obstruct vision. On-campus driving privileges may be revoked after the first event of driving deemed dangerous by the administration. Do not drive other students as passengers without permission from their parents. Should this be discovered, it will be treated as a disciplinary event.

Be a good steward of the physical resources of LPCA by:

1. Modeling good citizenship. All students should help keep the facility clean and refrain from actions that are destructive to the property or disrespectful to others.
2. Throwing away your own trash and picking up any trash you see in the hallways, classroom, and gym.
3. Remaining within areas of the campus open to students. There are some areas of the building that are "out of bounds" to students at all times. These include, but are not limited to, the kitchen, workrooms,

offices, and any unsupervised areas of the school campus.

Encourage the development of positive Christian relationships by:

1. Showing respect for God and others. This means considering others above yourself. Treat others with respect, kindness, purity, and compassion.
2. Respecting yourself. You are loved by and important to God and to us.
3. Being patient with situations and with others, for God is patient with you.
4. Being kind. Use your words and actions to build others up, not tear them down. Bullying, intimidation, teasing, slander, verbal or physical abuse, or harassment of another student in any form is not tolerated. This includes text messages and social networking.
5. Thinking about how your words will affect the other person. Don't talk about others behind their backs (or in front of them!). Look for ways to make everyone feel like they belong.
6. Stepping in when someone is being treated unfairly. Don't let injustice continue.
7. Knowing the truth and standing for it. God watches over His Word to see it accomplished.
8. Being content. Your Father richly supplies you with all things for your good, and He knows just what you need.
9. Showing grace to others. Believe the best of every person whether you think they deserve it or not.
10. Letting God exalt you. Pride will only cause you to fall.

Off Campus

When attending off-campus events sponsored by LPCA, you must follow the same Student Code of Conduct and Behavior expectations as when you are on campus. Be sure to follow the Dress Code guidelines for LPCA-sponsored events.

Speech and expression on blogs, websites, instant messaging, text messaging, online social networks, etc., that is considered inconsistent with the Student Code of Conduct or Behavior Policies will be addressed by the administration. The discovery of inappropriate pictures or language used by LPCA students will be considered a major violation of conduct and will be handled accordingly.

Above all, love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind, and love your neighbor as yourself (Matthew 22:37).

Receipt of the signed Student Code of Conduct and Dress Code Agreement is required for attendance at Legacy. Parents will receive these forms for electronic signature or may download at <http://legacypca.org/parent-communication-agreement> (password: LegacyParents!).

IX. HEALTH/SAFETY/EMERGENCY POLICIES:

Students are under the supervision of teachers or staff members at all times during school hours. The safety of all children at LPCA is our number one priority. In order to provide a safe environment for all children, the following security measures will be in place.

Building Security

All doors to the school will be locked throughout the day, except for the main entrance. All visitors must enter through the main door and present a valid state issued ID. The RAPTOR system has the ability to provide alerts on people who may jeopardize the safety of the campus.

In addition to identification, you must be listed on the child's emergency card to take a child from campus. Please make sure that all information on the emergency card is correct. If you need to make changes in the card, please contact our receptionists, and they will assist you.

- **All visitors must wear a visitor's badge while in the building. Visitor's badge should designate the date and the purpose for the visit (example: volunteer, visitor, parent training, etc.).**
- Please allow students to walk to classrooms independently in the mornings and to go to the designated areas for dismissal in the afternoons.
- For your child's protection, parents and visitors are not allowed to go to their child's classroom to pick them up during or at the end of the day. All check out is through the front office.

Emergencies

Parents will be contacted immediately if their child is injured or has an accident at school. In an emergency situation, 911 will be called if that is deemed necessary. Please ensure that your contact information is current at all times!

In the event of a lockdown, cancelled class, weather related issue or any event that needs your immediate attention; we will use our school-cast text to alert you. Please be sure that your phone has text capability.

