**Academic Program Policies**

**5.000 Series Policies**

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**Academic Program Policies**

**5.000 Series Policies**

5.001 (03/03)

**Academic Program Organizational Structure**

The academic program staff will be under the direct supervision of the Dean of Academics. All policies under this section of the board manual will be the responsibility of the Academic Advisory Committee, or in the absence of this committee, the Ministry Board. Schematically, this program's organizational structure is as follows:

DEAN OF ACADEMICS

|

DEPARTMENT HEADS, ELEMENTARY PRINCIPAL,

ACADEMIC ADVISOR, COLLEGE CONSULTANT

|

FACULTY AND REMAINING ACADEMIC STAFF

5.002 (03/03)

**Academic Staff General Responsibilities and Qualifications**

Elementary Principal (5.002.a)

Information Pending

Department Head Positions (5.002.b)

Information Pending

High School Academic Advisor (5.002.c)

Information Pending

College Scholarship and Admissions Consultant (5.002.d)

Information Pending

5.003 (03/03)

**Faculty Dress Code Policy**

The guideline for staff dress at this ministry is business casual. Practically, a good rule of thumb is to dress as well or better than the student uniform requirement.

For men, this means dress or polo shirts of conservative colors and Dockers style pants or dress slacks. Shoes should be either dress or leather casual.

For women, appropriate wear includes dresses, blouse and skirt combinations, blouse and dress slacks combinations, and pantsuits. Please refrain from wearing sleeveless or immodestly cut tops. Shoes should be either dress or leather casual. Dress sandals are fine. T-shirts, sweats or jeans shall not be worn.

Some exceptions to these guidelines are made for teachers in PE classes, art classes during special projects, and drama classes while preparing sets for productions, etc. or for medical reasons.

5.004 (03/03)

**Faculty Code of Conduct**

Since Christ-like character is most effectively imparted by being modeled and “caught” rather than just “taught,” it is essential that the Dean of Student Activities and staff aspire to exemplify the highest of Christian ideals. It should be evident to others that each staff member’s heart is in agreement with the apostle Paul’s when he says,

“Not that I have already obtained all this, or have already been made perfect, but I press on to take hold of that for which Christ Jesus took hold of me. Brothers, I do not consider myself yet to have taken hold of it. But one thing I do: Forgetting what is behind and straining toward what is ahead, I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus.” (Phi 3:12-14)

With this ideal as the ever guiding but never reachable “North Star” of the academic staff, the following is a list of standards to serve as a their code of conduct:

* I will seek to be a personal example and representative of this ministry’s highest values.
* I will faithfully live my life in a daily and growing love relationship with the Lord Jesus Christ.
* I will humbly depend upon God through Christ to bear the fruit of His Spirit, beginning with love, through my attitudes, words, and deeds (Gal 5:22).
* I will commit myself to glorifying God through the wholehearted pursuit of excellence in my personal character and service to others (Col 3:23).
* I will attend to the purity of my own heart, thoughts, words, and actions; and I will follow after righteousness, faith, love, and peace in voluntary accountability to others of like heart (2 Tim 2:22).
* I will conduct myself in a manner that is above reproach, doing my best to avoid anything, on or off campus that could raise a legitimate question about my integrity as a Christian (Tit 2:6-8).
* I will be quick to confess my sins, mistakes, and shortcomings in the confidence that my Enemy’s darkest schemes cannot withstand the power of God’s light (2 Cor. 4:2-7).

Should there ever be a serious question about the personal character of the Dean of Academics, the matter shall promptly be addressed by the Chief Administrator or by one of the other program deans until the matter is satisfactorily resolved. Similarly*,* should there be a serious question about the personal character of a member of the academic staff, the matter shall promptly be addressed by the Dean of Academics until the matter is satisfactorily resolved.

5.005 (03/03)

**Graduation Requirements**

General Requirements (5.005.a)

The Academy currently offers three diploma options: the BASIC GRADUATE DIPLOMA, intended to prepare students for entry into somewhat less competitive colleges, the STANDARD GRADUATE DIPLOMA, intended to prepare students for entry into more competitive colleges, and the HONORS DIPLOMA, intended to provide students with even greater depth in two or more *or* three or more(depending upon year of graduation) selected fields of study. In order to receive any of the diplomas offered, ALL candidates must register for and successfully complete on campus a minimum of 30 credits, of which at least 18 are academic, during the senior year, or alternatively, a minimum of 9 academic credits for each semester of their junior and senior years. A student must attend the academy for their junior and senior years in order to be named the class valedictorian or salutatorian.Also, students must maintain a Grade Point Ratio of 7.00 or above, and must submit scores from either the ACT or the SAT (Scholastic Aptitude Test), as well as complete the course requirements that apply to their specific situation, as described below.

