



HERITAGE SCHOOL

Parent-Student Handbook

2011-2012

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THE WORD OF GOD UPON WHICH OUR MISSION STATEMENT IS
BASED: MATTHEW 22: 37-38

Jesus said unto him,

“Thou shalt love the LORD thy God

with all thy heart, and all thy soul,

and with all thy mind.

This is the first and great commandment.”

Table of Contents

<i>Parent-Student Handbook</i>	1
THE WORD OF GOD UPON WHICH OUR MISSION STATEMENT IS BASED: MATTHEW 22: 37-38	2
A LETTER FROM THE HEAD OF SCHOOL	9
THE FOUNDING OF HERITAGE SCHOOL	10
OUR MISSION STATEMENT	11
PORTRAIT OF OUR GRADUATES	11
SCHOOL SONG	12
SCHOOL HYMN	13
A CHRIST-CENTERED & CLASSICAL EDUCATION	14
Christ-centered	14
Classical	14
PHILOSOPHY OF HERITAGE SCHOOL	15
SERVANT LEADERSHIP	16
STATEMENT OF BELIEF	17
THE TRIQUETRA	18
BOARD GOVERNANCE	19
ORGANIZATION CHART	20
CURRICULUM, FACULTY, AND ACADEMIC GOALS	21
Faculty Selection and Qualifications	23
Accreditation	23
Affiliations	23

Class Size	23
Grammar School:	24
Upper School:	24
Endorsement of Extra-Curricular Activities	24
ADMISSIONS	26
New Students	26
Re-enrollment	26
Tuition Payment & Collection	27
Tuition Assistance	27
Family referral policy	28
UNIFORMS	29
Uniform – General Guidelines:	30
Casual Dress Friday:	30
Chapel Attire:	31
Field Trip Attire:	31
Cold weather attire:	31
P.E. / Athletics uniform:	31
Hair and Hair ornaments:	31
Jewelry:	32
Makeup:	32
Backpacks/lunch boxes/misc.:	32
Grammar School Uniform	32
Grades K-2 Dress uniform:	33
Grades 3-5 Dress uniform:	33
Logic School Uniform	33
Rhetoric School Uniform	35
Skirt Length	36
ACADEMICS	37
Homework Philosophy	37
Homework Guidelines	37
Grading Policies and Procedures	38
Final Exams	41
Transcripts	41
Academic Probation	41
Athletics Eligibility	44

Academic Requirements:	44
Tutoring	45
Standardized Achievement Testing	45
Advanced Placement	45
CLEP	46
Guidance Counseling	46
COMMUNICATION	47
Communication with Parents	47
Family Educational Rights and Privacy Act (FERPA)	47
Progress Reports / Parent Conferences / Report Cards	48
RESOLVING Problems and Grievances	48
Getting a Message To a Student	50
Receiving a Message From the School	50
EXPECTATIONS FOR PARENTS	51
Parental Involvement	51
Visiting the School	51
The Responsibilities of Parents	52
Grammar School Room Moms	53
Class Celebrations and parties	53
Birthday Parties	53
Holiday Parties	53
Celebrations:	54
BUILDING USE FOR NON-SCHOOL SANCTIONED ACTIVITIES	54
ATTENDANCE AND PUNCTUALITY	55
Arrival & Departure	55
Grammar School (K-5) arrival:	55
Upper School (6-12) arrival:	55
Drop-off and Pick-up Areas	56
Attendance	56
General Guidelines:	56
Planned Absences:	56
Unplanned Absences:	57
School-Sponsored Special Events:	57

Excused absences:	57
Make-up Work:	57
Unexcused absences:	58
Excessive Absences:	58
Grammar School Absences:	58
How absences affect Semester exams and final exams:	59
How absences affect Senior Exemption from final exams:	59
How Punctuality affects Absences:	59
Punctuality	59
Signing a Student out of School Early	59
Severe Weather Closings	60
Holidays	60
Carpools	60
Student Drivers	60
Off-Campus Lunch Privileges	61
CONDUCT AND DISCIPLINE	62
General School Rules	62
K-5 Earning a Stamp:	63
Conduct Outside of School:	63
Uniform Non-Adherent Consequences:	64
Public Display of Affection:	64
Lifestyle and Sexual Orientation Policy:	64
Use of cell phones – Electronic Games – Text Messaging – Cameras:	65
Use of Technology Resources:	65
Definition of Technology Resources:	66
Laptop Computers:	66
Use of Public Domains:	66
Inappropriate Use of Technology Resources:	67
Copyright and Technology Resources:	68
User Backup:	68
Vandalism:	68
Personal online communication tool awareness:	69
Disciplinary Actions:	69
STUDENT DISCIPLINE	70
Grammar School (Grades K-5):	70
Upper School (Grades 6-12):	70
The Big Five:	71
Suspension or Expulsion:	72
Serious misconduct after school hours:	72
Application for re-admittance:	72
Alternative Placement:	72
CONDUCT AT SCHOOL–SANCTIONED EVENTS	72
Field Trips	73
Parent Volunteer Drivers for Field Trips:	73
Class Trips for Logic and Rhetoric School:	74
Destinations of Class Trips:	75
Qualifications for class trip:	75
Teacher chaperone-sponsor:	75
Parent chaperones (required):	75

Parent participants (non-required):	75
School Dances	76
DISTRIBUTION OF NON-HERITAGE LITERATURE	76
FUNDRAISING	76
Capital Fundraising	76
Non-Capital Fundraising	76
A. Athletic Fundraising	77
B. Non-Athletic Fundraising	77
LUNCH / SNACK / AND OTHER FOOD	77
Lunches:	77
Snacks:	78
LOST AND FOUND	78
HEALTH AND SAFETY AT SCHOOL	78
Medical Responsibility of Parents:	78
Immunizations:	78
Sports Physicals:	79
Illness:	79
Medications:	79
Conducting Inspections of School Property:	80
Fire Drills - Tornado Drills - Disaster Drills	80
Emergency procedures including EXITING the building are posted in each classroom and are to be followed precisely.	80
ADDENDA	81
Academic Probation Policy: 6-12th Grades	81
Class Size Policy	81
Conflict Resolution Policy	83
Students/parents to teachers:	83
Parents to administrator:	84
Volunteers to Staff /Administration:	84
Faculty or Staff to Administrator:	84
Discipline Policy	85
Upper School (Grades 6-12):	86
The Big Five:	86
Suspension or expulsion (includes but is not limited to):	87
Serious misconduct after school hours:	87
Application for re-admittance:	87
Alternative Placement:	87

GLOSSARY

88

ACKNOWLEDGEMENT OF RECEIPT

89



A LETTER FROM THE HEAD OF SCHOOL

August 30, 2011

Dear Heritage Parents:

It is that time-*the most 'wonderful time of the year'*- again. Packing lunches, getting up early, going to bed earlier and car pool lines-yes, school is starting and we have spent all summer gearing up for an incredible journey. It never ceases to amaze me as I look back over the past year and see all that was accomplished-*how on earth did we manage to do all that we did?*

For most of us, students included, we are ready for school to begin; a chance to spend time with our friends again catching up on all the latest summer news and preparing for the year ahead. Heritage is truly a fun community with lots to do!