Please be advised that in an emergency situation all staff members, administrators and classrooms communicate by cell phones. All communication will be via texts or phone calls. Teachers will refer to their Emergency Operations Manual.

Illness/Wellness

When Student May NOT Attend School

Please keep the student home from school if **ANY ONE** of the following symptoms are present:

- Fever with an oral temperature of 100.0 degrees F or greater.
- Suspected contagious illness (such as flu, unidentified rash, strep throat, etc).
- Suspected contagious condition (such as pinkeye or impetigo, etc).
- Vomiting or diarrhea

When Student May Return to School:

- After fever subsides for 24 hours without antipyretics (fever reducing medications such as Tylenol, Advil, etc.)
- After diarrhea subsides for 24 hours without anti-diarrhea medication.
- After vomiting subsides for 24 hours without anti-vomiting medication.

If a student becomes ill or presents with any of the above listed symptoms during the school day, a LPCA staff member will contact the parent/guardian to expediently retrieve the student from school. In the event that parent/guardian cannot be reached, the designated emergency contact identified on the provided emergency contact form will be contacted.

In the case of an emergency requiring the care of a physician and LPCA staff are unable to contact the parent/guardian or the designated emergency contact provided on the emergency contact form, school officials will determine what steps will be taken to protect the health of the student, including calling 911 to transport the student to a medical facility. It is vital the Emergency Cards are up-to-date and returned to LPCA. Note that LPCA has no financial responsibility for the emergency care or transportation of any student.

LPCA follows the Texas Department of State Health Services for the Texas Minimum State Vaccine Requirements for Students in Grades K-12. All students must be current on their immunizations with proper documentation on file. If the record is not on file, Praxi access will be temporarily halted until the record is submitted to Health Services. For families that elect not to receive immunizations, a filed exemption form must on file prior to the student's first day of attendance. Please review Texas Department of State Health Services immunization schedule at <https://www.dshs.texas.gov/immunize/school/school-requirements.aspx>.

The Texas Department of Health mandates specific health screening that includes vision, hearing and scoliosis screening for students. Any new student entering LPCA and returning students entering grades PreK, K, 1st, 3rd, 5th and 7th grade are required to complete the vision and hearing screening. Scoliosis screening is required in 6th and 9th grade. LPCA offers this service, at a cost, to families during the course of the school year. If screening is completed by the primary care physician, the health care provider's official records for the student may be submitted to LPCA Health Services within one week of screening completion.

Allergies

LPCA requests to be notified when a student has been diagnosed with a life-threatening allergy. It is vital to disclose the allergen (what causes the allergic reaction) as well as the nature of the allergic reaction. If your student has a EpiPen, EpiPen Jr. or inhaler please submit a Food Allergy & Anaphylaxis Emergency Care Plan to LPCA Health Services.

LPCA is a NO PEANUT campus and students are not permitted to share food. Prior to bringing any food items or snacks to a student's class, be sure to contact the teacher to inquire about any allergies. It is not permitted to bring food items or snacks to an entire lunchroom.

Medication Guidelines

All medication should be given outside of school hours, if possible. Only medication which enables a student to stay in school may be brought to and administered at school. **All medication to be administered must be brought to campus by a parent or guardian and provided to the appropriate school employee. There are limited stock or over-the-counter medications (i.e. Tylenol, Motrin, etc.) available on campus for student use.** Medication can be administered at school under the following conditions:

1. For **Prescription or non-prescription medications** supplied for administration at school:
 - a. Each prescription medication to be administered at school must be accompanied by a completed hand-written AUTHORIZATION TO ADMINISTER MEDICATION AT SCHOOL form, signed and dated by the prescribing health care provider and the parent/guardian authorizing this service. All prescription medications must be unexpired and in their original pharmacy provided container which was labeled and filled by a United States pharmacist. At a minimum, the label must include:
 - i. Student's name
 - ii. Name of prescribing health care provider
 - iii. Name of medication and strength
 - iv. Amount (dose) of medication to be given and frequency of administration
 - v. Date prescription filled
 - vi. Date prescription or medication expires
 - b. Each non-prescription medication to be administered at school must be accompanied by a completed hand-written AUTHORIZATION TO ADMINISTER MEDICATION AT SCHOOL form,

signed and dated by the parent/guardian requesting this service. All non-prescription medications must be unexpired and in their original container of United States origin and FDA approved.