The Basic Graduate Diploma (5.005.b)

The Basic Graduate Diploma is intended to prepare students for entry into junior colleges and somewhat less competitive four-year colleges. In order to earn a Basic Graduate Diploma from the academy, students are required to earn the following credits in the indicated areas:

COMPUTERS: 6 credits of basic computer applications

ENGLISH: 24 credits in English, 18 of which must be from the general English core (Freshman, Sophomore, and Junior English)

FINE ARTS: 3 credits of Fine Arts

FOREIGN LANGUAGES: 12 credits in the same foreign language

MATHEMATICS: 24 credits, consisting of Algebra 1, Geometry, Algebra 2, and Pre-Calculus (6 credits each)

SCIENCE: 18 credits, consisting of Physical Science, Biology, and Chemistry (6 credits each)

SOCIAL STUDIES: 18 credits, consisting of World Studies 1, U.S. History, and Liberty and Justice for All

GENERAL ELECTIVES: 9 credits, including P.E., Health (beginning with Class of 2006), or Athletics

Total required credits for a BASIC graduate diploma: 114

The Standard Graduate Diploma (5.005.c)

The Standard Graduate Diploma is intended to prepare students for entry into more competitive four-year colleges and universities. In order to earn a Standard Graduate Diploma from the academy, students are required to earn the following credits in the indicated areas:

COMPUTERS: 6 credits of basic computer applications and/or keyboarding

ENGLISH: 24 credits in General Core or Honors English (Freshman, Sophomore, Junior, and Senior English)

FINE ARTS: 6 credits of Fine Arts

FOREIGN LANGUAGES: 18 credits in the same foreign language

HEALTH: 3 credits (beginning with Class of 2006)

MATHEMATICS: 24 credits, consisting of Algebra 1, Geometry, Algebra 2, and Pre-Calculus (6 credits each)

SCIENCE: 18 credits, consisting of Physical Science, Biology, and Chemistry (6 credits each)

SOCIAL STUDIES: 24 credits, consisting of at least 12 credits of World Studies, 6 credits of U.S. History, and 6 credits of Liberty and Justice for All.

Total required credits for a STANDARD graduate diploma: 123

The Honors Diploma (5.005.d)

*Seniors Graduating in 2003-2005*

The Honors Diploma is intended not only to prepare students for entry into more competitive four-year colleges and universities but also to provide them with greater depth in two or more selected field of study.

All honors students must fulfill the requirements for the Standard Graduate Diploma and then select “Honors Concentrations” consisting of at least 6 additional upper division credits from each of two or more of the following fields, for a minimum total of 135 credits: English, Fine Arts, Foreign Languages, Science, Social Studies, or Mathematics (6 credits of Calculus are required for an honors concentration in Mathematics; therefore, students graduating in the year 2003-2005, must register for 8th grade Algebra 1 honors, in their 8th grade year, in order to be able to take a full year of Calculus during their senior year). All additional upper division courses used to satisfy the requirements for earning an honors diploma must be taken in residence at the academy.

Furthermore, in order to receive an Honors Diploma, a student must maintain a cumulative grade point ratio of 8.00 or higher, and must be in good academic standing upon graduation.

Please note that some courses required for the completion of honors concentrations are offered only when there is sufficient student interest.

*Seniors Graduating in 2006 and Beyond*

The Honors Diploma is intended not only to prepare students for entry into more competitive four-year colleges and universities but also to provide them with greater depth and knowledge in three or more selected fields of study.

All honors students must fulfill the requirements for the Standard Graduate Diploma (123 credits), with 18 credit hours of Senior level academic honors courses required (Fine Arts field not included.) In addition, all honors students must take any extra hours needed to fulfill the minimum total of 135 credit hours from junior/senior level courses. Math honors students should register for 8th Grade Algebra 1 Honors, in their 8th grade year in order to take Calculus Honors their senior year. In order for a student to be eligible for an honors course they must have shown advanced ability in the subject area and be recommended by the department chair or have satisfactorily completed the previous course in the honors sequence. (Please review all specific prerequisites for each honors course listed in the school catalog.) All Junior and Senior level courses used to satisfy the requirements for earning an honors diploma must be taken in residence at the academy.

Furthermore, in order to receive an Honors Diploma, a student must maintain a cumulative grade point ratio of 8.00 or higher, and must be in good academic standing upon graduation.

Advanced Placement Courses (5.005.e)

Any Advance Placement course (AP) offered at the academy is considered an honors course in all areas related to the academy’s graduate requirements.

5.006 (03/03)

**Credits and Attendance Policy**

Definition of Credits (5.006.a)

In general, 6 credits at the academy are equivalent to a full year’s instruction in a given course of study. Properly enrolled students will earn course credits on a semester-by-semester basis. The Standard Per Credit Requirement (PCR) for all courses offered at the academy will be 16 hours of instruction for each credit earned. Secondary P.E. courses will be awarded 1 credit for every 16 hours of instruction or 2 per season for each sport involving interscholastic competition. Thus the Fall and Spring semesters will normally be scheduled for 16 weeks of instruction.

Minimum Per Credit Attendance Requirement (5.006.b)

The Minimum Per Credit Requirement for all courses offered at the academy will be 14 hours of instruction per semester for each credit (or, in the case of secondary P.E., each half-credit) earned. Credit, therefore, will not be awarded to students in attendance below this requirement. For example, a student enrolled in a three-credit course cannot miss more than 6 hours of instruction.

A variance to this requirement may be granted by the administration to a properly enrolled student 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), provided that the student has, in the judgment of the instructor overseeing his or her work, achieved minimum mastery of the course content, as defined by the relevant school and curriculum policies and standards. Any cases in which the administration is in doubt concerning the appropriateness of granting a variance to this policy may be referred to the Academic Affairs Committee for consideration. Any credit approved for courses taken at the academy will be handled as standard credit.

Attendance Requirements (5.006.c)

Students must regularly attend classes in order to successfully complete a course. This means that they may not be absent, whether excused or unexcused, more than two days during a semester for a course meeting one day a week, or more than four days during a semester for a course meeting two days a week or six days during a semester for a course meeting three hours a week. Students failing to meet these attendance requirements will not be recognized as having completed the course (meaning they will be awarded a grade of incomplete, and in the case of credit-bearing high school courses, denied credit for the course). In most cases, a failure to successfully complete a course because of excessive absences will also prevent a student from being able to register for the next course in the sequence. Removal of the incomplete can be done by the granting of a variance, refer to the previous policies under "Definition of Credits” and “Minimum Per Credit Attendance Requirement", or by make-up course work prescribed by the school.