Heritage continues to be a bastion of classical Christian education here in the Hill Country-we are so blessed to be able to send our children to a school that provides outstanding first class academic sports and Fine Arts programs firmly grounded in a Christ-centered framework. This equips our children to be able to use what they know for the glory of God! What I like to call, WISDOM!

It is extremely important for you to take some time to sit down with your children and read through this Handbook. Take one section at a time because it contains a great deal of information that will help this year to run smoothly. We **MUST** always remember that this is a partnership between the school and you, the parents.

Also, take time to become intimately familiar with our Mission Statement, "**Heritage School provides a distinctive classical Christ-centered education that prepares students for servant-leadership and lives that glorify God.**" It is the filter through which we run everything we say and do at Heritage!

As always, my door is OPEN and I would love the opportunity to sit and visit with you and continue to share the vision of Heritage.

Hold on tight as we are about to set sail on what promises to be an incredible and exciting year!

Non Nobis,
Steve Marshall

THE FOUNDING OF HERITAGE SCHOOL

Heritage School, founded in 1994, grew from a dream of several parents in the Texas Hill Country who wanted a unique education for their children and any child who wanted an academically challenging and stimulating curriculum. Since truth is not doled out in parcels, they wanted all the lessons in school to be as integrated as possible. They wanted the children to see all truth as part of God's truth. They desired a classically oriented curriculum featuring a feast of the best literature available. They wanted lively history lessons featuring the real people who made a difference. They wanted their children to observe and think and sketch and paint the real world around them. They wanted their children to learn the joy of beautiful art and music. They wanted exposure to other cultures and acquisition of languages to expand the horizons of the children. They wanted to develop in the children the good habits which would aid them in daily life and which would build excellent character in the process. They wanted their children to be well equipped in every way to enter the adult world and to serve God and their fellow man. In short, they wanted excellence in education. They wanted a Christ-centered education.

With a headmaster and only three teachers, the school opened that first day with twenty-nine students, pioneers in a new "territory," a new educational endeavor. Since that first day, the school has expanded to K—12th grades and has been abundantly blessed. Our graduates have been accepted to the colleges and universities of their choice; many have received generous scholarships as well as appointments to service academies.

It was a small group of parents who began to build the Heritage dream; it is a larger group of parents now who help that dream to grow and prosper, but the original vision has prevailed. Heritage School is committed to helping students develop spiritual, intellectual, and physical excellence as well as the ability to establish loving, charitable relationships with fellow students and teachers. We encourage high standards in the development of excellent work and character habits. In all academic endeavors, we encourage each student's love for learning which we trust will remain strong throughout his/her life. We encourage and model service to each other and to the community. We pray that God will continue to bless and mold Heritage School and that His hand will guide and direct us as we look to the future.



HERITAGE SCHOOL

OUR MISSION STATEMENT

Heritage School provides a distinctive classical and Christ-centered education that prepares students for servant-leadership and lives that glorify God.

PORTRAIT OF OUR GRADUATES

Graduates of Heritage School will strive to:

Exemplify Christ.

Think critically, speak articulately, and write effectively.

Pursue learning.

Persevere.

SCHOOL SONG

Non Nobis

*Non nobis domine, domine
Non nobis domine,
Sed nomini, sed nomini
Tuo da gloriam*

*Not to us, O Lord, O Lord
Not to us, O Lord
But to Your Name
Be glory.*

~Psalm 115:1

SCHOOL HYMN

Be Thou My Vision

Be Thou my Vision, O Lord of my heart;
Naught be all else to me, save that Thou art.
Thou my best Thought, by day or by night,
Waking or sleeping, Thy presence my light.

Be Thou my Wisdom, and Thou my true Word;
I ever with Thee and Thou with me, Lord;
Thou my great Father, I Thy true son;
Thou in me dwelling, and I with Thee one.

Be Thou my battle Shield, Sword for the fight;
Be Thou my Dignity, Thou my Delight;
Thou my soul's Shelter, Thou my high Tower:
Raise Thou me heavenward, O Power of my power.

Riches I heed not, nor man's empty praise,
Thou mine Inheritance, now and always:
Thou and Thou only, first in my heart,
High King of Heaven, my Treasure Thou art.

High King of Heaven, my victory won,
May I reach Heaven's joys, O bright Heaven's Sun!
Heart of my own heart, whatever befall,
Still be my Vision, O Ruler of all.

A CHRIST-CENTERED & CLASSICAL EDUCATION

Christ-centered

In all its levels, programs, and teaching, Heritage School seeks to:

- A. Encourage every student to begin and develop his relationship with God, the Father, through Jesus Christ.
- B. Teach all subjects as parts of an integrated whole with Scripture at the center.
- C. Supplement parents' training of their children toward godly character by providing a clear Model of the biblical Christian life through our staff and board.

Classical

In all its levels, programs, and teaching, Heritage School seeks to:

- A. Recognize and incorporate the Trivium (the use of Grammar, Dialectic/Logic, and Rhetoric) as natural stages of development in the way students learn.
- B. Utilize classical or enduring works of literature to give the students knowledge of what has come before and to provide them with wisdom to meet the challenges of the future.
- C. Emphasize the history and culture of Western civilization as the source of our heritage.
- D. Utilize the study of Latin as both a discipline and an important basis for all language studies at Heritage.

PHILOSOPHY OF HERITAGE SCHOOL

The goal of Heritage School is the development of physical, spiritual, moral, and intellectual maturity for every student. Such a student knows God intimately, knows his/her position in Christ, and stands for what is good in a world that is increasingly hostile to the truths of Christianity. This student is marked by a growing faith, an intellectual acuity, an aesthetic sensitivity, a discerning spirit, and strong moral character.

Heritage School bases its educational philosophy on the biblical world view which looks at knowledge, the world, and the whole of life using the Bible as the foundation and guide for thought and action. We believe the Bible to be the infallible, inerrant, and inspired Word of God and as such is the authoritative, reliable, and final source of truth. All knowledge comes into focus through the truth of Scripture. We believe God created, sustains, and will consummate all things through His Son, the Lord Jesus Christ. Therefore, the universe and all life are dynamically related to Him and have the purpose of glorifying Him. Man is created in God's image and is therefore of infinite worth, capable, through Him, of thinking and achieving in remarkable ways. Yet we also acknowledge that man is a sinner by nature and by choice because of the fall of Adam. As such, he is separated from God and incapable of knowing or glorifying God apart from the work of redemption by God through the atoning death of the Lord Jesus Christ. We believe that salvation is God's gift and is received by man through personal faith in Jesus Christ and His sacrifice for sin.

