Integrity

Courage

Honor

Service
The Roots of Our LCA Community

Identity in Christ
   Fully Alive in Christ
   To Love and Champion the Good, the True, and the Beautiful

Relationships in Community
   Culture of Honor and Prayer (overall culture)
   Overcoming, Growth Mindset (stance of individuals in community)
   Full of Grace and Truth (ways we treat others in community)

For the Sake of the World
   Faithfully stewarding our Time, Talents, and Resources (a personal responsibility)
   Blessed to be a Blessing (duty toward the world, and our call)

Fully Alive in Christ

“The glory of God is man fully alive.” (St. Irenaeus)

An automatic result of “abiding in Christ,” being fully alive is an optimistic, energetic, and hopeful disposition produced by the Holy Spirit (the Spirit of Life) who transforms us and fills us with the abundant life that Jesus promises: “I have come that they may have life and have it to the full.” (John 10:10)

Being fully alive does not come through our own effort, but from surrender and submission to Christ: “. . . whoever wants to save his life will lose it, but whoever loses his life for me will find it.” (Matt. 16:25) We walk this out by giving generously, loving freely, and serving others with a humble, joyful spirit. Life's hardships tempt us to become jaded, cynical, and negative—the antithesis of the abundant life in Christ. We overcome this temptation by being fully engaged in all aspects of our humanity; mentally, emotionally, physically, socially, and spiritually; by connecting deeply with Christ and with others in community; and by having a child-like spirit of adventure, gratitude, and joy.

To Love and Champion the Good, the True, and the Beautiful

We become what we love. If we love the right things (training our appetites for the good, the true, and the beautiful) we take on, and eventually possess, these virtues for ourselves. And as we celebrate them, we discipline our hearts, habits, and minds to be discerning of the world and culture around us while avoiding a critical or judgmental spirit.

Philippians 4:8 exhorts us to think about "whatever is true, noble, right, pure, lovely, admirable, excellent, and praiseworthy." This does not mean we should think only about religious things (e.g. reading Christian literature, watching Christian movies, and listening only to Christian music). All that is good, true, and beautiful is worthy of our love, our thoughts, and our praise. Whether it is studying the glory of the cosmos, reading a Shakespeare play, exploring the treasures of history, or exerting ourselves in a rigorous sport, we seek to realize and express our full humanity by being fully alive, life-long learners, filled with wonder and curiosity about our world and overflowing with joy and gratitude.

As Christ-followers, we champion the good, the true, and the beautiful in order to faithfully uphold and passionately promote the cause of Christ and the advancement of God’s Kingdom in our broken and hurting world.
Culture of Honor and Prayer

Above all else, our desire is to honor and worship Jesus Christ. "Christian" is not casually referenced in our title. Rather, Jesus Christ is central and supreme, the foundation of our school. We honor Christ by recognizing His preeminence and seeking to glorify Him in all our activities and studies. For in Christ “are hidden all the treasures of wisdom and knowledge.” (Col. 2:2)

We are called to "be devoted to one another in love," and to “Honor one another” above ourselves. (Romans 12:10) We demonstrate honor to God and to others by valuing them and treating them with respect. **Honor and humility go hand in hand.** Instead of promoting ourselves or seeking our own honor, we humble ourselves and esteem others not only because we are created in God’s image but also because we are beloved children of our Father and sinners Jesus suffered and died to save.

At LCA we promote this culture of honor through gratitude, recognizing the unique gifts and talents of others, serving humbly, valuing partnership and authority, believing the best about others, and speaking with kindness and respect.

Overcoming, Growth Mindset

In John 16:33 Jesus says, "In this world you will have trouble. But take heart! I have overcome the world." In the Book of Revelation, eight times Jesus promises multiple blessings to “him who overcomes…” Christ exhorts us to grow and overcome in the midst of life’s challenges and battles. When we encounter setbacks and difficulties, we will not walk in fear or defeat, but will adopt a mindset of growing and overcoming. We seek to make LCA a safe place to grow by encouraging one another with the truth that failure is not a permanent condition. Trials are God's training ground and an opportunity for transformation, growth, and maturity. We can overcome the obstacles we face in life by remaining positive; employing grit, determination, and effort; and trusting in God's strength in our weakness.

"Consider it pure joy, my brothers and sisters, whenever you face trials of many kinds, because you know that the testing of your faith produces perseverance. Let perseverance finish its work so that you may be mature and complete, not lacking anything." James 1:2-4

Full of Grace and Truth

Jesus was the perfect reflection and embodiment of God in the flesh. John 1:14 states, "We have seen his glory, the glory of the one and only Son, who came from the Father, full of grace and truth." And John 1:17 continues, "For the law was given through Moses; grace and truth came through Jesus Christ.” Christ models for us what it means to be full of grace and truth; our goal is to follow His example as we interact with one another—forgiving, showing mercy, welcoming sinners. In the same way that Christ interacted with the woman caught in adultery, we want to be loving, merciful, and non-judgmental while continuing to honor and uphold truth. After Jesus demonstrated grace to the woman, he concluded with, "Go and sin no more." In following Christ's example, we must not deny or neglect either grace or truth but seek God's wisdom and the power of the Holy Spirit to walk in harmony with both. Truth is not a hammer for condemnation or judgment, and grace is too costly to be an excuse for sin.

Faithfully Stewarding Our Time, Talents, and Resources

In the Parable of the Talents, Jesus commends the servant who uses his talents and harshly condemns the man who neglects his. In the parable, the master says, "Well done, good and faithful servant! You have been faithful with a few things; I will put you in charge of many things. Come and share your master's happiness!" We have been given tremendous gifts--time, talents, and resources -- and will be accountable for how we steward and develop them. Our goal is to be faithful stewards of these gifts to bring glory to God and participate in His plan of redemption for our broken world. We seek to be faithful servants in the small things so that God can entrust us with things of greater consequence and the treasures of His Kingdom.
Blessed to be a Blessing

In Genesis 12:1-3, God promises unimaginable blessings to Abraham. At the end of God's pronouncement of these glorious promises, He says, "And all peoples on earth will be blessed through you." Like Abraham, we too have been richly blessed, but these gifts are not for us to hoard or use merely for our own advancement. We are blessed to be a blessing so that our broken and hurting world may encounter the love of Christ as we freely and generously share our time, talents, and resources with others. At LCA we will extend and even sacrifice ourselves for the well being of others--thereby being a blessing to one another, our churches, our local community, and the nations.

"...unless a grain of wheat falls into the earth and dies, it remains alone; but if it dies, it bears much fruit." (John 12:24)
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It is your responsibility to check RenWeb or the school website for updates and/or new releases.
Exalting Christ through a Kingdom Education

Jesus’ great obsession was the Kingdom of God. The prophets announced it, Jesus taught about it, and His disciples carried it forward. The most fundamental of prayers, The Lord’s Prayer, reminds us that we are to pray, “Your Kingdom come, your will be done, on earth as it is in heaven.”

As we “pray heaven down” into our schools, we begin to discover Kingdom templates for everything that we do. We begin to receive the wisdom of God for everything from administration, to student life, athletics, academics, and family education. This is because God dearly loves us and longs to reveal His ways to us.

A Kingdom education is one that takes place in a worshipping Christian community through active and intentional partnering with parents, in an effort to call forth and affirm God’s unique design for each student. A Kingdom education trains the whole child, mind, will, and emotions, in a safe, secure learning environment that promotes curiosity, wonder, exploration, and discovery. It encourages students and families to collaborate in creating, promoting, and maintaining a hope-filled culture of life that prizes spiritual growth and vitality, personal responsibility, servant leadership, and giving back to the community.

MISSION STATEMENT
Partnering with parents in Christian community to transform lives through academics, athletics, servant leadership, and the arts.

ACADEMIC
Academics at LCA exist to inspire a passion for God’s truth and beauty, train students to think critically from a Biblical framework, and encourage the virtues of life-long learning.

ATHLETICS
The purpose of athletics at LCA is to develop student character, promote healthy lifestyle, and practice the traditional ideals of good sportsmanship. Our goal is to develop Kingdom principles throughout our program and change the culture of sports in our community.

SERVANT LEADERSHIP
The purpose of servant leadership at LCA is to instill the essential value of humility through diverse opportunities to serve family, peers, and community.

THE ARTS
The purpose of the arts at LCA is to provide enriching and uplifting opportunities for our students to explore their artistic gifts and reflect God’s truth and beauty in serving our community.

CORE VALUES
The primary goals of Lucas Christian Academy (LCA) are to prepare each student to glorify God, to be used by Him, and to encourage the virtues of lifelong learning. These goals are supported by LCA’s three core values.

PARTNERSHIP
Partnering with parents to educate, train, and nurture their children.
LCA recognizes the family as the primary educational and social unit. We respect the primacy of that institution by partnering with parents, not supplanting them, in the academic and spiritual education of their children. Practically speaking, LCA will be primary as it pertains to academics with classroom instruction, assignments, and assessments. Parents support the teachers by ensuring that satellite school days are successful by maintaining an atmosphere of study and following the parental roles as outlined in this handbook. Additionally, parents will be primary as it pertains to the spiritual development of their student(s) by belonging to a local body of believers and teaching the Word of God in their home. LCA will support the spiritual development of students by providing Biblical instruction and character training.

COMMUNITY
Fostering opportunities for authentic relationships.

LCA fosters opportunities for authentic relationship in all its endeavors. Parents must agree to become part of the LCA community before their children are accepted for admission. Community requires commitment and responsibility; therefore, families agree to attend fellowships, workshops, and abide by our communication guidelines prior to being admitted to the LCA family.

Elementary students build community through chapel services and occasional social gatherings planned by grade level coordinators. Because LCA believes that young children should be socialized primarily by the family unit, LCA limits the number of activities planned for the elementary grades.

Our junior high and high school students are trained to build and maintain authentic relationships during Chapel, small group interaction, and a student-led service. Additionally, students are given leadership opportunities through our Student Life department, including: serving in student government, planning a retreat, participating in a service project, or gathering for a monthly evening of worship and fellowship called Friday Night Live.

TRUTH
Interpreting life through a Biblical framework of truth.

The ability to discern truth stems from being connected to the source of truth. Those who are connected have renewed minds. In order for lives to be truly transformed, the mind must be transformed; therefore, all high school students gain their English and history credits through a four year worldview program.

DIFFICULT OR CONTROVERSIAL ISSUES

- LCA will teach students to evaluate difficult or controversial realities in light of God’s Word.
- LCA will not encourage students to retreat from contact with a sinful world, but rather train them to effectively reach out to unbelievers with the love and truth of God’s Word.
- LCA will engage in the study of other cultures and thought forms, including godless ones, so that students will have a better understanding and ability to communicate with all people.
- LCA will use opportunities presented by difficult topics to challenge students to develop critical thinking skills and to apply these skills to Godly purposes.

STATEMENT OF FAITH

The sole basis of our beliefs is the Bible, God’s infallible written Word, the 66 books of the Old and New Testaments. We believe that it was uniquely, verbally, and fully inspired by the Holy Spirit and that it was written without error (inerrant) in the original manuscripts. It is the supreme and final authority in all matters on which it speaks. (II Timothy 3:15-17, II Peter 1:21)

We believe there is only one God, Creator of all, who is infinitely perfect and eternally existent in three equal persons, Father, Son, and Holy Spirit. (Genesis 1:1, Matthew 3:16-17, Matthew 28:19, John 10:30, Ephesians 4:6)

We believe in the deity of our Lord Jesus Christ, His virgin birth, sinless life, miracles, vicarious and atoning death, resurrection, ascension to the right hand of the Father, and personal return in power and glory. (Isaiah 7:14, Matthew 1:23,
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We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature; and that men are justified on the single ground of faith in the shed blood of Christ; and that only by God's grace and through faith alone we are saved. (John 3:16-19, John 5:24, Romans 3:23, Romans 5:8-9, Ephesians 2:8-10, Titus 3:5)

We believe in the resurrection of both the saved and the lost: they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation. (John 5:28-29)

We believe in the spiritual unity of believers in our Lord Jesus Christ. (Romans 8:9, I Corinthians 12:12-13, Galatians 3:26-28)

We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a Godly life. (Romans 8:13-14, I Corinthians 3:16, 6:19-20, Ephesians 4:30, 5:18)

We believe that parents are the God-ordained, primary instructors of their children and we are to “Fix these words of mine in your hearts and minds...teach them to your children, talking about them when you sit at home and when you walk along the road, when you lie down and when you get up.” (Deuteronomy 6:1-9, 11:18-19)

**STATEMENT ON MARRIAGE AND HUMAN SEXUALITY**

It is our firm conviction that we uphold the dignity of each individual as we embrace the unchanging and longstanding principles of scriptural truth. Based on Holy Scripture, with particular emphasis on male and female complementarity, we affirm the following about human sexuality, gender identity, and marriage:

1) Marriage — We define marriage as the permanent, exclusive, comprehensive, and conjugal “one flesh” union of one man and one woman, intrinsically ordered to procreation and biological family, and in furtherance of the moral, spiritual, and public good of binding father, mother, and child. (Genesis 1:27-28, Genesis 2:18-24, Matthew 19:4-9, Mark 10:5-9, Ephesians 5:31-33)

2) Sexual Immorality — We believe that sexual acts outside marriage are prohibited as sinful. Consequently, we must resist and refrain from any and all sexual acts outside marriage. (Exodus 20:14, Leviticus 18:7-23, Leviticus 20:10-21, Deuteronomy 5:18, Matthew 15:19, Matthew 5:27-28, Matthew 15:19, Romans 1:26-27, 1 Corinthians 6:9-13, 1 Thessalonians 4:3, Hebrews 13:4, Galatians 5:19, Ephesians 4:17-19, Colossians 3:5)

3) Gender Identity — We believe that God created mankind in His image: male (man) and female (woman), sexually different but with equal personal dignity. Consequently we must affirm their biological sex and refrain from any and all attempts to physically change, alter, or disagree with their predominant biological sex. (Genesis 1:26-28, Romans 1:26-32, 1 Corinthians 6:9-11)

4) Sexual Orientation — We believe that God created and ordered human sexuality to the permanent, exclusive, comprehensive, and conjugal “one flesh” union of man and woman, intrinsically ordered to procreation and biological family, and in furtherance of the moral, spiritual, and public good of binding father, mother, and child. Consequently we must affirm the sexual complementarity of man and woman and resist any and all same-sex sexual attractions and refrain from any and all same-sex sexual acts or conduct. (Genesis 1:27, Genesis 2:24, Matthew 19:4-6, Mark 10:5-9, Romans 1:26-27, 1 Corinthians 6:9-11, Ephesians 5:25-27, Revelation 19:7-9, Revelation 21:2)

All of our students, employees, administration, and volunteers must affirm and adhere to this Statement on Marriage and Human Sexuality to qualify for involvement with Lucas Christian Academy. This is necessary to accomplish our religious mission, goals and purpose. Behavior or counter-witnessing that does otherwise will impede and burden our integrity and religious mission.
**NON-DENOMINATIONAL POSITION**

This ministry’s Statement of Faith lists LCA’s official stance concerning fundamental Christian tenets and includes those doctrines we will regularly teach. Consequently, it is vital that parents choosing to partner with us agree with those statements and understand that their student(s) will be exposed to purposeful teaching regarding them.

There shall be no attempt made by parents, students, staff, or school board members to promote or disparage denominational doctrines regarding issues upon which the ministry itself has assumed no official stance: church-government authority, time and mode of baptism, security of the believer, timing of future events, the baptism of the Holy Spirit, and sinless perfection. We will honor parents and maintain the unity of the faith by intentionally directing students to parents and church regarding denominational doctrines. Additionally, we will require respectful dialogue when subjects naturally arise pertaining to denominational tenets, recognizing God’s inspired Word as our standard for truth.

**STATEMENT OF AFFILIATION**

LCA 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.

**NON-DISCRIMINATORY POLICY**

LCA does not discriminate on the basis of race, color, or ethnicity in its administration of educational policies, admissions policies, scholarship awards, and other school administered programs.

**HISTORY**

In 1998, Lucas Christian Church (LLC, currently Faith Fellowship Church) formed a team to research what it would take to start a school. During this planning phase, a small group of teachers and students were drawn together and began “Classes at Lucas” in August, 1999. These classes served the middle school and high school home school families of the church and community by providing qualified teachers to teach subject content on one or two days per week while the students studied at home for the remainder of the week. The classes were tremendously successful and confirmed to the church body that a school of this nature was what God desired.

Through prayer and research, the leadership team discovered an educational model called University-Model® school (UM school) in use at Grace Preparatory Academy, in Arlington, TX. The UM school takes the best aspects of public, private, and home schools and molds them into one model. UM schools use a university-style schedule adapted to elementary, junior, and senior high levels. Professional teachers conduct central classroom instruction. Students attend classes on Mondays, Wednesdays, and Fridays and/or Tuesdays and Thursdays. Students spend alternate days at home where parents continue their instruction or monitor their student’s progress. Teachers provide parents with detailed instructions for days spent at home in the satellite classroom (1 to 1.5 hours of study per course).

The model caters to a wide variety of student needs by allowing a range of enrollment opportunities. A student may choose to take only one or two classes, or may opt to take a full academic load. Whether it is one course or a full load the student must have a strong work ethic in order to be academically successful at LCA.

LCA was certified by the National Association of University Model Schools (NAUMS) during the 2003–2004 school year and recertified during the 2015–2016 school year. Considered a flagship school for NAUMS, LCA regularly provides speakers for their annual leadership and teacher conferences. In February of 2006, LCA became autonomous from FFC and began to prayerfully seek God’s plan for the future regarding a permanent home. In July 2009, LCA purchased the 16 acres adjoining the church property.

The 2010–2011 school year began early, in fact it began as the previous school year ended with a concerted effort by administration and parents to increase the student enrollment. In addition, a plan called “Beauty Matters” was implemented to “spruce up” the school so it would be inviting to families who visit LCA.
The improvement of the grounds grew into an effort to build a new playground for the elementary students. Before this project was completed, Kohl’s Department Stores announced the Kohl’s Cares for Kids® Facebook contest. In this contest the top twenty vote-getting schools in the nation would be awarded $500,000 by Kohl’s, just a bit more than the $499,000 needed to pay off the 16 acres LCA purchased summer of 2009.

“Little school, BIG God!” became LCA’s cry as the Lord opened doors for the school to get votes from all over Texas (e.g. at concerts, in restaurants, shopping centers, and universities). The result… LCA was the number two school in the nation with over 157,000 votes and won $500,000 which was used to pay off our land in full!

The Cross Over, August 9, 2014, was an incredible day in the history of LCA! More than 1,000 parents, students, faculty, and friends marched from the football field, across the church parking lot to the grove in order to celebrate the completion of the 43,000 square foot school building that is now LCA’s permanent home!

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**ADMISSIONS AND REGISTRATION**

**STUDENT STATUS**

LCA full-time student

- 9th–12th: 3 core/1 elective
- 7th–8th: 3 core
- 1st–6th: 2 blocks

Eligibility to participate in extra-curricular activities

- 7th–12th: 2core/1 elective
- 6th: 2 blocks

An athletic discount is available to full-time students.

(Classes that qualify as “core” are English, geography, history, worldview, math, science, health, speech, Spanish I, Spanish II, Spanish III, and Personal Finance. Elementary Spanish does not qualify as a core class.)

**ANNUAL RE-ENROLLMENT FOR RETURNING STUDENTS**

The re-enrollment process begins with parents completing the LCA Partnership Contract. Once this contract is received by the Registrar, the rest of the re-enrollment process is completed online in three parts:

- the online enrollment packet which includes enrollment forms, waivers and agreements
- online course requests
- confirmation

Parents will complete an online enrollment packet for each student. Completion of this online enrollment packet is required before Course Request can be activated. Parents will complete course request online indicating the courses he/she desires their student to take. Families request the desired courses for their students for the year, but LCA reserves the right to assign the section/time of a desired course to maximize enrollment and balance classes. If a class does not make, or if an administrative change is needed, the parent will be notified. Students may not register for more than five core classes without receiving permission from the Academic Advisor. After the Course Request process, the Registrar will verify the families’ requests. Once confirmed, any changes made to the student’s schedule after the Course Request process is complete, must be done on an add/drop/transfer form (see “Class Schedule Changes”)

**SPRING REGISTRATION**

Registration for the spring semester will only be allowed for new students who attend the admissions meeting held in the fall, siblings of current students, current students wishing to add an elective class, and current students adding a core class who have taken the appropriate placement test (see “Placement Testing – New and Current Students”). Dates and times for the placement tests are established by the Office of the Administrator. Electives may be added before the deadline determined by the Registrar’s Office.

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NEW STUDENTS
1. **Attend an LCA Information/Admissions Meeting:** Parents seeking admission to LCA for their student(s) must attend an Information/Admissions meeting the semester prior to enrollment.

2. **Submit Application Documents and Non-refundable Fees:** An online application for admission must be completed for each student and submitted on the day and time specified by the Admissions Coordinator at the admissions meeting. The non-refundable, per student fee is due with submission of the application. Upon submission and receipt by the school, the application date and time are recorded to be used as a factor in determining class enrollment priority. *Students will not be admitted without complete records.*

3. **Placement Testing and Evaluation:** Placement testing is required for all students seeking admittance into LCA. (See “Placement Testing – New and Current Students”)

4. **Family Interview:** The purpose of the family interview is to answer questions about the partnership and to discern if LCA is the appropriate school for each student. Both parents and potential students must attend the on campus interview. If a third party (i.e. grandparent or step-parent) will be at home with the student on satellite classroom days, that person(s) must also attend the family interview.

5. **Acceptance:** After all student references are received and the family interview has been conducted, each family will receive a letter from the school indicating the decision regarding acceptance into the Academy. Acceptance into the Academy is based on date and time of application, placement test scores, and family interview.

6. **Academic Advising:** Jr. High or High School students wishing to transfer in high school credits, or receive an LCA diploma, are required to meet with the Academic Advisor prior to placement testing. All transfer students supply a transcript of high school courses. If the courses will not be transferred in to LCA, no documentation is required (e.g. no syllabus, book, or test documentation is required). The student will provide their own transcript of these courses for colleges. Once students are enrolled at LCA, any outside course taken for LCA credit requires an Intent To Transfer form prior to starting the course, to ensure it meets LCA requirements (See “Academic Advising” section).

7. **Enrollment:** The enrollment process begins with parents completing the LCA Partnership Contract. Once the contract is received by the Registrar, the rest of the enrollment process is completed online in three parts:
   - the online enrollment packet which includes enrollment forms, waivers and agreements
   - online course requests
   - confirmation

Parents will complete an online enrollment packet for each student. This is required before Course Request can be activated. Parents will complete course request online indicating the courses he/she desires their student to take. Families request the desired courses for their students for the year, but LCA reserves the right to assign the section/time of a desired course to maximize enrollment and balance classes. If a class does not make or if an administrative change is needed, the parent will be notified. Students may not register for more than five core classes without receiving permission from the Academic Advisor. Upon submission and receipt by the Registrar, the rest of the enrollment process is complete, must be done on an add/drop/transfer form (see “Class Schedule Changes”). Student’s personal documentation must include:
   - copy of birth certificate
   - current immunization records
   - vision and hearing screenings (dated within one year)
   - scoliosis screening for 5th–12th graders (dated within one year)
   - copy of most recent report card for 1st–8th graders or an official transcript for 9th–12th graders

*Enrollment is not complete and students will not be admitted without these complete records.*

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**ACADEMIC PREREQUISITES**

Students must achieve a passing grade in all core academic courses each semester to be approved for enrollment in the following semester’s course sequence (e.g. a student must earn a passing grade in the first semester of ninth grade English I in order to remain in the second semester of ninth grade English I). Re-enrollment may be withheld if a Dean deems it necessary for the student to have additional testing.

**CURRENT FAMILY PRIORITY**
Current students and their siblings receive priority over new students as long as they register within the time frame set by the admissions staff for currently enrolled students. However, siblings of current students must follow the same application process as a new student, including an interview with the administration, and are subject to acceptance by LCA prior to their registration being processed. Once the stated registration period is over, current families lose priority and are processed along with new students who are in the next registration period.

**PLACEMENT TESTING**

Placement testing is required for current students wishing to add a core class. Placement audits are required for current students wishing to enroll in Praise Band. Current families should contact the Academic Coordinator upon receipt of their enrollment notification and instructions if they are uncertain regarding whether or not their student needs to test in order to enroll for a particular class (see “Placement Testing – New and Current Students”).

**PARENT AND STUDENT RESPONSIBILITIES**

Parent involvement and student cooperation are essential for the successful fulfillment of the LCA mission. Therefore, as a condition of acceptance to this school for new families and for re-enrollment of current families, the parents and students must fulfill the following requirements:

1. A signed enrollment contract (Annual Partnership Contract) for each family will be required on an annual basis.
2. At least one parent must be a committed follower of Jesus Christ.
3. **Parents** must sign a form showing agreement with our Statement of Faith as an expression of who we are and what will be taught in the classroom. The family must be active members of the body of Christ, regularly attend a Christian church, and agree to participate with LCA under LCA’s Statement of Faith. In addition, parents must sign the LCA’s Statement on Marriage and Human Sexuality.
4. Parents and elementary students in grades 4th–6th must sign a form showing agreement with our Student Code of Conduct.
5. Parents and secondary students (7th–12th) must sign a form showing agreement with our Student Code of Conduct.
6. Parents and students must be willing to abide by the school’s rules and regulations as expressed in the LCA Partners’ Handbook or by the Administrator.
7. Co-teachers (i.e. at least one parent) must consistently be at home during normal school hours (8:00a.m.–3:00 p.m.) to provide partnership instruction in the satellite classroom. In certain instances, co-teachers other than the parent may be utilized. However, arrangements with a co-teacher other than the parent must be communicated to the Admissions Coordinator for new students and the Academic Office for current students. A meeting with the co-teacher may be requested.
8. Students’ work schedule should not interfere with satellite classroom days/hours.
9. Parents must be willing to use a Christian conciliation service, if necessary, and agree to the following statement:

   “The parties to this agreement are Christians and believe that the Bible commands them to make every effort to live at peace and to resolve disputes with each other in private or within the Christian church (see Matthew 18:15-20; 1 Corinthians 6:1-8). Therefore, the parties agree that any claim or dispute arising from or related to this agreement shall be settled by biblically-based mediation and, if necessary, legally binding arbitration in accordance with the Rules of Procedure for Christian Conciliation of the Institute for Christian Conciliation, a division of Peacemaker® Ministries (complete text of the Rules is available at http://peacemaker.net/project/rules-of-procedure-html-version/). Judgment upon an arbitration decision may be entered in any court otherwise having jurisdiction. The parties understand that these methods shall be the sole remedy for any controversy or claim arising out of this agreement and expressly waive their right to file a lawsuit in any civil court against one another for such disputes, except to enforce an arbitration decision.”

   (Quoted from Peacemaker Ministries)

   Each party, regardless of the outcome of the matter, agrees to bear the cost of his/her/its own arbitrator and one-half of the fees and costs of the neutral arbitrator and any other arbitration expenses.

10. Parents and students must be committed to the UM school learning experience and Christian environment of LCA. Each student must be willing to adhere to LCA’s student code of conduct, dress code, and uniform policies, and all other policies regarding student behavior. Each 4th–12th grade student, along with at least one parent, must sign a Student Character Agreement annually.
11. Parents must be in agreement with, and supportive of, the school’s procedures for handling student discipline.
12. If difficulties arise due to the parents’ failure to consult published school policies, to faithfully read regular communication vehicles (written communication placed in family folders, emails, announcements on the school’s online database), or to attend PTF meetings, parents must accept full responsibility for the consequences of an uninformed decision.
13. Parents must be willing to provide and keep current immunization records and vision, hearing and spinal screening records for their student(s) as mandated by the Texas State Department of Health.
14. Parents are required to attend school workshops and Parent-Teacher-Fellowships. Not attending these events may affect the student’s status to re-enroll.

**Family Education Program** Following NAUMS guidelines (National Association of University Model Schools)

LCA’s Parent Education program seeks to “keep parents confident, competent, encouraged and involved” in the spiritual, moral, and academic training of their children. Because parent education meetings are vital to bringing the LCA community together (worship, training, encouragement, fellowship, vision, and sharing information), the meetings are mandatory, one of the prime expressions of our partnering relationship. They help orient parents to LCA and to the elementary, junior high and high school programs; they help train parents to be confident, competent and involved co-teachers while also promoting parent training skills, strong marriages, and secure, close-knit families. Each year LCA offers a combination of parent workshops (fall and spring), mid-week meetings, and selected topical presentations. Ideally both parents are expected to attend; if that is not possible then at least one parent should attend so that the family is represented at all meetings. Attendance is required and is recorded. Calendar dates for the meetings are published well in advance and weekly reminders are sent out in the weeks prior to each meeting. Should a conflict occur parents must notify the school office if attendance is not possible. In that event a make-up meeting will be scheduled at a later date.