2. There will be no more than one medication per properly labeled container.
3. All medications will be stored and administered in the school clinic or from administration's office.
4. No student may have prescription or non-prescription medications in his/her possession on school grounds during school hours without proper authorization (including vitamins and cough drops). Only medications for chronic or possible life-threatening conditions may be carried by the responsible student and only after appropriate documentation has been completed.
5. It is the parent/guardian responsibility to monitor the amount of medication supplied to the school and to resupply that medication when it is low/depleted provided the medication is to continue to be administered to the student at school.
6. All medications must be retrieved from the parent/guardian at the completion of the prescribing or authorized administration time period, whichever comes first, and prior to the completion of the last class day of the academic school year. If medication is not retrieved by these times, it shall be safely and properly discarded in accordance with state and federal guidelines.
7. Medications administered at school will be documented in Praxi.
8. Failure to comply with medication guidelines may result in disciplinary action.
9. Legacy Preparatory Christian Academy personnel reserve the right to refuse administration of medication.

Inclement Weather

In the event of inclement weather that closes CISD schools, LPCA will also be closed.

In the event of inclement weather during the school day, teachers will be instructed to move their students to a secure location within the facility. Please do not come to school to pick up your child during the middle of a severe weather event, such as a Tornado Warning.

Parents will be notified immediately through Praxi via school-cast texting if any further action needs to be taken or if we foresee a need for you to remove your children from school.

Medication

If a student requires medication during school hours, parents must bring the medication to school and hand it to an Administrator. A LPCA Medical Release Form must be completed before medication can be left at school and administered to the student by the school nurse. All medication must be in the original container. Prescription medication must have the student's name, dosage and directions for administration on the label. These medications are kept in a locked and secure place and will only be administered by the school nurse.

Over-the-counter medications must be within the expiration date and contain the correct dosage for the student. Parents must come to the Reception Desk to pick up the medication at the end of the day.

Students are not allowed to carry medications to and from school, or to have medications (including vitamins and cough drops) in their possession at school. Students with chronic medical conditions that require them to have medication in their possession (an inhaler, diabetes medication) must have a Medical Release form on file.

If medication is dispensed it will be recorded in Praxi. Unless written permission is given in advance, LPCA will call parents before dispensing medication.

Allergies

If your child has any allergies that the school needs to be aware of, please make sure you inform your child's teacher and the school nurse.

Due to life threatening allergies, LPCA is a NO PEANUT BUTTER campus. Students are not permitted to share

food. If you intend to bring food items or snacks to your child's class, be sure to contact the teacher to make certain there are no allergies of which you should be aware.

Safety Procedures in the Building

All staff is trained regarding Emergency Operating Procedure and each classroom contains an Emergency Operations Manual for teachers to reference in case of an emergency.

Visiting the Classroom

Parents are always welcome to volunteer in their child's classroom or at LPCA as they feel led. In order to visit the child's classroom, the co-teacher must have permission from their child's instructor to ensure that classroom instruction is not interrupted.

Parents will need to check in at the front desk and obtain a badge outlining the area the parent will visit (classroom, lunchroom, play area). The parent will not be allowed in any other area than the one listed on the badge. The instructor or administrator will not allow the parent past the checkpoint without a visitor's badge.

When the parent/co-teacher has completed their visit or volunteering, the badge must be turned in at the front desk.

Parking

The paved parking lot at the front of the school is the visitor lot. LPCA staff parking is located on the east side of the school. Additional parking can be found on the east side of the building beyond the paved lots.