Given this Christian world view, we believe that education can most effectively be accomplished in an environment which recognizes that all truth is God's truth. The "fear of the Lord" is the foundation of all wisdom and knowledge, and only a redeemed person can fully comprehend truth as the Holy Spirit reveals it to him. In the curriculum, an emphasis is placed on the unity of all truth and on the development of the eternal perspective which naturally follows. Our staff is all professing believers in the Lord Jesus Christ as their Savior. All representatives of the school are expected to provide a clear model of biblical Christian life. At Heritage School, we will strive to teach and reinforce values as well as facts. Instruction will seek to integrate character qualities such as courage, integrity, patience, humility, kindness, and diligence within the academic curricula.

Scripture clearly teaches that parents are responsible for their children's education and discipline. The school is not a substitute for the home, but is an extension of the home and one means through which parents fulfill the responsibility the Lord has given them. The school staff can accomplish their job most effectively in an environment of mutual trust and respect. Parents may best assist the staff by praying for the school and donating time in service to the school.

Heritage School recognizes that among students of the same age there is marked variability in learning aptitude. The school will strive to allow each child to be duly challenged while requiring the mastery of certain skills and the acquisition of specified content appropriate for each grade level. Further, the school will provide a nurturing, orderly atmosphere that is conducive to learning. Through its curriculum as well as through its capable and enthusiastic teachers, Heritage School will encourage every student to develop a love for learning and live up to his/her academic potential.

SERVANT LEADERSHIP

All Heritage students participate in service projects both on and off campus. On campus, students in Upper School sit with the Grammar students during the weekly Chapel service, modeling appropriate worship and participation. All students participate in daily maintenance chores and major clean-up several times a year. Many classes participate in planting and maintaining flower beds.

Heritage School also values service to the community at large, believing that loving and generous service is a natural outgrowth of Christian love. Older students frequently give their own lunch time to read with young students in other schools to encourage their love for books. Grammar School students write letters to soldiers on active duty, and make Valentine cards for patients and visit at the local hospitals and V.A. hospital. Students also visit nursing homes, and sing for nursing home and retirement centers; they participate in clothing drives and collecting for the needy as well as for those stricken with disease or disaster. Through these and many other actions, Heritage students grow in character as they serve others.

STATEMENT OF BELIEF

The following are the essential beliefs on which Heritage School is based. They are also the key elements of Christianity that will be taught unapologetically in various ways through all grade levels. The substance of these statements constitutes the primary doctrine at Heritage School. secondary or divisive doctrines and issues will not be presented as primary doctrine. When such issues arise, teachers will refer students to the family and their pastor for final authority.

We believe in the verbal, plenary inspiration of both the Old and New Testaments, i.e., that the very words of the original Scriptures are infallible and inerrant and that they are our final and absolute authority in every area of life and knowledge.

We believe in one God, eternally existing in three co-equal persons: Father, Son, and Holy Spirit.

We believe that Jesus Christ was conceived by the Holy Spirit, born of the Virgin Mary, and that He is both undiminished deity and genuine humanity in one person forever.

We believe that God, the Holy Spirit, is a personal being who convicts the world of sin and who regenerates, indwells, empowers, guides, gifts, and seals believers for God.

We believe that man was created by a direct act of God in His image, not from previously existing life; that all men sinned in Adam (the historical father of the entire human race) and thus incurred both physical and spiritual death; and that all men have inherited a sin nature.

We believe that Jesus Christ died as a substitutionary sacrifice for our sins and that through faith in Him as Lord and Savior, we are declared righteous by God.

We believe that salvation is by grace through faith in Jesus Christ, totally apart from human merit, and that the experience of regeneration produces a new creature in Christ.

We believe that faith without works is dead.

We believe that Jesus Christ rose from the dead - physically and bodily - and that He ascended in like form into heaven, where He continually ministers as our Great High Priest and Advocate.

We believe in the literal, visible, bodily return of Jesus Christ to this earth.

We believe in the bodily resurrection of the just and the unjust, the everlasting blessedness of the saved, and the everlasting punishment of the lost.

We believe in the spiritual unity of all believers in our Lord Jesus Christ.

We believe that all believers are under the mandate of Jesus Christ to proclaim the Gospel to the entire world.



THE TRIQUETRA

In 742 B.C. Isaiah had a vision of the Lord sitting upon His throne, and above the Lord stood the seraphim calling to one another, saying “Holy, holy, holy is the Lord of hosts; the whole earth is full of His glory” (Isaiah 6:3). Similarly, in his vision of God, John saw four living creatures around the throne who sang day and night without ceasing, “Holy, holy, holy, is the Lord God Almighty, who was and is and is to come!” (Rev. 4:8). The series of three words, “Holy, holy, holy,” became a symbol of the Trinity early in church history and became the basis for the sanctus (Latin for “holy”) which is the canticle incorporated in many Eucharistic liturgies. Our school symbol, the triquetra, is another symbol of the Trinity—Father, Son, and Holy Spirit. The triquetra is a three-pointed triangular figure portraying the triune God: “God in three persons blessed Trinity.” Three almond or fish-shaped forms result from three interlocking circles. Their interwoven, continually flowing nature reflect the unity of the Trinity—three points, three persons in One. Early on, the triquetra became a symbol for the Godhead. Heritage School’s symbol, the triquetra, represents our devotion to the eternal, sovereign, triune God. To Him be the glory!

BOARD GOVERNANCE

The mission of the Board of Trustees of Heritage School is to ensure that the school faithfully carries out its mission and purpose and has the financial capacity to enable it to do so. The Board's primary duties include the hiring and evaluation of the Head of School, the setting of general institutional policies, strategic planning, fund-raising, and assessment of the school's effectiveness in manifesting the Heritage School mission. The purpose of the Board is strategic and visionary, not operations or the day-to-day workings of the school. The Board has no direct authority over the Faculty and/or staff of the school. Those employees report directly to the Head of School. It is the responsibility of the Head of School to manage academics / curriculum, daily operations, issues and opportunities, and the faculty and staff including coaches employed by Heritage. The only employee that reports to the Board of Trustees is the Head of School.

Because our Board is strategic in nature, the "profile" of the Board should closely match the strategic mission of our school. For that reason, qualified Board members should be nominated, approved, and appointed to a committee or a chair based upon the requirements of the school and vacancies on the Board. The Board should consist of a good mix of leaders in the community who can make a significant difference to Heritage through their proven ability, leadership, stewardship, and character, and their dedication to the standards, philosophy, mission, and *Statement of Belief* of Heritage School. Parents who are interested in serving Heritage in a leadership capacity are encouraged to express their desire in writing to the Chairman of the Committee on Trustees.

Based upon the strategic mission of the Board of Trustees, Board meetings and/or approaching a Board member individually are not the correct forum for parents, students, or employees of Heritage to seek conflict resolution on issues or concerns which occur in the daily operations of the school. The path to conflict resolution at Heritage School is addressed in this handbook in a later section: *School Rules and Policies*.

Board meetings are, in general, "open meetings" and may be attended by parents and employees to observe the Board in action; however, these open meetings may be attended for observation only, and are not open to discussion by anyone other than Board members. Also, some specific Board meetings or portions of the Board meetings may be designated as "executive sessions" which may only be attended by Board members.