Absences and Make-up Work (5.006.d)

Teachers may, at their discretion, require from parents a note explaining the reason for a student's absence before allowing the student to make up work or escape late penalties, as the case may be. Only those absences due to circumstances beyond the immediate control of the student or his or her parents will normally be considered excused. Whenever possible, arrangements for making up work should be made with the teacher prior to the absence.

Tardy Policy (5.006.e)

In general, a tardy will be treated as a discipline problem. A student will be allowed one unexcused tardy in any given semester. For each unexcused tardy thereafter the student will be referred to the Dean of Character Development by use of a discipline slip. In order to be excused, a student must supply a note signed by a parent or guardian or a school staff member to the teacher of the affected class when reporting to class. Only those tardies beyond the immediate control of the student or his or her parents or guardians will normally be considered excused.

Transfer of Credits (5.006.f)

Students wishing to transfer high school credit from another school for use toward earning a diploma at the academy should make their request in writing by submitting the proper form to the Academic Advisor. Approval of such transfers shall be a function of the Academic Affairs Committee. Each High School course (9th-12th grade) requested as a transfer credit toward a diploma requirement will be processed in terms of the following equivalents:

* 1 complete semester course at a full-time school = 3 credits at this academy
* 1 complete yearly course at a full-time school = 6 credits at this academy

Each complete semester course in a home school or umbrella school program will be individually determined for transfer of credit based on a general equivalency and mastery of course content.

While credit may be granted for transferred courses, the academy will not recognize actual course grades earned at any other institution, including a home school. Students who have taken courses at a public or private full-time school will not be granted transfer credit unless their grade is a “C” or above.

Auditing of Classes (5.006.g)

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

Athletic Related Credits (5.006.h)

Credits for PE or Athletics will be awarded on the same basis as other school credits. Two credits will be awarded for participation in competitive sports. Athletic credits may fulfill any graduation requirements relating to PE. Students may earn PE credits by serving as a manager or trainer for school athletic teams. Jr. High PE and athletic students are to be evaluated by the same graduating practices and standards employed in other school courses. No grades awarded for PE or athletics, however, will be used to determine a student’s academic standing.

5.007 (03/03)

**Adding and Dropping Courses**

Courses may be added to a student's initial registration no later than the end of the first full week of classes, provided that the student is in good standing with the school and that space for him/her is available in the desired course. A student may drop a course as late as one week following the issuance of the first progress report in any given semester without having the dropped course affect his/her GPR or appear on his/her transcript. Should he/she drop a course after this time, a record of his/her enrollment will appear on the transcript and he/she will receive a grade of WP (withdrew passing) or WF (withdrew failing). This grade will have no impact on the student's GPR. 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. (For more information on the financial impact of adding or dropping courses, please refer to "Financial Policies" in the "General Information" section).

5.008 (03/03)

**Grading, Evaluation, and Feedback**

General Perspectives (5.008.a)

This academy will strive to view and publicly present grades not as a commentary on the relative worth and value of the individual but rather as accurate reflections of the quality of his work in a given subject at a given time. While many in our society do indeed use grades for the purpose of classifying students, we commit ourselves to avoid this tendency. At this academy, grades serve four basic purposes: 1) to help us teach, rebuke, correct and train, 2) to help us in the on-going (and, hopefully, progressive) placement of students at a level and in subjects responsive to their needs, background, and abilities, 3) to provide us with a just and legitimate means of holding students accountable for the quality of their work, and 4) to provide us with an ongoing and widely understood means of communicating a student's relative progress and achievement to his parents and other parties, such as college entrance boards or other schools to which the student may transfer, who have a legitimate interest in knowing such information. In order to accomplish this, we purpose to establish just and objective standards which are based on legitimate expectations. This means that students will be graded by comparing their level of accomplishment against reasonable expectations of what they should be able to accomplish. It also means that we will make every reasonable effort to place students properly, basing such placement upon their background and abilities rather than any social criteria (such as age). Finally, it means that students will receive (or not receive) credit based upon what they have (or have not) done relative to a common standard, rather than upon individual considerations (such as learning disabilities).

The grading standards themselves will be oriented toward the work of the student rather than the student himself. They will recognize multiple levels of legitimate achievement, so that less is expected of lower level students (e.g., elementary) than of upper level students (e.g., secondary). They will be objective and evenly applied within a given class. They will also allow for individual differences by defining minimum passing standards in terms that allow for a range of acceptable achievement. The ultimate purposes of these standards will be to define what ought to be, as opposed to what is, and so give the student and his parents valid and meaningful feedback, to encourage a disciplined approach to academic study, and to encourage the student to progress in his learning and achievement.