X. SERVICE HOURS:

As a University-Model School©, parents already work alongside LPCA as co-teachers. An added benefit is the opportunity to connect with other parents and improve the school by serving on a committee. Each parent is encouraged to find a committee on which they can use their gifts and talents. Parent Committees have been established to benefit your child by enabling the school to function more efficiently. Each family is required to serve 20 service hours annually. Families failing to fulfill the required service hours will be charged \$50 for each unfulfilled hour.

Committee Hours

Committees give parents the opportunity to work with other parents to assist with our most important fundraisers, as well as other activities throughout the year. Parents have the opportunity to sign up for the committee of their choice. Each committee has a select number of spots, so positions are first-come first-served.

Service Hours

Service hours are available on an as-needed basis throughout the year. Please log all hours, even those over and above the 20 required, on the Service Hour Log sent home in your folder at Co-Teacher Training or available at the front desk. The Service Hour Log should be turned in at the front desk to receive credit. All hours will be entered in Praxi for your convenience.

The Pride

The Pride is Legacy's main vehicle for equipping parents as co-teachers, supporting one another, learning about opportunities for fulfilling service hours, and building community. The Pride provides avenues of participation for every parent. Because parents are the key to Legacy's success, parents are required to fulfill 20 service hours per year. When you attend, you'll learn about various service opportunities and committees, participate in a short devotional and prayer, discuss ways to support our teachers, and participate in a service or training activity. The Pride meets on the first Wednesday/Thursday of every month, young children are welcome, and parents receive one service hour for each The Pride meeting attended.

Service Hours Expectations

Parents are welcome visitors at our school; however, we must always guard the learning environment since classroom time is so valuable. To help us protect this time, we ask that any non-school age children be kept within arm's reach and accompanied at all times. LPCA staff and faculty will not be responsible for non-students.

As volunteers, parents are not allowed to enter classrooms unless previous arrangements have been made with the school/teacher.

Please remember that you are representing LPCA when on campus. Appropriate attire is required. See the Campus Visitors section under Dress Code for details.

XI. COMMUNICATION:

Frequent and open communication between parents and teachers/staff is essential to the successful operation of a University-Model School®. Direct communication is usually the best way to protect the home/school partnership and is also the best way to get advice from those who work closest with your children – your classroom teachers. The following guidelines are in place to help everyone understand how the partnership between home and school works, to prevent misunderstanding, and improve communication. ***All parents and staff are expected to adhere to these guidelines as a condition of remaining at Legacy.***

In all communication, whether via email, in person, text, or other means of communication, the unity of the school must be preserved by following the guidelines of Colossians 3:12-14:

“Therefore, as God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you. And over all these virtues put on love, which binds them all together in perfect unity.”

If a problem or grievance arises, parents are asked to remember the guidelines from Colossians 3:12-14, and the principles found in Matthew 18:15-17.

If discussing a school issue with a trusted friend, LPCA parents agree to preserve the reputation and dignity of the other people involved by keeping these discussions private and holding discussions in a private location. Discussions about grievances in groups of three or more, or even in groups of two in a public location, are often damaging to others and school unity, and very often get back to the person being discussed. The ultimate goal of a private discussion should be counseling one another on how to approach the appropriate person directly.

If resolution is still needed after praying about the concern, parents should respectfully approach the decision-maker in the area being discussed, whether another parent, a teacher, or administrator. Going to the person directly, remembering the guidelines of compassion, kindness, humility, gentleness, and patience goes a long way in preserving relationships. When possible, please speak to the teacher first, before approaching the teacher’s supervisor. When an administrator is contacted before the teacher, this can disrupt teacher-parent partnership prevent a mutually beneficial solution. When in doubt, an administrator can help you decide the best way to contact your teacher if you are unsure of what to do.