ORGANIZATION CHART

CURRICULUM, FACULTY, AND ACADEMIC GOALS

Curriculum at Heritage School is reviewed and evaluated on an ongoing basis, and is subject to basic and minor changes as needed.

Bible: The Scriptures are taught as the accurate source of truth in every subject area. Because of their relevance to life, passages of Scripture will be committed to memory by students. Bible lessons are a daily priority; Friday Chapels will provide times of edification and worship for students and families.

History: Biography, chronology, and geography are utilized to teach the exciting roots of our history, including local, Texas, U.S., ancient history, and Western civilization. Parents and teachers can reflect with their children on the moral choices and godly character of historical figures by asking such questions as, “How would God regard this action, person, behavior, etc.?” Consequently, the study of history (even the study of pagan nations) takes place in a way in which God’s continuous, historical involvement is the focus. The Christian world view provides the basis for evaluating history.

Language Arts: Grammar School grades emphasize the phonetic approach (Saxon phonics) to reading and spelling. Fine literature/poetry are read aloud in Grammar School to encourage and develop an appreciation for classical literature which we continue to study throughout the students’ academic career. The Grammar School student will also learn to attend well as he/she listens to passages and learn to express himself/herself well through the practice of narration, the process of retelling a passage. Narration in both oral and written form is used to help students retain material and develop clear thinking and writing skills.

An intensive English Grammar curriculum (Shurley Grammar) is also essential in the lower grades (beginning second semester of first grade) to lay the groundwork for well-structured and precise writing, culminating in the senior thesis—the final paper of the rhetorical phase of the student’s schooling.

In the Upper School level, students continue to read classical and representative literature, discussing the author’s themes and approach to life, learning to discern and evaluate the literature in the context of a Christian worldview. Students continue to develop their ability to discuss and write about literature and life in an articulate, polished style. Vocabulary skills (primarily derived from root studies and literature) and research skills are expanded and further developed.

Mathematics: Mastery of concepts and early exposure to word problems are emphasized within the framework of an integral, spiraling approach-- building continuously on previously learned concepts (Saxon math). Use of manipulatives is employed at lower levels. Additional challenges are offered to those students who are more gifted in mathematics. Upper School mathematics continues to stress problem solving through extensive, incremental practice of skills and application of concepts. High school students are required to pursue math study during all four years of high school (concluding with calculus).

Science: Approached from a Christian framework, lessons are taught through well-written material, demonstrations, and experiments. Students are encouraged to think, digest, question, and learn. To accomplish this goal, a Nature Studies approach in Grammar School grades supplements the science concepts studied and allows them to see, experience, and touch. As they observe and identify varieties of birds, trees, flowers, etc., they will grow in their understanding and appreciation of God’s creation. Deeper content studies are added to the nature studies as students progress into the higher grades. Skills of careful observation and the use of the scientific method are emphasized.

Foreign Language: Students in K—2 experience the joy of learning other languages through a light and casual exposure to conversational Spanish. The Spanish emphasis in the Grammar School is on accent and vocabulary acquisition as well as simple sentences. After laying a firm foundation of phonetic training in English in the kindergarten, first, and second grades, a six-year Latin program is introduced in third grade. The study of Latin not only provides an excellent academic discipline for all study, but also enhances grammatical understanding of English and allows the students to enlarge their vocabularies by learning the root meanings of words. Further, it establishes an excellent foundation for learning modern romance languages (Spanish, French, and Italian). In the ninth grade students begin their formal study of Spanish. Additional years of Spanish will be taken in high school with the goal of achieving proficiency or even fluency upon graduation.

Art: Students are encouraged to develop a basic understanding of drawing and rendering from observing nature. Students also learn the basics of design as they utilize various art media and observe and copy art of great masters. In addition, they are introduced to the lives and works of the masters of Western culture in an effort to develop an understanding of how art reflects the thought and attitudes of man throughout history.

Music: We seek to train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis through great hymns of the faith. Students at all levels are introduced to the best classical music of the ages. Our goal is to establish, through basic theory*, vocal training, and study of the masters, a love of excellent music and an ability to sing (and to participate in congregational singing or even choirs). The Heritage student will also recognize styles and basic repertoire of the great composers within their musical time frame.

Speech/Debate/Drama: At Heritage, we believe that oral communication skills are not limited to a “rhetorical” stage in high school alone, but rather are polished at that level. Thus, *all* students are expected to participate, through classes or through various assignments, in reciting poetry, fables, Bible memory work, patriotic speeches, original orations, or participating in dramatic presentations, skits, plays, etc. Each student at Heritage receives encouragement and training in oral communication in front of a group. Upper School students may take a speech/debate course at least once during the 6th—12th grade years. All students in grades 1 through 5 participate in speech meets (Grammar School students participate in a Heritage speech meet, with some students selected to travel to district competition.)

Physical Education/Athletics: Physical education provides an ideal opportunity for the development of the whole child. The students learn the skills required in many sports and games; they exercise and develop their muscles. Through cooperation and team work, they establish biblical attitudes towards competition and good sportsmanship. Upper School students participate in athletic training several times a week; Heritage utilizes the services of the local Wellness Center for additional activities such as weight training and swimming. Upper School students may choose to participate in extracurricular team sports and interschool competitions within the Texas Association of Parochial and Private Schools (TAPPS) league.

FACULTY SELECTION AND QUALIFICATIONS

Teacher qualifications at Heritage are very much in line with those that are required by public school. Heritage seeks degreed, certified teachers with at least 5 years of experience teaching in their area of expertise. The current faculty at Heritage averages 9+ years of experience. Every faculty member possesses a Bachelor's degree, at a minimum. Over 50% of the faculty members have earned a Master's degree.

Certification is not a requirement, because state certification is not always the best "test" of a teacher's dedication, knowledge, love of students, and desire to continue learning. However, the majority of our teachers have at least one certification and some teachers have multiple certifications.

Heritage's requirements in many ways are much more stringent than those required by public or private schools. All teachers and staff are required to have impeccable character, be role models in the community, be active members of a church, and profess their Christian faith openly and in writing prior to being considered for a position at Heritage. Extensive background checks and reference checks are conducted prior to a candidate being considered.

The faculty of Heritage School is one of the finest in the southwest Texas region. The quality and dedication of the entire faculty and staff is remarkable. The most significant emphasis of the school is developing young people to be focused on Christ-centered, life-long learning at the highest levels.

ACCREDITATION

Heritage is officially a *Candidate for Accreditation* through AdvancED with Southern Association of Colleges and Schools (SACS). We are currently working through the accreditation process with in-house expertise which is an enormous advantage. We have already met many of the requirements just by setting our own standards at the highest level. We also have faculty members in place who have lead other Christian schools in the accreditation process. Our goal is to be awarded accreditation in January of 2012.