Grading Standards and Grade Point Ratio (GPR) (5.008.b)

Most courses at this academy (the exception being courses graded on a pass/fail basis) are graded on a scale of 0-100. The course grade itself represents a percentage of content mastery, which is then used to determine the grade value of individual courses. Specifically, the grade value of a given course is calculated by converting the course grade (0-100) to a percentage value of the standard course value of 10.0 (e.g., a grade of 95 would be converted to 95% of 10.0, which would be equal to 9.5). The academy recognizes the difference in rigor between standard and honors courses by multiplying the final grades of each by different factors: a standard course is multiplied by a factor of 10.0 while honors courses are multiplied by a factor of 12.0 so that the grade of an honors course results in a higher course grade value than the equivalent grade in a standard course (e.g., a grade of 95 in a standard course produces a course grade value of 9.5; the same grade in an honors course produces a course grade value of 11.4 [12.0 × .95 = 11.4]). The course grade value is then multiplied by the number of credits *earned* for the course to determine the course grade points (which may be fractional), and the sum of all course grade points is divided by the sum of all credits *attempted* (or, in the case of elementary and junior high courses, hours per week instruction given in the course) to obtain the semester and later cumulative GPR (Grade Point Ratio).

*The letter grade equivalents for the secondary system are as follows:*

A grade of 90-100, and cumulative GPR of 9.00-10.00, is equal to an A

A grade of 80-89, and cumulative GPR of 8.00-8.99 is equal to a B

A grade of 70-79, and cumulative GPR of 7.00-7.99 is equal to a C

A grade of 60-69, and cumulative GPR of 6.00-6.99 is equal to a D

A grade of 0-59, and cumulative GPR of 0.00-5.99 is equal to an F

*The letter grade equivalents for the elementary system are as follows:*

A grade of 90-100 is equal to an A

A grade of 80-89 is equal to a B

A grade of 70-79 is equal to a C

A grade of 0-69 is equal to an F

No course grades in excess of 100 are awarded, although a cumulative GPR in excess of 10.00 is possible due to the differential between standard and honors courses. Any cumulative GPR above 10.00 would be considered equivalent to an A+. 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 the academy are I (incomplete), WP (withdrew passing), WF (withdrew failing), NG (no grade given for course), and P (passing; applicable to a restricted number of courses, such as secondary P.E., which is graded on a pass/fail basis). A student may drop a course as late as one week following the issuance of the first progress report in any given semester without having the dropped course affect his or her GPR or appear on his or her transcript. Should he or she drop a course after this time but before the final exam, a record of his or her enrollment will appear on the transcript and he or she will receive a grade of WP (withdrew passing) or WF (withdrew failing); this grade will have no impact on the student's GPR. 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. Grades of I, P, WP, WF, and NG are not calculated into the student's GPR at any time, nor will credits transferred to this academy be included in the determination of a student's grade point ratio.

Specific criteria for assessing grades in any given course will be defined by the instructor in that 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.

This academy does not allow the auditing of classes. Any student enrolled in any class at the academy will receive a grade reflecting his/her level of achievement in the class.

Academic Standing (5.008.c)

Students must earn a semester GPR (grade point ratio) of 7.00 or above each semester in attendance at the academy in order to remain in good academic standing. A student whose semester GPR falls below 7.00 at the completion of the semester may at the discretion of the Academic Dean, be placed on academic probation. A student placed on academic probation must raise his/her GPR to a 7.00 or above (as indicated on progress reports or the final grade report) in order to return to good academic standing. If a student should earn a GPR less than 7.00 for two consecutive semesters, he/she may be blocked from further enrollment in classes at the academy, or be required to retake any classes in which he earned a grade less than 70.

Any sequential course required for graduation that a student fails, must be successfully repeated before the student will be allowed to enroll in the subsequent course. When the student successfully completes the failed course, the passing grade earned will absolve the failing grade, which will be struck from the transcript. When a failing grade has been absolved in this manner, both attempts at taking the course will be noted on the transcript, but only the passing grade will be recorded, and only the passing attempt will affect the GPR. On the transcript, the failing grade of an absolved failed course will be replaced with NG.

Students may attempt to absolve a failing grade in another academic setting, such as another school or a home school. In this case, students must request transfer credit through the usual channels following the successful completion of the course, should they desire to have the course credit recognized by this academy. If such credit is granted, it will absolve the failing grade on the student's transcript; however, both attempts will be noted, and neither the original failed course nor the transferred credit will be calculated into the student's GPR. Any student, including one who has been granted transfer credit, must take a placement test to be able to enroll in any course for which placement testing is required, unless he has successfully completed at this academy the previous course in the course sequence.

Courses for which a student earns an A, B, or C may not be repeated. A secondary student who earns a D (a numerical grade of 60-69 on the 100 point scale) in a course but is not required to repeat the course by reason of being on scholastic (academic) probation may nonetheless elect to repeat the affected course before continuing in the course sequence in which the D was earned. However, his enrollment in the course will be permitted only if there is sufficient space available for him after all other existing students who have earned the right to register for the course have had the opportunity to do so. Should a student elect to retake a course in which he has already earned a D, and the grade earned during the second attempt is passing, both attempts at taking the course will be reported on the student's transcript but the grade earned during the first attempt will be replaced with a grade of NG (no grade) and will then cease to affect the student's GPR (no credit will be awarded for any course in which a student has been given NG as a grade). If the grade earned during the second attempt is failing, both attempts at taking the course and both grades earned will be reported on the student's transcript, and both grades will be used to calculate the student's GPR.

Impact of Withdrawing from Courses on Academic Standing (5.008.d)

Should a student drop a course no later than one week following the issuance of the first progress report in any given semester, no record of his/her original enrollment in the course will be indicated on the student's transcript. Should he/she drop a course after this time a record of his/her enrollment will appear on the transcript and he/she will receive a grade of WP (withdrew passing) or WF (withdrew failing); this grade will have no impact on the student's GPR. 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. Grades of I, WP, WF, and P are not calculated into the student’s GPR at any time, nor will grades from credits transferred to the academy be included in the determination of a student’s GPR at any time.