Christ-like love lived out in the Legacy environment enriches our students’ academic and spiritual growth and makes Legacy a place of encouragement for all stakeholders. We want LPCA to represent Christ in the community through the kindness and love we show to one another. As a result, we will diligently protect our school environment through these guidelines. If you have concerns but aren’t sure who you should speak with, please contact the Dean of Family Ministry.

Receipt of the signed Family Handbook and Parent Communication Agreement is required for attendance at Legacy. Parents will receive these forms for electronic signature or may download at <http://legacypca.org/parent-communication-agreement> (password: LegacyParents!).

There are several tools at LPCA to keep you informed about your child’s progress:

Communication to Parents

The majority of communication about school events takes place via a weekly email from the school. Praxi is used to communicate lesson plans, grades, volunteer hours, calendar and announcements. Notes and flyers also are sent home in student folders. *Paws for Thought*, our school newspaper, includes happenings around campus

and in the classroom. The *Parent Connect* Newsletter focuses on equipping parents. LPCA conducts a "State of the School" Meeting every year. In the event that changes to policy need to be made, those will be posted in this handbook and updated pages will be sent via email to all parents and posted in a revised edition of the handbook on the LPCA web site.

Please be sure that your phone has texting capability as we sometimes send out school-wide "Parent Alert" text messages in the event of emergencies, school closings, weather related circumstances, phone line issues, or canceled practices.

Assignments

All home and class assignments for the week are posted on Praxi by 5 p.m. on Sunday of the week they will be used. Assignments include objectives, specific homework assignments, activities the parents should complete at home with their children, lists of materials the students should bring to the next class and reminders about any quizzes, tests, projects or research papers.

Email

Praxi is the most frequent use of communication, although teachers may choose to email you to remind you of important dates or to update you on classroom progress. Teachers will indicate email availability to you at the beginning of the course.

Emails to teachers should be limited to simple questions such as assignment clarification or help with a math problem. Do not use email to communicate frustrations. Multiple daily emails to a teacher should be few and far between and are an indication for the need of a conference. Email may be used to schedule a phone or in-person conference.

Home/School Folders

Each PreK – 4th grade student has a two-pocket folder that goes back and forth between home and school. This folder will contain complete and/or graded work. The folder will be sent home daily and must be returned on the following school day. PLEASE check this folder for notes from the teacher/school and for completed/graded work.

Each PreK – 4th grade student also has a two-pocket Daily Folder that goes back and forth between home and school. This folder will contain pages from the teacher necessary for work completion at home (left side). Work completed at home should be placed by the co-teacher/student in the folder (right side) for the teacher.

Each 5th – 12th grade student has an accordion file folder that goes back and forth between home and school. This folder will contain assignments, items necessary for completing off-campus work, graded work, and communication from the school. It may be utilized by the student to transport completed off-campus work to school. It should be used as an organizational tool.

Parent/Teacher Conferences

A date will be designated for conferences between teachers and parents for students in grades Pre-K through fourth grade. Parents of all students should schedule a conference with their child's teacher any time there is a need or concern. You may call the school or e-mail the teacher to arrange a suitable time.

Conferences should be scheduled when you have observations to share from your child's progress at home, you need advice or encouragement, your child is struggling with class work or the off-campus workload, to discuss grades, conflict between your child and another student, etc. Early communication tempered with kindness can foster a strong partnership. At the same time, remember that there are policies and procedures in place at Legacy for a reason. While a meeting doesn't guarantee change, it can help with mutual understanding.

Room Moms

There are two types of room moms at LPCA – Traditional Room Moms and Family Ministry Reps. Room Moms will contact class parents when the teacher needs help with classroom projects or school functions. Room Moms also organize class parties and collections for teacher gifts. Family Ministry Reps are dedicated to you, the co-teacher. Their primary responsibility is to help when you have questions about your role as co-teacher. They help new parents adjust during the first year and are a resource for any class parent who has concerns or needs a listening ear. Family Ministry Reps also coordinate meals for births and illnesses, and are your contact if you'd like to host a class social.