AFFILIATIONS

Heritage School is currently a member of Association of Christian Schools International (ACSI), Association of Classical Christian Schools (ACCS), Texas Association of Parochial Schools (TAPPS) and Independent Schools Management, Inc. (ISM).

CLASS SIZE

Heritage follows the guidelines below to determine the size of classes:

Grammar School:

From the beginning, Heritage School has planned for, and seen the benefits of a relatively small student/teacher ratio in the Grammar classrooms. Due to the critical developmental skills young students need to acquire and practice, more personal attention is desirable. Therefore, in the Grammar grades, class sizes will normally be limited to 15:1.

Upper School:

Due to the maturity and relative independence of the Upper School students, slightly larger classes are appropriate. However, even here, in order to facilitate personal attention and small group work, class sizes in the Upper School will normally be limited to 20:1.

Priority Placement:

In order to facilitate student placement in classes, the following priority listing will be adhered to:

- School-age children of staff.
- Continuing students properly reregistered.
- New students from continuing families (e.g. younger siblings).
- New students from the general public.

Contingency Accommodations:

The administration is permitted to exceed the above class sizes under circumstances similar in nature to the following:

- When students of staff members or continuing families would be excluded from a class.
- When there would not be an inordinate burden placed on the classroom teacher or facilities.
- When restoration of the approved ratio is possible in the foreseeable future.

ENDORSEMENT OF EXTRA-CURRICULAR ACTIVITIES

Because Heritage School is a private, tuition based school, it is not always possible or even feasible to hire an expert in every area that would be of benefit in a classical-Christian education model. Occasionally, Heritage School will endorse an activity or educational program provided by a non-Heritage employee for the benefit of Heritage students. In most cases, those activities and/or programs would be offered before or after the normal school day.

Heritage School will only endorse activities and/or programs which are mission specific, are in agreement with the philosophical basis of our curriculum and statement of beliefs, and which Heritage School would not otherwise be able to sustain within our tuition based financial model.

Activities and programs endorsed by Heritage School require advance approval by submitting an application in writing to the Head of School. The Head of School will meet with the individual(s) sponsoring the activity and/or program, and review the activity/program curriculum, the overall plan goals, the schedule, and any fees required to determine whether or not it is a fit and mission appropriate for participation by students of Heritage School.

If the activity and/or program is approved, it will be the responsibility of the individual sponsor to bill the student families participating in the activity/program, and to collect any fees associated with

their program. Normally, Heritage School will not be responsible for tracking and/or collection of any fees associated with the activity/program.

If the activity/program is a substitute for a required curriculum “credit” toward graduation from Heritage School, the sponsor is also responsible for evaluating individual student performance and tracking individual attendance and submitting that data in writing to Heritage School in a timely manner.

Failure to comply with the requirements of Heritage School may result in elimination of the activity/program from endorsement by Heritage.

Any misconduct on the part of the sponsor or individual instructors of any activity/program may result in immediate suspension of the entire program. Any unlawful activity will be immediately reported to the proper authorities.

ADMISSIONS

NEW STUDENTS

The Admissions Committee of Heritage School is charged by the Board of Directors with the task of admitting students and families who share beliefs, goals and abilities in common with the school populace. The Committee makes its determination through application, testing, student visit, and family interview.

The Committee uses the following guidelines:

- Families who share beliefs and goals similar to those identified in the school's statement of faith and philosophy of education.
- Families and students who have abilities, talents and a strong desire to join with the school to fulfill its mission.
- Students who are academically compatible with the current population of Heritage students.

Heritage School is not suitable for everyone. Acceptance into Heritage is not guaranteed, and the school reserves the right to deny admission to a student or family if it believes the student or school is best served by this decision. The Admissions Committee makes its decision after careful consideration and prayer.

Generally, the Admissions Committee declines admission when it would not benefit the student or the school due to incompatibilities in one or more of the areas listed above. Due to the sensitive and, at times, difficult nature of the committee's work, decisions not to accept are shared by letter and without further comment.

The Heritage School admits students of any race, color, physical ability, national or ethnic origin to all rights, privileges, programs and activities, generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, and physical ability, national or ethnic origin in the administration of educational policies, admissions policies, scholarship and loan programs, athletic or other administered programs.

RE-ENROLLMENT

Students in good standing with the school (academic as well as behavioral standing) are invited to reenroll. Those on Academic Probation (see "Academic Probation") or who have had multiple office visits face the possibility of not being invited back or having the decision delayed until the end of the school year.

Early in the second semester, a reenrollment *Statement of Intent* is issued. A signed *Statement of Intent* must be received by the deadline indicated to ensure a place for the student for next year.

Shortly after the reenrollment deadline, the Admissions Committee begins accepting new students for the following school year.

To ensure a place for a student for the next year, an *enrollment contract (Tuition Agreement)* must be signed at registration time by the party financially responsible for the education of the student. Contracts must be entered into carefully as a signed and returned contract obliges the signer to pay the full tuition without exception.

TUITION PAYMENT & COLLECTION

Parents or guardians are responsible for the **whole tuition** amount, regardless of payment plan. Tuition payments will be paid in one of three ways:

Two Payments (Two-Pay): One-half of tuition due on July 1 and November 1 for current students. One-half of tuition is due within two (2) weeks of acceptance for new students, and the remainder is due November 1.

Deferred Payments through FACTS Tuition Management: Deferred tuition payments (beyond two-pay) incur an installment fee of \$150 and an annual \$38 non-refundable FACTS enrollment fee.

Automatic billing to MasterCard, Discover, or AMEX with a convenience fee over 12 months (July - June), in addition to the FACTS enrollment fee. Payment in full and two-pay may also utilize credit card payment for those wishing to collect reward points by paying tuition.

After **45** days if the payment has not been received, a **PENDING EXPULSION NOTICE** will be sent by certified mail.

If after 60 days payment has still not been received, the Head of School will inform the family that the student has been expelled.

Students are admitted for the entire year, and no rebates or refunds are given for absence, failure to matriculate, suspension, withdrawal, or dismissal.

Heritage School reserves the right to request the withdrawal of any student who does not meet the academic requirements delineated in the policy manual or fails to abide by rules as published in this *Parent-Student Handbook*.

See *Tuition Agreement* for details concerning fees and late penalties

TUITION ASSISTANCE

Heritage School offers the opportunity for families to apply for tuition assistance through a third party, *FACTS*. Tuition assistance is “needs” based. Parents will need to complete an application either on-line at the *FACTS* website or by picking up a *FACTS* packet of information and an application from the school Financial Administrator. Parents will be required to provide all financial

information requested by *FACTS BY THE DEADLINE* or the application will not be processed. Parents who have questions regarding tuition assistance should contact the Financial Administrator during regular school hours of operation.

FAMILY REFERRAL POLICY

Heritage School encourages families, faculty, and staff to refer mission appropriate families to our school and therefore continue to grow enrollment with students who will be an asset to Heritage.

Our best, most credible assets are our current families, faculty, and staff. Heritage School wants to encourage all of those individuals to spread the good news about our school and give testimony to the fact that Heritage provides a distinctive classical, Christ-centered education that prepares students for servant leadership and lives that glorify God.