**Fall Orientation**

- **Friday** evening (both parents) LCA Leadership Team shares, casts vision, and prays for the year.
- **Saturday** morning (co-teachers) Foundational meeting for co-teachers, stressing practical skills, parenting skills, developmental issues, and spiritual issues.

**Grade-Level PTF Meetings** Twice each year, (Fall and Spring) co-teaching parents meet for grade-level PTF meetings according to the following groups: K–3rd, 4th–6th, 7th–8th, 9th–12th.

**Spring Workshop**

- **Friday** Evening (Moms): Moms meet in homes according to grade level for fellowship and information-sharing on transitioning to the next year.
- **Saturday** (Dads) Foundational meeting for co-teachers, stressing practical skills, parenting skills, developmental issues, and spiritual issues.

**PTF Celebration Night** (both parents) Entire LCA community gathers for end-of-year celebrations, honors, and Difference Maker awards.

**Face to Face (F2F) Meetings** (optional) Throughout the year we will hold special meetings on topics of interest.

**Academic Advising**

All current LCA students (9th grade and higher) must have a diploma plan on file in order to receive an enrollment packet. New students seeking admission that are classified as a freshman or higher must meet with the Academic Advisor prior to enrollment in order to create a diploma plan and review their transcript. If needed, advisement will be given in regards to the transferring in of credits.
CLASSIFICATION OF HIGH SCHOOL STUDENTS

9th through 12th grade LCA students are classified as freshmen, sophomores, juniors, or seniors based on their English grade level.

CLASS SCHEDULE CHANGES

Addition of or withdrawal from all classes (including study hall) must be done using the add/drop/transfer form available in the Registrar’s office, the main office, or on RenWeb. The form must be signed by the parent and accompanied by the fee to be processed (see “Financial Policies”). If adding or dropping a high school core class, the Academic Advisor must approve the schedule change and sign the add/drop/transfer form before it is given to the Registrar. The student will not be allowed into a new class prior to receipt of the completed add/drop/transfer form with the required signature(s) and payment. Once the completed form and fee are received, the teacher is notified, the student’s class schedule is modified, and the financial changes are made. The parent will be able to view the updated schedule on RenWeb. Completely withdrawing a student from LCA is done on a Withdrawal Form (see “Withdrawal Procedure”).

Please reference the “Academic Policies” section for information regarding the approved dates for adding or dropping classes and the impact of dropped classes on a student’s academic record. For information on the financial impact of adding or dropping classes see the “Financial Policies” section.

ADDING CLASSES

FINANCIAL STANDING
If space is available, classes may be added to a student's initial schedule if the family is in good financial standing (see “Financial Policies – Financial Policies”).

ACADEMIC CORE
Core classes may be added no later than the end of the first full week of classes each semester. Students must meet all course prerequisites.

ELECTIVES
Electives may be added no later than the end of the second full week of classes each semester.

MAXIMUM CORE CLASS LOAD
Students may not register for more than five core classes without receiving permission from the Academic Advisor.

DROPPING CLASSES
Students may drop a class during the Initial Withdrawal Period without having the dropped course affect their GPA or appear on their transcript.

Initial Withdrawal Period:
Fall/Spring Semester First six weeks

Should a student drop a course during the Final Withdrawal Period, a record of his/her enrollment will appear on the transcript and he/she will receive a grade of WP (withdraw passing) or WF (withdraw failing). This grade will have no impact on the student’s GPA.

Final Withdrawal Period:
Fall/Spring Semester Second six weeks

Students who drop a class after the Final Withdrawal Period will receive a failing grade for the dropped class. Students who withdraw completely from the Academy may, at the discretion of the administration, receive grades of “I” (incomplete) for all courses dropped at the time of withdrawal. Any schedule change is subject to a fee (see “Financial Policies/Tuition/Refunds.”)
AVOIDING SCHEDULING CONFLICTS

The LCA master class schedule is created to accommodate all students on grade level and one grade level ahead or behind in math and science. Several assumptions are also made and are listed below. Please register your student in agreement with these assumptions and in the years listed to ensure he/she is able to enroll for all needed courses each year.

Assumptions:
- Students will not be ahead or behind in English and History.
- Students may be ahead in math and behind in science but not vice versa.
- Students behind in a subject will not be in the honors class in that subject.
- 7th grade students cannot be behind in any subjects nor can 6th grade students be ahead (due to the elementary block schedule).

These classes should be taken in the grades listed:
- Keyboarding - 7th
- Basic Computer Applications - 8th
- Health - 9th
- Speech - 9th
- Spanish I, II, and III – 10th, 11th, and 12th grade years respectively
- Beginning in 7th grade, students must meet the math co-requisite requirements for enrollment in science

STUDENT/TEACHER RATIO

The administration has set the following student/teacher ratios for all classes:
- Kindergarten 14/1
- 1st – 3rd Grades: 16/1 for academic classes, 16/1 for electives
- 4th – 8th Grades: 18/1 for academic classes, 18/1 for electives
- 9th – 12th Grades: 20/1 for academic classes, 22/1 for electives (Fine Arts classes such as Praise Band and Theater may have higher ratios)

The administration reserves the right to adjust these ratios in accordance with NAUMS levels if deemed necessary.

WITHDRAWAL PROCEDURE

Students who intend to withdraw completely from LCA should obtain a Withdrawal Form from the Registrar’s Office. In order to initiate the withdrawal process, a completed Withdrawal Form with required signatures and withdrawal fee should be submitted to the registrar prior to the student’s last day of classes. Student records will not be released without formal withdrawal. Withdrawal may impact the student’s grade and incur a financial impact (see “Financial Policies” and Class Schedule Changes - Dropping Classes”)

PLACEMENT TESTING – NEW AND CURRENT STUDENTS

Placement testing is administered and evaluated by the LCA Academic Office and is required for all new students and current students who wish to add a core class (core classes are listed on the chart below). The purpose of placement testing is to determine appropriate placement based on the student’s mastery of skills. Kindergarten through third grade students must meet age requirements. *

PLACEMENT TESTING REQUIREMENTS

<table>
<thead>
<tr>
<th>Enrollment in:</th>
<th>Semester Entering:</th>
<th>Required Test:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten *</td>
<td>Fall or Spring</td>
<td>One-on-One Evaluation</td>
</tr>
<tr>
<td>1st grade morning or afternoon block*</td>
<td>Fall or Spring</td>
<td>One-on-One Evaluation</td>
</tr>
<tr>
<td>2nd-5th grade morning block</td>
<td>Fall or Spring</td>
<td>English</td>
</tr>
</tbody>
</table>
2nd-5th grade afternoon block | Fall or Spring | English and Math
---|---|---
6th grade English and History block | Fall or Spring | English
6th grade Math and Science block | Fall or Spring | English and Math
7th-12th English/history | Fall or Spring | English
7th-12th English and Math | Fall or Spring | English and Math

**Enrollment in:**

<table>
<thead>
<tr>
<th>Semester Entering</th>
<th>Required Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Keyboarding Proficiency***+</td>
</tr>
<tr>
<td>Fall</td>
<td>Spanish I Completion</td>
</tr>
<tr>
<td>Fall</td>
<td>Spanish II Completion</td>
</tr>
<tr>
<td>Fall or Spring</td>
<td>Placement Audition</td>
</tr>
</tbody>
</table>

* Students must be five, six, seven, and eight years of age by Sept. 1 to enroll in Kindergarten, 1st, 2nd and 3rd grades respectively.

**Required only for those students who have not successfully completed the LCA keyboarding class.

+Test is administered on a laptop computer.

**English – Writing Sample**

A student must exhibit satisfactory writing skills in order to be placed in an English, history, or science class.

**TEST INFORMATION**

**General Information**

- All sections of the English and math placement tests are timed.
- Students entering 2nd-6th grades will record their answers on the test.
- Students entering 7th-12th grades will use a Scranton bubble sheet to record their answers.
- Students may only test for a grade/course level one time per semester. (For example, a student who tests for enrollment into 5th grade, but does not meet the required standard may test again for 4th grade. However, he/she may not test a second time for 5th grade until placement testing for the subsequent semester occurs).
- Beginning in 9th grade, students must be in Algebra I or above for enrollment in science - students may be ahead in math and behind in science but not vice versa.
- There are fees associated with placement testing (see “Financial Policies”).

**Kindergarten Evaluation**

The LCA-created one-on-one evaluation will be administered to assess the child’s development of social, perceptual, and motor skills. Language arts and math skills will be assessed to a small degree. The evaluation will last approximately thirty minutes.

**1st Grade Evaluation**

The LCA-created one-on-one evaluation will be administered to assess the child’s development of social, perceptual, motor, language arts, and math skills. The evaluation will last approximately thirty minutes.

**Elementary English (fall and spring enrollment)**

LCA utilizes the Cambridge ITBS test (ACT Explore for 6th grade) to evaluate students in reading comprehension, grammar, and usage. Spelling and writing will be evaluated through the use of a writing sample. Students will be given a prompt and asked to write a designated number of sentences or paragraphs appropriate to grade level.

**Elementary Math (fall and spring enrollment)**

For grades 2nd-6th LCA utilizes the Cambridge ITBS test (ACT Explore for 6th grade) and a LCA created test to evaluate students seeking to enter 4th-6th.

**Secondary English (fall and spring enrollment)**
LCA utilizes ACT PLAN, EXPLORE and Residual ACTs to evaluate students in reading comprehension, grammar, and usage. Spelling and writing will be evaluated through the use of a writing sample. Students will be given a prompt and asked to write a designated number of sentences or paragraphs appropriate to grade level.

**Secondary Math (fall and spring enrollment)**
For grades 7th–12th LCA utilizes ACT PLAN, EXPLORE, and Residual ACTs to evaluate students on computation and problem solving.

**Keyboarding Proficiency Test**
The test will consist of four three-minute timed writings in paragraph form testing alphabet, number, and symbol keys and is administered on a laptop computer. Basic knowledge of Microsoft Word will also be tested. Students who routinely use a desktop computer and are more comfortable with a standard-sized keyboard may bring one to the test to be plugged into the laptop (the plug must be a USB port to be compatible. However, LCA is not responsible for any incompatibility issues with applicant-provided keyboards).

**TESTING STANDARDS**

**English and Math - Objective Portion**
For placement into 2nd–6th math and English students must score in the 70th percentile or higher.
For placement into 7th–10th English a student must score in the 60th percentile or higher. Students scoring in the 50th percentile may be placed in on probation.
For placement into 11th–12th English a student must score in the 70th percentile or higher. Students scoring in the 60th percentile may be placed in on probation.
For placement into 7th–12th Math a student must score in the 70th percentile or higher. Students scoring in the 60th percentile may be placed in on probation.

**ACADEMIC PROBATION**
A student who does not meet placement testing standards may be approved for enrollment on academic probation for one semester for one or more classes. A student on academic probation who wishes to participate in extra-curricular activities must arrange a meeting with the appropriate Dean to discuss the student’s level of participation. The administration reserves the right to determine the students’ eligibility.

**APPEAL**
When a student scores within 10 of the required percentile, a parent may appeal a placement testing decision. Academic information such as transcripts, standardized test results, report cards, and any pertinent information must be submitted for review to the Admissions Coordinator. The documents will be returned to the Academic Office for review and the outcome of the appeal will come in letter form from the Admissions Coordinator. The documents will be reviewed and returned. During the course of the review, the student will lose enrollment priority.

If a student is approved for placement at the conclusion of the appeals process, he/she will be placed on academic probation for one semester. Parents will receive written notification regarding their student’s probationary status at the end of the first probationary semester.

- If the co-teacher changes at any point during enrollment of child, there may be an interview required with the co-teacher and Admissions Coordinator.

**FINANCIAL POLICIES**
As a private school LCA is funded through tuition, fees, contributions, and fundraising. As a partner of LCA you are making a financial commitment to the school and its future. Please read the following policies carefully. All fees assessed by LCA are to be considered a financial obligation which is due to the school according to the established financial policies outlined in this handbook. Student records, including report cards, will be held until all financial obligations are paid in full. **If there is an overdue balance, students are not permitted to add additional classes, re-register, receive**
transcripts, or to graduate from LCA. Also, the student(s) may be prohibited from attending classes until balance is current.

If a family is unable to meet their financial obligation according to the established payment plan, a written alternate payment plan must be submitted to the financial office for consideration. It is the desire of the administration to work with any family who is experiencing financial hardship. Money for financial assistance may be available and the school administration can approve the allocation of these funds. Applications for financial assistance are available in the financial office. (See “Financial Assistance” at the end of this section.)

FINANCIAL STANDING
A family in Good Financial Standing is defined as follows:

- Account current
- No more than 3 delinquent payments in a school year
- Timely communication regarding financial challenges

If a family fails to meet their financial obligation within sixty (60) days of any due date and fails to arrange an alternate payment plan or apply for financial assistance, enrollment for the subsequent semester may be prohibited. Families who have failed to meet their financial obligations will not be allowed to add classes to their students’ schedules or register for any extra-curricular activities. Additionally, your monthly tuition privileges may be suspended.

FEES
Add/Drop/Transfer/Termination: Schedule changes and class termination after the registrar has processed the course enrollment form will result in an administrative fee of $50 per form, regardless of the number of changes requested. A separate add/drop/transfer form or termination notice must be used for each student. When transferring from one class to another, the higher tuition amount will be paid. When terminating a class after the one week grace period, parents are responsible for paying the tuition according to the following schedule if the notification form(s) stated above are:

- RECEIVED by April 1, the Parent is responsible for paying 25% of the total annual tuition.
- RECEIVED by May 1, the Parent is responsible for paying 50% of the total annual tuition.
- RECEIVED by June 15, the Parent is responsible for paying 75% of the total annual tuition.
- RECEIVED after June 15, the Parent is responsible for paying 100% of the total annual tuition.

Tuition balances and the add/drop/transfer fee do not apply to scheduling changes initiated by the school.

Application Fees
There is a per family application fee due with the application for admission. The application fee is reduced for multiple applications and includes the cost for placement testing. These fees are non-refundable and are assessed again if a student leaves LCA and desires to re-enroll at a later date.

<table>
<thead>
<tr>
<th>Kindergarten – 1st grade</th>
<th>New Family-1st Student</th>
<th>Additional students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd – 12th grade</td>
<td>$350</td>
<td>$250</td>
</tr>
</tbody>
</table>

Enrollment Fee
A non-refundable, annual, per student fee of $535 is required for the processing of enrollment material. This fee includes membership dues for the NAUMS association, a technology fee, a risk management fee, an office supply fee, a standardized assessment fee and other administrative costs associated with processing enrollment. (Semester registration, $300 per semester available upon request)
Graduation
Seniors planning to participate in LCA’s graduation ceremony will be charged a non-refundable fee of $200 to cover expenses related to graduation. The graduation fee is due at re-enrollment. However, this fee may be combined with your monthly tuition payment based on your financial standing.

Late Payment
Tuition payments are due by the first of each month. Payments that are received after 5 business days are considered late and will be assessed a charge of $40, regardless of the total amount of the tuition payment.

Late Pickup
$5.00 late fee for every five minutes

Parking - Student
A $15.00 parking permit identification tag must be purchased each school year and displayed by all student drivers. Due to limited parking spaces, please note that priority will be given to 11th and 12th grade students first.

Placement Testing Fees
Placement testing fees are included with your application fee for students testing in 2015 or later.

For students who enrolled prior to Spring 2015, a placement test fee is assessed per student, per test for the administering and evaluating of students during the testing process (achievement test from other schools will not be accepted). This fee is 100% refundable prior to the testing date, but is not refundable after the test date. A testing fee is assessed each time a student takes a placement test. The testing fees are as follows:

<table>
<thead>
<tr>
<th>Language</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>$50</td>
</tr>
<tr>
<td>2nd-12th Grade</td>
<td>$60</td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>2nd-12th Grade Math</td>
<td>$60</td>
</tr>
<tr>
<td>Keyboarding</td>
<td>$35</td>
</tr>
<tr>
<td>Proficiency</td>
<td></td>
</tr>
<tr>
<td>K-1st Grade</td>
<td>$35</td>
</tr>
<tr>
<td>Praise Band</td>
<td>$35</td>
</tr>
</tbody>
</table>

Placement Retesting Fee
If a retest is required, charges will be assessed as stated above.

Returned Check Charge
A $30 charge will be assessed to a family’s account if a check is returned for any reason. After 2 occurrences, a family will be asked to give cash or money order for any amount owed to the school.

Replacement Access Card
A $40 fee will be assessed to your family account should your student need a replacement access card. Cards will be collected at the end of the school year. Report cards will not be released until your student’s access card has been turned into the school office.

Replacement Student ID
A $5 fee will be assessed to your family account should your student need a replacement ID badge. Student IDs should be kept at home over the summer for use at the beginning of the next school year.

Sports and Extra-Curricular
Sports and extra-curricular activity fees, such as camp, equipment, uniform or other related fees, will be assessed per sport or activity. These fees are non-refundable once the expense has occurred. These fees will be charged on the family statement as they occur. Sports fees may vary depending on the sport or activity and are assessed at the time of enrollment.
Student Fee
$200 per K–6th grade student per year. (Nurse, Bible Initiative, Chapel, Recess Monitors, Spanish, Lunch Monitors, Pick-up Monitors, etc.)
$375 per 7th–12th grade student per year. (Nurse, Bible Initiative, Higher Ground, Lunch Monitors, etc.)

Transcripts
Transcripts are available upon request for those that have fulfilled their financial obligations to LCA in accordance with LCA policies. Transcripts are free for currently enrolled students. Seniors may receive six (6) free transcripts at the end of their senior year. There is a $5.00 per transcript fee for LCA alumni or withdrawn students.

Transfer Credit Fee
There is a $15.00 fee per academic credit hour and a $7.00 fee per PE or Fine Arts credit hour. The credit transfer fee must accompany the application before the application will be reviewed by the appropriate department head.

TUITION
FACTS MANAGEMENT
Lucas Christian Academy partners with Facts Management for the collection of tuition and incidental billing. Families who pay tuition in monthly installments and/or have any additional charges to your Family Accounts must pay through Facts Management. It is the responsibility of the family to track invoices, monthly payments, and amounts due. The Financial Office will not issue payment reminders. **All incurred monthly incidental charges for on campus purchases and field trips must be paid the month they are due.**

Per the Annual Partnership Contract Enrollment Agreement, tuition is due at the time of enrollment. However, LCA does offer a payment plan (depending on enrollment date). By choosing the payment plan, families agree to pay the annual tuition in monthly installments by the first of each month. Failure to make the monthly payments by their due dates three (3) times within a school year could result in the loss of the payment plan option.

Please note the following:
- All tuition payments for any course which is cancelled by LCA will be credited in full to your family tuition account.

Discounts
Multiple Student - A tuition discount is offered at the time of initial enrollment for multiple students in a family. For the second, third, and subsequent student(s) in a family, a 10% discount per student is offered. The student order (first, second, third, etc.) is determined based on the highest to lowest tuition amounts for each student. **Discounts do not apply for any classes added to a student’s schedule after the initial enrollment is processed.**

Legacy - For all families with actively enrolled students as of January 7, 2015, these families are considered legacies. The legacy discount family plan allows for significantly discounted tuition ending in the year 2019-20. To maintain eligibility you must remain actively enrolled and be in good financial standing. The legacy discount is applied to tuition only (not athletic fees, registration fees, study halls etc.).

Withdrawal
Full Withdrawal
Full withdrawal from LCA will result in an administrative fee of **$125 per student ($250 family maximum)** which must be relinquished with the LCA Withdrawal Form. All tuition and fees at LCA are based on an estimated cost for providing education and athletic services of the Academy to all enrolled students. Once the enrollment agreement is signed and returned, LCA will reserve a place for the student(s) (pending class space availability). The signed enrollment agreement also reflects a commitment to make the financial payments in accordance with the LCA payment guidelines. Based on a signed enrollment agreement, LCA makes a good faith effort to provide space, resources, and teachers to provide a quality education and commit LCA financial resources in support of providing such education. Based on the commitment, LCA employs faculty, administrative staff, and coaches in accordance with the number of students enrolled; and LCA must honor those staff appointments whether or not a student withdraws from LCA. If a family decides to withdraw a student
after the enrollment agreement is signed and turned in to LCA, the Financial Office must be notified as soon as possible to discuss the settlement of the financial account. LCA understands that families may encounter certain circumstances which are beyond their control. In these circumstances (listed below), LCA is willing to work with any family and will make every effort to remain flexible toward personal needs.

- Death of an immediate family member.
- A severe disability or medical necessity suffered by the student.
- Employment relocation to maintain employment beyond a 30 mile radius.
- Loss of employment.

If a monthly payment plan has been chosen, tuition and fees are due as follows before records will be released. Please refer to your Annual Partnership Contract. Terminating from LCA and leaving an unpaid balance may result in the account being turned over to Collections.

$125 per student ($250 family maximum)
Prior to April 15  25%
Prior to May 15  50%
Prior to June 1  75%
After June 15  100%

**FINANCIAL ASSISTANCE**

It is the desire of LCA to utilize cost-effective methods to insure an affordable tuition for our families. We understand, however, that circumstances may occur that affect a family’s ability to meet their financial obligation. In order to offer assistance in these temporary situations, LCA has set aside funds in the annual operating budget for this purpose.

The financial assistance determination policy is as follows:

1. Returning families who will not be able to meet their financial obligation for the coming semester must notify LCA of their financial need by applying for financial assistance prior to course request. The application is a two-step process. The first step is an internal LCA application; the second step is a third-party application to help further determine the financial needs of each family. Financial assistance applications are intended for tuition only and must be submitted by the enrollment fee due date in order to be considered for that school year.
2. Applicants must be in good academic standing and maintain a 2.0 while on Financial Assistance. In addition, students must consistently honor and respect school policies.
3. Applications are available in the Financial Office and should be returned to the Finance Director for processing during course request each school year. Consideration and approval for financial assistance is granted on a per school year basis by the school’s administration. Due to the limited amount of funds available and the desire to assist as many families as possible, the maximum amount given to any one family shall not exceed $3,250.00 per school year and families will be limited to a maximum of two consecutive school years of assistance only. Exceptions will be considered with approval from the school’s advisory board on a case-by-case basis.
4. Families that encounter a financial hardship during the semester that affects their ability to fulfill their financial obligation should contact the Financial Director to defer or alter their payment.
5. Financial assistance is not available for new families.

**ACHIEVEMENT TESTING**

An achievement test will be administered to LCA’s 2nd-11th grade students during the spring semester. Elementary students will be given the Cambridge Educational Testing. Secondary students will be given the ACT Explorer test. Please note the following guidelines:

1. Kindergarten and first grade teachers will complete one-on-one evaluations of kindergarten and first grade students with emphasis on academic readiness for first and second grades.
2. Students will only take an achievement test for subjects in which they are enrolled at LCA. For example, a math achievement test will not be administered to a student who is not enrolled in an LCA math class.

3. Students will take tests at their official grade level, which is determined by their English level (see “Classification of High School Students”). For example, a 9th grade student who is taking a math class at a different grade level (above or below 9th grade) will be administered the 9th grade math achievement test.

4. All 10th graders are strongly encouraged to take the PSAT during their fall semester.

5. Since seniors are required to take the SAT or the ACT during their junior or senior year in order to graduate from LCA, seniors are exempt from achievement tests administered by LCA.

6. Juniors who have taken the SAT or the ACT or show proof of registration for testing before the current school year ends are exempt from the LCA administered achievement tests their junior and senior year. Students must provide the Academic Advisor with proof that the student has taken the SAT or the ACT in order to be exempt from achievement testing.

7. Attendance will be taken for the purpose of knowing who is on campus in the event of an emergency; however the absence will not count toward the cumulative absences for the student.

8. The elementary school days (start and end times) will not change on achievement testing days.

9. Achievement test scores are used to determine acceptance into honors courses (see “Honors Courses”).

ATTENDANCE
Absences and Make-Up Work
All absences are either planned, excused, or unexcused. All absences count toward the total number of absences allowed per semester. Students may not be absent more than a maximum of nine (9) times per class, per semester at most, depending on the length of the class period, and receive credit for that course (see chart below). Parents are required to notify office personnel by phone, email, or in person of all class absences, including study halls, within three (3) class days of the absence. No changes to the attendance records will be made after this time period. Email communication is sometimes unreliable and it is the parent’s responsibility to ensure email communication has been received by the school. Office personnel will not notify teachers for the parents regarding student absences.

<table>
<thead>
<tr>
<th>Maximum Allowed Absences Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week Days</strong></td>
</tr>
<tr>
<td>MWF</td>
</tr>
<tr>
<td>T/TH</td>
</tr>
<tr>
<td>T/TH</td>
</tr>
<tr>
<td>TH only</td>
</tr>
</tbody>
</table>

LCA differentiates between excused and unexcused absences to determine if a student may make up missed work. All absences, whether excused or unexcused, will count against the allowed number per semester. A record of all absences will appear on the students’ report cards.

Final Exams
Jr. High and High School students may not miss final exams. Students must make every effort to take final exams as scheduled. In the rare case a student is incapacitated and cannot attend the final exam, make-up tests will be considered on a case-by-case basis and are not guaranteed. The school office, teacher, and Secondary Dean must be notified the day of the missed exam. A doctor's note must be presented with documentation notating the reason for the absence and the earliest date for retest. Failure to notify the administration will result in a zero for the test. If the test cannot be made up prior to the last day of testing, grades for all classes will be delayed until such time the test can be taken. Fall make-up finals must be done prior to the completion of the first week of the spring semester or student will receive a zero for the test. Spring make-up finals must be completed before the first week of summer break or student will receive a zero for the test.

Excused Absences
Absences that occur because of circumstances beyond the immediate control of students or parents will be considered excused (sudden illness, family illness/death, or personal/family crisis situations). Parents/students are responsible for collecting any make-up work or assignments (please allow 24 hours for teachers to supply needed materials). Students have the number of missed class days to turn in their work. For example, if a student is absent on Monday and returns to school Wednesday, the Monday homework is due upon their return Wednesday. The homework due Wednesday is due
Friday. Teachers may use their own discretion concerning make-up work due dates if there are special circumstances (see “Late Work Policy”).

**Planned Absences**

Two of the nine absences may be planned absences. Planned absences are in no way to be interpreted as vacation days. They are intended for unique and significant events in which parents’ cannot set the dates due to circumstances beyond their control. Parents are expected to schedule events around the school calendar. Juniors and seniors are encouraged to use their planned absences for college visits. Requests for college visits should be submitted to the Academic Advisor for approval at least 4 class days in advance.

Planned absences fall into the following two categories:

**Special Family Event:**
A very significant family event in which the date is outside the control of the family. Examples of a Special Family Event include a grandparents’ 50th wedding anniversary, or a wedding in which you or your student is a participant. Annual events such as a family reunion or a father/son getaway do not fit this category.

**Special Student Event:**
We realize that many LCA students are involved in significant activities outside of school, and occasionally a very significant event in a primary area of their God given design is scheduled that provides a unique opportunity to exercise or develop their skills. Provided a student is characterized by strong academic performance and consistent attendance, a student’s absence for a special event may be approved as a Planned Absence. Examples of a Special Student Event include participation is the Championship final for a sports team, a significant planning/leadership role in a special Scout trip, or a dance/music tryout for college placement/scholarship. An out of town sports tournament, a monthly Scout camping trip, or an out of town church event would not fit this category.

The criteria for a Special Student Event is as follows:

- The timing of the event is outside the control of the student and it provides a unique and significant opportunity to exercise or develop their skills in a primary area of their unique design.
- The student has a grade of 85 or better in all classes in the current and previous grading period (semester for Secondary).
- If the student has 3 absences or less in the previous semester, plus for the current semester:
  1. Zero absence in the first grading period
  2. 1 absence or less in the second grading period
  3. 2 absences or less in the third grading period
- The student has no significant discipline issues in the current semester.

The parent must notify the school office at least two class days prior to the planned absence for it to be excused. For example, a parent should notify the school office on Monday if his/her student will miss a class on Friday. Furthermore, the parent must make arrangements with affected teacher(s) at least two class days prior to the intended absence. All work that is due during the excused planned absence must be turned in prior to the excused planned absence date(s). Arrangements must be made with the student’s teacher(s) for make-up tests, quizzes, and other in-class work. Although email is convenient, it is not a completely reliable way to notify a teacher regarding a planned absence. Please notify the teacher by phone or in person to ensure that the two day requirement is met.