Late Work Policy (5.008.e)

Whoever loves discipline loves knowledge, but he who hates correction is stupid. (Prov. 12:1)

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

But the fruit of the Spirit is . . . self-control, against such things there is no law. (Gal. 5:22-23)

This academy, desiring to promote both godly character qualities and high academic standards, has adopted the following general principles concerning student assignments turned in at some time beyond their due date. These principles are designed to promote the development of godly character qualities such as self-discipline, diligence, and self-control in the lives of our students and to give all faculty members a framework within which they may formulate their individual class policies.

An academic (i.e., grade) penalty will be assessed for any work turned in late, unless the teacher feels that the student had sufficient reasons for turning the work in late or unless prior arrangements have been made. In general, "sufficient reasons" are events or conditions, such as illness, whose initiation or termination is outside of the immediate control of either the student or his family. This principle was adopted as a means of encouraging our students to adopt and cultivate the biblical values of self-discipline, diligence, and self-control.

Late work, if turned in within a reasonable period of time following the original due date, will be accepted and evaluated, allowing the student to receive at least some credit for his efforts. This principle was adopted primarily as a means of encouraging students to complete assignments, even when late, so that they might benefit from the learning opportunities those assignments represent.

Unless prior arrangements have been made with the individual teacher or unless there are sufficient reasons for turning the work in later, no late work will be accepted more than three weeks beyond its due date, or any time after the end of the semester in which it is due. This principle was adopted in order to assure that a student's grade at any given time is a reasonably accurate reflection of both his actual level of work and achievement up to that time and his current standing in the course.

All students will be notified no later than the end of the second week of a given semester of the specific ways that the individual teacher will apply these principles. This principle was adopted in order to assure that students would know how a given teacher intends to hold them accountable for any demonstrated lack of appropriate responsibility, diligence, or self-discipline.

Absences and Make-up Work (5.008.f)

Teachers may, at their discretion, require from parents a note explaining the reason for a student's absence before allowing the student to make up work or escape late penalties, as the case may be. Only those absences due to circumstances beyond the immediate control of the student or his or her parents will normally be considered excused. Whenever possible, arrangements for making up work should be made with the teacher prior to the absence.

Academic Incompletes (5.008.g)

Students may be awarded a grade of "I" (incomplete) when circumstances beyond their control render them incapable of fulfilling all of the requirements for completing a given course by the end of the semester in which it is offered. All “academic incompletes” must be approved by both the course instructor and the administration, and must be filed with the administration according to current guidelines and procedures governing such situations.

All course requirements must be fulfilled by the date determined by the course instructor and the administration. Any 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) and including all grades earned up to that time. Course instructors must provide the administration with a description of the grading system to be used as well as any and all evaluation materials (e.g., tests and keys) necessary for completing the course.

Modifications to Standard Instructional or Evaluation Practices (5.008.h)

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

Policy on Academic Dishonesty (5.008.i)

*Significance and Purpose*

One of the major goals of this academy is to aid parents and other Christian ministries in making disciples of the students admitted to the academy. We also wish to provide our students with a high quality academic education, which we understand in terms of real spiritual, intellectual, and emotional growth. Among other things, this demands that we require our students and their parents to adhere to high standards of personal integrity, and provide corrective disciplinary action when they fail to do so. Academic dishonesty in any form is both a serious breach of personal integrity and a serious hindrance to real student learning. Because of this, the academy has developed this policy, which is intended to curb and, when necessary, correct academic dishonesty, in order to better help the institution minister to the needs of its students.

*Definitions*

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

* Claiming or indicating in any form or fashion that the student has fulfilled any assignment or other academic responsibility, such as reading assigned texts or engaging in assigned study, when in fact he has not done so,
* Using any assistance, including but not limited to copying the work of other students, in taking quizzes, tests, or examinations without the direct and explicit authorization of the course instructor,
* Using any resources, including but not limited to solution manuals and teacher edition textbooks, other than those authorized by the course instructor in writing papers, preparing reports, solving problems, or completing other course assignments,
* Obtaining quizzes, tests, examinations, or other academic materials or evaluation instruments created by or belonging to an instructor, other staff member, or the academy itself, including but certainly not limited to such materials properly used and in the possession of students currently or previously enrolled in the course, without the explicit authorization of the course instructor,
* Engaging in plagiarism, which includes but is not limited to "the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment" and "the knowing or negligent unacknowledged use of materials prepared by another person or agency"2 which customarily sells or offers free of charge term papers or other academic materials,
* Altering a graded paper or project for the purpose of disputing the accuracy of the grade, and
* Collaborating without explicit authorization with another student or students during any quiz, test, or examination or in the fulfillment of any other academic assignment or responsibility.

Specific: The following guidelines define the academy's standard application of the general definition given above to (a) quizzes, tests, and other examinations, (b) homework, and (c) major papers and projects. Individual course instructors may grant exceptions to these guidelines, but must do so explicitly, as indicated by the relevant policy statements given below. Any academic assignments, which, by their nature, are not addressed by these guidelines, will be governed by whatever guidelines are provided by the course instructor with regard to such an assignment.