Therefore, it is the policy of Heritage School to pay a referral fee to current Heritage families, faculty, and staff members who successfully recruit mission appropriate families who, in turn, enroll their student(s) and are committed to remaining with Heritage School.

For more information regarding the Family Referral Policy, contact the Director of Admissions or the Financial Administrator.

UNIFORMS

Heritage School requires that each student wear a *school-approved* uniform. Uniforms are practical and simplify the student's morning; they also encourage students to focus on academics and character qualities rather than on style.

The concept of a uniform is, ironically perhaps, based in a very biblical notion: that God looks NOT on the outside but the inside of a person. It is through our attitudes and kindness and service that we should make an impact our culture—in a Christ-like, intentional way—not through our attire. With uniforms, the uniqueness of each student in God's eyes becomes the central focus. Our goal at Heritage is the pursuit of *academic excellence* as well as beauty and excellence of *character* rather than an effort to achieve the latest style or to attract attention to oneself through appearance.

Parents, need to be sure that their child(ren), from head to toe, is an excellent representative of Heritage School. Because the uniforms help forge a distinctive school culture, we request that students be neat, clean, and UNIFORM in appearance.

Uniforms must be worn each day (unless students and parents are notified of some special event).

Uniforms must be purchased from **The Dennis Uniform Company**.

The School also maintains a uniform closet where parents may recycle and/or pick up gently worn items. The closet is housed in the Grammar School office. New and existing Heritage families are encouraged to “shop” the recycle closet prior purchasing uniform items.

If uniform items are not available in the uniform closet, it is recommended that newcomers to Heritage School visit the **Dennis Uniform store in San Antonio** to try on the uniform separates and determine appropriate sizes; thereafter, perhaps, parents might order uniforms online as student(s) grow.

The Dennis sales assistants have the Heritage School dress code on file and are very knowledgeable and helpful.

Dennis Uniform
431 Isom Rd, #101
San Antonio, TX 78216
210-366-2003
800-854-6951 (Natl Customer Service)
www.dennisuniform.com

Uniform – General Guidelines:

Except for special occasions calling for the dress uniform ensemble specified for each grade, the child’s “everyday” uniform may consist of any combination of top, bottom, socks, shoes, and accessories listed below for their grade level. The following standards, however, do apply to all students every day:

Shirt-tails are always worn tucked in except on the playground.

Pants and shorts are always worn with a dark brown leather belt.

All uniform components (except for white socks, shoes, belts, and outerwear coats) should be genuine Dennis Uniform merchandise. (No Dockers, Land’s End, etc)

Outerwear coats and non-uniform jackets/sweatshirts—even Heritage sweatshirts/hoodies [other than the uniform hoodie] will not be worn inside the building.

The dress uniform should be worn every Friday for Chapel. Exceptions to this policy will be communicated via the Head of School.

Suitability of all uniform and/or casual dress decisions will be determined by the appropriate administrator. Students who are not wearing proper attire will be sent to the office and appropriate action will be determined.

NOTE: Please mark all of the child(ren)’s clothing by writing the name on the label provided by the company prior to the beginning of school. Label all possessions with a permanent marker.

Casual Dress Friday:

The last Friday of each month will be designated “Casual Dress Fridays” allowing the students to wear jeans and a Heritage t-shirt/spirit shirt to school for the day or jeans and an appropriate t-shirt. This is an internal fundraiser for the senior class with all monies going to offset the cost of the Senior Trip.

If students wish to participate in this special day, here are the guidelines:

- Jeans and a Heritage t-shirt (**see note**) student must bring \$1 to their first class of the day.
- Jeans and an appropriate non-Heritage t-shirt student must bring \$2 to their first class of the day
- Girls may wear any color nail polish student must pay an additional \$1

The money will be collected by the first period teacher and turned in to the finance office.

NOTE: Skinny jeans and jeans with holes are not appropriate.

Chapel Attire:

In all grades, “dress uniform” is to be worn to chapel unless it is designated as a “Casual Dress Day.”

Field Trip Attire:

Teachers will inform students regarding the proper attire to wear on a field trip. At times a uniform may be necessary. Other times, students may be allowed to wear “casual” clothes, not uniforms. If casual clothing is appropriate, shirts must be Heritage t-shirts or plain t-shirts with no wording, slogans, pictures, logos, etc. Pants, shorts, and skirts must be the appropriate length and modest in nature (just as our uniforms are). Teachers will specify what students should wear prior to the field trip. If a student or parent is in doubt, it is best to ask the teacher prior to the day of the field trip.

Cold weather attire:

On cold weather days, students may wear outerwear jackets over their uniforms to and from school and outside during lunch, recess, breaks, etc. However students must wear the authorized *Dennis Uniform Co.* sweaters, jackets, etc. in the classroom during school. *Non-uniform jackets or sweaters are not acceptable in the classroom.*

Girls wearing skirts or skorts may wear **plain, footless, navy or white leggings. See the uniform guidelines by grade-level for clarification.**

Students will not be permitted to wear outer wear coats, jackets, or raincoats while indoors unless the heater is not working and the teacher gives authorization.

Other than Letter Jackets, **Heritage athletic and sports attire is permitted for sports only.**

P.E. / Athletics uniform:

Upper School P.E. students will wear Dennis Uniform black athletic shorts and white Dennis athletic T-shirts (with Heritage logo).

Hair and Hair ornaments:

Hair Ornaments: Heritage plaid, hunter green, navy or white ribbons, bows, headbands, etc., or conservative barrettes, clips.

Hair-dos and hair length: All Heritage students should wear conservative hair-dos and natural hair colors.

Boys Hair: Hair must be above the collar and above the eyebrows. Hair must not cover the ears; sideburns may not be longer than mid-ear.

Boys Shaving: Boys who can shave will be expected to maintain a clean-shaven appearance for school.

Jewelry:

Girls may wear one-pair of small conservative earrings, a conservative watch, small rings (limit one per hand), one small bracelet (no charm bracelets), and/or one small conservative necklace.

Boys may wear one small ring on one hand only, a conservative watch, and/or one conservative necklace with a modest Christian symbol such as a cross, ichthus, etc.

No other jewelry is permitted.

Makeup:

Make-up (girls K-5): Grammar School (grades 1-5) -- no make-up.

Make-up Upper School (grades 6-12): – Minimal, natural-looking, and light in color.

Nail Polish - Girls Only - All grades: -- Clear and pale pink nail polish only.

Backpacks/lunch boxes/misc.:

The principle of uniformity extends to backpacks as well as lunch boxes, etc. Backpacks, lunch boxes, book bags, etc., should be conservative and tasteful in nature and devoid of advertisements, elaborate logos, and cartoon characters, etc. Students should avoid hanging trinkets from the backpacks.