Please send requests for planned absences that do NOT fit the above criteria to the Secondary or Elementary Dean for special consideration at least four class days prior to the intended absence. Once the decision has been made, the Dean will notify both the front office and the parent via email or phone call regarding the request. Parents will need to acknowledge receipt of the decision via email or phone call. If the decision made is excused, follow the steps for an excused planned absence, unless an alternative is indicated. Otherwise, the unexcused absence policy will apply.

Planned absences which do not fit the above definitions or are not accompanied by the required notifications explained above will be classified as unexcused. Additionally, planned absences in excess of the number allowed will be classified as unexcused.
For students in positions of responsibility where the absence would negatively affect the team or school, (i.e., role in a performance, game, student council leadership, etc.) advanced written permission must be obtained from teacher/coach/adviser in order to avoid being permanently removed from position/role and/or failing the course.

**Unexcused Absences**

All absences that do not fit the above definitions are unexcused. Students may submit homework assignments on the due date for full credit. Students may not make up any "in-class" assignments, tests and/or quizzes for a grade missed due to unexcused absences. Students are responsible for content of assignments missed, as needed for future learning and/or assessments.

**CREDITS AND ATTENDANCE**

Six (6) LCA high school credits are equivalent to a full year's instruction in a given course of study. Students will earn course credits on a semester-by-semester basis. The minimum Per Credit Requirement for all courses offered will be 17 instructional hours for each credit earned. Thus, the fall and spring semesters will normally be scheduled for at least 17 weeks. Junior high (7th–8th) students will not receive high school credits for electives taken.

**Attendance Requirements**

The minimum per credit requirement for all courses will be 14 hours of instruction per semester for each credit earned. Therefore, students will be allowed no more than 9 absences for a M/W/F class, 6 absences for a T/Th class, and 3 absences for a one day per week class. This includes both excused and unexcused absences. It is the parent’s responsibility to keep track of their student’s attendance record (see Attendance Chart).

Students, who incur more than the approved number of absences as listed above, will not receive credit for a class. In addition, the student will receive an “F” on his/her report card and transcript (which will affect their GPA) and will no longer be allowed to attend the class.

A variance to this requirement may be granted by the administration when that student has been unable to meet the attendance requirements of the course or courses in which he or she is properly enrolled due to circumstances beyond the family’s control (such as an extended illness). This variance will be considered when, in the judgment of the LCA instructor overseeing his or her work, the student has achieved minimum mastery of the course content as defined by the relevant school and curriculum policies and standards. A case in which the administration is in doubt concerning the appropriateness of granting a variance to this policy may be referred to the Advisory Board for consideration.

**Tardiness**

All tardy students must first report to the office to acquire a tardy slip for admission into class. Only those tardies beyond the immediate control of the student or his or her parents or guardians (such as sickness or vehicle malfunction) will be considered excused. Tardiness due to oversleeping, weather, or predictable traffic delays will not be considered excused.

Unexcused tardiness will be treated as a discipline problem. A student will be allowed one unexcused tardy in any given semester. With the exception of the first unexcused tardy each semester, students will accumulate one absence for every two unexcused tardy occurrences. It is the parent’s responsibility to keep track of their student’s attendance record, including both tardiness and absences.

**AUDITING CLASSES**

LCA does not allow the auditing of classes.

**CREDIT TRANSFER**

**General Information**

Students wishing to transfer high school credit from another school or home school for use toward earning a diploma at LCA must submit a Notice of Intent, with all required documentation (see below), to the Academic Advisor. Students may apply to transfer high school credits from an accredited public or private school, a certified University-Model school, a home school, or a home school co-op. Approval of such transfers shall be determined by the Academic Advisor and the Secondary Dean. The credit transfer fee must accompany the application before the application will be reviewed by the
appropriate department head. Each completed semester course will be awarded a maximum of three credits. The student must have earned a passing grade before credit is accepted from an accredited/non-accredited school or non-formal setting. ALL courses accepted for transfer must be equivalent in content, level, and rigor in comparison with the LCA class for which the student is requesting credit. For academic courses, 1 credit equals 17 hours of in-class instruction and 17 hours of out-of-class study.

Seniors who intend to transfer courses to LCA for coursework done at home or a home school co-op must submit their Intent to Transfer form by the end of the 2nd full week of school in the fall semester of their senior year. No changes may be made to the Intent to Transfer form, nor may any additional Intent to Transfer forms be submitted after this date for seniors for coursework done at home or at a home school co-op. All coursework done at home must be submitted for approval by the last day of March their senior year. Coursework submitted after this date will not be approved.

Seniors who intend to transfer courses to LCA for coursework done at an accredited school or certified University-Model® school must submit their Intent to Transfer form for approval by the end of the first full week of classes the Spring semester of their senior year. All transfer paperwork for completed courses must be received at least two weeks prior to graduation for coursework done at such schools.

Step 1
Do your homework before choosing a curriculum. Objectives for academic courses can be found at www.RenWeb.com under Resource Documents after you log in.

Step 2
Complete and return Notice of Intent form to Academic Advisor prior to beginning coursework. The Notice of Intent approves the method and content (curriculum) the student intends to use to fulfill the requirement, but does not award course credit.

Step 3
Complete and return Application for Transfer of Academic Credit(s) to Academic Advisor after course work is completed, including course documents, tests, and quizzes for review.

Step 4
If application is approved, the credits will be recorded on your student’s transcript. An unofficial copy of your student’s transcript will be mailed to you.

Courses transferred during the summer will be transferred to the preceding spring semester. The Notice of Intent should be submitted prior to registering in the course being submitted as the transfer. Students have one year from the date when the Notice of Intent is approved to complete course work and submit application and required documentation.

Fine Arts Guidelines for Transfer:
- Because some fine art classes are not offered at LCA, it is not possible to directly compare the content, level, and rigor of the class. Because of this, the following guidelines will be used and transfers will be considered on a case-by-case basis.
- Fine Art credit will be granted where the student has an instructor and is progressing measurably in his/her skill level.
- Fine Art credit will not be given for community experiences and volunteer opportunities where there is no instructor or measureable progression in skill level.

Foreign Language Guidelines for Transfer of Rosetta Stone Software:
- Rosetta Stone foreign language study may be accepted as a component of a transfer credit program. However, the student also needs to incorporate practice conversations along with oral and written assessments through an adult trained in Spanish or other language.

Physical Education Guidelines for Transfer:
- Documentation which demonstrates competency in motor skills and movement patterns for performing a variety of physical activities.
- Documentation of an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of the physical activity that is being transferred in to LCA.
- Participates regularly in physical activity for a minimum of 16 hours for each credit within an 18 week period.
- Achieves and maintains a health-enhancing level of physical fitness.
LCA does not award credit for CLEP tests or award credit by examination.

Required Documentation for Transfer Credits
1. Application
2. Dated syllabus
3. Documentation specific to academic discipline; information available from Academic Advisor

Recording Transfer Credits on LCA Transcript
While credit may be granted for transferred courses, actual course grades earned at any other institution, including a home school, will not be recognized by LCA. Courses accepted for credit transfer will receive a grade of P (Pass) on the official transcript. Transferred credits will be differentiated from LCA courses on the official transcript and will not affect the student’s grade point average.

ACTIVITY PARTICIPATION GUIDELINES
Students may participate in a maximum of two student organizations during any given semester. A student may hold officer positions in no more than two organizations at any one time and may serve as the President or Vice President (or the equivalent) of only one of the two. Any endorsed extracurricular activity requires the oversight of the appropriate Dean or his/her designee.

Eligibility to participate in extra-curricular activities:
7th–12th 2 core/1 elective
6th 2 blocks

All students wishing to participate in extracurricular activities must be enrolled in Higher Ground.

Attendance
Athletic sports participants must maintain minimum attendance requirements (see “Attendance Requirements”). When a game falls on a class day, students must attend all academic classes to be eligible to participate. Should an absence from school on a game day be unavoidable, athletes need to present a valid excuse to the Athletic Director to be approved for play.

Higher Ground Enrollment
Students who participate in extracurricular activities represent the school and therefore hold visible positions of leadership in a variety of forums. Consequently, students involved in extracurricular activities, including but not limited to sports and student council, are required to enroll in and attend Higher Ground. This is required in order to receive leadership training, reinforce the Christ-like character qualities LCA requires of its leaders, and set an example of willing discipleship to the LCA student body.

GRADE REPORTING

ACADEMIC INCOMPLETES
Students may be awarded a grade of "I" (incomplete) when circumstances beyond their control render them incapable of fulfilling all of the requirements for completing a given course by the end of the semester in which it is offered. All academic incompletes must be approved by both the course instructor and Secondary Dean.

All course requirements must be completed by a specific date determined by the course instructor and the administration. Required work not completed by that date will be awarded a grade of “0.” The student's final grade will be calculated after the date given for completion of the course using whatever grading system was employed for all other students in the course unless other arrangements have been previously made.

FINAL EXAMS AND REVIEW WEEK (*8th–12th Grades)
Students enrolled in core classes will take final exams at the end of each semester. A “Review Week” will be scheduled prior to exams with the purpose of providing student and parent accountability that will compel and motivate students to
review semester materials in preparation for final exams. The “week” will consist of one to three class days (to be determined by each teacher). During this time, the students can expect to have (1) no new material covered, (2) no tests, projects, or papers due, and (3) a concentrated amount of review activities which may include homework and quizzes over material being reviewed. Fine Arts finals will take place during review week. Students may not miss final exams.

Seniors who have an A in a class the Friday prior to review week in the spring semester, or in the fall semester if the class term is only one semester long, will be exempt from review days and final exams for that class. Non-seniors may also be exempt from finals/review week for senior level classes if they have an A in the class as stated above. Senior level courses begin with a grade level of “12” in the course title.

*8th grade fall finals will be in credit bearing classes only, spring finals will be in all classes.

**GRADING, EVALUATION, AND FEEDBACK**
LCA views and presents grades as an accurate reflection of the quality of the student’s work in a given subject at a given time.

Students will receive credit based upon what they have done relative to a common standard, rather than upon individual considerations such as learning disabilities (see “Modifications to Standard Instructional – Evaluation Practices”).

**GRADING STANDARDS AND GRADE POINT AVERAGE (GPA)**
Numerically graded courses are graded on a scale of 0-100 which is then used to determine the GPA (0–5.0) of individual courses. The earned grade points are then multiplied by the number of credits earned for the course to determine the earned course grade points (which may be fractional). The sum of all course grade points is divided by the sum of all credits attempted to obtain the semester and later cumulative GPA. The Academy recognizes the difference in rigor between standard, honors, and AP (Advanced Placement) courses by assigning them differing values. The letter grade equivalents of this system are as follows:

<table>
<thead>
<tr>
<th>0-100 Scale</th>
<th>Letter Grade Earned</th>
<th>Earned Grade Points (Standard)</th>
<th>Earned Grade Points (Honors)</th>
<th>Earned Grade Points (AP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
<td>4.0</td>
<td>4.5</td>
<td>5</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
<td>3.0</td>
<td>3.5</td>
<td>4</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
<td>2.0</td>
<td>2.5</td>
<td>3</td>
</tr>
<tr>
<td>65-69</td>
<td>D</td>
<td>1.0</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>0-64</td>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

No course grades in excess of 100 are awarded, although a cumulative GPA in excess of 4.0 is possible due to the value differential between standard, honors, and AP courses. No grade points are awarded for any failed course, even though the course may have a grade value above 0, since no credits are earned for a failing grade (the course grade points are calculated by multiplying the course grade value by the number of credits earned from the course). Other grades recognized by LCA are I (incomplete), WP or WF (withdrawal pass or withdrawal fail), and P (passing - applicable to a restricted number of courses which are graded on a pass/fail basis). Grades of I, WP, WF, and P are not calculated into the student's GPA at any time, nor will credits transferred to LCA be included in the determination of a student's GPA.

Each department will define specific criteria for assessing grades in any given course. All such criteria must honor any standards, requirements or limitations imposed by curriculum guides and other relevant policies for the establishment of grading criteria within a given course.

**VALEDICTORIAN/SALUTATORIAN**
The valedictorian shall be awarded to the student graduating with the highest GPA (grade point average), and the salutatorian shall be awarded to the student graduating with the second highest GPA accumulated over the high school classes (9th–12th) defined in the Recommended Degree Plan. This ensures a common set of classes for all students and levels the playing field when calculating GPA. Transfer students must be enrolled at LCA on the first day of their sophomore year to be eligible.
The classes used in the GPA calculation for 4 year LCA students will be all high school classes (9th–12th) defined in the Recommended Degree Plan. If an eligible transfer student is ranked in the top 10% of students (minimum of 5 students), a second calculation is performed. In this case, all 10th–12th grade classes defined in the Recommended Degree Plan are used in the GPA calculation for all of the students ranked in the top 10%. Otherwise, if a transfer student is not ranked in the top 10%, then the 9th–12th grade classes will be used in the GPA calculation. Grade level courses are defined by the beginning corresponding grade level number of the course. For example, a course with grade levels 11th–12th is considered to be a junior level course. The final GPA is calculated based upon the grades as of the first day of Review Week in the spring semester of the senior year.

The GPA is calculated based on the classes taken at LCA and transfer classes. LCA classes receive the grade points defined in the Partner’s Handbook for non-honors, honors, and AP classes. Transfer classes, for the purpose of GPA calculation, are assigned grade points based on the “unweighted GPA” for all LCA high school academic classes. If a student earns credits in excess of the Recommended Degree Plan requirements, the additional academic classes will be counted as academic elective classes. For excess credits, the required classes earning the highest number of grade points are used in the calculation for both Fine Arts and academic electives. Excess credits are not included in the GPA calculation.

In the event of a tie between students for valedictorian or salutatorian, two tiebreakers are defined. First, the student who earns the most credit hours for 9th–12th grade academic courses at LCA would be recognized as the valedictorian. If a tie still exists, the second tiebreaker will award the valedictorian honor to the student who has earned the highest numerical average. If eligible transfer students are involved in the tiebreaker, the 10th–12th grade academic class credits are used. Second the student who has earned highest numerical average grade per class (not highest GPA). The calculation is the same as for GPA calculation above, but using the numerical average per class. The numerical averages for each class are weighted as per the Partner’s Handbook. Transfer classes are assigned a numerical grade based on the “unweighted average” across all LCA academic classes.

The pool of students eligible for Valedictorian/Salutatorian recognition, who earn a cumulative GPA of 3.8 or higher, are recognized as graduating with honors at graduation, and are given honor chords to wear during the ceremony. Self Managed Diploma students do not meet these requirements and are not eligible for Valedictorian/Salutatorian or honors recognition.

Students with a cumulative GPA of 3.7 or higher receive the President’s Award during the Spring Academic/Leadership Awards. The minimum number of academic credits required to meet eligibility requirements are as follows:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year of high school</td>
<td>12 credit hours</td>
</tr>
<tr>
<td>Second year of high school</td>
<td>36 credit hours</td>
</tr>
<tr>
<td>Third year of high school</td>
<td>60 credit hours</td>
</tr>
<tr>
<td>Fourth year of high school</td>
<td>84 credit hours</td>
</tr>
</tbody>
</table>

**HONORS COURSES**

The purpose of Honors courses at LCA, is to provide the opportunity for students with the skills, ability and interest in a subject area to cover the material in more depth and to move at an accelerated pace. LCA offers a number of honors courses in the 9th–12th grades (see course descriptions).

**Honors Application Process**

Students who clearly meet the criteria for honors courses are “pre-approved” and will receive written notification prior to enrollment for fall classes.

Students who are not pre-approved for an honors class, meet honors criteria, and would like to enroll in an honors course are encouraged to submit an Honors Application. Students who wish to enroll in honors courses must complete and submit a Life Load Calculator with the Honors Application. Students applying to Honors Worldview must also complete a writing sample. Documents should be returned to the Academic Office by the date specified. The student should obtain a recommendation from his/her teacher in that subject. Honors placement will be determined by the following criteria:

- ACT PLAN, EXPLORE, and Residual ACT Test Scores (from the previous year) or a subject specific placement exam
- Semester Grade of 85% or higher
• Student Application
• Writing Sample Score (applicable to Worldview only)
• Teacher Recommendation
• Honors placement in upper level math courses may require a placement test; in some cases, approval will be communicated prior to enrollment for fall classes.

MODIFICATIONS TO STANDARD INSTRUCTIONAL-EVALUATION PRACTICES
LCA does not currently provide services for students with pervasive learning disabilities, developmental disorders, or other special challenges. On a case-by-case basis, minor academic modifications may be made in the classroom. These modifications will be established by the Elementary or Secondary Dean after conferring with the teacher and parent. Modifications that disrupt the classroom and interfere with the learning environment of the other students will not be provided. LCA’s Academic Office will define “minor academic modification” on a case-by-case basis with supporting medical documentation and reserves the right to determine what constitutes an unacceptable disruption in the classroom learning environment. If there is an agreed upon modification it will be documented in RenWeb for instructional purposes only and retained in the student file.

REPORTING OF GRADES
It is the parents’ responsibility to monitor their student’s progress by utilizing LCA’s online data base system (RenWeb). Parents may log onto the website at any time and view their student’s grades and attendance records. The internet is LCA’s primary means of communication and is required for each family.

• Elementary
  o Kindergarten will complete assessments each grading period with semester grades entered on report cards at the end of each semester
  o 1st–6th grades for elementary classes will be averaged for each of the three grading periods, and then those three grades will be averaged to determine the final semester grade

• Secondary:
  o One semester grading period
  o 7th grade has no final exams
  o 8th grade has final exams in the fall in their credit bearing classes only, but will take finals in all classes the spring semester
  o Grades for 8th grade non-credit classes will be averaged each grading period with the final exam grade counting 1/7 of the semester grade
  o Grades for credit bearing high school classes will be averaged each grading period, with the final exam grade counting 1/5 of the semester grade

Credit bearing Failed Courses – Junior High and High School
If a student fails a credit bearing course, the failing grade will be recorded on the student’s transcript and will be calculated into his/her GPA. Should a student repeat the course at LCA and receive a passing grade, the passing grade will replace the failing grade on the transcript and in the GPA calculation. If a student successfully completes a failed LCA course outside of LCA, the failing LCA grade will remain on the student’s transcript but will no longer calculate into his/her GPA.

RETESTING
Retesting due to a failed test will not be allowed in most cases. In the rare instance when an exception is made, the student will be given a different test from the original. The highest possible grade on the retake will be 70.

TEACHER RESPONSIBILITIES
Teachers will:
• Provide a course syllabus and course information sheet at the beginning of each semester
• Communicate parent co-teacher duties through weekly RenWeb lesson plans and assignment sheets.
• Input grades on a weekly basis
• Input accurate attendance records in a timely way
• Communicate with parents regarding classroom discipline issues or academic concerns
LCA Diploma Plans
LCA offers three diploma options: Standard, Recommended, and Distinguished. All high school students who intend to receive an LCA diploma must have a diploma plan on file with the Academic Office prior to 9th grade enrollment. A senior may not alter his or her diploma plan after the first full week of the spring semester of his/her senior year. Students who do not satisfy the requirements for the diploma plan on file by the end of their senior year will not receive an LCA diploma, and will not participate in the LCA graduation ceremony. Classes taken for credit transfer may apply (see “Credit Transfer”).

Requirements for LCA Diploma Types
In order to receive a diploma from LCA and/or participate in LCA graduation ceremony:
- All candidates must successfully complete a minimum of 36 credits at LCA
- A minimum of 9 credits (6 of which must be academic) must be earned each semester of the junior and senior years (waivers may be granted on a case-by-case basis by contacting the Academic Advisor).
- Students must maintain a grade point average of at least 2.0
- Candidates must take and submit scores from either the ACT or SAT during their junior or senior year
- Seniors must pay a $200 non-refundable graduation fee at re-enrollment

Students Enrolled at LCA for Senior Year Only
Senior transfer students are accepted into LCA on a case-by-case basis, and must attend both fall and spring semesters of their senior year to be considered for admission. In order to receive any of the diplomas LCA offers, all students enrolled only for their senior year must:
- Complete, on campus, a minimum of 24 LCA credits (18 of which are academic)
- Attend Higher Ground their entire senior year
- Transfer in all necessary credits for desired diploma
- Take and submit scores from ACT or SAT during senior year
- Pay a $200 non-refundable graduation fee at re-enrollment
- Complete course requirements which apply to the diploma desired as described below:

Diploma Plans

8th Grade Credits Counting for any Diploma Plan
- Algebra I (6 Credit Hours)
- Computer Applications I / II (3 Elective Credit Hours each or 6 Total)

STANDARD DIPLOMA
The Standard Diploma is designed to prepare students to meet most 4-year college admissions standards for schools such as Abilene Christian University, John Brown University, Texas Christian University, and University of Arkansas (as of fall 2015, based on their websites). In order to earn a Standard Diploma, a student must earn 138 credit hours from the categories listed below. Please refer to course descriptions for specific LCA required courses per grade level. Unless otherwise specified all courses are two (2) semesters in length and must be completed in succession. Transfer credits will be reviewed and credit assigned as appropriate.

- 24 English
- 18 Worldview + 6 Gov/Econ. (24 Total)
- 18 Mathematics
- 18 Science
- 12 Foreign Language (of the same language)
- 12 Leadership (Higher Ground)
- 6 Fine Arts
- 6 P.E.
- 3 Health
- 3 Speech
- 9 Electives (6 Academic, 3 General)
RECOMMENDED DIPLOMA
The Recommended diploma is designed to prepare students to meet the most challenging 4-year college admissions standards for schools such as Texas A&M, Texas Tech, and Baylor (as of fall 2015 based on their website). In order to earn an LCA Recommended Diploma, 18 credits from the following courses must be earned in addition to those required for the Basic Diploma.

Recommended Diploma – 156 Hours
- +6 Mathematics
- +6 Science
- +6 Electives (3 Academic, 3 General)

DISTINGUISHED DIPLOMA
The Distinguished Diploma Plan is designed to provide students with classes of greater depth according to their bent while preparing them to meet the most challenging 4-year college admissions standards. In order to earn an LCA Distinguished Diploma, students must take 4 honors or AP classes and earn a minimum overall GPA of 3.2, in addition to those required for the Recommended Diploma.

SELF MANAGED DIPLOMA
The Self Managed Diploma plan is designed for students whose parents purposed to supplement their education with LCA classes. Students participate in LCA graduation exercises, but do not receive an LCA diploma. Parents create and sign the diploma. LCA allows Self Managed Diploma students to participate in all graduation related activities with the rest of the graduating class although the diploma itself will not acknowledge the student as a graduate of LCA. LCA also provides a transcript for these students. However, LCA does not include graduation dates on transcripts and it does not take responsibility for course selection.

Minimum Requirements: Students electing to receive a Self Managed diploma and wishing to participate in LCA’s graduation ceremony must meet the following minimum requirements:

1. The following courses must be completed:
   - English – at least 3 years of high school english
   - History – at least three years of the following: Geography, World History, U.S. History, Government/Economics
   - Math – at least two of the following: Algebra I, Geometry, Algebra II
   - Science – at least two of the following: IPC, Biology, Chemistry
2. All candidates must complete a minimum of 36 credit hours at LCA
3. A minimum of 9 credits must be earned each semester of the junior and senior years. Each semester, three of the credits must be Higher Ground, and three of the credits must be academic
4. Students must maintain a grade point average of at least 2.0

Additionally, these students must submit a preliminary Self Managed transcript to the Academic Advisor no later than the first day of the fall semester of their senior year documenting all but the last course in each subject area. The LCA administration recommends submission of this transcript at the beginning of each high school fall semester rather than waiting until the senior year. Seniors must submit their final Self Managed transcript no later than the first final exam date of the spring semester in order to participate in LCA’s graduation ceremony.
### PRIMARY PARENTAL ROLES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Co-Teacher</th>
<th>Guide for Dependent Study</th>
<th>Guide for Independent Study</th>
<th>Private Tutor</th>
<th>Course Monitor</th>
<th>Project Assistant</th>
<th>Positive Motivator &amp; Cheerleader</th>
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As Needed
If Needed
Parent Role | Description
--- | ---
Co-Teacher | Courses that require a Co-Teacher role are primarily in the Elementary School. Responsibilities may be divided between the classroom teacher and the parent-teacher at home. An example of this is in the area of vocabulary. These responsibilities include re-teaching when necessary, supervising homework completion, and monitoring homework quality. The classroom teacher provides detailed plans and expects the parent-teacher to assist the student and instruct when needed.

Transitional Co-Teacher | During these grades, the parent transitions from the role of Co-Teacher to that of a Guide for Dependent Study. When this transition takes place depends upon the individual student’s level of maturity and responsibility. Parents and classroom teachers need to communicate effectively and work together to ensure that this transition takes place smoothly.

Guide for Dependent Study | This role usually applies to parents with children in grades 7th–10th but may also apply to some students in 5th and 6th grades. Several academic courses at this level begin to cover subject matter that is unfamiliar to many parents and may require private tutoring from someone other than the parent. At the same time, the student is at a dependent age where disciplined study habits must be developed through positive encouragement and through the student’s growing awareness of personal consequences. In order for the class to be successful, the classroom teacher is dependent upon the parent to make certain that the student keeps up with the course assignments and communicates with the teacher if difficulties arise.

Guide for Independent Study | Most academic courses at the 11th–12th grade levels require this role for parents. Here, the parents have the opportunity to supervise the progress of their students’ independent schoolwork and provide any additional guidance they may need before entering college. Courses offered at this level will mimic that of a junior college program or higher where independent study and research skills, time management skills, a strong work ethic, and self-discipline are essential.

Private Tutor | Students in these courses are successful because each has a private tutor (Mom and/or Dad) at home who is willing and ready to assist as needed. Parents receive printed instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and preparation/review needed for the next class. At this level (5th–10th grades), the need for a tutor will vary among students and subjects. In some cases, private tutoring by someone other than the parent may be necessary.

Course Monitor | Many elective courses, such as P.E. or Fine Arts, involve equipment and/or expertise that require most of the teaching to be done in the classroom, leaving little for the parent to do at home. In these classes the primary responsibility of the parent is to maintain and express interest in the course by keeping up-to-date with what is taking place in the classroom and notifying the teacher of any concerns. Other elective courses, such as a foreign language or theatre, require additional practice or memory work to reach proficiency. In these cases, the parental and student responsibilities will be spelled out in advance by the classroom teacher.

Project Assistant | With student projects, parental mentoring is needed on an intermittent basis. In many respects, this role is similar to that of the Course Monitor; however, at one or more times during the semester, help at home might be needed in support of a particular project. For example, additional assistance might be needed for student costuming, puppet making, science experiments, etc.

Positive Motivator & Cheerleader | Parents can experience great satisfaction and joy when they study each of their children to identify what motivates his or her best effort. With practice, they can learn how to tap those positive inner drives and passions to encourage each child toward success. Children not only need motivators, they also need cheerleaders – those who believe in them at all times, “go wild” when they do well, and lift their spirits when they are down. Children never forget parents who motivate them and parents who never stop believing in them.

Note: Parent Roles & Descriptions adapted from Character Driven College Preparation by Dr. John W. Turner, Jr.

### ELEMENTARY: KINDERGARTEN–SIXTH

**GENERAL INFORMATION**

Young students are most successful in an educational environment conducive to the integration of subject material and flexibility in instruction. Thus, LCA offers a block scheduling of classes first through sixth grades. Parents of Kindergarten students may register for Monday/Wednesday/Friday classes from 8:00am–2:30pm. Parents of 1st–6th grade students may register their students for one or both of the academic blocks – morning or afternoon. They may also register their student(s) for elective courses. 1st–6th grade students will receive daily instruction in conversational Spanish, including singing and scripture recitation. Recess will be a part of the elementary day for all grades.
FACEBOOK

Many elementary classes have a Facebook account which has been created to share helpful information with families. As with all communication, we all must watch the words we share, the post we add, and remember we do not hear the heart of the person sharing a post or sending an email as well as face to face communication allows. If in doubt, don’t post or send an email. One GLC (grade level coordinator) per grade level will oversee the grade level account and have the right to request a post be removed if the post is questionable, or speaks in a way to bring hurt or disrespect to our teachers and/or LCA. GLCs should be able to delete or remove negative or inappropriate posts that are not consistent with the goals of the page, which should foster an atmosphere of positive and uplifting support and encouragement. Put it to the Philippians 4:8 test!

Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.

Age requirements

By September 1, students must be five, six, seven, and eight for entrance into Kindergarten, first, second, and third grades respectively. For 4th-6th grades, parents are strongly encouraged to keep their student at the grade level dictated by their age (i.e. not advance to a higher grade level). An occasional exception may be made with the approval of the Elementary Dean.

Curriculum

Curriculum lists will be made available to parents each semester and the parents are responsible for acquiring all required curriculum before the first day of classes.

Course Prerequisites

Course prerequisites include satisfactory performance on the appropriate placement test, successful completion of the preceding course in the LCA sequence, or permission of the Elementary Dean or Secondary Dean.