* Quizzes, tests, and other examinations: all quizzes, tests, and other examinations, whether conducted in the classroom or in some other location, must be taken at a single sitting and without outside assistance of any sort, including but not limited to books, notes, other individuals, reference works, and audio or visual media. Any exception to these guidelines must be given in writing by the instructor on assignment sheets, the evaluation instrument itself, or other written instructions disseminated to all of the students in the class.
* Homework: homework should be done by the student alone and without assistance of any sort, including but not limited to information provided in teacher edition textbooks, unless such assistance is authorized, either orally or in writing by the instructor in the course, or by the catalogue or an approved curriculum guide's description of parent role for the course. The course instructor may grant such authorization, either in conjunction with the giving of the assignment or in response to student requests, at any time and for any duration to all of the students in the class or to selected students only, provided that the instructor feels it is in the best educational interests of the student(s) receiving such authorization.
* Major papers and projects: major papers and projects should be completed only by the student or by the members of a student group constituted by the instructor for the purpose of completing the paper or project in question without other assistance of any sort, except as explicitly authorized by the instructor. This authorization may be articulated either orally or in writing when granted in the classroom directly under the supervision of the instructor, but must be given in writing on assignment sheets or other written instructions disseminated to all of the students in the class when granted for work to be completed outside of the classroom setting.

*Enforcement*

Discovery and Determination of Academic Dishonesty:Determination of academic dishonesty may be made by the instructor the course in which it was deemed to have been committed. Other school officials, including proctors or other instructor substitutes, may alert the instructor to the possibility of academic dishonesty should they acquire or become aware of credible evidence, including but not limited to eye witness observations, which indicate that cheating, plagiarism, or other dishonest acts have taken place. Once the instructor has determined that academic dishonesty has indeed taken place, he shall inform the affected student(s) of his finding and, in conjunction with the relevant school officials, shall impose the proper penalties as described below.

Appeals Process: Should a student desire to appeal the determination of the course instructor, he must request in writing a hearing with the principal, who will arrange for a conference with the student, one or both parents (or guardians), and the instructor of the course. During this conference, all relevant evidence will be presented and examined. Following the conclusion of the conference, the principal, or another administrator, should the principal be an original party to the case, will render a determination in the matter based on his assessment of the weight and credibility of whatever evidence is presented for review. Should the student desire to appeal the determination of the principal, he must request in writing a hearing before the Academic Affairs Committee, which shall be chaired by a member other than the principal for the purposes of the hearing. During this hearing, only that evidence that was presented and examined during the previous conference with the principal shall be reviewed; should new evidence having a serious bearing on the matter surface during the hearing, the matter shall be referred back to the principal for a new hearing to be conducted according to the procedures described above. The Academic Affairs Committee shall be responsible for determining the admissibility of any new evidence. Following the conclusion of a hearing before the Academic Affairs Committee, that committee, excluding the principal and any other member who has been a part of any earlier conferences or discussions regarding the matter, or any member who feels he may have a conflict of interests in the matter, will render a determination in the matter based on its assessment of the weight and credibility of whatever evidence is admitted for consideration. In all cases, the determination of the Academic Affairs Committee will be final. If that committee finds the student guilty of academic dishonesty, it shall impose the proper penalties as described below.

Penalties: The primary intentions of the imposition of penalties against students found guilty of academic dishonesty are to (a) act as a deterrent against such conduct, (b) to enhance the integrity of grades awarded by the academy, and (c) to place pressure on an erring student in the hope of motivating him to abandon this destructive behavior. Discretion in the administration of penalties may be exercised by the instructor in consultation with school officials in the event that a student voluntarily acknowledges academic dishonesty rather than being discovered. Otherwise, the penalties described below are to be dispensed automatically, once dishonesty is confirmed. The penalties are assessed according to the number of occurrences the student has been discovered to be engaged in academic dishonesty over the course of a full academic year (at least two full semesters).

* First offense: a first offense will result in (1) a written warning from the teacher to both the student and his parent(s), (2) a grade of zero (0) for the assignment affected by the academic dishonesty, and (3) a written report sent to the campus administration.
* Second offense: a second offense will result in (1) a written warning from the principal to both the student and his parent(s), (2) a grade of zero (0) for the assignment affected by the academic dishonesty, (3) a conference between the principal and the parent(s) of the student, and (4) a writing assignment for the student, in which he investigates and reports on Biblical instruction regarding honesty and integrity.
* Third offense: a third offense will result in (1) a one day suspension from school, in accordance with the guidelines generally applicable to such a suspension, (2) a grade of zero (0) for the assignment affected by the academic dishonesty, (3) placement of the student on scholastic probation, which shall remain in effect until two (2) full regular semesters have passed with no further confirmed incidence of cheating, and (4) removal of all participation privileges for extra-curricular activities, including those unaffected by the academy's policies on scholastic probation.
* Fourth offense: a fourth offense will result in expulsion from the academy.

*Notes*

This academy gratefully acknowledges its indebtedness to the University of North Texas for several of the fundamental ideas from which it developed its own policy on academic dishonesty. The UNT *Student Handbook* was especially helpful in defining the nature of academic dishonesty and in providing some guidance in developing the policy's approach to enforcement. UNT *Student Handbook*, 1997/98, p. 105.