GRAMMAR SCHOOL UNIFORM

Grammar School (K-5):

SHOES: All students may wear predominately white tennis shoes and will need plain nice brown shoes (not moccasins) for special dress uniform occasions. Plain brown athletic shoes are acceptable with the dress uniform for Grammar School students ONLY. Brown shoes may be worn at any time. Boys may wear plain brown leather boots.

BELTS: Any plain brown belt (plain or woven)

SOCKS: See BOYS and GIRLS separately, below.

BOYS

- Pants:** Khaki pants
Khaki shorts
- Shirts:** Green polo (traditional men's styling)
Yellow polo (traditional men's styling)
- Socks:** White socks
- Sweatshirt:** Green Dennis zip sweatshirt
Navy Dennis zip sweatshirt
- Sweater:** Green pullover sweater
- Dress uniform:** Khaki pants

Green polo
Plain brown shoe (including a plain brown athletic shoe
or plain brown leather boots

GIRLS

Skirts: Plaid skirt
Khaki skort

Jumper: Plaid jumper

Pants: Khaki shorts
Khaki pants

Shirts: Green polo
Yellow polo (most prefer the trimmer girl style with cap sleeves)

Blouse: White blouse with Peter Pan collar (no white polo)

Socks: White
Navy
or Green knee high socks, tights or leggings

Hoodie: Navy hoodie

Sweater: Green pull-over sweater

Sweatshirt: Green Dennis zip sweatshirt
Navy Dennis zip sweatshirt

Grades K-2 Dress uniform:

Jumper: Plaid Jumper

Shirt: Yellow polo

Shoes: Plain nice brown shoe (not moccasins)

Socks: White socks

Grades 3-5 Dress uniform:

Skirt: Plaid skirt

Shirt: Yellow polo

Shoes: Plain nice brown shoes (not moccasins)

Socks: White socks

LOGIC SCHOOL UNIFORM

Sixth - Eighth Grade:

SHOES: All students may wear predominately white tennis shoes and will need plain nice brown shoes (not moccasins) for special dress uniform occasions. Brown athletic shoes are not allowed for Logic School students. Nice brown shoes may be worn at any time. Boys may wear plain brown leather boots.

BELTS: Any plain brown belt (plain or woven)
No large metal belt buckles

SOCKS: See BOYS and GIRLS separately, below.

BOYS :

- Shoes:** Plain nice brown shoes (not brown athletic shoes or moccasins)
Plain brown leather boots
Predominantly white tennis shoes
- Socks:** White socks
- Pants:** Khaki pants
Khaki walking shorts
Khaki cargo shorts
- Shirt:** Navy polo
Yellow polo
- Sweater:** Navy pull-over sweater
- Sweatshirt:** Navy zip sweatshirt
- Dress uniform:** Khaki pant
Navy polo
Plain nice brown shoe or plain brown leather boot

GIRLS:

- Shoes:** Plain nice brown shoes (not brown athletic shoes or moccasins)
Predominantly white tennis shoes
- Socks:** Any white sock
White knee high socks
White tights
Navy tights
Navy knee high socks
Navy plain footless leggings
White plain footless leggings
- Pants:** Khaki pants
Khaki walking shorts
- Skirts:** Khaki pleated skorts
Khaki skirts
Plaid skirt (*girls will need a plaid skirt for special occasions*)
- Shirts:** Navy polo
Yellow polo (most prefer the trimmer girl style with cap sleeves)
- Hoodie:** Navy hoodie
- Sweater:** Navy pull-over sweater
Navy zip sweatshirt
- Dress uniform:** Plaid skirt
Navy polo
Plain nice brown shoe
No-show white socks

NOTE: 2011-2012 Sixth Grade students are allowed to wear the Grammar School uniform as the new uniform is phased in during the 2011-2012 school year.

RHETORIC SCHOOL UNIFORM

Ninth through Twelfth Grades

SHOES: All students may wear predominately white tennis shoes and will need plain nice brown shoes (not moccasins) for special dress uniform occasions. Brown athletic shoes are not allowed for Rhetoric School students. Nice brown shoes may be worn at any time. Boys may wear plain brown leather boots.

BELTS: Any plain brown leather belt (plain or woven)
No large metal belt buckles

SOCKS: See BOYS and GIRLS separately below.

BOYS:

Pants: Khaki pants
Khaki walking shorts
Khaki cargo shorts

Socks: White socks

Shirts: Navy polo
Yellow polo
White polo
White oxford shirt (short-sleeve option)

Sweater: Navy pull-over sweater

Sweatshirt: Navy zip sweatshirt

Tie: Dennis plaid tie (check for proper length)

Blazer: Dennis navy blazer - optional

Dress uniform: Khaki pants
Pressed white **oxford** shirt
Necktie, tied tightly
Plain brown leather shoe or boot (no moccasins)

GIRLS:

Pants: Khaki pants
Khaki walking shorts

Skirts: Khaki pleated skorts
Khaki skirt
Plaid skirt (*girls will need a plaid skirt for special occasions*)

Shirts: Navy polo
Yellow polo
White polo (most prefer the trimmer girl style with cap sleeves)
White oxford shirt (short-sleeve option)

Socks: Any white sock including Dennis
White knee high socks
Navy knee high socks

	White tights
	Navy tights
	Navy leggings
	White leggings
Hoodie:	Navy hoodie
Sweater:	Navy pull-over sweater
Sweatshirt:	Navy zip sweatshirt
Tie:	Dennis plaid tie (Tie-maybe worn correctly knotted at the 2 nd button from the top (top button may be open)
Blazer:	Dennis navy blazer (optional)
Dress uniform:	Plaid skirt
	Pressed white oxford shirt
	Necktie tied loosely
	Plain nice brown shoes (not athletic shoes or moccasins)
	No-show sock

SKIRT LENGTH

The hems of girl's skirts are to be no shorter than 2 inches above the knee. Heritage School realizes that students grow through out the school year. Heritage School asks parents to alter existing skirts or purchase new ones of appropriate length as required.

If a skirt is long enough when a student leaves home, students are asked not to roll the skirt up to appear shorter while at school.

If you have a question regarding uniform compliance, please call the school and ask to speak with the head of the appropriate school grades:

Grammar School (K-5):	Joyce Smith
Logic School (6-8):	Dr. Ron Richerhauser
Rhetoric School:	Brad Sultemeier

ACADEMICS

HOMework PHILOSOPHY

Heritage School teachers may assign homework to students at any given time. Below are the primary reasons or causes for homework:

Students often need some extra amount of practice in specific new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in the school day to do as much practice as is necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.

Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study.

Since Heritage School recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for the parents to actively assist in the child's studies. This will also keep the parents informed on current topics of study in the class.

Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely.

The discipline of studying/reading is, for Upper School students, an important part of their preparation for college. Students should strive to budget their time well and wisely schedule work on long-range assignments.

HOMework GUIDELINES

The necessity for doing homework will vary from grade to grade and even from student to student. In the Upper School grades, there is naturally more reading to be done due to the increase in content covered by the curriculum

The guide below should be regarded as *average* times, not as required maximum or minimum times, and does not reflect occasional short-term or long-term projects. For regularly assigned homework, a weekly assignment sheet will be used in the Grammar School grades. A school-issued, student-owned assignment book will be used in the Upper School grades. Students are encouraged not to put off long-range projects until the last minute.