Kindergarten – Monday/Wednesday/Friday 8:00am–2:30pm
The first part of the day students will focus on English and math using an integrated approach to the curriculum. The monthly Biblical character trait will be reinforced in the classroom. The afternoon will include lunch, recess, Bible/Chapel, Spanish and learning centers. Recess, Spanish, and Bible/Chapel are each thirty minute time blocks weaved into the school day.

1st–5th Morning Block
Students will focus on English and History using an integrated approach to the curriculum. The monthly Biblical character traits introduced in elementary Bible and/or Chapel will be reinforced in the classroom.

1st–5th Afternoon Block
Students will focus on Science and Math. The monthly Biblical character traits introduced in elementary Bible and/or Chapel will be reinforced in the classroom.

Chapel (K–6th)
Students will enjoy fellowship with one another as they worship the Lord and focus on His character. Bible and/or Chapel are included in either the morning or afternoon block; therefore, students must be enrolled in the appropriate block to attend Chapel.

Study Hall
Because young children do not have the maturity to work independently for long periods of time, Kindergarten through sixth grade students will not be allowed to enroll in a study hall during the morning or afternoon blocks. However, 1st–6th grade elementary students will be allowed to enroll in one study hall after the afternoon block is dismissed. Kindergarten students will not be allowed to enroll in or allowed to be a “drop-in” to study hall.

Parental Role
Parents will act as “co-teachers” in the satellite classroom at home. Parents will receive instructions from the classroom teacher on a weekly basis outlining satellite classroom assignments so that the student will be prepared for the next central classroom day. These tasks may include, but are not limited to, the teaching or re-teaching of material, drill practice,
follow-up study over covered material, checking for accuracy and completion of assigned material, and reading to and with their student. Parents will also take extensive responsibility for direct instruction in some courses (i.e., spelling, vocabulary, penmanship, and character training).

**Elementary students are not capable or prepared to handle their education alone and will be successful only to the degree that the parent is involved with them.**

**Grading**

Grading for all elementary courses will be as follows:

- Kindergarten: all courses non-numeric
- 1st grade: elective classes, Spanish, and Chapel - pass/fail; all other courses non-numeric
- 2nd–6th grades: elective classes, Spanish, and Chapel – pass/fail; all other courses – numeric

**Homework, Test, and Project Guidelines**

LCA elementary teachers will be adhering to the following guidelines:

- No more than three tests will be given in one day and no more than five tests will be given in one week in the following subject areas: English, spelling and/or phonics, history, math, and science.
- Teachers will utilize projects during the semester to provide alternate learning experiences for the students. Projects must be tied to course objectives and be full of learning. The teacher will alert parents several days or weeks in advance of a project so that the parent/co-teacher can be prepared to supply needed materials or assistance for their student. Time spent on other satellite classroom work will be lessened for that subject when a student is working on a project.
- Time spent on satellite classroom work should gradually increase from Kindergarten–6th grades. Kindergarten–3rd graders will be given no weekend homework. Assignments such as math logs, reading logs, and/or projects may be assigned with a Monday due date which allows the co-teacher flexibility in planning of assignments within the week. 4th–6th graders will generally be given weekend homework in no more than two subjects per weekend (i.e., English and Math).
- As students enter 4th grade, parents will notice a greater level of responsibility placed on their child. In the upper elementary years, grades 4th–6th, students are reading to gather more information and understand deeper concepts. Student’s home school workload will increase in the upper elementary years.
- Students and their families will experience a scheduled no-homework weekend at various times each school year.
- Students must show all work to receive full credit on all assignments and tests.

**English and History**

The English and History programs at LCA place a heavy emphasis on reading and writing in order to develop and refine student skills in both oral and written communication, and to promote an understanding of, and appreciation for, fine literature. English instruction will also be given on handwriting, spelling, and grammar (depending on the grade level). As the students’ progress, they will begin to evaluate the world’s great literature against the standard of scriptural truth and wisdom.

As reading has been shown to increase all language skills, students will be expected to read daily. In addition, parents will be required to read to and with their students on a regular basis. An avid reader will be a better writer as he/she is exposed to the excellent vocabulary and correct grammar, spelling, and punctuation found in great literature. English and History students will also be writing on a daily basis.

**Math Homework Grading (3rd–6th)**

Due to the uniqueness of the University-Model® school and the limited time the classroom teacher has with the students each week, the parents will be responsible for checking their student’s math work each satellite classroom day. By doing so, you are returning valuable instruction time to the classroom teacher, and it makes you, as the parent co-teacher, aware of any difficulty your student may be having with any skill or concept. You can then spend extra time at home reviewing as needed. Once the homework is turned in to the teacher, she will select five problems from the assignment to grade (each worth twenty points) to obtain the student’s recorded grade. Students must show ALL work to receive full credit.
PROMOTION

Kindergarten
Each grading period, the teacher will utilize non-numeric assessments. Semester grades of E (Excellent Progress), S (Satisfactory Progress), I (Improvement Needed), or N (Not Making Satisfactory Progress at this Time) to communicate to the parent the student’s progress. Kindergarten students must earn an E, S, or I in the spring semester in both language arts and math and be recommended for promotion by their teacher in order to progress to the next level.

1st Grade
Each grading period, the teacher will utilize non-numeric report card benchmarks of E (Excellent Progress), S (Satisfactory Progress), I (Improvement Needed), or N (Not Making Satisfactory Progress at this Time) to communicate to the parent the student’s progress. First grade students must earn an E, S, or I in the spring semester in Language Arts, Reading, and Math to progress to the next grade level.

2nd–6th Grade
The teacher will utilize numerical report card grades to determine promotion to the next grade. Students must earn a final semester grade of 70 in language arts, reading, and math in 2nd–3rd grades; and, in english and math in 4th–6th grades.

SPELLING INSTRUCTION

1st–3rd Grade
In first and second grades, spelling is taught in the classroom as part of our English curriculum. In third grade spelling is taught at home, weekly tests will also be given by the teacher over the assigned words. The third graders will incorporate a list of high frequency and sight words as part of weekly testing.

4th–6th Grades
In fourth through sixth grades, spelling instruction becomes the sole responsibility of the parent. Teachers will assign a selection of words from one of two LCA spelling lists and teacher created lists for the students to study at home. Periodic tests in the classroom will help students remain accountable and gauge their progress. The first list is a list of high frequency and sight words that are generally mastered by the end of third grade. Beginning in fourth grade, students will be held accountable for words on this first list, and points will be deducted from daily work when these words are misspelled. The second list shows commonly misspelled words and misused homophones. It is important to study the correct usage of these words as well as the spelling. The teacher created lists includes grade appropriate spelling words.

In addition to the periodic spelling tests given by the teacher, fourth through sixth grade students are expected to submit final copy work (in all subject areas) with no misspelled words. Students may, on occasion, also be held accountable for words that must be spelled correctly as part of a unit of study as directed by the teacher (i.e. science words: atom, molecule, etc.)

COURSE DESCRIPTIONS

KINDERGARTEN

English: Students will learn and review the vowel and consonant sounds and will learn to read and spell one- and two-vowel words and words with special sounds. They will also learn to read sentences and simple stories. Additionally, students will enjoy a variety of teacher-read literature. Manuscript printing will be introduced and practiced.

Math: The primary focal points are adding and subtracting whole numbers without regrouping, telling time, beginning fractions, place value, and organizing and analyzing data.

1st GRADE MORNING BLOCK

Reading: Students continue to develop phonics and reading skills and move toward becoming independent readers. By the end of first grade, children can read high frequency and sight words and have learned many of the principles of phonics. Students learn to read fluently, expressively, and with comprehension.

Language Arts: Students continue to develop their oral language and communication skills and move toward becoming independent writers. They write sentences that are complete and coherent with vivid word choices and correct spelling, capitalization, and end punctuation. Manuscript printing will be practiced and spelling will be taught with weekly spelling lists.
History: First graders will learn about the country in which they live through a study of America’s important symbols, history, and places of interest. They will also make an introductory study of other countries around the world. Geography skills, including continents, oceans, the equator, and map directions, are also introduced.

1st GRADE AFTERNOON BLOCK
Math: Students will continue to build on the concepts covered in Kindergarten and will begin to work with complex addition and subtraction problems. The primary focal points are comparing and ordering whole numbers, applying addition and subtraction and using measurement processes. American units of measurement, reading a thermometer, calculation of area, perimeter and volume are introduced, as well as beginning multiplication.
Science: The program includes an introduction to topics such as the senses, matter, teeth, tame and wild animals, plants, weather, and sound. Simple experiments help students understand these concepts.

2nd GRADE MORNING BLOCK
Reading: Students learn to read independently with greater fluency, expression, and comprehension. Second graders continue to study phonics as an aid to improving reading skills.
Language Arts: Students begin to write independently and improve in their writing of complete sentences with correct spelling, capitalization, and end punctuation. Multiple sentences tied to a central idea (paragraph) will also be taught. Manuscript printing is practiced and cursive handwriting introduced. Spelling is taught with weekly spelling lists, and students begin using reference books to build word meanings, confirm pronunciation, and spelling.
History: Students continue to acquire knowledge of important customs, symbols, and celebrations that represent American beliefs and principles. They also examine the impact of significant individuals and events on the history of the community, as well as on the state and nation. Geography includes instruction on the continents, major bodies of water, fifty states, and major U.S. landmarks.

2nd GRADE AFTERNOON BLOCK
Math: The primary focal points are multiplying and dividing whole numbers, connecting fraction symbols to fractional quantities, and standardizing language and procedures in geometry and measurement. Students will be given the opportunity to master new concepts such as simple geometry, map reading, temperature in Fahrenheit and Celsius, and the metric system.
Science: This course includes planning and conducting simple science experiments to teach students the scientific method and the skills necessary to use basic science tools and make accurate measurements. Some topics of study include habitats, fossils, light, natural resources, and the human body and its systems.

3rd GRADE MORNING BLOCK
Reading: Students continue to develop reading fluency, expression, and comprehension during independent and class reading. Novel reading helps students to increase their vocabularies and students begin to evaluate the literature read against the truth of the Bible.
Language Arts: Students increase the amount of time spent on independent writing and instruction is given on the development of a well-written paragraph and the joining of three well-developed paragraphs on a given topic. Students will learn about the writing of letters, poetry, narrative writing, expressive writing, and informative writing. Cursive writing and spelling become the sole responsibility of the parent co-teacher in third grade. Cursive writing will be practiced at home with finished work turned in to the LCA teacher for grading. Students will be required to write in cursive during the spring semester. Spelling also will be taught at home using a school-issued spelling list consisting of high frequency sight words, as well as a teacher generated word list. Spelling tests will be administered by the LCA teacher.
History: In this literature-based course covering the time period of creation through the ancient civilization of Greece, students will study various historical events and people through the use of a history song (detailing thirty-two events/people of this time period) and various novels. The novels will give a glimpse into the daily living experience and world view of the time period and/or historical persons being studied. Information learned will be further reinforced and enhanced through classroom activities such as games, mapping, geography songs, and poetry. An increased emphasis is placed on reading and writing at this grade level.
3rd GRADE AFTERNOON BLOCK
Math: Concepts such as addition, place value, and other skills are reviewed, while the new concepts of fractions and decimals are introduced. Multiplication, division, story problems, and working with triple-digit numbers are also key components of 3rd grade math. Each lesson contains warm-up, introduction to new material, and lesson practice.
Science: Through simple observations and experiments, students continue to develop the skills of collecting information, making inferences, communicating conclusions, and making informed decisions. Topics of study include the ecosystems, forces of motion, soil, rocks and minerals, cells, tissues, and organs.

4th GRADE MORNING BLOCK
English: Students will spend significant blocks of time engaged in reading and writing independently. Students will be able to select and use different forms of writing for specific purposes such as to inform or entertain and will edit their compositions using their increasing knowledge of grammar. Instruction will be given on the writing of a three-paragraph essay with a beginning, middle, and end, and step by step instructions at the beginning of the year and increased independent student completion in the second semester. Students will also learn to write letters and reports. Spelling will be taught at home by the parent using a school-issued spelling list of commonly misspelled words and misused homophones. Students will be held accountable for the correct spelling of these words on all completed work, and spelling tests will be administered by the LCA teacher. After a grace period of six weeks, students will be expected to write in cursive handwriting. Study from works of literature will teach students to examine what they read, Christian or secular, classic or contemporary, and value the truth it contains as measured against the Bible.
History: In this literature-based course covering the time period of Rome, the Middle Ages, Renaissance, and the Reformation, students will study various historical events and people through the use of a history song (detailing thirty-two events/people of this time period) and various novels. The novels will give a glimpse into the daily living experience and world view of the time period and/or historical persons being studied. Information learned will be further reinforced and enhanced through classroom activities such as games, mapping, geography songs, and poetry. A heavy emphasis is placed on reading and writing.

4th GRADE AFTERNOON BLOCK
Math: The primary focal points are manipulating fractions, decimals and percents, comparing and contrasting lengths, area, and volume of geometric shapes and solids, representing and interpreting data in graphs, charts, and tables, and applying whole number operations in a variety of contexts. In addition, students will learn to calculate percentages, square roots, and simple probability.
Science: Students will continue to use the scientific method as they explore God’s creation. They will learn about the moon, its properties, its movements, and various beliefs about the moon. A study of the human body will focus on the digestive and skeletal systems. Other topics of study included electricity and magnetism, insects and arthropods, and weathering and erosion.

5th GRADE MORNING BLOCK
English: Students refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions. Fifth grade students will be able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. They will edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. They will also learn to make outlines, use the dictionary and thesaurus, write book reports, and compose a library research paper. Spelling is the sole responsibility of the parent using a school-issued spelling list of commonly misspelled words and misused homophones. Students will be held accountable for the correct spelling of these words on all completed work, and spelling tests will be administered by the LCA teacher. Study from works of literature will teach students to examine what they read, Christian or secular, classic or contemporary, and value the truth it contains as measured against the Bible.
History: In this literature-based course covering the time period of the explorers to present time, students will study various historical events and people through the use of a history song (detailing thirty-two events/people of this time period) and various novels. The novels will give a glimpse into the daily living experience and world view of the time period and/or historical persons being studied. Information learned will be further reinforced and enhanced through classroom activities such as games, mapping, geography songs, and poetry. A heavy emphasis is placed on reading and writing.
5th GRADE AFTERNOON BLOCK
Math: Students review previously learned concepts and continue to develop their abilities to use problem-solving strategies and manipulate fractions, decimals, and percents. Other topics covered are solving algebraic equations, solving measurement problems, data analysis and probability, and geometry.
Science: Students in this course will study units that include rocks and fossils, weather and biomes, and the ecosystems of the world. Students will also learn about sound, light, heat, and thermal and atomic energy. As they continue to study God’s creation, they will also identify and learn about the functions of the human respiratory and circulatory systems.

6th GRADE MORNING/AFTERNOON BLOCK
In order to prepare our sixth graders for the secondary years, our sixth graders will have the opportunity to rotate between the two sixth grade classes. One teacher will teach the English/History block while the other teacher teaches the Math/Science block. Sixth grade will serve as a year to encourage organizational skills and equip our students as they adjust to more than one classroom teacher.

English: Students will demonstrate mastery of the previously learned skills in increasingly complex presentations, reading selections, and written compositions. Students will take notes during oral presentations and organize and summarize spoken messages. They will also be able to select and use different forms of writing such as compare/contrast, poetry, outlines, narration, and journal writing. Students will learn to vary sentence structure and use more complex punctuation such as hyphens, semicolons, and possessives. Sixth grade students will edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language, and will be required to write a research paper in the spring semester. Spelling is the sole responsibility of the parent using a school-issued spelling list of commonly misspelled words and misused homophones. Students will be held accountable for the correct spelling of these words on all completed work, and spelling tests will be administered periodically by the LCA teacher. Study from works of literature will teach students to examine what they read, Christian or secular, classic or contemporary, and value the truth it contains as measured against the Bible.

History: In this literature-based course covering the time period of creation through the ancient civilization of Greece, students will study various historical events and people through the use of history cards (detailing thirty-two events/people of this time period) and various novels. The novels will give a glimpse into the daily living experience and world view of the time period and/or historical persons being studied. Information learned will be further reinforced and enhanced through classroom activities such as games, mapping, and poetry. A heavy emphasis is placed on reading and writing.

6th GRADE MORNING/AFTERNOON BLOCK
Math: Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. The primary focal points are solving one and two-step algebraic equations, positive and negative exponents, data analysis and probability, solving measurement problems, and describing properties and relationships of lines, angles, polygons and coordinate geometry.
Science: Students will study units that include motion and machines, electricity and magnetism, natural resources, stars, and the solar system. They will also learn about the classification and reproduction of plants and animals as well as the nervous and immune systems of the human body. Sixth graders will also be introduced to the study of heredity and genetics.

1st–3rd GRADE FINE ARTS COMBO
The Elementary Fine Arts Combo class is a fun class designed to help young students discover and develop their God-given talents through a variety of activities. This will be accomplished by providing students opportunities to sing, make music, and produce artwork using various mediums. This class will be graded as Pass/Fail.

4th–6th GRADE ART
This upper elementary art course will introduce students to the essential concepts, mediums, and techniques of visual art. A focus on drawing in perspective will enable the students to draw what they see with more confidence, using pencil, charcoal and scratchboard. An introduction to color theory will be followed by a painting or pastel project. Three dimensional studies will also be introduced using either paper mache or clay. Periodic artist spotlights will introduce students to the work of the masters and give opportunities for class discussion. Positive class critiques will follow each project in order to encourage students, give them practice using their “visual vocabulary,” and review essential concepts. This class will be graded as Pass/Fail.
4th–6th GRADE THEATRE PRODUCTION
Elementary Theatre Production is a fun forum for students to work as a team to produce a play or musical for a semester end performance. Emphasis will be placed on using one’s God-given creative talents to inspire, encourage, and instruct in truth and beauty. Students will learn acting, singing, and dancing skills through developing the dramatic, comedic, choral, and dance pieces in the play. Students will also assist with scenery, props, costumes, and backstage crew responsibilities. Homework will consist of script memorization and costume and prop gathering. This course is designed to prepare students for the secondary theatre class. This class will be graded as Pass/Fail.

K–2nd GRADE ELEMENTARY CHAPEL
The purpose of Chapel is the corporate worship of the Lord and fellowship of the LCA family. Students will be taught short messages from the Word using Character First! meant to nurture a sincere and growing love for Christ and develop a godly character. Memory work and Bible recitation will be used to reinforce taught principles. Chapel is graded as Pass/Fail and is included in either the morning or afternoon block.

3rd–4th GRADE ELEMENTARY CHAPEL
The purpose of Chapel is the corporate worship of the Lord and fellowship of the LCA family. Students will be taught short messages from the Word using Character First! meant to nurture a sincere and growing love for Christ and develop a godly character. Memory work and Bible recitation will be used to reinforce taught principles. Chapel is graded as Pass/Fail and is included in either the morning or afternoon block.

5th–6th GRADE ELEMENTARY CHAPEL
- The purpose of Chapel is the corporate worship of the Lord and fellowship of the LCA family. Students will be taught short messages from the Word using Character First! meant to nurture a sincere, growing love for Christ and develop a godly character. Memory work and Bible recitation will be used to reinforce taught principles. Chapel is graded as Pass/Fail and is included in either the morning or afternoon block.
- 6th Grade Big doG’s—Sixth graders participate in a program called “Big doG’s,” which stands for Big disciples of God. This program is designed to be a support system for the sixth graders at LCA. Because they are the oldest students on the LCA elementary campus, it is important for sixth graders that they hold Christian values to an acceptable standard in the sight of Christ. They are called to be examples to the younger students who will look to them as leaders. This program aims to help encourage and equip the students in this new role and prepare them as they transition to Secondary.

1st–3rd GRADE SPANISH
This class is intended to develop listening, comprehension, and verbal skills in children. Students become familiar with basics of Spanish including greetings, days of week, nouns, expression, phrases, and numbers. Singing, reciting Bible verses, answering questions orally, and translating Spanish stories into English are also included in this course. All vocabulary will be taught using the TPRS Method (Teaching Proficiency through Reading and Storytelling). This class will be graded as Pass/Fail and is included in either the morning or afternoon block.

4th–6th GRADE SPANISH
In this course, older elementary students will continue to develop their Spanish listening, comprehension and verbal skills through active participation and through the use of the TPRS method. Students will learn additional vocabulary and expressions and be able to make statements, express opinions, orally translate Spanish stories into English, and have short conversations in Spanish. This course is graded as Pass/Fail and is included in either the morning or afternoon block.

1st–6th STUDY HALL
Elementary students may register for one study hall per day after the completion of the afternoon blocks. Study hall should be treated like any other class in regard to all school policies (e.g. electronic devices, tardy/absence, conduct, etc.)
GENERAL INFORMATION

COURSE PREREQUISITES
Course prerequisites include satisfactory performance on the appropriate placement test, successful completion of the preceding course in the LCA sequence, or permission from the Secondary Dean. Specific prerequisites are listed at the conclusion of each course description.

COURSE CO-REQUISITES
Some courses require concurrent enrollment in a different course. Specific co-requisites are listed at the conclusion of each course description.

CURRICULUM
Curriculum lists will be made available to parents. Parents are responsible for acquiring all required curriculum before the first day of classes in each semester.

NUMERICAL GRADING
Core and elective academic courses are graded on a scale of 0-100 and will appear numerically on report cards. Semester grades will appear on report cards as letter grades (see “Academic Policies-Grade Reporting”). Some 9th–12th fine arts courses are numerically graded.

PASS/FAIL GRADING
General electives and most Fine Art classes are Pass/Fail grading. Courses graded on a Pass/Fail basis and will appear on report cards as “P” or “F”.

PARENTAL ROLE
At the junior high level, the parental role is primarily “guide for dependent study” (see “Primary Parent Roles”).

SECONDARY DEPARTMENT PURPOSE STATEMENT

LANGUAGE ARTS PURPOSE
To think, write, read, and discuss critically; to discern an author’s presuppositions and biases; to ascertain major themes and literary elements; and to ascertain to what degree they correlate with biblical truth. Students will understand the impact literary works have or have had on historical time periods by utilizing classic works of literature as well as regularly writing original thesis based on these works.

HISTORY PURPOSE
To utilize literature, primary sources, and current events to instill Christian character and ethics in students by teaching them the beliefs and principles upon which governments and societies are founded. Students will be able to analyze the past and the present, determine causes and effects of world events, and discern truth and falsehood in major cultures, philosophies, and modern day issues by applying their knowledge of a biblical worldview.

WORLDVIEW PURPOSE
Through an intentional four year study of the Bible and various genres of literature, students will gain a working understanding of the meaning behind each of the seven worldview questions, the Biblical answers for each, and will ultimately be able to apply these questions to all disciplines and to their own life experiences (i.e. literature, science, history, current events, philosophy). The seven basic worldview questions are: What is the nature of God? What is the nature of the Universe? What is the nature of man? What is the basis of ethics and morality? What is the cause of evil and
suffering? Is there life after death? What is the meaning of history? Students will also be encouraged toward character and spiritual formation and maturity in Jesus Christ.

**MATH PURPOSE**

To provide students a basic mathematical foundation that will enable their future success at the level appropriate to the student's mathematical aptitude, ability, and future educational plans.

**SCIENCE PURPOSE**

To equip students with an understanding of the natural world, thereby increasing their appreciation of the Creator and inspiring them to steward that creation responsibly.

**FINE ARTS PURPOSE**

To provide enriching, uplifting, and diverse opportunities for our students to explore their artistic gifts and reflect God’s truth and beauty in serving our community.

**FOREIGN LANGUAGE PURPOSE**

10th – 12th Spanish
To enable students to communicate with those in Spanish speaking cultures by teaching conversational Spanish through the use of TPR (Total Physical Response).

**JUNIOR HIGH CORE COURSES (7TH – 8TH)**

**7th GRADE ENGLISH**

Students will continue to use the Excellence-in-Writing curriculum to improve writing. Seventh-graders will use the six dress-ups, six sentence openers, and six decorations to enhance essays, compositions, and research reports. Grammar instruction will include a review of the eight parts of speech and their uses for improving variety and enhancing style in written compositions. Literature instruction will include a study of literary and poetic devices and their use in the creation of original stories and poems. Students will also develop public speaking skills through class discussions and by presenting descriptive and informative speeches to a class audience.

**Parent Role:** Guide for Dependent Study

**Prerequisite:** Successful Completion of 6th grade English or satisfactory performance on appropriate placement test

**7th GRADE HISTORY**

In this literature-based course covering the time period of Enlightenment to World War I, students will study American history. The novels provide a glimpse into the daily living experience and worldview of the time period and/or historical persons being studied. Information learned will be further reinforced and enhanced through classroom activities such as games and mapping activities. A heavy emphasis is placed on reading and writing.

**Parent Role:** Guide for Dependent Study

**Prerequisite:** Successful completion of 6th grade history or satisfactory performance on appropriate placement test

**7th GRADE PRE-ALGEBRA A (one-year course)**

Pre-Algebra enhances the skills and knowledge essential in building a solid foundation for success in algebra. The algebraic process is presented early in the course and practiced throughout the year. Developing problem-solving methods as well as transitioning from the word problem to the algebraic equation will be taught. Understanding algebraic terminology and processes such as combining like terms, balancing an equation, the distributive property, clearing decimals and fractions, and factoring are essential. Students will build on their understanding of integers, rational numbers, exponents, sequences, functions, probability, ratios, and proportions. Understanding and applying the slope-equation of a line and graphing equations on a coordinate plane are expected. Mastery of geometry concepts such as the Pythagorean Theorem, the effect of scaling on perimeter, area and volume, and volume and surface area of complex figures will be emphasized.

**Parent Role:** Guide for Dependent Study

**Prerequisite:** Successful completion of 6th grade math or satisfactory performance on appropriate placement test
7th GRADE PRE-ALGEBRA B-I (first year of two-year course)
Pre-algebra serves as a transition course from arithmetic to algebra. For the math student who needs more instructional time and homework practice, the pre-algebra course is divided into two years. This course will give students time to learn and practice concepts helping students to become more confident in their math abilities. Along with developing problem solving techniques, emphasis will be placed on integers, rational numbers, ratios and proportions, laws of exponents, determining the slope of a line, and the Pythagorean Theorem. The algebraic process including combining like terms and balancing equations will be introduced.

**Parent Role:** Guide for Dependent Study

**Prerequisite:** Successful completion of 6th grade math or satisfactory performance on appropriate placement test

Beginning in 7th grade, LCA science courses require co-requisite math courses. Carefully note pre-requisite and co-requisite requirement for each science class described below.

7th GRADE LIFE SCIENCE
Life Science students will study the fundamental principles of living organisms. Fall semester will focus on: classifying living organisms, the cell, cell processes (cellular respiration and photosynthesis), cell structure, cell reproduction (mitosis), genetics, DNA, bacteria, protists and fungi, and animal diversity. Spring semester students will continue studying animal kingdom from simple animals (mollusks) to complex such as birds and mammals. A tour of plant structure, physiology, and reproduction will lead into the study of ecology and the environment.

**Parent Role:** Guide for Dependent Study

**Prerequisite:** Successful completion of 6th grade science or satisfactory performance on appropriate placement test

**Co-requisite:** 7th math (Pre-Algebra A or B1)

8th GRADE ENGLISH
This course builds on the students’ knowledge of words, sentences, and paragraphs for writing in a mature style. Students will continue to perfect techniques and strategies from the Excellence-in-Writing curriculum to strengthen written work. Key word outlines, the proper use of dress-ups and sentence openers, correct sentence and paragraph structures are among the main objectives. The standard five paragraph composition with an outline and thesis statement as well as an in-depth research paper will also receive emphasis. Grammar instruction will focus on the consistent and proper use of verbs, pronouns, modifiers, verbals, complements, phrases, and clauses. Students will also learn to revise their work using a dictionary, thesaurus, and an English handbook. Literature instruction will explore an author’s purpose and choice of genres as well as elements of theme, plot, character, and setting. Vocabulary practice and public speaking skills will also receive emphasis throughout the year.

**Parent Role:** Guide for Dependent Study

**Prerequisite:** Successful completion of 7th English or satisfactory performance on appropriate placement test.

8th GRADE HISTORY (Fall Semester)
Students will complete the 8th grade American History course, by learning the important events which shaped modern American History after World War I in the fall semester. Literature will be used to supplement this study. Literature and writing will complete this course's objectives.

**Parent Role:** Guide for Dependent Study

**Prerequisite:** Successful completion of 7th grade history or satisfactory performance on appropriate placement test

**Co-requisite:** 8th English

8th GEOGRAPHY (Spring Semester) (High School Credit)
This one semester course surveys the earth and its resources as God created them. Students will discuss the use of those resources by man as they study each region of the world from a missions-focused perspective and examine each in terms of their religion, government, economic systems, physical features, and history. Students will study the state of evangelism, missions, and the persecuted church in each region. Students will be expected to memorize the locations of the major countries and physical features that they study as well as write a variety of essays about the human geography of each region. Note: this is a credit bearing class for high school.