Website and Social Media

The LPCA web site (www.legacypca.org) provides important information such as Course Catalogs, the current Family Handbook, a link to the Land's End web site, Co-teacher and Dads' Resource pages, and more. An online training for parents is available at <http://legacypca.org/new-parent-orientation-password-protected> (password: LegacyParents). LPCA also utilizes a Facebook page, and Instagram to share information about our school with parents and the community, and private Facebook groups for parents to connect with one another. LPCA's policy for posting to the website, Instagram and Facebook is as follows:

- Only site administrators can post content or pictures on the LPCA website or public Facebook page.
- Students may not be "tagged" for identification in pictures on the LPCA website or any Facebook page or group.
- Facebook groups are "closed" (private) groups and require administrator approval for parents to join. LPCA does not provide Facebook groups for students.
- All Facebook postings and comments will be periodically reviewed by school administrators; however, because the content is user-created, the school is not responsible for inappropriate content. The school reserves the right to remove any posts it believes to be inappropriate.
- Inappropriate use of the Facebook group pages will result in a user being removed from the group. Content and posts must conform to all applicable state laws, federal laws, and school board policies and should not contain profane, obscene, or vulgar language. This forum is intended to encourage each other and is not the place to post negative comments about teachers, students, or the school.
- Parents may decline consent for their children's pictures, videos, first or last names, work samples, etc., to be posted on the public Facebook page by emailing kbeeman@legacypca.org. Names of students whose parents have declined permission to post photos will be kept on file and these will be honored until the parents change their permissions.
- LPCA's detailed Facebook policy may be requested at the front desk.

XII. GRIEVANCE POLICIES:

All staff and parents are expected to adhere to the guidelines in this section as a condition of remaining at Legacy.

"Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you. And over all these virtues put on love, which binds them all together in perfect unity." (Colossians 3:12-14)

"If your brother sins against you, go and show him his fault, just between the two of you. If he listens to you, you have won your brother over. But if he will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses." (Matthew 18:15-17)

Parents

If you have a conflict with another parent, please remember that all families are coming to LPCA with different backgrounds and experiences. Always give others the benefit of the doubt. If you hear or see another parent say or do something that is in conflict with the way you would handle the situation, please contact the parent privately as soon as possible to discuss your concern. Often minor misunderstandings can be solved through direct communication. It's important to remember the guidelines of Colossians 3 (above) during these discussions – clothe yourself with compassion, kindness, humility, gentleness, patience, forgiveness, and love.

If you meet with a parent but are unsuccessful in resolving the situation, please contact the school principal or Dean of Family Ministry.

If you have a concern about another child in the class, first speak to the teacher rather than the parent of the other child.

Teachers

If you have a concern about your child in the classroom, please contact the classroom teacher directly to discuss your concern. Classroom issues include grades, class work, off-campus work, class rules, daily routines and conflict between your child and another student. If you are unsuccessful in resolving the situation by speaking with the teacher, contact the school principal.

Administrators

If you have a question or concern about a staff member, go directly to that person and try to resolve your concern. If you need additional assistance and are unable to clear up the matter, see the appropriate LPCA administrator. Refer to the Quick Reference list at the front of this Handbook if you're not sure who to contact. If you are unsuccessful in resolving your concern by meeting with the appropriate school Administrator, utilize the following chain of command to address your grievance: School Principal, Dean of Family Ministry, Head Administrator, Board of Directors.

NOTE: Although there may be times you do not agree with a situation, with a teacher, or with the school, it is important that the children see a unified front. You must be supportive of the school and the teacher.