5.009 (03/03)

**Perspectives and Policy Guidelines Regarding Difficult or Controversial Issues and Topics**

Introduction (5.009.a)

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

In the World but Not of It (5.009.b)

In His prayer for His followers, as recorded in the seventeenth chapter of John, Jesus requests of the Father that He keep believers safe in the midst of the enemy territory into which Jesus Himself is going to send them:

“I do not pray that you should take them out of the world, but that you should keep them from the evil one. They are not of the world, just as I am not of the world. Sanctify them by your truth. Your word is truth. As you sent me into the world, I also have sent them into the world. . . . I do not pray for these alone, but also for those who will believe in me through their word.” (John 17: 15-18; 20; NKJV)

It is largely from this prayer that the Church has come to understand that it is to be in the world, but not of it. Were it not for the direct intervention of the Father, working through His grace in response to the prayer of His dearly beloved Son, such a goal would be impossible to achieve or maintain; even with divine help it is no small challenge. There are no doubt a number of reasons why the Lord has placed His children in such a difficult circumstance, but there is at least one which bears directly upon one of the fundamental issues involved in bringing up children "in the training and admonition of the Lord" (Eph. 6:4b; NKJV) and so is of tremendous significance to Christian education, both in theory and practice. Specifically, we are referring to the Lord's express desire to build His kingdom through the activity of His disciples.

The Great Commission and the Training of Disciples (5.009.c)

When we talk about training up a child in the nurture and admonition of the Lord, we are, in essence, talking about making disciples. This, of course, is simply an application of the Great Commission to parenting and education. The Great Commission defines, in large part, the purpose of the Church in the World today: "Go . . . and make disciples of all the nations . . . teaching them to observe all things that I have commanded you.” (Matt. 28: 19, 20; NKJV). If we are to train our children to become true disciples it is necessary that we understand what it is, exactly, God wants to see in a disciple, and what He desires to accomplish through a disciple. If we do not take time to understand His purposes, we will undoubtedly fall far short of the full measure of cooperation that He desires from us as He works in our lives and the lives of our children. And to the degree that we fall short of cooperating with Him as He works toward His goals in discipleship, we are falling short of obeying both the Great Commission and the instructions given us in Ephesians 6.

The main qualities that God desires to see in a disciple are love and loyalty ("baptizing them in the name of the Father and of the Son and of the Holy Spirit"; baptism was and is a sign of deep commitment to a person) and obedience ("teaching them to observe all things that I have commanded you"). This, of course, is the affirmative side of His desire that his children not be of the world. The main work that God desires to accomplish through His disciples is, essentially, spiritual reproduction ("Go therefore and make disciples of all the nations . . . ") and is apparently one of the primary reasons He not only places His children in the world, but actually sends them to the world. Thus a Christian education, if it is to be fully in line with God's word, must seek to cooperate with Him in producing disciples who do not retreat from the world, nor join in the values of the world, but who are prepared in such a way that they can effectively and triumphantly invade enemy territory and thus aggressively extend the reach of the Kingdom of God into an unbelieving world.

Training for Warfare (5.009.d)

In practical terms, what this means is that we must train our children for warfare. The world hates both the Lord and His followers (John 15: 18-25; 17: 14), and will do whatever it can in an attempt to destroy both His kingdom and the lives of those who follow Him. Some, in rightly perceiving this hatred, have sought to protect their children from all of the world's malice and wickedness. While such a stance may be understandable in light of parental love, and nobly motivated in a desire to keep their children unstained from the world, it is not conducive to preparing children to be aggressive and effective witnesses to the unbelieving masses of humanity. Others, rightly understanding the need to send their children out as lights into the world, have launched them largely untrained into a highly hostile environment from whence they often come away grievously wounded, if indeed they come away at all. Obviously, neither approach is either satisfactory on practical grounds or in keeping with the purposes of the Lord. Fortunately, our loving Father has, as should be expected, left us many explicit instructions as well as a perfect instructional model regarding the proper approach for preparing His servants for dangerous but effective combat. The instructions, of course, are contained in the word, and the model is the word itself. It is upon these instructions and according to this model that this academy has sought to formulate a policy designed to help us teach our students skills they can use to have a significant impact upon the unbelieving world without becoming entangled in its values, priorities, or practices.

The Instructions (5.009.e)

The educational instructions given us in the word include both normative standards and pedagogical principles. By normative standards we mean standards against which all other beliefs or practices are to be compared and evaluated. Instruction we would classify as normative standards would include all teachings relating to moral absolutes, doctrinal positions, church practices, and so forth. It would go far beyond the purposes of this position statement to enumerate all of the standards of belief and conduct which the Lord has revealed in His word; sufficient for our present purposes is a frank acknowledgment and acceptance of His word, and His word alone, as the source we will employ for evaluating the moral, theological, or practical quality of all with which we come into contact. Instruction regarding the way in which those standards are built into the thinking and lives of our children, on the other hand, we might classify as pedagogical principles, or divinely established means for communicating and instilling God's normative standards to and in our children. These divinely appointed means for communicating the truth of God's word can largely be summarized as teach constantly and teach completely, treating from a godly perspective all of life's realities, both the good and pleasant and the sinful and ugly.

The Model (5.009.f)

It is this idea of dealing with not only the good and pleasant but also the sinful and ugly which has often caused a good bit of discomfort to many sincere believers, and which at times has also been a topic of fierce debate among godly Christians on both sides of the issue. Be that as it may, it is impossible to avoid the fact that God's word, which was intended for the instruction and training of His children, confronts all aspects of life, including a wide range of sins and sinful human passions. For example, when presenting the life of King David, the scriptures treat bluntly and directly his admirable qualities but also his adultery, his deception, and his planned murder of an innocent man. Indeed, good and godly principles are often taught using sinful and ugly realities as a point of comparison and contrast (see Hebrews 3 and 4, for example). If we take the wisdom and goodness of God seriously, then we cannot blithely assume that a godly approach to education is one, which assiduously avoids dealing with uncomfortable or controversial subjects; to do so would be tantamount to accusing God Himself of ungodliness! Out of respect for the Lord and His word, then, we must ponder the nature and contents of the exemplary "textbook" He has given us to better understand His approach to instructing His children in matters pertaining to life and godliness.