**Parent Role:** Guide for Dependent Study

**Prerequisite:** Successful completion of 8th grade History (Fall semester) or satisfactory performance on appropriate placement test
Co-requisite: 8th English

8th GRADE PRE-ALGEBRA B-II (second year of two-year course)
This course is the second year of the two-year pre-algebra course. Beginning with a review of previously learned concepts, the focus will be on the students’ mastery of basic skills necessary for success in algebra. Lessons will build on the algebraic process taught in the first year of pre-algebra. Importance will be placed on algebraic mastery of the distributive property, rules of exponents, simplifying radicals, and slope of a line. Topics of study include graphing equations using intercepts, formulas and recursive rules for sequences, direct and inverse variation, probability, and inequalities. Geometry concepts emphasized include geometric measures with radicals, effects of scaling on perimeter, area, volume, and volume and surface area of three-dimensional figures.

Parent Role: Guide for Dependent Study
Prerequisite: Successful completion of Pre-Algebra B1 or satisfactory performance on appropriate placement test

8th GRADE ALGEBRA I (High School credit)
This course is required for the Basic Diploma sequence in which the last course required either is Honors Pre-calculus or College Prep Math I. For the Recommended Diploma Plan, the last course would be AP Calculus. Course coverage will include a review of symbols and expressions, along with the commutative, identity, associative, and distributive properties; integers and rational numbers; equations and formulas; inequalities, exponents, and polynomials; polynomials and factoring; graphs and linear equations; systems of equations; inequalities and absolute value; rational expressions and equations; radical expressions and equations; relations and functions; quadratic equations; and an introduction to right triangle trigonometry.

Parent Role: Guide for Dependent Study
Prerequisite: Pre-algebra or satisfactory performance on appropriate placement test.

8th PHYSICAL SCIENCE
This is an introductory course designed to expose students to the fundamental concepts of the physical sciences. Topics covered include basic chemical principles and atomic structure, bonding, and chemical reactions. Students will also be introduced to the physics of motion by focusing on Newton’s Laws, machines, motion, work, energy, sound, light, and electricity. Through laboratory exercises and exploration, students will use measuring, unit conversion and the scientific method to discover physical science.

Parent Role: Guide for Dependent Study
Prerequisite: none
Co-requisite: none

INTRODUCTION TO PHYSICS AND CHEMISTRY (8th) (High School Credit)
This course is designed to introduce students to the application of mathematics in the fundamental concepts of physics and chemistry. Students will use basic algebra in applying mathematics to the physics of machines, motion, work, energy, sound, light, magnetism, and electricity. Topics covered also include chemical principles and atomic structure, atomic bonding, writing and balancing chemical equations, solubility, and acids and bases. Laboratory exercises and reports are an integral part of this course.

Parent Role: Guide for Dependent Study
Prerequisite: Satisfactory performance on appropriate placement test for incoming students. Grade of 85% or higher in Pre-Algebra and 7th grade Life Science and recommendation of the science department.
Co-requisite: Minimum - Algebra I

TECHNOLOGY APPLICATIONS

KEYBOARDING (7th)
Students will be introduced to basic keying techniques through proper finger placement, timed exercises/repetition drills, use of alphabetic/numeric skill building, and periodic assessments. In addition, students will progress into fundamental applications of Microsoft Word processing essential for other Microsoft applications. This is a one semester course only.

Parent Role: Guide for Dependent Study
Prerequisite: None
COMPUTER APPLICATIONS I & II (8th–12th)
See description under “High School courses - Academic Electives.”

FINE ARTS

THEATRE PRODUCTION (7th–8th)
This course is a practical learning experience in performing and creating a theater production. Students will learn about the art and technique of acting and then polish their performance skills by being a part of the collaborative process of a production. Students will be expected to memorize lines; research and create their characters; be prepared and focused for rehearsals; and work as a part of an ensemble to perform. Extra time outside of class may be required for set, props, costuming, and dress rehearsals.

**Parent Role:** Project Assistant

**Prerequisites:** No previous acting experience or training required

**Grading:** Pass/Fail

SECONDARY ART (7th–8th)
General Description
Secondary Art is for students with varying degrees of art experience. Students will be trained and challenged within each course according to their abilities. They will explore concepts, media, and techniques of the Visual Arts. Art history will be integrated throughout the program to reinforce technique and increase appreciation of the masters.

- **ART I (Fall only)**- This beginner class will explore basic techniques using the Elements of Art as the foundation for creating work. Projects will focus on drawing techniques using dry media such as pencil, pen, charcoal, and scratchboard.
  **Parent Role:** Project Assistant
  **Prerequisite:** No previous art experience required
  **Grading:** Pass/Fail

- **ART II (Spring only)**- This class will build on the foundational concepts from ART I using the Principles of Design. Projects will focus on a variety of techniques including both dry and wet media such as pencil, ink, paint, and pastels.
  **Parent Role:** Project Assistant
  **Prerequisite:** ART I or equivalent experience to be considered by Instructor
  **Grading:** Pass/Fail

PRAISE BAND (8th–12th)
General Description
Students will learn musicianship and worship theology in addition to learning to play together as a band. **Please note, only after initial auditions of 9th–12th grade students have taken place, will openings be available to 8th grade students for Praise Band I (Blue band).**

- **Praise Band I (Blue Band) (8th–12th) (application required)**
Praise Band I plays approximately once a month in Higher Ground. Praise Band I is for students who are currently developing their skills and have less experience. Once available openings are confirmed, 8th grade students will be notified and given the opportunity to register. They will also receive the Praise Band application at that time. 7th grade students interested in the Praise Band program are encouraged to pursue private lessons in order to prepare for auditions, which will take place in the spring of their 7th grade year. Please contact the Fine Arts Department for audition details.
  **Parent Role:** Project Assistant
  **Co-requisite:** Higher Ground (private lessons with an approved instructor are highly recommended)
  **Grading:** Pass/Fail
DRUMLINE CORPS (8th–12th) (Placement audition required)
This course is designed to teach music ensemble concepts, team building, expanded knowledge of music theory, and drumline technique and performance. This class is ideal for any student who wishes to further their knowledge in music and percussion by way of a drumline ensemble. All students interested in this course will be given audition material and asked to sign up for an audition time on one of the audition dates. Drums will be provided by LCA. However, students will need to supply their own practice pad, practice sticks, and a music binder for this class. Private lessons are strongly suggested for students in this course. This ensemble will perform at designated sporting events, school pep rallies, other school functions, and scheduled concerts.

Parent Role: Project Assistant
Prerequisite: Demonstration of acceptable skill level by way of audition
Grading: Pass/Fail

SECONDARY ASSISTANCE (7TH–12TH)

MATH LAB (7th–12th)
The Math Lab provides all 7th–12th grade students enrolled in an LCA math course an opportunity to receive extra help with math concepts introduced in the formal classroom. The Math Lab is not designed to supplant the formal classroom teacher or the student’s co-teacher at home. Careful monitoring by the lab’s instructor will ensure that the lab is used for its intended purpose. Enrollment is not required; however, the lab will be available on a first-come, first-served basis with a maximum number of students allowed at a given time. Students must sign in and out of the Main Office. Students must wear their LCA uniform when attending Math Lab.

Co-requisite: Any LCA 7th–12th Math course

WRITING LAB (7th–12th)
The Writing Lab provides all 9th–12th grade students enrolled in an LCA Core Course an opportunity to receive help to enhance their overall writing skills (short essays, research papers, etc.). The Writing Lab is not designed to supplant the formal classroom teacher or the student’s co-teacher at home. Enrollment is not required; however, the lab will be available by appointment only. This is a free service, however, if the student fails to show up to their scheduled appointment, a $25 fee will be charged to their tuition account. The sign-up sheet for the Writing Lab is located in the front office. Students must sign up at least 48 hours in advance for a writing lab appointment. Students must wear their LCA uniform when attending Writing Lab.

HIGH SCHOOL CORE COURSES (9TH–12TH)

High school is the time to prepare students for the rigor and demands of college. In 11th/12th grade, the workload for some classes will increase for more advanced classes due to the greater depth and increased amount of material. These courses are an excellent preparation for college, and graduates typically find the transition to college a step versus a leap. The increased workload is noted in the course descriptions, and the times are for a strong student. Some students will take more time, others less time for these courses. The Junior/Senior year is also a season where students have more activities and social opportunities than in their younger years. It is highly recommended that parents/students complete the Life Load Calculator to ensure a student’s workload is balanced.

WORLDVIEW I (9th)
This one-year course serves as the foundation to a four-year series of courses in Biblical Worldview. This course will use the Bible as its primary text, focusing on the foundational nature of Genesis for all of Scripture and how this book answers all of the Seven Worldview Questions. This course includes a survey of the Old Testament and foundational passages from the New Testaments to familiarize students with the covenants and history of Israel, as well as the character of God and His redemptive plan. Students will also study the four great ancient civilizations: Mesopotamia, Egypt, Babylon, and Persia.

Parent Role: Guide to Dependent Study
Prerequisite: Successful completion of 8th grade history or satisfactory performance on appropriate placement test
Co-requisite: English I
ENGLISH I (9th)
The freshman English course focuses on expanding the five paragraph composition to include subtopic paragraphs and factual evidence for support as well as writing the formal research paper. Students will continue to use the Excellence-in-Writing curriculum to improve style and mechanics. Literature instruction will include using the Bible as a resource for studying wisdom literature, allegories, and poetry as well as other literary works (short stories, plays and novels) for studying plot, character and theme.  
**Parent Role:** Guide for Dependent Study.  
**Prerequisite:** Successful completion of 8th English or satisfactory performance on appropriate placement test  
**Co-requisite:** Worldview I

WORLDVIEW I HONORS (9th)
This class parallels the timeline and content to Worldview I, with the opportunity to go deeper into the material through reading, research, and writing and to move at a more accelerated pace.  
**Parent Role:** Guide to Dependent Study  
**Prerequisite:** Successful completion of 8th grade history and recommendations from teachers and Secondary Dean or satisfactory performance on appropriate placement test  
**Co-requisite:** English I Honors

ENGLISH I HONORS (9th)
This class parallels the timeline and content of English I, with the opportunity to go deeper into the material through reading, research and writing at a more accelerated pace.  
**Parent Role:** Guide for Dependent Study.  
**Prerequisite:** Successful completion of 8th grade English and recommendations from teachers and Secondary Dean or satisfactory performance on appropriate placement test  
**Co-requisite:** Worldview I Honors

WORLDVIEW II (10th)
Students will be able to compare and contrast the ideas of Greek and Roman poets and philosophers with the teachings of the Bible. They will study a variety of Greek texts as well as Greek mythology. Coursework will also include the history of the Western Church, from the Middle Ages through the Renaissance, and onto the Protestant Reformation and the political, religious, and cultural impact of that reformation. The Gospels are the Biblical emphasis woven throughout this second year of study.  
**Parent Role:** Guide for Dependent Study  
**Prerequisite:** Successful completion of 9th grade Worldview and 9th grade English or satisfactory performance on appropriate placement test  
**Co-requisite:** English II

ENGLISH II (10th)
This course coincides with Worldview II and covers the time periods spanning the Greeks and Romans through the Reformation. Through a close reading and analysis of the important literary works of these periods, students will concentrate on the development of Western thought and culture and the formation of the Judeo-Christian worldview. Emphasis will be placed on the critical reading of texts (including analysis of plot, character, and theme) and active discussion and debate of ideas, with a particularly strong emphasis on writing in-class essays, essay examinations, and longer papers, including a research paper. The Biblical focus for this course will be the Gospels.  
**Parent Role:** Guide for Dependent Study  
**Prerequisite:** Successful completion of 9th grade English or satisfactory performance on appropriate placement test  
**Co-requisite:** Worldview II

WORLDVIEW II HONORS (10th)
This class parallels the timeline and content to Worldview II, with the opportunity to go deeper into the material through reading, research, and writing at a more accelerated pace.  
**Parent Role:** Guide for Dependent Study  
**Prerequisite:** Successful completion of 9th grade Worldview I Honors and recommendations from teachers and Secondary Dean or satisfactory performance on appropriate placement test  
**Co-requisite:** English II Honors
ENGLISH II HONORS (10th)
This class parallels the timeline and content of English II, with the opportunity to go deeper into the material through reading, analyzing, researching, and writing at a more accelerated pace.

**Parent Role:** Guide for Dependent Study

**Prerequisite:** Successful completion of 9th grade English I Honors and recommendations from teachers and Secondary Dean or satisfactory performance on appropriate placement test

**Co-requisite:** Worldview II Honors

WORLDVIEW III (11th)
This course spans the periods from the European Exploration through the end of World War II, with a special focus on God's unique plan for America through its founding and history. Students will identify key ideas which emerged from each period of study and connect those ideas to the people and events which led to and resulted from them, and how those ideas shaped America. They will compare and contrast these philosophic, political, social, and cultural ideas with the Biblical worldview. Finally, they will determine the degree to which each of these ideas is still prominent in our culture and evaluate a Biblical response to them. American literature and primary resources will be heavily relied upon.

**Parent Role:** Guide for Independent Study

**Prerequisite:** Successful completion of Worldview II or satisfactory performance on appropriate placement test

**Co-requisite:** English III

ENGLISH III (11th)
Coinciding with Worldview III, this course is a survey of important works from American Literature. Selected works will demonstrate the influence of key philosophic, political, social, and cultural ideas which will then be contrasted with a Biblical worldview. Discussion of these works will include the development of literary analysis skills. Writing instruction will enable students to continue to hone writing skills through the expository, persuasive, comparison/contrast, and narrative essay forms. Students will complete a research paper in the spring semester that will be a grade in English and in Worldview.

**Parent Role:** Guide for Independent Study

**Prerequisite:** Successful completion of English II or satisfactory performance on appropriate placement test

**Co-requisite:** Worldview III

WORLDVIEW III HONORS (11th)
This class parallels the timeline and content to Worldview III, with the opportunity to go deeper into the material through reading, research, and writing at a more accelerated pace.

**Parent Role:** Guide for Independent Study

**Prerequisite:** Successful completion of Worldview II and recommendations from both teacher and Secondary Dean

**Co-requisite:** English III Honors

ENGLISH III HONORS (11th)
This class parallels the timeline and content of English III, with the opportunity to go deeper into the material through reading, analyzing, researching, and writing at a more accelerated pace.

**Parent Role:** Guide for Independent Study

**Prerequisite:** Successful completion of 10th grade English and recommendations from both teacher and Secondary Dean

**Co-requisite:** Worldview III Honors

ENGLISH IV (12th)
In this course, students will read selected works of World Literature that trace the development and consequences of significant worldview from important periods of Western Culture. Students will analyze the worldview frameworks, as well as apply mature skills of literary analysis, while comparing and contrasting these worldviews with the Biblical worldview. Students will finish the course with a capstone text that honors the good, the true, and the beautiful. Writing instruction will require students to refine compositional skills through critical and evaluative essays and a research paper in formal, academic (college-entry) style. Oral communication will also be strengthened through class presentations and discussions. This course completes the English requirements for the 4th year of worldview studies. **Students should expect 5-6 hours per week of outside work in this class.**

**Parent Role:** Guide to Independent Study
**Prerequisite:** Successful completion of 11th grade English or satisfactory performance on placement test

**AMERICAN GOVERNMENT AND ECONOMICS (12th)**
This course explores the foundations of the “American Experiment” beginning with a thorough study of the principles, philosophies, and original intent of the Founding Fathers as seen in the Declaration of Independence, United States Constitution, and the Bill of Rights. The role of the three branches of the U.S. government and the separation of powers are given detailed attention, along with issues and current events pertaining to the U.S. and the world. As the understanding of basic economic principles are a necessity in any course of government and politics, the study of economics is integrated throughout the course. Basic economic principles will be demonstrated in the relevancy of government decisions affecting economic policy. This course emphasizes the rights and responsibilities of citizenship as it seeks to instill in students the proper spirit of patriotism upon which self-government depends. This course completes the government/economics requirements for the 4th year of worldview studies.

*Parent Role: Guide to Independent Study*

**Prerequisite:** Successful completion of 11th grade history or satisfactory performance on appropriate placement test

**ENGLISH IV HONORS (12th)**
In this course, students will examine the 20th century shifts in thought as they appear in various selections of world literature, philosophy, and theology. Students will investigate several modern worldviews and then observe how these views have influenced Western thought and culture. Students will analyze the worldview frameworks as well as apply mature skills of literary analysis while comparing and contrasting these worldviews with the Biblical worldview. Students will finish the course with a capstone text that honors the good, the true, and the beautiful. Students will refine their compositional skills by writing critical and evaluative essays and a research paper in formal, academic (college-entry) style. Students will also have the opportunity to refine their oral communication through participating in class discussions. This course completes the English requirements for the 4th year of worldview studies. **Students should expect a minimum of 5-6 hours per week of outside work in this class.**

*Parent Role: Guide to Independent Study*

**Prerequisite:** Successful completion of 11th grade English and recommendations from teachers and Secondary Dean or satisfactory performance on appropriate placement test

**AMERICAN GOVERNMENT AND ECONOMICS HONORS (12th)**
This class parallels the timeline and content to American Government and Economics, with the opportunity to go deeper into the material through reading, research and writing and to move at a more accelerated pace.

*Parent Role: Guide to Independent Study*

**Prerequisite:** Successful completion of 11th grade history and recommendations from teachers and Secondary Dean or satisfactory performance on appropriate placement test

**BIBLICAL WORLDVIEW CREDITS**

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**MATHEMATICS**

**ALGEBRA I (8th–9th)**
This is the Algebra I course in the minimum diploma sequence in which the last course is Pre-calculus. Course coverage will include a review of symbols and expressions, along with the commutative, identity, associative, and distributive properties; integers and rational numbers; equations and formulas; inequalities, exponents, and polynomials; polynomials and factoring; graphs and linear equations; systems of equations; inequalities and absolute value; rational expressions and equations; radicals and equations; relations and functions; quadratic equations; and an introduction to right triangle trigonometry.

*Parent Role: Guide for Dependent Study*

*Prerequisite: Pre-algebra or satisfactory performance on appropriate placement test*

**GEOMETRY (9th–10th)**
Students are introduced to basic geometric concepts and relationships including appropriate language and symbolism. Deductive and inductive reasoning are studied including traditional two-column proofs. Algebra skills learned in Algebra I are maintained and augmented throughout the course. Properties of triangles, quadrilaterals, and polygons are studied. Right triangles are explored including right triangle trigonometry with applications. Circles are studied including relationships between angles, arcs, chords, secants, and tangents. Surface area and volume are studied with prisms, cylinders, cones, pyramids, and spheres. Coordinate geometry is used including equations for lines and circles and systems of equations.

*Parent Role: Guide for Dependent Study*

*Prerequisites: Algebra I or satisfactory performance on appropriate placement test*

**GEOMETRY HONORS (9th–10th)**
This course is designed for students who have excelled in math and/or are especially motivated to go beyond the normal course work. The expectations for this course are higher than for a regular geometry course in that a greater emphasis is placed upon students' ability to reason abstractly, analyze, and evaluate problems in a variety of ways. Students are introduced to basic geometric concepts and relationships including appropriate language and symbolism. Deductive and inductive reasoning are studied including appropriate language and symbolism and traditional two-column proofs. Algebra skills learned in Algebra I are maintained and augmented throughout the course. Properties of triangles, quadrilaterals, and polygons are studied. Right triangles are explored including right triangle trigonometry with applications. Circles are studied including relationships between angles, arcs, chords, secants, and tangents. Surface area and volume are studied with prisms, cylinders, cones, pyramids, and spheres. Coordinate geometry is used including equations for lines and circles and systems of equations.

*Parent Role: Guide for Dependent Study*

*Prerequisites: Algebra I, Academic Advisor and teacher recommendation, or superior performance on appropriate placement test*

**ALGEBRA II (10th–11th)**
Course coverage includes real numbers and problem solving; equations in inequalities; relations, functions and graphs, systems of equations and problem solving; polynomials and polynomial equations; rational expressions and equations; powers, roots, and complex numbers; quadratic equations; quadratic functions and transformations; equations of second degree; polynomial functions; exponential and logarithmic functions; an introduction to finite math.

*Parent Role: Guide to Independent Study*

*Prerequisite: Geometry or satisfactory performance on appropriate placement test*

**ALGEBRA II HONORS (10th–11th)**
Students will be taught equations and inequalities; functions and graphs; polynomial and rational functions; exponential and logarithmic functions; trigonometric functions; analytical trigonometry; systems of equations and inequalities; matrices and determinants; conic sections and analytic geometry; and sequences, induction, and probability.

*Parent Role: Guide to Independent Study*

*Prerequisite: Geometry teacher and Academic Advisor recommendation, or superior performance on appropriate placement test*
PREPARATION FOR COLLEGE ALGEBRA (11th–12th)*
Students will continue to build on the foundations developed in previous math courses. This course is a study of relations and functions including polynomial, rational, exponential, logarithmic, and special functions. Other topics include basic concepts of algebra, complex numbers, systems of equations and inequalities, theory of equations, the binomial theorem, matrices and determinants, conic sections, mathematical reasoning skills, basic trigonometry, sequences and series, and applications.

**Parent Role: Guide to Independent Study**

**Prerequisite:** Algebra II and placement test

*LCA is currently researching and striving towards this course becoming a dual credit course (dual credit is defined as 3 hours of college credit upon successful completion). A dual credit class will incur a tuition increase. If the dual credit is approved, families will be notified prior to additional charges being applied, and given the option to accept the additional tuition charge or drop the class at no charge.

PRE-CALCULUS HONORS (11th–12th)
Honors Pre-Calculus is an advanced study of functions and analytic geometry. This class is intended to prepare the student for future studies in calculus at the college level and is designed for students who have strong mathematical abilities and interest. The topics in functions include polynomial, exponential, and trigonometric. Data analysis, sequences, series, limits, mathematical induction, permutations, combinations, matrices, and determinants are also explored. An introduction to calculus is a special feature of this course. **The typical**
students should expect 5-6 hours per week of outside work in this class, while some students will require additional time.

Parent Role: Guide to Independent Study

Prerequisite: Algebra II, teacher and Academic Advisor recommendation, and superior performance on appropriate placement test

AP CALCULUS (12th)
The primary concern of the course will be to develop the students’ understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Topics will include functions and graphs, continuity in terms of limits, the concept of the derivative and its applications, and the concept of the integral and its application. In May, all students will take the AP calculus exam. This test is designed to assess how well a student has mastered the concepts and techniques of the subject matter. **The typical students should expect 5-6 hours per week of outside work in this class, while some students will require additional time.**

Parent Role: Guide to Independent Study

Prerequisite: Honors Pre-Calculus or superior performance on appropriate placement test

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**SCIENCE**

Note: Beginning in the 9th grade, LCA science courses require co-requisite math courses. Carefully note pre-requisite and co-requisite requirement for each science class described below.

**BIOLOGY (9th)**
This course will introduce students to the living world with an emphasis on stewardship. The curriculum is designed to assist students in becoming independent learners through hands on inquiry based activities, lab investigations, problem solving, and critical thinking questions. Topics covered include: cell structure and physiology, energy transfer and cellular processes, genetics, evolution, ecology, and a survey of the kingdom.

Parent Role: Guide for Dependent Study

Prerequisite: Successful completion of Introduction to Physics and Chemistry or satisfactory performance on appropriate placement test

Co-requisite: Minimum - Geometry

**BIOLOGY HONORS (9th)**
This course is designed for students with an interest in biology and a desire to be challenged. The format is lecture oriented, following the scope of Biology I, with greater depth and faster pace. Additionally, students will write one major research paper. An additional lab is required for this course. Student admission is dependent on recommendation by the science department and a minimum grade of 85% in their previous science class.

Parent Role: Guide for Independent Study

Prerequisite: Student admission is dependent on recommendation by the science department and a minimum grade of 85% in Introduction to Physics and Chemistry

Co-requisite: Minimum - Geometry

**CHEMISTRY (10th)**
This course involves the study of matter and energy in relation to chemical change. Topics include: dimensional analysis, atomic theory and structure, periodic table, compounds, molecular concepts, equations and reactions, stoichiometry, states of matter, gas laws, solutions, acids/bases and oxidation, and reduction reactions.

Parent Role: Guide to Dependent Study

Prerequisite: Successful completion of Biology, a minimum grade of 85% in Algebra I, or satisfactory performance on appropriate placement test. Students with a grade below 85% in Algebra I need concurrent enrollment in Algebra II, or approval of science department head

**CHEMISTRY HONORS (10th)**
This course is recommended for students interested in the sciences. Topics are similar to Chemistry I with greater depth, faster pace, and more involved lab experiments. An additional lab fee is required for this course. Enrollment in this class requires a minimum grade of 85% in the previous science course, and recommendation of the science department.

Parent Role: Guide to Dependent Study
**Prerequisite:** Successful completion of Biology, a grade of 85% or higher in Algebra I, and approval of science department head

**PHYSICS (11th–12th)**
This is an introductory course exploring topics of kinematics, Newtonian mechanics, projectile motion, conservation of momentum and energy, fluid and wave properties, electromagnetism, and an introduction to nuclear physics. Students will discover how creation reflects the intelligent and ordered nature of its Creator.

**Parent Role:** Guide to Independent Study  
**Prerequisite:** Biology, Chemistry, Algebra II

**PHYSICS HONORS (11th–12th)**
This course is recommended for students interested in the sciences. Physics Honors is an in-depth algebra based physics course intended to give a deep conceptual understanding of physics along with hands-on inquiry based laboratories intended to prepare the student for success in college physics. The course will cover Newtonian mechanics (including rotational motion), work, energy, power, mechanical waves and sounds, electrical circuits with capacitors, magnetic fields, electromagnetism, and optics. Enrollment in this class requires a minimum grade of 85% in the previous science course, and recommendation of the science department.

**Parent Role:** Guide to Independent Study  
**Prerequisite:** Biology, Chemistry, Algebra II

**ANATOMY AND PHYSIOLOGY (12th)**
In the fall semester, students will review basic chemistry, cytology, and histology in preparation for study of the anatomical and physiological components of the integumentary, skeletal, muscular, nervous, and endocrine systems. In the spring students will continue examination of the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Lab dissection will complement the course with the majority of the dissections taking place in the spring semester. This course is recommended for students preparing for careers in health-related professions, science technology, science education, or physical education. The typical students should expect 5-6 hours per week of outside work in this class, while some students will require additional time.

**Parent Role:** Guide to Independent Study  
**Prerequisite:** Biology and Chemistry

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**FOREIGN LANGUAGE**

**SPANISH I (10th)**
Students will cover the basics of the Spanish language, especially as it is used in Mexico and Latin America. Students will receive instruction in basic language structures and will also be given opportunities to apply what they are learning in reading, writing, listening, and speaking exercises. The program used to teach the student Spanish will combine kinesthetic, visual, and audio modes. The program makes learning Spanish fun and almost intuitive through an overarching theme supplied by the strategic use of stories, games, and skits. TPR (Total Physical Response) Method is used as designed by the chosen curriculum to make conversational fluency the goal of LCA Spanish. The class is designed to be comprehensive and thoroughly enjoyable.

**Parent Role:** Guide for Dependent Study

**SPANISH II (11th)**
Spanish II is essentially a continuation of Spanish I. The program used to teach the student Spanish will combine kinesthetic, visual, and audio modes. The program makes learning Spanish fun and almost intuitive through an overarching theme supplied by the strategic use of stories, games, and skits. TPR (Total Physical Response) Method is used as designed by the chosen curriculum to make conversational fluency the goal of LCA Spanish. The class is designed to be comprehensive and thoroughly enjoyable.

**Parent Role:** Guide for Independent Study  
**Prerequisite:** Successful completion of Spanish I or satisfactory performance on appropriate placement tests

**SPANISH III (12th) (optional)**
Spanish III is the last in a three year Spanish program which emphasizes conversational fluency. The course, taught mostly in Spanish, will continue to build upon the conversational and writing skills acquired in Spanish I and II. However,
Spanish III will add a grammar component to equip students who will take college-level Spanish or who may choose to take the College Level Examination Program (CLEP) test.

**Parent Role:** Course Monitor

**Prerequisite:** Successful completion of Spanish II or satisfactory performance on appropriate placement test

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**REQUIRED ACADEMIC COURSES (9th–12th)**

**WORLDVIEW APPLICATIONS (TOTAL HEALTH) (one semester only)**

In this one semester course we will ask Dale Tackett’s question, “If I really believe that what I believe is really real, then how will that impact the way I live my life?”