Complaint Procedure

If you have a complaint

1. Pray about it. Ask God to help you make your complaint in such a way that it will result in the betterment of our school, and thus will be to His the glory and the growth of His Kingdom. Read and think about such passages as Ephesians 4:1-3 and Colossians 3:12-14. Please pray about it.
2. Express it promptly. Keeping it to yourself can cause ill feelings and friction. Jesus says that you cannot properly worship or serve God if there is a disagreement between yourself and someone else (Matthew 5:23-24). So get it out of your system.
3. Tell it to the right person. Complaints against specific individuals should be expressed first to the individual in question, and expressed to the Administrator only if you cannot work it out between yourselves or if you feel he should know about it.
4. Express it clearly. Make sure the person you are expressing your complaint to knows all the details of the situation, and exactly what you are complaining about and why. Misunderstanding of complaints could lead to further problems, and needless disunity.
5. Don't broadcast it. Express your complaint only to the person who should hear it. Unneeded worry, harm and hard feelings result when problems and dissatisfaction are expressed to persons other than those directly involved with the problem, and an impression of disharmony is presented.

If you overhear or are told a complaint

Pray about it. Ask God to take care of the situation and use it for His glory. Don't share a bad report. Ephesians 4:1-3, Colossians 3:12-14.

If a complaint is made to or about you

1. Analyze the complaint. Be sure you understand the specifics and why it is being made. Ask the person to clarify any areas of misunderstanding.
2. Give it prompt attention. Talk directly with those involved, using administrative counsel.
3. Make it a growth experience. Don't take offense even if falsely accused. React in the opposite spirit. If the complaint is valid, strive to make correction immediately, seeking prayer and guidance even from the accuser. A wise man learns from counsel and reproof.
4. Pray about it. Ask for God's wisdom in solving the problem and His help in putting the solution into effect. Pray for the person who brought the complaint, and ask God to help you love that person even more than before the complaint was made.

Appeals Process

An appeals process has been established for any parent or employee of LPCA. Concerned parties who feel their issues have not been addressed by the administration to their satisfaction should request an Appeals Form from the LPCA office. This form must be filled out and submitted to the Administrator. The Administrator will pass it on to the Chairman of the Board who will determine the appropriate action needed. The concerned party may be asked to appear before the committee or the Board for a hearing for a specified amount of time.

XIII. PARENT AGREEMENT DOCUMENTATION:

Agreement Documentation Forms

All Parents: Please sign and return the following agreements to Legacy at August Co-teacher Training. In order to preserve the Christ-like environment at Legacy and ensure we're all on the same page, receipt of both agreements on these two pages is required for student attendance on the first day of school.

Student Code of Conduct & Dress Code Agreement

Parents, please initial next to each statement and sign below. Student signature also required for 4th grade and above. This document will be kept on file and referenced in discipline situations.

☐ We have read and discussed the Student Code of Conduct from the 2017-18 Family Handbook with our child to ensure that our child understands it.

☐ We have discussed Legacy's Behavior/Discipline Policies from the 2017-18 Family Handbook with our child. We understand that failure to abide by these policies will result in disciplinary measures and may place our child's enrollment at Legacy in jeopardy.

☐ We understand the importance of active attendance at a local church to the success of UMS schools. We understand that a new pastor recommendation form will be required every three years.

☐ We have read and discussed the Dress Code requirements from the 2016-17 Family Handbook with our child.

☐ We agree to follow and show respect for Legacy's Dress Code requirements.

☐ We understand that following these requirements is a condition of enrollment at Legacy.

Family Handbook & Parent Communication Agreement

Parents, please initial next to each statement and sign below. Receipt of this signed document is required for student attendance at Legacy, and will be kept on file.

☐ We have read Legacy's 2017-18 Family Handbook. We understand, accept, and agree to abide by the policies described in the handbook.

☐ We understand that the school reserves the right, within its sole discretion, to discontinue enrollment of a student if the atmosphere or conduct within a particular home or the activities of the student are counter to or are in opposition to the biblical lifestyle the school teaches. This includes, but is not necessarily limited to, participating in, supporting, or affirming sexual immorality, homosexual activity, or bisexual activity; promoting such practices; or being unable to support the moral principles of the school.