Principles and Policy Guidelines for Treating Difficult or Controversial Topics (5.009.g)

Out of respect for the purposes and instructions of the Lord, and for the educational example He has given us, this academy recognizes the following principles for treating difficult or controversial topics and adopts the accompanying policy guidelines which we believe faithfully reflect and implement those principles.

*Principle 1*

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

*Policy Guideline 1*

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

*Principle 2*

In order to effectively reach others, we must learn to build personal and cultural bridges, to in effect follow in the footsteps of the apostle Paul by "become[ing] all things to all men" (I Cor. 9: 19-23) for the sake of the gospel. This means that our students must develop the ability to understand others and their cultures and thought forms, and to use that understanding for the purpose of effective communication.

*Policy Guideline 2*

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

*Principle 3*

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

*Policy Guideline 3*

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

*Principle 4*

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

*Policy Guideline 4*

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

Summary (5.009.h)

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

5.010 (03/03)

**Textbook Selection/Approval Process**

The Academic Advisory Committee (AAC) is the avenue through which new textbook approvals are finalized. Recommendations for new textbook adoptions should be funneled to the Dean of Academics for placement on the committee’s agenda. Recommendations should be made by the individual directly under the dean who is responsible for the subject area related to the textbook under consideration, and the recommendation should include input from the teacher or teachers who would be directly involved in using the new textbook. Depending upon the size of the academic department involved, the individual directly under the dean who would be responsible for making the new textbook recommendation might be a teacher, the department head, or the Dean himself. Deadline dates for making final textbook approvals for each new school year will be the responsibility of the Dean of Academics.

5.011 (03/03)

**High School Course Numbering System**

All freshmen, sophomore, junior, and senior courses listed in the catalogue and on each semester’s course schedule will have a 1, 2, 3, or 4 respectively as the first numeral in the course number (ex. GEJR331a for a Junior level English and SSLJ431a for Senior level Social Studies). The second numeral represents the amount of high school credits offered by the course. The last number represents which semester the course is offered (ex. GEJR331 for the fall semester of Junior English).

5.012 (03/03)

**Academic Advising Policy**

All students entering high school are required to undergo academic advising for the purpose of establishing a diploma plan. Copies of all high school grade reports or a high school transcript will be required at this meeting. Students not planning to graduate from the academy must still confer with the Academic Advisor in order to clarify their purposes for attending the academy. In addition to this, any requests for transfer credits may need to be assessed before new students are allowed to register. Please contact the Academic Advisor's office for more information.

5.013 (03/03)

**Academic Program Parent Roles**

Primary Teacher - Many University-Model® Schools (UMS) only offer elective classes for grades 1 and 2, so these students are being schooled in their academic studies at home. A UMS will often offer academic workshops to these parents to assist them in the direct teaching of their children. If available, the workshops are designed to help parents eliminate the many hours of preparation and lesson planning and thus give them more time for the one-on-one teaching that is usually quite simple and fun. Emphasis at this level is primarily placed on teaching through games and other attractive and entertaining techniques.

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

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

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

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

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

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

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

Parent Coach - The role of the parent coach is to provide individual practice and instruction to their son or daughter at home. The director or team coach will organize the group activity (choir, band, team sport, etc.), direct practices, and communicate to the parent-coaches information and directions concerning regular home practice on individual skills. This role is used primarily for competitive extracurricular activities in grades 1-8 and possibly 9-10.

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

5.014 (03/03)

**Student/Teacher Ratio Limits Policy**

The following student/teacher ratios are to be used as limits for standard core classes during each semester’s registration. These ratios can differ for non-core classes, and exceptions to these ratios can be temporarily granted by the ministry board (examples: gradual preparation to expand school enrollment). In addition, this ministry does recognize a two-student registration buffer to protect its enrollment during the add/drop period at the beginning of each semester.

Elementary Grades 1-6 16 Students / 1 Teacher

Middle School Grades 7-8 18 Students / 1 Teacher

High School Grades 9-12 20 Students / 1 Teacher

5.015 (03/03)

**Student Entrance/Promotion Policy**

Semester-by-Semester Registration (5.015.a)

Once a semester is under way, new students may not be admitted (following the deadline to add courses) until the beginning of a new semester so that classes can make maximum progress. Semester-by-semester registration, therefore, is required.

Semester Deadline to Add Courses (5.015.b)

Although students can withdraw from courses at any time during the semester (with possible academic consequences depending upon the timing of the withdrawal), they cannot add new courses following the completion of the first full week of school each semester.

Student Promotion by Individual Course (5.015.c)

Even at the elementary level, student promotion is to occur by individual course rather than by complete grade level. This ensures mastery of all subject matter in a given area of study. The school’s master course schedule must, therefore, provide for the flexibility needed during course registration for students to advance more quickly in areas where they are gifted and/or repeat areas when necessary. Both will regularly occur when student promotion is based on individual courses rather than complete grade level. This flexibility also makes careful diploma planning essential.

5.016 (03/03)

**Academic Program Communication Policy and Procedures**

Information Pending.

5.017 (03/03)

**Academic Awards & Recognition Policy**

Guidelines and Procedures for Determining Academic Awards (5.017.a)

Information Pending.

Guidelines and Procedures for Ranking Graduating Seniors (5.017.b)

Information Pending.