1. If my body is the temple of the Holy Spirit how will I care for my physical body?
2. If I am uniquely designed by God, with preordained works from God, how will I learn about my unique design?
3. If God wants me to love him wholeheartedly, and to love my neighbor as myself, then how does that impact my relationships?
4. If God is sovereign over all things then how does that impact the way I deal with life’s challenges?

By applying Biblical knowledge to live out our daily lives, we learn how our relationship with God impacts all spheres of health.

**Parent Role:** Course Monitor

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**SPEECH (fall/spring semester)**

In this one semester course, students will learn how to speak clearly as well as organize and deliver different types of speeches. Students will be taught how to articulate confidently in both formal and informal settings.

**Parent Role:** Guide for Independent Study

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**PERSONAL FINANCE (10th–2nd)**

In this one semester course, students will learn how to manage their personal finances by establishing and maintaining a budget, discovering and gaining wisdom and insight into investing, credit management and personal income. Current trends and issues consumers face in today’s competitive marketplace will also be discussed.

**Parent Role:** Guide to Independent Study

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**ACADEMIC ELECTIVES**

**BIBLE STUDY METHODS – Treasure Hunting for Truth (9th–12th)**

This course is a study of the Bible as a whole that focuses on the overarching narrative story of redemption from Genesis to Revelation. Emphasis will be on learning how the tools of literary, historical, culture, archaeological, geographical, and theological context inform interpretation, understanding, and application of the Bible. In order to facilitate an emphasis on the unfolding narrative, the course is organized according to the traditional canonical categories of the Hebrew Bible (Pentateuch, Prophets, and Writings) and of the New Testament (Gospels, Acts, Letters, Revelation). The course will use sample biblical texts, student-generated questions, guided class discussion, and a high participation learning environment in order to facilitate the demonstration, acquisition, and practice of disciplined study for the purpose of applying biblical truth to contemporary life. *Teacher approval is needed for 9th–10th grade students before registering.*

**Parent Role:** Guide for Independent Study

**Prerequisite:** None

**Elective Type:** Academic elective

**Grading:** Letter Grade

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**COMPUTER APPLICATIONS I (8th–12th)**

The Basic Computer Applications I course will use real world concepts and ideas to encourage the learning and understanding of the Office 365 Cloud Suite of applications and similar productivity software such as cloud-based Google Apps for Education. The student will receive hands-on experience in MS Word/Google Docs, Excel/Google Sheets, PowerPoint/Google Presentation, and other similar programs.

**Parent Role:** Guide for Independent Study

**Prerequisite:** LCA keyboarding class or adequate performance on LCA Keyboarding Proficiency Test (minimum requirement: 30 wpm with correct posture and home key finger placement.)
**Elective Type**: Academic elective  
**Grading**: Letter Grade

**COMPUTER APPLICATIONS II (8th–12th)**  
During this course students will study the responsibility of online digital citizenship as it applies to their personal and professional development. The Basic Computer Applications II course will use the learned knowledge from BCA I to develop an online portfolio using digital tools such as Office 365, cloud-based Google Apps for Education, Web 2.0 and more. Once we have created an online portfolio, we will begin learning computer programming to further our understanding of how our digital tools function and how we can make them work through coding. We will use our online digital portfolio to display our work throughout this course.  
**Parent Role**: Guide for Dependent Study  
**Prerequisite**: Computer Applications I or approval of instructor  
**Elective Type**: Academic elective  
**Grading**: Letter Grade

**INTRODUCTION TO DEBATE (9th–12th) (Spring Only)**  
In this one-semester, introductory class, the primary goal is to teach students the various formal debate formats, research techniques, fallacy recognition, methods for cross-examination and rebuttal, formal case-writing, as well as extemporaneous speaking skills. The secondary goal is to equip students with the tools to convey their thoughts and beliefs clearly, to recognize fallacious thinking and arguments in the world around them, and to defend their beliefs rigorously. Course work will include periodic quizzes, written exams, formal written cases, and in-class debates in addition to weekly reading, research, and written homework assignments.  
**Parent Role**: Course Monitor  
**Prerequisite**: No previous experience required; this course offers enrichment for all skill levels  
**Elective Type**: Academic elective  
**Grading**: Letter Grade

**ROBOTICS (9th–12th)**  
This is a beginning course in robotics which uses Lego Mindstorm EV3 kits and various Lego Robotics materials. The objective of this course is to introduce the student to basic programming as well as problem solving strategies. This course will collaboratively involve students in the development, building and programming of a Lego Mindstorm robot. Students will work hands-on in teams to design, build, program, and document their progress. Topics may include designing, building, motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems, and binary number systems. Student-designed robots will be programmed to compete in various courses as developed by First Lego League and more.  
**Parent Role**: Guide for Independent Study  
**Prerequisite**: None  
**Co-requisite**: None  
**Elective Type**: Academic elective  
**Grading**: Letter Grade

**WRITING SEMINAR (9th–12th)**  
This one semester class explores different genres of writing including plays, short stories, poetry, and other forms of written expression based on areas of student interest. Students will read samples of each genre, as well as create their own original works with guidance from the instructor. The major project will require the student to create a well-crafted, original work in the genre of his or her choosing that could be considered for publication. Cap of 15 students.  
**Parent Role**: Guide for Independent Study  
**Prerequisite**: Approval of instructor  
**Co-requisite**: Enrollment in LCA english course  
**Elective Type**: Academic elective  
**Grading**: Letter Grade
ACADEMIC OR FINE ARTS ELECTIVES

ARTS AND HUMANITIES I (fall only) (9th–12th)
In this one semester course, students will be introduced to visual art, architecture, music, and theatre through a variety of genres, movements, and important historical periods. Within these contexts, students will acquire the tools necessary for developing an appreciation for, and knowledge of, the Arts. Students will discover beauty and truth, and gain insight in how to converse about the Arts within each movement and genre. Arts and Humanities is designed to be two separate courses that will follow the Arts from Ancient through Modern times. Ideally, a student would take these in sequential order, but it is not required. Arts and Humanities I will explore the Arts within important historical periods such as: Ancient Eastern, Greco-Roman, Medieval, as well as the Renaissance. Satellite day workload will typically fall between 1-2 hours per week. This is a graded course and satisfies a Fine Art or Academic Elective credit.

Parent Role: Guide for Independent Study
Prerequisite: None
Co-requisite: None
Elective Type: Academic or Fine Arts elective
Grading: Letter Grade

ARTS AND HUMANITIES II (spring only) (9th–12th)
In this one semester course, students will be introduced to visual art, architecture, music, and theatre through a variety of genres, movements, and important historical periods. Within these contexts, students will acquire the tools necessary for developing an appreciation for, and knowledge of, the Arts. Students will discover beauty and truth, and gain insight in how to converse about the Arts within each movement and genre. Arts and Humanities is designed to be two separate courses that will follow the Arts from Ancient through Modern times. Ideally, a student would take these in sequential order, but it is not required. Arts and Humanities II will explore the Arts within important historical periods such as: Renaissance, Baroque, Neoclassical, Modernism, and Post-modernism. Satellite day workload will typically fall between 1-2 hours per week. This is a graded course and satisfies a Fine Art or Academic Elective credit.

Parent Role: Guide for Independent Study
Prerequisite: None
Co-requisite: None
Elective Type: Academic or Fine Arts elective
Grading: Letter Grade

DIGITAL PHOTOGRAPHY I (9th–12th)
In this one semester class, students will be introduced to basic photography skills including composition, exposure, lens selection, and usage of various light sources. Additionally, students will gain experience in taking various types of photographs including landscape, sports, and portraits. The semester project will be to create a basic photography folio of pictures. Students will be expected to have access to a SLR digital camera with manual control (unless another camera is approved by the instructor), computer, and basic photo editing software. The final project will incur some costs not to exceed $50 per student.

Parent Role: Guide for Dependent Study
Prerequisite: No previous experience required; this course will be enriching for all skills levels. Note that a dSLR with at least one lens and necessary accessories (battery, cables, etc.) is required for this class. A complete list of supplies and recommendations will be available upon enrollment.
Elective Type: Academic or Fine Arts elective
Grading: Letter Grade

DIGITAL PHOTOGRAPHY II (10th–12th)
Students will continue to build on the concepts presented in the introductory class. They will learn to edit their images in Photoshop Elements (recommended purchase for the home), have the opportunity to work with artificial lighting in greater depth, use their work to be a blessing to other departments at LCA, and create finished projects that are sure to become keepsakes. The final project will incur some costs not to exceed $50 per student.

Parent Role: Guide for Dependent Study
Prerequisite: Digital Photography I or permission of the instructor. Note that a dSLR with at least one lens and necessary accessories (battery, cables, etc.) is required for this class. A complete list of supplies and recommendations will be available upon enrollment.
Elective Type: Academic or Fine Arts elective
Grading: Letter Grade

JOURNALISM (fall and spring semester) (9th–12th)
In this course, students will have multiple opportunities to use graphic design, journalism, and other forms of communications to produce LCA projects like the yearbook and newspaper. Students will study and practice design processes including origination of ideas, design, layout, typography, and photography. Students will use desktop publishing and other software (e.g. Yearbook Avenue and Lucid Press) to create layouts and manipulate images. Guest instructors, with specialties in a variety of communication fields, will teach students about their area of expertise and provide project opportunities for students to grow in these areas. Students will have the honor of designing layouts throughout the yearbook and helping to create a product that will be cherished for years to come. They will also learn how writing for an audience through these outlets can help perfect their craft of writing in a fun and engaging way.

Parent role: Project Assistant
Prerequisite: Application to determine students’ interests and experience and to choose the editors and assistant editors for the yearbook and newspaper
Elective Type: Academic or Fine Arts elective
Grading: Letter Grade

SECONDARY ART (9th–12th)
General Description
Secondary Art is for students with varying degrees of art experience. Students will be trained and challenged within each course according to their abilities. They will explore concepts, media, and techniques of the Visual Arts. Art history will be integrated throughout the program to reinforce technique and increase appreciation of the Masters.

- ART I (fall only) This beginner class will explore basic techniques using the Elements of Art as the foundation for creating work. Projects will focus on drawing techniques using dry media such as pencil, pen, charcoal, and scratchboard.
  Parent Role: Project Assistant
  Prerequisite: No previous art experience required
  Elective Type: Academic or Fine Arts elective
  Grading: Letter Grade

- ART II (spring only) This class will build on the foundational concepts from ART 1 using the Principles of Design. Projects will focus on a variety of techniques including both dry and wet media such as pencil, ink, paint, and pastels.
  Parent Role: Project Assistant
  Prerequisite: ART I or equivalent experience to be considered by Instructor
  Elective Type: Academic or Fine Arts elective
  Grading: Letter Grade

FINE ARTS OR GENERAL ELECTIVES

PRAISE BAND (9th–12th) (Placement audition and application required)
General Description
Students will learn musicianship and worship theology in addition to learning to play together as a band. Within this program, we generally have three teams; I, II, and III (Blue, Gold, and Select). Praise Band I (Blue Band) plays approximately once in Higher Ground. Praise Band II (Gold Band) plays approximately every other week on Fridays in Higher Ground. Praise Band III (Select Band) also plays every other Friday in Higher Ground and for special events at the school and off campus. Praise Band II and Praise Band III are comprised of our more experienced musicians and singers who can prepare sets more quickly. Praise Band I is for students who are currently developing their skills and have less experience. When registering for Praise Band, you will receive an application and audition dates. All students interested in any of the bands need to fill out a placement application and attend a placement audition. This enables the teachers to determine which band is the best fit for the student. It also helps the teachers prepare for their classes according to the skill level of the students.

Parent Role: Project Assistant
Co-requisite: Higher Ground (vocalists and instrumentalists are strongly encouraged to take private lessons at least twice a month with an approved instructor)
- **PRAISE BAND I (Blue Band) (9th–12th)**
  *Parent Role: Project Assistant*
  *Co-requisite: Higher Ground (vocalists and instrumentalists are strongly encouraged to take private lessons)*
  *Elective Type: Fine Arts or General elective*
  *Grading: Pass/Fail*

- **PRAISE BAND II (Gold Band) (9th–12th)**
  *Parent Role: Project Assistant*
  *Co-requisite: Higher Ground (vocalists and instrumentalists are strongly encouraged to take private lessons at least twice a month with an approved instructor)*
  *Elective Type: Fine Arts or General elective*
  *Grading: Pass/Fail*

- **PRAISE BAND III (Select Band) (9th–12th)**
  *Parent Role: Project Assistant*
  *Co-requisite: Higher Ground (vocalists and instrumentalists are strongly encouraged to take private lessons at least twice a month with an approved instructor)*
  *Elective Type: Fine Arts or General elective*
  *Grading: Pass/Fail*

**PRAISE BAND TECH (9th–12th) (application required)**
Students work with LCA Tech staff learning how to run and set up the audio/visual equipment to assist Praise Band and other performers during Higher Ground. Occasional time outside of class may be necessary to assist during special performances.
*Parent Role: Project Assistant*
*Prerequisite: Approval from praise band instructor*
*Co-requisite: Higher Ground*
*Elective Type: Fine Arts or General elective*
*Grading: Pass/Fail*

**DRUMLINE CORPS (8th–12th) (Placement audition required)**
This course is designed to teach music ensemble concepts, team building, expanded knowledge of music theory, and drumline technique and performance. This class is ideal for any student who wishes to further their knowledge in music and percussion by way of a drumline ensemble. All students interested in this course will be given audition material and asked to sign up for an audition time on one of the audition dates. Drums will be provided by LCA; however, students will need to supply their own practice pad, practice sticks, and a music binder for this class. Private lessons are strongly suggested for students in this course. This ensemble will perform at designated sporting events, school pep rallies, other school functions, and scheduled concerts.
*Prerequisite: Demonstration of acceptable skill level by way of audition.*
*Elective Type: Fine Arts or General elective*
*Grading: Pass/Fail*

**THEATRE PRODUCTION (9th–12th)**
This course is a practical learning experience in the performing and technical aspects of theater production. This class is recommended for committed actors who desire to experience a professional work environment. Students will polish their performance skills by being a part of the collaborative process of a production. Students will be expected to memorize lines, research and create their characters, be prepared and focused for rehearsals, work as a part of an ensemble, and perform.
The fall production is typically a play with auditions held at the beginning of the fall semester. The spring production is typically a musical with auditions held just prior to the winter break. Each student will incur a production fee, not to exceed $100 per semester. This fee includes but is not limited to costumes, makeup, sets, and props.
*Parent Role: Project Assistant*
*Prerequisite: No previous acting experience or training required.*
**THEATER TECH**
Students work with the theater teachers and LCA Tech staff to run the audio/visual equipment, move production props and sets, run lighting equipment, etc. Students are required to attend each class, all dress rehearsals and performances.

**Parent Role:** Project Assistant  
**Prerequisite:** Approval from the high school theater teacher  
**Elective Type:** Fine Arts or General elective  
**Grading:** Pass/Fail  
**Fall Semester:** Due to schedule conflicts, students participating in football may not participate in theater production.  
**Spring Semester:** Due to schedule conflicts, students participating in track, baseball, or softball may not participate in theater production.

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**GENERAL ELECTIVES**

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**ACT/SAT PREPARATION (10th–12th)**
Designed to equip students with strategies for success, this class will present a cohesive and comprehensive pattern for each student to follow in preparing to take the ACT or SAT. Students will become familiar with the verbal and math sections, along with science and history for the ACT. Practice will be over the different formats of each test, as well as practice of critical thinking skills. As students become comfortable with the different types of questions through implementation, they will test with confidence and their scores can be increased by up to 100 points per SAT section and 4 points per ACT section. This course is recommended for ALL students planning to take the SAT or ACT within a year. One course offered per semester.

**Parent Role:** Guide to Independent Study  
**Elective Type:** General elective  
**Grading:** Pass/Fail

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**HIGHER GROUND AIDE (9th–12th) (application required)**
Students help facilitate a wide variety of organizational activities related to Higher Ground and Student Life. These tasks include, but are not limited to, researching topics and media and organizing details related to LCA retreats, key events, and spirit wear. Application required. Occasional time outside of class may be necessary to assist during special events.

**Parent Role:** Project Assistant  
**Prerequisite:** Application and approval through Student Life Department  
**Grading:** Pass/Fail

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**STUDENT TEACHER AIDE (9th–12th)**
Teacher aides will be provided to teachers and staff who have requested student assistance and are assigned according to student preference, position availability, and teacher/staff request. Students who wish to be aides must have been an LCA student for at least one semester, be enrolled in at least two academic classes and complete a Teacher Aide Application which is returned to the Registrar. Students may not serve as a Student Aide for more than one class period per school day without administrative approval. Students will receive high school credit.

**Parent Role:** Course Monitor  
**Prerequisite:** Academic Advisor approval  
**Elective Type:** General elective  
**Grading:** Pass/Fail

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**NON CREDIT CLASS**

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**STUDY HALL (9th–12th)**
A study hall will be available each class hour for students on campus not enrolled in any other class. Students may not register for more than two periods of study hall on the same day, and may register for no more than one study hall for every academic course in which they are enrolled. Enrollment in a study hall is required for any students expecting to be on campus but not in class during school hours. As in all other classes, attendance is mandatory. Excused and unexcused
absences do apply for study hall. Excessive unexcused absences will be treated as a discipline issue with the possible consequence of dismissal from the study hall for the remainder of the semester. LCA offers study halls for the purpose of providing students with a library-like environment in which to do homework and/or study. Students should not expect study hall to be a place of social interaction with other students. Study halls are not graded; however, study hall will appear on a student’s report card so that cumulative absences may be noted.

**Parent Role:** Course Monitor

**STUDENT MENTORS**

Student mentors are passionate about an area of the school, and serve LCA by investing their time and talents in other students on campus. Student mentors are recommended by LCA staff, approved by the respective Dean, and serve under the direction of a member of the LCA staff. Mentors are required to attend class daily. Student mentors are not charged a fee, and do not receive transcript credit for their service.

**Prerequisite:** Instructor recommendation and approval

**Parent Role:** Course Monitor

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**STUDENT LIFE**

**PURPOSE**

*Helping students find a place to belong, a place to grow, and a place to serve in an atmosphere of inspiration, action, and celebration*

**Theme Verse:** “The thief comes to steal, kill, and destroy, but I have come that you might have life and have it more abundantly.” **John 10:10**

**STUDENT COUNCIL**

**PURPOSE**

*Positive role models growing in servant leadership*

LCA has **Grade Level Student Council** for 7th–12th grade students and **Executive Student Council** for 11th–12th grade students. Executive Student Council leads and oversees our Student Council program for the entire school. The 7th grade Student Council has representatives for their class and all other grades choose officers. Students in 7th–12th grades have opportunity to grow in leadership by participating in Student Council Boot Camp during the summer and LCA Student Council Corps meetings during the school year. Student Council officers are elected at the end of the preceding school year to serve the following school year. Since Student Council members assume a leadership role at LCA, Higher Ground is mandatory for all Student Council representatives. Students must maintain at least a 70 in order to participate in Student Council leadership.

**ELIGIBILITY AND ACADEMIC REQUIREMENTS:** (see ‘Extra-Curricular Activity Eligibility’).

**Theme Verse:** 1 Peter 4:10 “Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.”

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**SPIRITUAL DEVELOPMENT**

**PURPOSE**

*Transformation through vibrant Christian community, dynamic spiritual growth, and active servant leadership.*

**Core Values**

- *To encounter God* in spirit and truth; that God would become real to our students, not just in learning about Him, but experiencing His presence and power.
- *To build Christian community* in order for our students to experience and participate in the Body of Christ.
- *To encourage spiritual growth and transformation* through daily chapel services, small groups, Bible studies, monthly fellowships off-campus, and retreats.
• To develop servant leaders through student council, theatre, praise band, the arts, service opportunities, and social activities.

HIGHER GROUND (7th–12th)
LCA’s Student Life Program aims to promote a life-giving Christian culture that honors God and encourages spiritual maturity. Our goal is that students would “make their faith their own” and be fully alive in mind, body, soul, and spirit. We promote this culture throughout all of our activities and events, but especially in our Higher Ground program. Higher Ground is a M/W/F pass/fail class that meets from 11:00 am-11:55 am. Students have no homework in this class. Each day in Higher Ground is distinct. On Mondays, the focus is small groups in order to serve, build community, and develop relationships. On Wednesday, the focus is Bible, leadership, life skills, and cultural issues from a Biblical perspective. In order to give our students opportunity to develop their leadership skills and grow in community, our grade levels meet for student council meetings once a month on Wednesdays during Higher Ground. On Fridays, students meet for a dynamic chapel program: our praise bands alternate in leading worship, and we have special guest speakers and other inspirational presentations.

Note: Students who participate in extra-curricular activities represent LCA; therefore, all students participating in extra-curricular activities including, but not limited to, sports and Student Council are required to participate in Higher Ground.

Parent Role: Course Monitor

ATHLETICS

PURPOSE
The purpose of athletics at LCA is to develop a student’s character, promote a healthy lifestyle and practice the traditional ideals of good sportsmanship. Our goal is to develop Kingdom principles throughout our program and change the culture of sports in our community.

GENERAL INFORMATION
Assessments
In order to provide parents and athletes with an accurate picture of the athlete’s skill levels, LCA provides assessments in basketball and volleyball.

Junior High Sports
Exposure to a variety of sports combined with basic skills training are the goals of LCA’s Junior High program. Athletes are encouraged to try as many different sports as they can to determine their interests, natural strengths, and God-given talents. Through fair and dedicated coaching, student athletes will gain knowledge of the sport, develop proper conditioning, and experience some game time. In our junior high program parents can expect:

- All students to make the team and experience being a team
- Basic training in the rules, skills, and physical conditioning
- Growth in physical strength and skills
- Challenges to grow physically, mentally, and spiritually through sports
- Emphasis on skills training through practice time with less emphasis on number of games
- Developmental programs for those students just starting in a sport

High School Sports
High School sports at LCA emphasize a higher level of competition and skill, and focus on leadership, athletic and academic excellence, playmaking, and team building. In our high school programs parents can expect

- Academics to come first
- Coaches to maintain exemplary standards and high expectations for the athletes
- Athletes to have practice time with the coach and team
- Practices to be challenging and difficult in order to develop the best in players
- Competition that requires a higher commitment and a greater expenditure of time and effort
- Game-playing time to be determined by ability, responsibility and trust
• A commitment by LCA that we will play to win, but with humility, discipline, courage, and honor

PLAYTIME
All coaches understand that it is in their own best interest to get each player as much game experience as possible. However, if a team has a large number of players, or if a team has a wide range of skill level, then promising playtime to every athlete in every game may not be in the best interest of the team. Playing time is determined by the coach and is based on many factors. Participating on a team, and more specifically playing in games, should never be viewed as a right, but rather an earned privilege.

CHARACTER
Since LCA athletes serve as visible public representatives of the school, they are held to higher standards. Athletes are expected to demonstrate exemplary character, behavior, and bearing both on and off the field, in the classroom, and at all school-sponsored events. Violations of the student Code of Conduct, the dress code, any teacher or coach’s classroom rules, or consistent failure to demonstrate Christ-like character and/or behavior are unacceptable and will be promptly addressed. In addition, LCA athletes who consistently demonstrate a pattern of academic irresponsibility (late assignments, not turning in or sufficiently finishing assignments) will be disciplined accordingly. Corrections for violations of the Code and/or other character issues may include but are not limited to: detentions, suspension of participation in practices or games, extra work on the practice field or around the school, and so on, applied at the discretion of the Athletic Director and Dean of Student Life.

ATTENDANCE
Athletic sports participants must maintain minimum attendance requirements (see “Attendance Requirements”). When a game falls on a class day, students must attend all academic classes to be eligible to participate.

GRADE LEVEL ELIGIBILITY AND SPORTS OFFERED

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(**) due to schedule conflict, students participating in football and track, softball or baseball may not participate in fall and spring theater respectively.

Note: Sport offerings are determined by enrollment and the availability of coaches. As much as possible, we will field junior high and varsity teams for each sport.
NON-LCA SPORTS
If an athlete is participating in sports outside of the school, LCA athletic practices and games must take precedence. **Students and parents are encouraged to not request special accommodations for other sport commitments.**

UNIFORMS
Team uniforms will be provided by LCA with the exception of track and cheerleading. Each athlete will be issued a game uniform(s) and/or equipment from their coach which they will maintain for the duration of the season. At the completion of the season each athlete is required to wash and return all parts of their uniform to the team coach. Failure to return all uniform(s) pieces and/or equipment in good condition will result in a fee for replacement cost of any damage or missing pieces to be determined on a sport by sport basis.

Athletic practice wear:
- All athletes will wear the LCA Workout Uniform. These can be purchased through the athletic department.
- Athletes not in uniform will not be allowed to practice. If loss of uniform occurs, student will be issued another and student’s account will be charged.
- Shorts must be finger tip length – no more than 3 ½ inches above the top of the knee cap. No writing on the back.
- Excessively tight, form fitting, or excessively loose clothing is not allowed.
- No sleeveless shirts.
- No visible underwear (i.e. undershirts, sports bras, etc.)
- Appropriate footwear should be worn at all times (tennis shoes or cleats, sport appropriate).
- Navy shorts and white or grey T-shirts would be the preferred practice uniform.
- No T-shirts with offensive language or statements.

ADDITIONAL FEES
- Sports may have additional fees for camps which are not mandatory, but strongly encouraged
- Tournaments
- Transportation costs

TRYOUTS AND DEPOSITS
If a coach determines through tryouts that a student is not qualified for the junior varsity or varsity teams at LCA, the student will be refunded his athletic fee minus a $25 processing fee. There are no tryouts for junior high sports.

FINANCIAL STANDING ELIGIBILITY
Families must be in good financial standing before students are allowed to register for athletic team sports. Families in good financial standing have fulfilled their financial obligations to LCA in accordance with LCA policies.

REGISTRATION
Registration for sports will be done at the same time as academic registration.

PAYMENT GUIDELINES
- The athletic fee is determined by full-time or part-time status. Full-time student’s cost is reduced.
- Multiple sport discount (10%) only applies to the sports registered for during fall registration
- The Athletic Fee may be paid in full or in payments over a twelve month period beginning in March; athletic fees will be included on the family statement
- Registration turned in after the due date will incur a $50 late fee per sport and is not eligible for the 10 month payment plan
- If a student withdraws they will receive a refund according to the school refund policy (see “Financial Policies”)
- No refunds, partial or otherwise, may be given to students temporarily barred from participation in extra-curricular activities due to academic or disciplinary problems

ATHLETIC TRANSPORTATION POLICY
- All athletes must have a transportation waiver on file
• Only LCA registered Athletes are eligible to ride the bus
• Only team members, trainers, and coaches are authorized to be on the bus; any exceptions (such as fans, parents, or others) must be approved by the Athletic Department

If passengers are boys and girls then an adult chaperone in addition to the bus driver must be on the bus. Boys and girls must be separated. Boys will be in the back of the bus and girls in front.

1. With respect to transportation using the van or bus, our policy is an “up and back” policy: LCA will transport students as a team from the school to the game and back. A simple sign-in method will be used to verify attendance.

2. Should parents, on occasion, find this policy inconvenient, parents may choose to drive their student to the games themselves and pick them up afterwards. Parents need to notify coaches before the game if this is the case and they must ensure that the athlete is at the game.

3. Only parents, legal guardians, or adults registered with the school may drive students to games. No student is permitted to drive themselves to games.

4. On occasion, parents may find it more convenient to drive their own student home after a game. In this case, parents must sign out the athlete on the school’s bus attendance list.

NOTE: Not all athletic events require using the bus or van but instead rely on parent-provided car-pooling to drive students to games and back.

SCHEDULING
Before signing-up for athletics parents should be aware that, on occasion, athletic games may occur during school breaks. Generally, the athletic department, in an effort to protect family time, will not schedule games during school vacation periods. However, some District and State games are scheduled by the League, and sometimes these games are scheduled during our vacation periods. In the event this occurs, LCA will notify parents as soon as possible about the conflict and ask for their input before making the decision to play.

Holidays
In an effort to protect family time, the Athletic Department will designate “black-out” days where no practices or games will be scheduled and “gray days” which will be optional practices and/or tournaments. The athletic calendar indicates “black-out” days and “gray days.”

Weather Days
In an effort to avoid last minute schedule changes and cancellations, the Athletic Department will communicate to families in the following manner (parent must provide current contact information to coach):

• When classes are cancelled due to weather then all practices will be cancelled
• If classes are not cancelled and outdoor sports cannot be conducted outdoors due to weather, teams will meet in the gym
• If necessary, the coach may cancel or change the day and time of practice at least 12 hours prior to the scheduled practice (team mom or coach will notify the parent of the change).