___ We understand that no refund of tuition paid will be given if a student withdraws after the second week of the school year. Further, we understand that after the second week of school, we will remain responsible for tuition payments for the remaining months of the school year. We understand that this is due to Legacy employing faculty and staff members in accordance with the number of students enrolled and Legacy must honor those staff contracts whether or not a student withdraws during the school year.

___ We agree to actively support and participate in the education of our child through the service opportunities afforded by Legacy with our involvement in school activities. We understand that 20 service hours are required per family per year, and we will be billed \$50/hour for unfulfilled service hours.

___ We agree to the fundraising requirements which help to provide needed funds for Legacy.

___ We agree to the Communication Guidelines and Grievance Policies in the 2016-17 Family Handbook. We understand that failure to follow these policies will place our child's enrollment at Legacy in jeopardy.

___ We agree to follow the email and communication guidelines for contacting staff and teachers, detailed in the Online Parent Orientation and Communication Guidelines section of the 2016-17 Family Handbook. We understand that continued enrollment at Legacy is dependent upon following these guidelines.

___ If discussing a school issue with a trusted friend, we agree to preserve the reputation and dignity of the other people involved by holding discussions in a private location. Discussions about grievances in groups of three or more, or even groups of two in a public location, are often damaging to others and school unity, and very often get back to the person being discussed. The ultimate goal of a private discussion should be counseling one another on how to approach the appropriate person directly.

___ We agree to have our child's picture in the Legacy yearbook.

___ We understand that our child's picture may be posted on Legacy's web site or Facebook page unless we decline permission by emailing Karen Beeman at kbeeman@legacypca.org or notifying the front desk in writing.

___ We authorize Legacy to print our family information and phone number in the school directory. The information will only be accessible by Legacy families.

___ I, the primary co-teacher in our family, agree to place priority on attending parent trainings to better understand my role in a parent-based school.

Parent name PRINT NAME:_____

Parent signature:_____

(Student initial, 4th and up)____ (Student initial, 4th and up)____ Student initial, 4th and up)____

Date:_____

AUTHORIZATION TO ADMINISTER MEDICATION AT SCHOOL

(ONLY 1 MEDICATION IS PERMITTED PER COPY OF THIS FORM)

Name of Student:	Grade:	Birthday:	M/W T/Th	M/W/F M-F
Prescription Medication		Non-Prescription Medication		
Name of Medication & Strength:		Name of Medication & Strength:		
Time to be given:		Time to be given:		
Dose to be given:		Dose to be given:		
Reason medication being given:				
Special Instructions:				
Allergies:				
Date to Start Medication:		Date to Cease Medication:		

I am the legal parent or guardian of the above student at Legacy Preparatory Christian Academy (LPCA) with the legal authority and capability to provide permission to administer medication to the above student. I hereby authorize LPCA personnel to administer the above medication order and acknowledge that I have read and understand LPCA guidelines relating to the taking and administration of medications. I hereby release LPCA and its employees from any claim or liability connected with its reliance on this permission and supplied medication and agree to indemnify, defend and hold them harmless from any claim or liability connected with such reliance. I confirm that all supplied medication is in a properly labeled, original container in compliance with LPCA guidelines and is safe to administer to the above student as per the orders identified above. Should questions regarding this order arise, I authorize a representative of LPCA to share information regarding this medication with the licensed prescriber.

PARENT/GUARDIAN NAME: _____ **DATE:** _____

Please print clearly

PARENT/GUARDIAN SIGNATURE: _____

HOME PHONE: _____ **CELL OR WORK PHONE:** _____

PHYSICIAN'S NAME: _____ **PHYSICIAN'S PHONE:** _____

PHYSICIAN'S SIGNATURE (REQUIRED FOR ALL NEW PRESCRIPTIONS): _____

Office Use Only: Orders received: _____ Medication Count: _____ Initials: _____