MEDICAL:
Paperwork
All athletes are required to have the following documents current and on file:
• Medical History and Physical (good for 2 years)
• Medical Release (yearly): this document is required to be notarized

Concussion Policy
LCA offers ImPACT® Applications for concussion screening purposes. Every athlete will be required to take a baseline test at the beginning of his or her sport season. Screening will be good for two years. Baseline testing plus a post injury screening are included in your athletic fees. Additional requests for screenings will require a fee which will be set each year according to the costs incurred from ImPACT® Applications.

Injuries and Missed Practices
LCA Athletic Department:
1. LCA will provide a licensed Athletic Trainer at all home football games.
2. Daily assessments of players will be made and any new injuries will be documented to ensure we are all in communication regarding that athlete’s health.
3. Athletes that have not practiced with the team will have limited or no game time as determined by the coach based on injury type and time that they were unable to participate.

Parents:
1. If your player has sustained an injury we encourage you to seek medical attention. However, if you feel that it is not bad enough to seek medical attention please write a note or call the coach if you want your player to sit out for a practice. Otherwise, the athlete will be expected to participate in all activities.
2. If your player has seen a doctor, please ask for a written note from the doctor that outlines the length of time that player will be under their care and the expected return date. Players cannot return until the school receives a written release from a physician stating that they can return to full activity.
3. If your player is sick such as cold, flu, virus, etc… please follow the protocol in the Partner's Handbook for missing classes and contact your coach for missing practice.

HEAT POLICY
The heat policy for the school is on file in the Athletic Department. Specific heat conditions will determine activity restrictions during practice. All coaches are responsible for following the guidelines of the policy. The policy is available for review upon request.

LEAGUE AFFILIATION
LCA is affiliated with the Christian School Athletic Fellowship, Inc. (CSAF) for our elementary and junior high sports. The high school division of our league is The Texas Christian Athletic Fellowship (TCAF). For more information on the league including districts and divisions, please see their website: www.CSAFI.com.

GENERAL SCHOOL POLICIES AND PROCEDURES

BAD WEATHER
In case of inclement weather (snow, ice, etc.), LCA will announce a late-start or school closing on Channel 8 WFAA, by email, RenWeb Parent Alert, and on the school’s online database by 6:00AM.

In the event of storm conditions causing the need for shelter during the school day, classroom evacuation and shelter instructions are posted on each classroom doorway. A weather radio is kept on in the school office, as well as several staff computers that are kept on weatherbug.com to monitor our area. The school will initiate ongoing drills throughout the school year to prepare for such cases of bad weather.

CLOSED CAMPUS
LCA operates under a closed campus policy.
1. Students may arrive and leave according to their unique class schedule. When a student deviates from his set schedule in any way, they must check in or out at the school office in order to leave campus, arrive late, or return. Deviation from set schedule must have parental permission in order to avoid disciplinary action for truancy.
2. Students are to be under supervision by being physically present in the class, study hall, or extra-curricular activity for which they are registered. The following conditions will result in disciplinary action:
• Being present on campus but not in the class, study hall, or activity for which he or she is registered
• Being present on campus at a time when the student does not have a scheduled class, study hall, or activity
• Being off campus during enrolled class without express permission

3. Students should not arrive on campus earlier than fifteen minutes before their first scheduled class unless they have leadership responsibilities to fulfill.

4. Students who do not have a class, study hall, or extra-curricular activity must leave the LCA campus within 15 minutes of the end of their last class. Students who have not been picked up by their parent or carpool will be asked to wait in the office. If this happens on a continual basis, the student may be placed in a study hall as a drop-in student at the parent’s expense.

5. Students who attend Math Lab on T/Th must sign in/out upon arrival and departure. Students attending Math Lab must wear their LCA school uniform.

6. Students who are attending Writing Lab must sign in/out upon arrival and departure. Students attending Writing Lab must wear their LCA school uniform. If the student fails to show up to their scheduled appointment, a $25 fee will be charged to their tuition account.

7. Parents are responsible for the method in which their student arrives and leaves campus.

8. Students must remain on campus during the lunch period.

9. Unless prior arrangements have been made through the office, leaving a class early will be treated as a discipline issue.

COMMUNICATION  (I Cor. 13 – Love thinks the best)
Communication between the school and the home is vital in the University-Model® school of education. LCA administration and teachers will communicate regularly with parents by telephone, the school's website and online database, email, letter, meetings, and, most importantly, the assignment sheet. Since LCA utilizes three important computer/electronic methods for a significant amount of school communication (the school’s website, online database, and email), it is essential that parents have appropriate technology available at home to check school communication and that they do so on a regular basis. Families who are unable to have the necessary technology to stay current with school communication, or who experience temporary computer problems at home, should notify the main office staff to arrange for alternate communication.

Parents and students are encouraged to contact teachers by email or phone calls to clarify assignments or expectations. Concerns or problems however, should be addressed in a personal meeting or telephone conversation. Conversations on the phone or in person promote trust and understanding. When in conflict, please refrain from discussing issues with other parents or students. Only discuss concerns with the parties directly involved (Matt. 18:15). If the issue cannot be resolved satisfactorily, the parent or student should talk with the appropriate department head, then the director, then the dean of the department, and finally, the Administrator. It is our desire to cultivate a positive and effective relationship with the parents to ensure the students' success. Parents and students should read all school communications and attend all school meetings. Any questions about events, school policies or guidelines, or other general information should be directed to the school office.

ELECTRONIC DEVICES
Students should not bring electronic devices to school such as Kindles, iPads, etc. Recording devices and laptops may be used in classrooms for academic reasons only with the permission of the administration. Cameras must be checked in at the office and should be used only with express permission of faculty and only for stated purpose. Photography devices in cellular phones are prohibited for use as a camera. Students could lose all privileges and items may be confiscated through misuse. Electronic devices must be used wisely.

SMART PHONES
Secondary students only may have phones on campus; however, these devices must be turned off, stored in the student’s backpack, and may not be used in the classrooms unless the teacher specifically directs students to get their cellphones out for an activity. Secondary students must use the cell phones as directed by the teacher, and shall power off the device and place it back in the backpack before leaving the classroom. Secondary students will be allowed to use their phones to contact parents during the first 10 minutes of lunch break and after school while waiting outside for their parents. Secondary students are not to use phones to listen to music, take pictures, play games, or access the internet while on the LCA campus. Elementary students are not permitted to use phones at any time. If a phone is visible or in use at any other time, the phone will be confiscated and given to the office. The student may retrieve the phone from the office at the end of the day. If there should be a second offense, the phone will be confiscated again and a fine of $50.00...
must be paid in order for the student to retrieve the phone from the office. Students and parents are always welcome to communicate via the school office phone if needed. If there are subsequent violations the parents and student need to make an appointment with an administrator to discuss actions needed. Please be aware that students may lose the privilege of having a phone while on campus after the third offence.

EMERGENCIES
In the event of an emergency during school hours, LCA will adhere to a planned evacuation or lock-down procedure. Staff and faculty will be trained in such procedures and practice drills will be held periodically throughout each school year. Evacuation maps will be posted in each classroom. In the event of an actual emergency, parents will be notified via RenWeb Parent Alert system.

BIRTHDAY TREATS
Our students love when their parents come for lunch. Please feel free to join your child any time, and especially if their birthday falls on a school day, for lunch. You may bring your child whatever special treat or food you desire and enjoy a time of fellowship with your child on their special day. Please do not bring treats for classmates. Primarily due to health concerns, LCA does not allow birthday treats for a class or group of students. Special planned parties and traditions will continue at LCA as always.

IMMUNIZATIONS
All students enrolled at LCA are required by the Texas State Department of Health to be current with all state mandated immunizations. In addition, parents are required to provide documentation of new immunization(s) received any time after their students’ initial acceptance into the Academy. Students will not be allowed to attend classes without this documentation. Only the following forms of immunization exceptions will be accepted by LCA: 1) those recorded with the Texas State Department of Health (valid for 2 years), 2) a letter from a physician licensed in the state of Texas stating that, in their opinion, the student should not receive the immunizations (valid for 1 year), or 3) a letter from a physician licensed in the state of Texas stating that a lifelong condition/disease exists in which the student cannot receive immunizations (valid indefinitely).

VISION, HEARING, AND SPINAL REQUIREMENTS
Also required by the Texas State Department of Health are regular screenings of vision, hearing, and spine. All first, third, fifth and seventh grade LCA students must provide documentation of vision and hearing screenings or they can elect to register for this screening to be done at LCA by the LCA school nurse. All fifth and eighth grade students must provide documentation of spinal screening or elect to register for this screening to be done at LCA by the LCA school nurse.

Newly enrolling students in the required grades are encouraged to provide documentation of vision, hearing, and spinal screenings as part of their enrollment when available or make arrangements with the LCA school nurse for required testing.

MEDICATION
The school office has Tylenol/Acetaminophen, Advil/Ibuprofen, and antacid available for students. Parents MUST authorize through on-line enrollment a student’s medical form in order for their student to receive the above medication from office personnel. A medicine distribution record is kept in the office and documented on RenWeb.

Allergy medication is also kept on hand in the event of an allergic emergency and may be dispensed with the parent’s verbal or written permission.

Any prescription or non-prescription medication needed by a student must be brought to the school office in the original package. It must be accompanied with a permission slip from the parent stating dosage and when the medication is to be given. All such medicine is to remain in the school’s medicine cabinet, with the exception of students who are allowed to keep asthma inhalers and epi-pens with them per parents and physician release.

STUDENT DROP OFF AND PICK UP
These policies have been established with the utmost safety in mind for your children. Please adhere to these policies even though they might not be the most convenient for your personal situation. Please note that the speed limit during drop off and pick up hours is 35 MPH for 200 feet on both directions of our entrance driveways.
Student Drop Off:
Drop off time begins at 7:30am

- **Elementary with LCA siblings and/or carpoolers with elementary** must be dropped off at the main school entrance
  - **Traffic flow**: Enter the main school drive entrance (between school building and church). Proceed around the school building in the outer lane (inside lane is used for secondary drop off) to the covered drop off area. Once your drop off is complete, continue to the exit lanes. NOTE: the lanes between the school and the open field on the west are EXIT ONLY lanes. If you are going east from the school use the right lane. If you are going west from the school use the left lane.

- **Secondary (without LCA elementary siblings or carpoolers with elementary)**
  - **Traffic flow**: Enter the main school drive entrance (between school building and church). Proceed around the school building in the inner lane (outside lane is used for elementary drop off) to the uncovered sidewalk directly across from the student (unpaved) parking lot. When exiting merge to outer lane (follow the cones). NOTE: the lanes between the school and the open field on the west are EXIT ONLY lanes. If you are going east from the school use the right lane. If you are going west from the school use the left lane.

- **Permitted student drivers**
  - **Traffic flow**: Enter the main school drive entrance (between school building and church). Proceed around the school building in the outer lane (inside lane is used for secondary drop off) to the unpaved parking lot (South of building). When exiting the parking lot merge to outer lane to exit the property between the main building and the open field to the west (Do not go back through the entrance drive to exit the school property). NOTE: the lanes between the school and the open field on the west are EXIT ONLY lanes. If you are going east from the school use the right lane. If you are going west from the school use the left lane.

- **Permitted student drivers (with heavy instruments)**
  - After obtaining permission from the school office, permitted student drivers with heavy instruments may park in the faculty parking lot between the school and the church. When exiting the parking lot merge to outer lane to exit the property between the main building and the open field to the west (Do not go back through the entrance drive to exit the school property). NOTE: the lanes between the school and the open field on the west are EXIT ONLY lanes. If you are going east from the school use the right lane. If you are going west from the school use the left lane.

Drop off at any other time of the day:
Students arriving at any other time of the day must be brought to the main school office and signed in by the parent.

Student Pick Up:
**ELEMENTARY**:
End of class to 15 minutes after class is dismissed
- Pick up for all elementary students will be in the same location as morning drop-off.
- Students will only be released to vehicles bearing the proper tag number for their student. If you carpool with another family, each family must have the other family’s car tag. If you misplace your tag or have an alternate party picking up without a tag, the parent volunteer will escort your student to the main school office for verification. In other words, the parent volunteer will NOT release your student to someone who does not have an approved tag (that includes dad, grandma, other LCA parent, etc.).
- As an exception, if your student will be riding home with another LCA family, the parent must call the main office and notify them of this. The office staff will then alert the pickup volunteers.
- Student pickup ceases 15 minutes after class is dismissed. All students who have not been picked up by this time will be escorted to the main school office and a $5 late fee for every five minutes over this time will be incurred, due at time of pick up.

**SECONDARY**:
End of class to 15 minutes after class is dismissed
- Pick up for secondary students will be in the same location as morning drop-off.
• As an exception, if your student will be riding home with another LCA family, the parent must call the main office and notify them of this.
• Student pickup ceases 15 minutes after class is dismissed. All students who have not been picked up by this time will be escorted to the main school office and a $5 late fee for every five minutes over this time will be incurred, due at time of pick up.

Pick up at any other time of the day:
Students leaving at any other time of the day will go to the main school office. Parents must meet their student there and sign them out.

STUDENT OFF-CAMPUS ACTIVITIES
LCA sponsored off-campus activities must have dean approval and dean approved chaperones. Specific guidelines will be made available as needed. These activities include but are not limited to, field trips, mission trips, senior trip, athletic games, competitions, and parties/banquets. All students, chaperones, drivers, sponsors, and accompanying parents are considered representatives of LCA. As such, conduct that honors the Lord, submits to LCA guidelines, and prioritizes the physical and spiritual well-being of students is expected. LCA is not responsible for any accidents that occur during a school sponsored event.

Students will follow the Student Code of Conduct and will comply with all LCA guidelines and policies when participating in, or representing LCA, at any LCA event both on and off the LCA campus.

LCA CHAPERONES AND HOSTS
At LCA sponsored events, chaperones and hosts help ensure that students are honoring the dress code and conduct guidelines as communicated in this handbook. Chaperones and hosts are visible at the event and aware of what is happening with the students at all times. Music played must be monitored to ensure that the lyrics and content are appropriate. At these events, hosts and chaperones encourage students to be considerate of others in their use of cell phones and other electronic devices. Chaperones and hosts must read and sign the Chaperone Guidelines (Appendix B) before being accepted as an LCA chaperone or host.

VISITORS
All school visitors and guests during school hours must register through the school office. Staff members should direct any who have not done so to the office.

Classroom Visits
Individuals, including parents, who wish to visit classes, must first obtain the approval of the administration, which will inform the affected instructors that such approval has been granted. Teachers should receive authorized visitors courteously but should not allow them to interrupt regular classroom procedures.

The following persons may be considered for visitation rights:
1. Siblings of currently registered families and their immediate family members (no exceptions)
2. Alumni
3. Pastors and youth pastors
4. Students interested in future enrollment

Conditions
• All visitors must follow LCA dress and behavior codes.
• Visitor must obtain approval for the visit from the parent(s) of the student being visited.
• Approval must be verifiable by phone or written communication.
• A member of the family over the age of 18 may be required to accompany a family member who is a minor while on campus.

Guidelines for Prospective Student Visitors
• All visitors must be approved to visit through the Academic Office.
• Prospective Kindergarten-6th grade students are allowed to visit a classroom for up to one hour with his/her parent. The student and parent may also visit chapel and lunch. Prospective elementary student visitors may not be left alone on the campus at any time.
Prospective 7th-12th students may visit on one day for one to two hours. Students may also visit Higher Ground (chapel) and lunch.

Exceptions to these requirements require approval from the Administrator or the Dean of Elementary or the Dean of Secondary. Anyone failing to abide by these provisions may be denied access or be asked to leave the campus.

INDIVIDUAL HEALTH PLANS

Food allergies and other health conditions such as diabetes can be life-threatening. By providing a safe educational environment for students, the risk of accidental exposure can be reduced as parents, physicians and school personnel plan together.

Parent Responsibilities

- Notify the school, including the school nurse, of the student’s allergies/health conditions.
- Work with management team to develop a plan that accommodates the student’s needs at school, including in the classroom, cafeteria, and school-sponsored activities.
- Provide duplicate medication for school clinic if student has self-carry medication orders.
- Provide written medical documentation, instructions, and medication as directed by a physician. Replace medications after use or upon expiration.
- Encourage use of medical alert bracelet while at school.
- Collaborate with the school nurse regarding school sponsored before/after school activities your student participates in (i.e. elective classes, theater, art, study hall, athletics, etc). Collaborate with the school nurse regarding any accommodations the student may need during these before/after school activities.
- On all non-LCA sponsored activities (i.e. elementary field trips, off campus activities, etc), parent will accept full responsibility for care of their student.
- On all LCA sponsored field trips or trips involving an overnight stay (i.e. Sky Ranch, Junior Retreat, Senior Trip, etc), parent will collaborate with the Health and Safety Management Team to develop a plan of care.
- Educate the student in the self-management of their allergy/health condition including:
  - Safe and unsafe foods
  - Strategies for avoiding exposure to unsafe foods
  - Symptoms of allergic reactions
  - How and when to tell an adult of possible allergic reaction or health concern
  - How to read food labels if age appropriate
- Parent attendance on field trips is strongly recommended.
- Provide school nurse/campus emergency contact information and update as needed.

Nurse Responsibilities

- Review health records provided by parents and physicians and, as a team, create an Action Plan and an Individualized Healthcare Plan.
- Share LCA Individualized Health Plans with appropriate personnel.
- Educate management team about allergies/health conditions and allergic reactions.
- Put student-specific allergy/medical alert into computer (RenWeb).
- Emergency medication will be clearly marked and easily accessible to designated school personnel in a secure but unlocked area.
- Train or reinforce training of designated school personnel who will be properly taught to administer medications as prescribed by physicians.
- Coordinate with coaches/trainers/study hall monitors on plan of care for students with severe allergies and access to any emergency medications for the students.
- When appropriate, send Allergy Alert Informational Letter to parents of all classmates.
- When appropriate, provide educational information to students in classroom regarding food or other severe allergies or health conditions.
- Maintain documentation of staff training and appropriate training/skills checklists.

School Responsibilities

- Designate team members who will work with nurse and parents to develop an Individualized Healthcare Plan for student.
- Include students in all school activities.
Provide clear instructions for substitute teacher regarding care of student.
Discuss LCA sponsored field trips with family to decide appropriate strategies for managing the allergies or health conditions. Parent accepts responsibility for all non-LCA sponsored field trips.
Provide designated and appropriately cleaned cafeteria table for students with food allergies with parental permission.
Inform parents and school nurse of any events where food will be served.
Ensure all coaches/sponsors know if the student is self-carrying an EpiPen and/or where the student’s EpiPen is located on the campus.

**Student Responsibilities**
- Do not trade with or accept food from others.
- Do not eat anything with unknown ingredients or foods known to contain any allergen.
- Be proactive in the care and management of their allergies and reactions based on their development level.
- Notify an adult immediately if they eat something they believe may contain the food to which they are allergic.
- Comply with school policy at all times if they have self-carry medication orders.

**STUDENT CODE OF CONDUCT**

**PURPOSE**
The purpose of the LCA Student Code of Conduct is to promote a positive, life-giving Christian environment. Our desire is for our students to walk out the values of Honor, Integrity, Courage, and Service.

**SCHOOL INTEGRITY**
Lucas Christian Academy (LCA), being a distinctly Christian school, has a fundamental expectation of those who are a part of the LCA family that all students, parents, and staff members will represent biblical standards at all times, not just during school hours. As representatives of Christ and LCA, 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 LCA or cause someone to question the authenticity of the Savior we represent.

Examples of such activities include, but are not limited to:
- Any display of inappropriate content or any reference by name or disparaging remark about LCA (or anyone affiliated with LCA) on personal internet sites (social media) or chat rooms.
- Participation in any group or organization whose reputation is not above reproach (e.g., gangs, some fraternal organizations, etc.).
- Immoral behavior such as public intoxication, sexual promiscuity, lewd behavior, or physical altercations with others.

Individuals are not authorized to use the official LCA logo. Students, families, teachers and staff must exercise discretion and propriety in any reference to LCA on blog sites, chat rooms, social media sites or any other public or internet forum. In addition, no critical, negative, or disparaging remarks in reference to LCA, the faculty, staff or students are permitted. If this policy is violated in any way, the school will intervene and discipline accordingly.

**GENERAL POLICIES**
- Adults are to be respected at all times by LCA students. A title (Mr., Mrs., Coach, Dr., etc.) should be used when addressing an adult (there may be exceptions to this rule if a guest speaker chooses to be addressed otherwise). Students are also expected to treat adults with respect in their demeanor, tone of voice, and willingness to receive instruction.
- Students will treat each other with respect, kindness, and compassion just as God commands us in Matthew 7:12, "So in everything do to others what you would have them do to you."
- School facilities and grounds are to be kept clean, orderly, and in a manner that shows an attitude of gratefulness.
- Horseplay, running, or rough play during or between classes is not acceptable.
- Use of profanity is in no way tolerated.
- Public displays of affection between opposite genders such as handholding, frontal hugging, kissing, etc. are not permitted. This rule applies for all LCA sponsored events including football games and other sports events.
- iPads, recorders, or other similar devices should not be brought to school unless specific permission is given by the school administration.
- Tobacco products, illegal drugs, alcohol, or weapons (including pocket knives) are not allowed on campus or at any LCA sponsored event.
- Chewing gum on campus is prohibited at all times.
- Snacks or beverages, other than water, may not be consumed during class periods unless an administrative variance has been given.
- Note writing and passing, as well as phone usage, is prohibited during class and all will be confiscated.
- In order to promote friendships and class unity, junior high students are asked to refrain from asking dates to any LCA sponsored events.
- High school students are encouraged to prioritize community and friendships rather than exclusive dating relationships.

**CONDUCT VIOLATIONS**

Code of Conduct violations will be treated as discipline issues (see :Student Discipline Policy”).

**SEXUAL PURITY**

Lucas Christian Academy (LCA) adheres to the authority of Holy Scripture (see “Statement of Faith”). We recognize the need for members of Christ’s church to be examples of the God-ordained design and purpose of sexual attraction; namely restraint and abstinence from sexual activity except within the only ordained form of marriage between one man and one woman. (Genesis 2:18-24, Ephesians 5:21-33, Mark 10:6-9) Constituents of LCA are expected to recognize that all human beings are made in the image of God and treat one another with dignity in light of that recognition. Fallen human beings all struggle with temptations and sin. LCA must be a place where repentant sinners (all of us!) are welcome. (Genesis 1:26-27, Leviticus 19:18, Matthew 5:43-48; 22:36-40, Luke 10:25-37; 15:11-32) However, we expect that all constituents of LCA are to acknowledge the standard of biblical sexual purity and refrain from celebrating or promoting a contrary understanding of this teaching. To be absolutely clear, we believe that all members of the LCA community are subject to temptation, and falling into sin is not automatically grounds for removal from the school. All Christians are expected to confess and repent when they fall into sin. The denial of the above standard of sexual behavior or the celebration/promotion of contrary understandings, however, are grounds for exclusion from LCA.

**EXTRACURRICULAR ACTIVITY ELIGIBILITY**

Participation in extracurricular activity is intended to provide an opportunity for students to explore new areas for personal development and strengthening of character. The simultaneous fulfilling of academic obligations is one measure of that development. Therefore, LCA students will be held to a standard of excellence in the classroom as a requirement for initial and continued participation.

**Definition of Extracurricular Activity**

Athletic team sports, Student Council, and specific Fine Arts are considered extracurricular activities.

**Academic Performance Standards**

Students who desire to participate in extra-curricular activities are expected to maintain a GPA of at least 2.0 and a grade book average of at least 70. Additionally, students who desire to participate in extra-curricular activities will have their grades reviewed prior to the election, try-out, or enrollment to determine if they have exhibited a pattern of academic ineligibility or code of conduct violations (see “Student Code of Conduct”). Students who do not meet academic and behavior standards may be prohibited from participating in extra-curricular activities for a period of time to be determined by administration.

Eligibility based on academic performance standards will be reviewed informally every three weeks and formally every six weeks and at the end of the semester. If a student’s GPA is less than 2.0 or his/her grade book average is below 70 at the time when grades are formally reviewed, that student will be ineligible to participate in extra-curricular activities. During the ineligible period, the student may practice during school hours, or outside school hours, at the discretion of the Dean/Director over the specific area.
There are two exceptions to the eligibility requirements: the Final Course grade for the fall (Semester Grade plus Final Exam grade) will determine eligibility for spring sports and spring extra-curricular classes (praise band, theater, etc.). The Final Course grade for spring courses will determine eligibility for fall sports. In both cases, the semester grade (not including the final exam) will be taken into consideration for borderline cases. The Athletic Director and/or Dean of Student Life in conjunction with the appropriate Academic Dean reserve the right to determine eligibility in all such cases. At the end of each semester, the Athletic Department or the Student Life Department will notify parents via RenWeb and email of students who are ineligible to participate in the next grading period. Extracurricular participants declared ineligible after two consecutive grade reviews will be removed from the organization/team. Students dropping a course after receiving a failing grade for any grade review will not be allowed to participate until the subsequent grade book review. Actual dates are posted on RenWeb.

It is further required that student council officers and sports team captains maintain a GPA of 2.5 or above, as well as exhibit Christ-like character and leadership, to retain their office or rank. Officers/captains who fail to maintain this standard during any grade review shall be removed from their office for the rest of that academic year.

Students who demonstrate a pattern of ineligibility may, at the discretion of the LCA administration, be prohibited from further involvement in extra-curricular activities.

**ACADEMIC DISHONESTY**

Academic dishonesty is a serious breach of personal integrity and is broadly defined as any attempt on the part of a student or parent, whether realized or not, to falsely represent the student’s level of achievement or mastery in a given course or with regard to any element of the course. This includes, but is not limited to:

- Lying or giving false information about completed assignments
- Copying the work of others at any time without direct authorization from the instructor
- Using any resources, such as solution manuals or teacher editions to complete assignments without the direct authorization from the instructor
- Obtaining any quizzes, tests, papers, or academic materials, created by or belonging to the school, without direct authorization from the instructor
- Engaging in plagiarism – to plagiarize is “to take ideas or writings from another and offer them as one’s own.”
- Altering a graded paper or project for the purpose of disputing the accuracy of the grade
- Talking with another student during any quiz, test, or academic assignment without direct authorization from the instructor (giving or receiving information during an examination or on an assignment will not be permitted)

Should academic dishonesty take place, disciplinary action will include the actions listed below. All disciplinary actions taken as a result of academic dishonesty will be documented on RenWeb and a hard copy placed in the student’s file. A student will be allowed, at most, three offenses during their 9th–12th grade school years.

**First Offense**

- Grade of zero (0) for the affected assignment
- Student conference with the teacher and/or administrator
- Parent notification
- Removal from leadership positions(s) and/or extra-curricular activities for a period of time determined by administration

**Second Offense**

- Grade of zero (0) for the affected assignment
- Conference with the student’s parent(s) to establish discipline probation guidelines
- Removal from extra-curricular activities for a period of time determined by Administration

**Third Offense**

- Grade of zero (0) for the affected assignment.
- The student will be suspended for a semester or expelled from LCA. Administration will record a WP (withdraw pass) or WF (withdraw fail) on the student’s transcript for all courses in which the student is enrolled. This decision will be determined by the numeric grade earned at the time of the offense.
• No refunds will be given and the parent will be held financially responsible for the remainder of tuition owed.

LATE WORK POLICY (K–12th)
When a student falls behind and desires to turn in work after the due date, grades will be given as detailed below.

K–2nd Grades
Homework received late will be communicated to the parents with clear expectations for needed assignments as homework is a vital component of the UM school partnership. In lower elementary, parents are more responsible for the return of assignments than students. If late work becomes habitual, a conference may be necessary to determine continued partnership and/or role of co-teacher.

3rd–4th Grades
Homework received one day late will receive a maximum score of 70. Homework received two days late will receive a score of 50. Homework received three days late or later will receive a 0.

5th–6th Grades
Homework received one day late will receive a maximum score of 70. Homework received two days late or later will receive a 0.

7th–11th Grades
Homework received one day late will receive a maximum score of 65. Homework received two days late or later will receive a 0.

12th Grade and courses which begin with a “12” in the course name
Homework received one day late will receive a maximum score of 50. Homework received two days late or later will receive a 0.

Projects, Papers, Other Long Term Assignments
3rd–12th grade teachers will not accept late projects, papers, or other long term assignments.

Late Work Due to Excused Absence
Students who miss one day of school due to an excused absence must turn in all homework due on the day missed by the second class day of their return. For example, a student who misses school Monday and returns to school Wednesday, they must turn all work in by Friday of that week. Students who miss two days of school must turn in all work due on the days missed by three class days of their return, etc. For example, a student who misses school on Wednesday and Friday must turn in all work by Friday of the next week.

Tests Scheduled on the Day of a Student’s Return to Class
In the case of an excused absence, it is recommended that students take scheduled tests on the day of their return if at all possible. However, students will have the option of delaying a test scheduled for the day of their return, not to exceed one class day. For example, a student who misses school on Wednesday will have the option of delaying a Friday test until the following Monday.

Late Grade Due to Extended Absences
Students who miss three or more consecutive class days are strongly encouraged to create, in conjunction with their teachers, a written plan to determine due dates for missed assignments, quizzes, tests, papers, etc. For elementary and Junior High students, it is the parents’ responsibility to initiate a plan. If a plan is not in place, teachers are not required to make any modifications in regards to missed work.

LUNCH
A twenty-five minute lunch period is provided for students. Refrigerators and microwaves are not available for student use. All students must remain in the designated lunch areas for the duration of their lunch period.

Lunchroom Guidelines(7th–12th)
• Parents: Just as your student’s teacher has classroom guidelines in order to conduct his/her classroom in an orderly fashion, the lunchroom has similar guidelines. Your student will be made aware of these guidelines frequently over the first few weeks of school and will be asked to comply with each of them. Please read them over with
your student at home to reinforce their awareness and understanding of these guidelines and your support of them as well. This will help us to conduct the short lunch time in a productive and orderly fashion.

During the secondary lunch period, all students should:

- Proceed to any of the designated lunchrooms as soon as they have their lunch and have completed any other personal business (i.e. backpacks, restroom, etc.). It is expected that all students will find a lunchroom by 12:10 p.m. The lunchrooms are the cafe, or the picnic tables on the front porch, or the grove. Students may choose any of these rooms each day. All other rooms on campus are off-limits during lunch. Students are to remain in the lunchroom area they choose for the duration of lunch. A student may raise his/her hand if assistance is needed.
- Talk quietly and don’t sit on tables.
- Bring all needed lunch items, including plastic silverware and napkins. The school does not have a microwave or paper products available for student use.
- Place all trash in the large lunch trash cans as soon as they are finished with their lunch. Classroom trash cans are not for lunch trash.
- Reduce visiting during the last five minutes. A lunchroom monitor will alert the students when five minutes remain in the lunch period. At this time, students should spend their time finishing their lunch, gathering their trash, and cleaning their area. Monitors will instruct students on cleanup procedures.
- Assist with cleanup, without being asked to do so. No trash, food, or personal items should be left in the lunchrooms. Students may be asked to sweep or vacuum by monitors and polite compliance will be expected.
- Leave the lunchroom only as directed by the lunchroom monitors. At no time are students permitted to wander the campus during lunch. Students are not allowed to hang out in their cars or the parking lot.
- In the event that your student orders lunch and is absent that day, it is your responsibility to notify the office if you have sold that lunch to another student. Refunds are not given in the event of an absence. If no arrangements are made the lunch will be sold and the funds given to the class serving that day.

STUDENT DRIVERS

Students who have a valid driver’s license may drive to school and park in the LCA designated student parking spaces upon completion and approval of an LCA Student Driver Parking Permit Application. A $15.00 parking permit identification tag will be issued and must be visibly displayed while parked on campus. Student parking is located in the south parking lot.

Student drivers will be expected to:

- Adhere to the school’s Closed Campus Policy in the Partners’ Handbook. No leaving campus any time prior to regular release time without written permission from a parent and without checking out in the office (doctor appointments, etc)
- Not exceed a speed limit of 10 MPH in and out of the parking lot
- Not use cell phones while driving
- Not loiter in the parking lot or vehicles
- Agree to use the student designated parking spaces and have their permit visible while on campus
- Not park in the handicap spaces without proper handicap identification and unless handicapped too
- Follow the Traffic Flow Chart designated for safety (found on RenWeb under the Resources section)

Failure to adhere to these policies may result in violation notices placed on your car. On the 1st offense you will receive a warning, 2nd offense will result in a violation with a $20 fee, 3rd offense will result in a violation with a $30 fee and driving agreement will be reviewed. The 4th offense will result in the temporary or permanent loss of the student parking privilege as well as the normal discipline policy guidelines outlined in the Student Discipline Policy.
UNIFORM GUIDELINES AND DRESS CODE

PURPOSE
The uniform guidelines and dress code at LCA are designed to promote and reflect the virtues of simplicity, orderliness, discipline, honor, and responsibility. Uniforms are coordinated throughout the school to foster a well-groomed and modest appearance.

The school reserves the right to judge the appropriateness of dress and appearance, make changes, additions, and administer discipline as needed.

Uniform Purchasing
LCA partners with Parker School Uniforms, a local uniform company, to provide quality clothing and service to our families. A catalog of school approved uniforms will be provided online at RenWeb.com. Parker School Uniforms is located at 4909 West Park Blvd. #173, Plano, TX 75093. Phone: 469-467-9712. Orders may be placed directly from their website: www.parkersu.com. LCA families are responsible for knowing what clothing is approved for LCA.

LCA School Days:
All pants, skirts, jumpers, shorts, sweaters, and shirts must be purchased from Parker School Uniforms. Items such as shoes, belts, and socks may be purchased from other stores.

Student Uniform Guidelines
- All visible outer wear worn on campus during school hours must have an LCA logo (Polo or peter pan shirts, sweatshirts, hoodies, sweaters, jumpers, etc)
- Belts are optional worn with pants or shorts and should be solid black or brown
- Skirt length must be modest, hitting the top of knee cap or below (not above)
- All attire must be neat, clean, and hemmed with no frayed edges or holes
- Accessories such as ties, hats, and scarves are not allowed (including pony ties on shirts)
- Clothing must not be excessively tight, form fitting, or loose
- Hair must be clean and neatly groomed
  - Boys’ hair may not extend beyond the bottom of their shirt collar and bangs may not extend past the eyebrows; hair must not cover the ear and facial hair or sideburns should not extend below the bottom of the earlobe
  - No Mohawks
  - Hair color must be in natural colors only: highlighting is permitted in natural colors only
- Student tattoos are not allowed
- No writing on self or others
- No heels or black soled shoes which might damage the gym floor
- Only girls may have pierced ears and no more than two per earlobe; no other body piercing is allowed
- Boys are not allowed to have facial hair or sideburns extended below the bottom of the earlobe

Elementary Specifics (K–6th)
- All skirts and jumpers must be worn with modesty shorts, socks, tights, or leggings in solid white, navy, black, or gray
- Shirts should be kept tucked-into pants, shorts, or skirts
- Jumpers must be worn with the white peter pan blouse and/or Polos
- Students may wear solid white, navy, gray, or black undershirts (no hoods or collars)
- No boots
Junior High and High School Specifics (7th–12th)
- All skirts must be worn with modesty shorts, tights, or leggings in solid white, navy, black, or gray
- Undershirts worn with Polo or sweatshirts must be solid white, navy, gray, or black and have no collar or hood
- Vests may only be worn with a white oxford shirt
- Boys may wear LCA approved performance tights under shorts

Student Uniform Guidelines Quick Reference Chart

<table>
<thead>
<tr>
<th>Tops</th>
<th>Bottoms</th>
<th>Accessories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K–3rd</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short or Long-sleeved Polo</td>
<td>Pants or Shorts</td>
<td>Belt (optional)</td>
</tr>
<tr>
<td><strong>Color: Green</strong></td>
<td><strong>Color: Khaki</strong></td>
<td><strong>Color: Black or Brown</strong></td>
</tr>
<tr>
<td>Peter Pan Blouse (girls only)</td>
<td>Skorts or Jumpers (girls only)</td>
<td>Shoes: must be closed-toed (no backless, sandal, slippers or boots allowed)</td>
</tr>
<tr>
<td>Color: White (navy piping optional)</td>
<td>Capris (girls only)</td>
<td>Socks/Tights</td>
</tr>
<tr>
<td>Sweatshirts and Sweaters</td>
<td><strong>Color: Khaki</strong></td>
<td><strong>Color: white, navy, gray, or black</strong></td>
</tr>
<tr>
<td><strong>Color: Navy</strong></td>
<td><strong>Color: Khaki</strong></td>
<td></td>
</tr>
<tr>
<td><em>Shirts must be kept tuck</em></td>
<td><em>Shirts must be kept tucked-in</em></td>
<td></td>
</tr>
<tr>
<td><strong>4th–6th</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short or Long-sleeved Polo</td>
<td>Pants or Shorts</td>
<td>Belt (optional)</td>
</tr>
<tr>
<td><strong>Color: Navy</strong></td>
<td><strong>Color: Khaki</strong></td>
<td><strong>Color: Black or Brown</strong></td>
</tr>
<tr>
<td>Sweatshirts and Sweaters</td>
<td><strong>Color: Khaki</strong></td>
<td>Shoes: must be closed-toed (no backless, sandal, slippers, or boots allowed)</td>
</tr>
<tr>
<td><strong>Color: Navy</strong></td>
<td><strong>Color: Khaki</strong></td>
<td>Socks/Tights</td>
</tr>
<tr>
<td><em>Shirts must be kept tucked-in</em></td>
<td><em>Skirt (girls only) must be knee-length in front and back</em></td>
<td><strong>Color: white, navy, gray, or black</strong></td>
</tr>
<tr>
<td><strong>7th–8th</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short or Long-sleeved Polo</td>
<td>Pants or Shorts</td>
<td></td>
</tr>
<tr>
<td><strong>Color: Navy, Green, or White</strong></td>
<td><strong>Color: Khaki</strong></td>
<td></td>
</tr>
<tr>
<td>Oxford Shirts</td>
<td><strong>Color: Khaki</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Color: White</strong></td>
<td><strong>Color: Khaki</strong></td>
<td></td>
</tr>
<tr>
<td>Sweatshirts and Hoodies</td>
<td><strong>Color: Khaki</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Color: Navy, Gray, Spirit Wear</strong></td>
<td><em>Skirts (girls only) must be knee-length in front and back</em></td>
<td></td>
</tr>
<tr>
<td>Vests (worn only with a white oxford) and Sweaters</td>
<td><strong>Color: Khaki, Navy, or Plaid</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Color: Navy</strong></td>
<td><strong>Color: Khaki</strong></td>
<td><strong>Color: any</strong></td>
</tr>
<tr>
<td><strong>9th–12th</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short or Long-sleeved Polo</td>
<td>Pants</td>
<td></td>
</tr>
<tr>
<td><strong>Color: Navy, Green, White, Gray, or Black</strong></td>
<td><strong>Color: Khaki or Navy</strong></td>
<td></td>
</tr>
<tr>
<td>Oxford Shirts</td>
<td><strong>Color: Khaki</strong></td>
<td></td>
</tr>
<tr>
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<td><strong>Color: Khaki, Navy, or Plaid</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Color: Navy</strong></td>
<td><strong>Color: Khaki</strong></td>
<td><strong>Color: any</strong></td>
</tr>
<tr>
<td>12th graders (seniors) may wear their LCA administration approved senior shirts on Fridays</td>
<td><strong>Color: Khaki</strong></td>
<td></td>
</tr>
<tr>
<td><strong>12th Graders (seniors) may wear jeans with their senior shirts on Fridays</strong></td>
<td><strong>Color: any</strong></td>
<td></td>
</tr>
</tbody>
</table>

Dress Code for athletics is in the Athletic section

**DRESS CODE GUIDELINES (Non-uniform or Casual Dress)**
LCA has several school sponsored events and special dress occasions throughout the school year both on and off campus. Keep modesty and propriety in mind when choosing attire. Common sense should prevail since there is no standard that will fit all shapes
and sizes to ensure modesty. LCA is aware the dress code can be a divisive issue in any community because of the variety of opinions. In an effort to promote unity at LCA, members of our community, students, parents, faculty, and staff came together to determine dress code guidelines for those days and events that students will not be wearing an LCA uniform. Overall appearance should be modest and neat with no excessively tight, loose, or form fitting clothing. The following policies should be adhered to when attending an LCA sponsored function as listed below or when representing LCA in the community (i.e. Serving at Lucas Founder’s Day, Senior Trip, Select Band, etc.).

<table>
<thead>
<tr>
<th>LCA Other Events</th>
<th>Tops</th>
<th>Bottoms</th>
<th>Accessories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spirit Wear</strong></td>
<td>LCA spirit wear T-shirts and sweatshirts, athletic jerseys (theatre, athletics, yearbook, senior T-shirts)</td>
<td>Jeans, shorts,(knee-length)</td>
<td>Shoes (closed toed, no backless, sandals, flip flops or heels above 2&quot;)</td>
</tr>
<tr>
<td>Spirit Days</td>
<td></td>
<td>Jeans must not be excessively tight or low riding buggy, jeans must not have holes. No pajama or sweat pants</td>
<td>Elementary; no boots</td>
</tr>
<tr>
<td><strong>Casual</strong></td>
<td>T-shirt, shirts with sleeves, blouse, etc. No offensive language or graphics on T-shirts</td>
<td>Jeans, shorts (knee-length)</td>
<td>Shoes (closed toed, no backless, sandals, flip flops or heels above 2&quot;)</td>
</tr>
<tr>
<td>Picture Day</td>
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<td>Jeans must not be excessively tight or low riding buggy, jeans must not have holes. No pajama, leggings or sweat pants</td>
<td>Elementary; no boots</td>
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<tr>
<td>Casual/Free Dress Days</td>
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<tr>
<td>Student Groups Representing LCA (e.g. Select Band, Service Opportunities, Lucas Founders Day)</td>
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<tr>
<td><strong>Sunday Best</strong></td>
<td>Sleeveless, spaghetti straps with jacket or shrug No plunging necklines, visible cleavage or midriffs, no backless</td>
<td>Slacks (no holes)*</td>
<td>No flip flops or tennis shoes *Tennis shoes may be worn at homecoming activities</td>
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<tr>
<td>Academic Recognition</td>
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<tr>
<td>Athletic Banquet</td>
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<tr>
<td>Graduation</td>
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<tr>
<td>Daddy/Daughter Dance</td>
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<tr>
<td>Homecoming*</td>
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<tr>
<td><strong>Semi-Formal</strong></td>
<td>Shirt and tie Spaghetti straps, sleeveless, over the shoulder dress styles are acceptable if the strap is at least 1-2 inches in width. No plunging necklines, visible cleavage or midriffs, no backless</td>
<td>Slacks (no jeans) Skirts/ dresses (3” above the knee)</td>
<td>Dress shoes Dressy casual style (such as converse but must be in new or rental condition) No flip flops</td>
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<tr>
<td>Guys in Ties/ Girls in Pearls</td>
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<tr>
<td><strong>Formal</strong></td>
<td>Sleeveless, spaghetti straps, backless (to the natural waist) Jacket w/dress shirt w/Bow tie or neck tie</td>
<td>Suit, Tux, Dress slacks</td>
<td>Dress shoes Dressy casual style (such as converse but must be in new or rental condition) Dress shoes No flip flops</td>
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<td>JSB</td>
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<tr>
<td><strong>Other</strong></td>
<td>T-shirt, sleeveless, 1 piece swim suits or T-shirt to cover suit No tanks or cut outs</td>
<td>Jeans, Capri’s, shorts (mid thigh) (LCA reserves the right to send a student home for excessively short shorts)</td>
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<td>LCA Games</td>
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<td>FNL</td>
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<td>Plays</td>
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<td>End of Year Party</td>
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<td>Senior Trip</td>
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**DRESS CODE VIOLATIONS**

On campus dress code violations will be treated as discipline issues and subject to Student Discipline Procedures. Dress code violations at special events may result in the student being asked to leave the event.

*Nice jeans for Homecoming only, not other Sunday Best events.
STUDENT DISCIPLINE POLICY

PURPOSE
To succeed, a student must feel he is loved and understand the boundaries of behavior and the proper direction in which to head to avoid repeated wrong decisions. The school is to give its students support and direction while also working in harmony with the home. The primary goal of the LCA staff will be to practice "preventative" discipline through the use of excellent character curriculum and good training techniques. As the need arises, the school will also employ reproof, rebuke, and correction in order to encourage cooperation among the student body. As a parent-based school, LCA believes that the school staff is primarily responsible to utilize mild forms of reproof, rebuke, and correction for the purpose of sound classroom management. For correction of prominent negative habits and attitudes, detentions, work duty, extra assignments, and like disciplines may be imposed for the purpose of positive training. Rules and regulations are kept to a minimum, but the entire LCA community realizes that the freedom experienced is not to be interpreted as license and, therefore, that any undesirable or offensive behavior by a student enrolled in the school will not be tolerated.

GUIDELINES
In most cases, a distinction will be made between elementary, junior high, and high school students in specific policies governing disciplinary procedures, as it is expected that older students possess a greater degree of self control and common sense.

Discipline Policy: Elementary Students - Non-serious Violations

Kindergarten–3rd
Classroom teachers are with their students a large portion of the day which allows them to establish classroom rules and procedures that serve their students well. Classroom teachers will discuss discipline plans, which have been approved by the Elementary Dean, with parents during “Parent Meet the Teacher” at the beginning of the school year.

4th–6th
Classroom teachers are with their students a large portion of the day which allows them to establish classroom rules and procedures that serve their students well. Classroom teachers for fourth through sixth graders also incorporate a “Character Log.” Students complete a “Character Log Form.” Classroom teachers will discuss discipline plans, which have been approved by the Elementary Dean, with parents during “Parent Meet the Teacher” at the beginning of the school year.

The guidelines listed below will be followed by classroom teachers along with their individual classroom rules and procedures. Recess monitors, lunch monitors, and chapel teachers will follow these guidelines as well with the assistance of the Elementary Dean.

Guidelines:

First incident:
Step 1: Instructor counsels student and gives the student an opportunity to correct his own behavior following the first offense of a routine or non-serious nature (being tardy, talking without permission, being out of dress code* or late work*).
Step 2: Instructor files a report on RenWeb and emails the parents AND the Elementary Dean (Rather than a formal record of the child’s disciplinary history, this report serves as an internal record-keeping tool to provide a broad picture of the student’s disciplinary history).

Second incident:
Step 1: Instructor counsels with the student.
Step 2: Instructor records incident on RenWeb and informs parent with a phone call.
Step 3: Instructor sends the Elementary Dean an email of the parent conversation.

Third incident:
Step 1: Instructor files a report on RenWeb and notifies Elementary Dean.
Step 2: Elementary Dean meets with student to determine correction. NOTE: Sixth grade students who represent the school in athletics, if their third violation, may be suspended from their extra-curricular activity, games or events for that week.

**Discipline Policy: Elementary Students - Serious Violations**

Head of School and/or Dean of Elementary meets with the student and their parents to partner an effective solution which may take the form of various degrees of suspension or expulsion. 
Note: The Head of School or Elementary Dean will personally attend to serious, urgent, or potentially dangerous discipline matters. Students acting in anger or rage with the potential to harm self and/or others will be removed from the classroom until a decision is made regarding the student’s return. In such cases, parents will be notified to arrive on campus for their student. The staff members have a broad range of personal authority to act in such cases including but not limited to, suspension or expulsion. ABSENCES RESULTING FROM SUSPENSION ARE UNEXCUSED.

**Dress Code Violations** - In the event of a dress code violation, the classroom teacher or the Elementary Dean will contact a parent asking them to bring the proper attire within the hour to the front office. If the student is in kindergarten through third grade, parents will first check in at the front office before taking the proper attire to the student’s classroom. Students in fourth through sixth grade will be called to the front office to retrieve proper dress attire.

**Discipline Policy: Secondary Students - Non-serious Violations**

(tardy, chewing gum, out of dress code, etc.)
Non-serious violations are recorded but are dismissed at the end of each semester. Demerits are used to track the number of non-serious violations (i.e. first incident = 1 demerit, second incident = 2 demerits).

**Guidelines:**

**First Incident:**
Step 1: Student reports to the office.
Step 2: Office staff records the incident on RenWeb and the parent is automatically notified.
   
   In the situation of a dress code violation, the student will contact their parent by phone while in the office asking them to bring the proper attire before the end of the class period. The student may return to class but will be required to return to office at the end of class to wait for his/her parent to bring the change of clothes. If the student is late or misses a subsequent class, it will be an unexcused tardy or absence.

**Second Incident:**
Step 1: Student reports to the office.
Step 2: Office staff records the incident on RenWeb and the parent is automatically notified.
   
   If dress code violation – same as above.

**Third Incident:**
Step 1: Student reports to the office.
Step 2: Office staff records the incident on RenWeb and the parent is automatically notified.
   
   If dress code violation – same as above.
Step 3: Student will perform lunch room clean up (or equivalent) for one week.

**Fourth Incident:**
Step 1: Student reports to the office.
Step 2: Office staff records the incident on RenWeb and the parent is automatically notified.
   
   If dress code violation – same as above.
Step 3: Student will have one week of lunch time detention during which time character virtues will be discussed.
Step 4: Parent will be contacted by the administration to discuss the situation.
Step 5: One week suspension from extra-curricular activities may result.

**Fifth Incident:**
Step 1: Student reports to the office.
Step 2: Office staff records the incident on RenWeb and the parent is automatically notified.  
If dress code violation – same as above. 
Step 3: Student will be suspended for one school day. Absences resulting from suspension are unexcused. 
Step 4: Parent will be contacted by an administrator to discuss the situation. 
Step 5: One week suspension from extra-curricular activities may result. 

**Discipline Policy: Secondary Students - Serious Violations**
The Head of School or Dean will personally attend to serious, urgent, or potentially dangerous discipline matters and the parents will always be notified as soon as possible in such cases. These administrative staff members have a broad range of personal authority to act in such cases including, but not limited to, suspension or expulsion. **ABSENCES RESULTING FROM SUSPENSION ARE UNEXCUSED.**

**Academic zero policy**

When a student receives a zero on an assignment, teachers follow the steps below to ensure that the proper follow up occurs with the student and co-teacher. The goal is not to become involved too soon, nor too late, so that students develop the best study habits and intervention occurs at the proper time.

- **First zero**: Teacher enters the zero in RW; RW sends automatic notification to parents.
- **Second zero**: Teacher enters the zero in RW; RW sends an automatic notification to parents.
- **Third zero** (same class): Teacher enters the zero in RW and calls parent
- **Fourth zero** (same class): Dean reviews student’s grades in all classes and contacts parent
- **Fifth zero** (same class): Student receives 1 day suspension
Parent Concern Resolution - Elementary

1. Contact Teacher and Address

2. Teacher to notify Concern to Elem Dean

3. Contact Parent and Teacher and Address

4. Elem. Dean to Notify Concern to Administrator

5. Contact Parent and Dean and Address

Parent Concern Resolution - Secondary

1. Parent Contact Teacher and Address Concern

2. Parent contact Dept. Head and Address Concern

3. Parent Contact Secondary Dean and Address Concern

4. Parent contact Administrator and Address Concern

Head of School
APPENDIX B

Guidelines for Volunteer Field Trip/School Event Chaperones

Thank You for Your Support!
Lucas Christian Academy believes that field trips and school events provide a valuable experience for students. These events allow the students to experience classroom applications in real life, connect their learning to past and future experiences, and enjoy fellowship with one another. Without the help of volunteer chaperones, most field trips and events would not be possible. Thank you very much for giving your time and support to these important activities.

In order to help ensure that school sponsored field trips and events (not extracurricular) result in safe and rewarding experiences for all participants, we have prepared these guidelines to provide information about volunteering as a field trip/school event chaperone.

Becoming a Volunteer Chaperone
Because student safety is our paramount concern, all volunteers must have successfully completed a background check prior to the trip. Background authorization forms are available in the front office or with Human Resources. If you are transporting students in your vehicle, the following must also be completed before the trip:

- A copy of your current driver’s license must be on file in the school office
- A copy of your current insurance identification card must be on file in the school office
- You must be at least 21 years of age

Guidelines for Volunteer Chaperones
Prior to the field trip or event, the classroom teacher, trip coordinator, or appropriate Dean will provide you with information regarding the activities planned for the trip, expectations for supervising students, and emergency procedures. In addition, the following general guidelines will help you effectively perform your duties as a chaperone. If you have questions regarding these guidelines, please talk to the teacher, Dean, or Head of School.

1. All chaperones must be in good financial standing with the school prior to the event.
2. All school rules apply on school sponsored field trips, including dress code. Chaperones are expected to comply with school policies, follow the directions given by the coordinating teacher, work cooperatively with other volunteers and school staff members, and model appropriate behaviors for students. The chaperone will follow the trip plan developed by the teacher.
3. In order to comply with school policy, before or during the field trip, chaperones:
   a. May not use or possess alcohol or other drugs
   b. May not use tobacco in the presence of, or within the sight of, students
   c. May not administer any medications, prescription or nonprescription, to students unless prior training and/or approval from the school nurse has been given (the school teacher, or trip coordinator, will have a list of those approved to administer medications)
4. Tattoos and body piercings (other than earrings) should not be visible.
5. Students must be supervised at all times while at a school sponsored event. As a chaperone, you will supervise a small group of students making sure they behave appropriately. Students must stay with you, their chaperone, at all times. Go over the use of the buddy system with students under your care. Account for all participants regularly and before changing activities. Be sure you know when and where to meet the rest of your group at the end of the visit. Chaperones must be readily available, be mindful of safety concerns, and respond to students’ needs.
6. The classroom teacher, or appropriate LCA staff member, will remain with the chaperones until each student is either picked up by their parent or returned to school to drive themselves home (staying to make sure the cars start, etc.).

7. Student behavior is your responsibility. School rules related to student behavior apply (see “Student Code of Conduct”). Go over rules and standards of behavior, safety rules, and any site specific rules with students. Ensure that students do not get involved in extra activities not pre-approved by administrators.

8. For the protection of both the student and the chaperone, chaperones should not place themselves in situations in which they are alone with a student.

9. Family members (including siblings), or friends of a chaperone may not participate in a school sponsored field trip or event unless prior approval has been obtained from the Head of School (additional children can distract from the primary responsibility of supervising children).

10. Be sure to know what to do in an emergency (medical emergency, natural emergency, lost child, serious breach of rule, etc.). Know who is first aid trained, where the first aid kit is, and who has the copies of the parental permission slips with emergency phone numbers and medical information. Keep the cell phone number of the teacher and other chaperones available.

11. When transporting students, stay with the group, do not make unauthorized stops unless there is an emergency, do not skip planned stops, and make sure that all students have the appropriate safety restraints. Be aware that your personal vehicle insurance provides primary coverage in the event of an accident or injury.

In the event I have a personal emergency, please contact:

__________________________________
Printed Name

________________________
Relationship

_____________________
Phone

I acknowledge that I have received a copy of the “Guidelines for Volunteer Field Trip/School Event Chaperones”, have read these guidelines, and agree to comply with the guidelines as a school volunteer.

Printed Name: ___________________________ Date: _______________

Signature: ____________________________________________

Signed forms must be turned into the front office 48 hours prior to the field trip or event.
### APPENDIX C

**SCRIPTURE IN THE 2016-2017 PARTNERS’ HANDBOOK**

The following scriptures are listed according to their section in the handbook. They are either stated in full, partially or simply referenced:

#### ROOTS

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<th>ROOTS</th>
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<tbody>
<tr>
<td>John 10:10</td>
<td>Matt. 16:25</td>
<td>Phil 4:8</td>
<td>Col 2:2</td>
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<tr>
<td>Rom. 12:10</td>
<td>John 16:33</td>
<td>James 1:2-4</td>
<td>John 1:14</td>
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<td>John 1:17</td>
<td>Gen. 12:1-3</td>
<td>John 12:24</td>
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#### STATEMENT OF FAITH

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<tbody>
<tr>
<td>2 Tim. 3:15-17</td>
<td>2 Peter 1:21</td>
<td>Gen. 1:1</td>
<td>Matt. 3:16-17</td>
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<tr>
<td>Matt. 28:19</td>
<td>John 10:30</td>
<td>Eph. 4:6</td>
<td>Isa. 7:14</td>
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<td>John 11:25</td>
<td>Heb. 2:9</td>
<td>Heb. 4:15</td>
<td>Heb. 7:26</td>
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<td>Eph. 1:7</td>
<td>1 Cor. 15:3-4</td>
<td>Acts 1:11</td>
<td>John 3:16-19</td>
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<td>John 5:24</td>
<td>Rom. 3:23</td>
<td>Rom. 5:8-9</td>
<td>Eph. 2:8-10</td>
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<td>Titus 3:5</td>
<td>John 5:28-29</td>
<td>Rom. 8:9</td>
<td>1 Cor. 12:12-13</td>
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<td>Gal. 3:26-28</td>
<td>Rom. 8:13-14</td>
<td>1 Cor. 3:16</td>
<td>1 Cor. 6:19-20</td>
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<td>Eph. 4:30</td>
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#### STATEMENT ON MARRIAGE AND HUMAN SEXUALITY

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<td>Exod. 20:14</td>
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#### PARENT/STUDENT RESPONSIBILITIES

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#### STUDENT LIFE

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