Grammar

APPROXIMATE TIME PER WEEK NIGHT

Kindergarten	Limited to weekly family projects
1st-2nd	20-30 minutes
3rd-4th	30-45 minutes
5 th	45-60 minutes

Logic

APPROXIMATE TIME PER WEEK NIGHT

6th-8th	60-90 minutes
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Rhetoric

9th-12th	2—3 hours
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GRADING POLICIES AND PROCEDURES

In order to convey accurate information, grades must reflect:

- A student's grasp of the subject matter content
- A student's likely ability to succeed in future academic endeavors at Heritage.

The purpose of grades is to convey accurate information regarding student performance.

As such:

- It is important to resist grade inflation which, over time, inaccurately reports students as performing at a higher level than they actually are.
- It is important that parents understand the information conveyed by grades.
- It is important that parents, students, and teachers accept and value truthful information over inaccurate, inflated grades.
- It is important that higher-level grades be reserved for performance that is significantly above expectations and requirements for grade level advancement. Performance that is acceptable but not significantly above expectations should not receive higher-level grades.
- A student's performance relative to his or her peers (a parent should be able to reasonably conclude from an "A" that the student is performing at a high level in comparison to his or her peers)
- Low "B" and high "C" level grades should reflect performance that meets but does not exceed expectations.

Accordingly, Heritage assigns grades that generally reflect the following levels of subject matter mastery. Please note that these are very broad descriptions, and it remains within the discretion of

each teacher to interpret these guidelines as appropriate for the subject matter and grade level involved.

Reporting Grades for K – 2nd

Kindergarten through 2nd grade: Students receive a quarterly assessment of progress but do not receive numerical grades on report cards.

Defining grades for K – 2nd

Grades for **kindergarten, first grade, and second grade** students will consist of:

E (*Excellent*) - reserved for students whose performance has clearly exceeded expectations. This is not given to students who need to improve their behavior in any way.

S (*Satisfactory*) - given to students whose performance meets but does not significantly exceed the classroom expectations.

N (*Needs Improvement*) - given to any student whose performance falls slightly short of expectations and calls for increased effort and improvement.

These will be given in the areas of *character, work habits, and academics*. This grading system will help young children to become accustomed to the concept of feedback from the teacher to the family.

Reporting Grades For 3rd - 12th

Students receive a quarterly assessment of progress with numerical grades on report cards for academic subjects, and **E, S, and N** (defined above) for areas referring to character, work habits, and/or special subject areas.

Percentages, their letter grade equivalents and meanings for grades three through twelve are outlined below:

<u>RANGE</u>	<u>LETTER GRADE</u>	<u>MEANING</u>
90-100	A	ABOVE AVERAGE to EXCELLENT
80-89	B	AVERAGE to ABOVE AVERAGE
70-79	C	SATISFACTORY to AVERAGE
0-69	F	FAILING*

*An F is not automatically equal to a zero (O). Any earned credit **below 70%** will still be averaged into the quarter/semester/year grades. For example: a score of 50% on a test is better than a zero on the same test when averaged into an overall score.

Defining Letter Grades

“A” (90 – 100). Work at this level manifests many of the following qualities:

- Meets all standards for “B” work (below)
- Shows attention to detail and care with presentation
- Shows well developed structure and focus
- Reveals precise and exact understanding of the material
- Demonstrates an understanding sufficient to allow the student to raise new questions, demonstrates new insights or suggests new approaches
- Shows confidence with the ideas explored
- Contains some originality of thought and expression.

“B” (80 – 89). Work at this level manifests many of the following qualities:

- Meets all standards for “C” work (below)
- Is well-organized and neat
- Presents thoughts clearly with no ambiguity
- Demonstrates an accurate understanding of the material
- Omits very few important points or questions

“C” (70 – 79). Work at this level manifests many of the following qualities:

- Demonstrates a predominantly accurate understanding of the material
- Contains some structure and focus
- Is only occasionally ambiguous or unclear
- Covers most central points
- Identifies the central questions

“F” (below 70). Work at this level manifests many of the following qualities:

- Is rated as failing
- Contains many errors or serious omissions in understanding

- Shows poor organization
- Has a lack of structure and focus
- Shows lack of conscientious engagement
- Has a high degree of ambiguity
- Forces the teacher to guess at the student's meaning
- Is sloppy in presentation
- Demonstrates lack of care

FINAL EXAMS

As students move into Rhetoric School, they encounter comprehensive semester final exams that are given substantial weight in determining the course grade.

Grades 9 -12: First and second semester final exams will be given. The semester exam factors 1/7th of the semester grade.

TRANSCRIPTS

Transcripts will be sent to colleges and universities and will reflect a GPA translated to a 4.0 point scale. Heritage acknowledges valedictorian and salutatorian status, and colleges will be informed by notation on the student transcript.

ACADEMIC PROBATION

In order to provide additional motivation for students whose academic achievements are not consistent with their capability, placing the student on academic probation may be required. This policy applies only to Logic and Rhetoric School level students (6th – 12th grade).

For purposes of this policy, the following definitions apply:

Core Courses: English, Math, History, Science [including Logic], Foreign Language [Ancient and Modern languages], and Bible

Original Failing Quarter: The first quarter a student fails a “core course” or fails to keep his/her overall average above 70

Remediation Quarter: The quarter during which a remediation plan is implemented for the failed “core course”

Probation Quarter: The quarter during which the student, under Academic Probation, is required to raise his/her grade(s) and during which he/she is prohibited from participating in all co-curricular activities

The guidelines and parameters of academic probation are as follows:

- Upper School students are required to **maintain at least a 70 average** in each of the **core courses** during each quarter of the school year.
- Upper School students are also required to **maintain at least a 70 overall average** (including all courses) during each quarter of the school year.
- If a student’s average on any of the **core courses** is below 70 for a quarter, or if a student’s overall average is below 70 for a quarter, that student will be considered in the **remediation** (grace) phase of Academic Probation for the next quarter. A **parent conference** will be arranged at this time, including the teacher of the failed class, the Guidance Counselor, and/or the Head. The conference should address a **remediation plan**, establish regular monitoring of the student, and inform parents about the remaining probation process should the student’s performance not improve.
- The remediation plan will be presented to the student by the Guidance Counselor in the form of a contract and should be implemented immediately. If the student’s average for the remediation quarter is 70 or above, no further action is required.
- If, at the end of the **remediation quarter**, the student’s quarter average for any of the **core courses**, or the student’s overall average (for the remediation quarter), has not risen to at least a 70, the student will be placed on **Academic Probation** for the duration of the following quarter (**probation quarter**), causing the student to be ineligible for participation in any co-curricular activities (sports, drama, etc.). A second parent conference will be arranged to re-evaluate the original remediation plan, and will include the teacher of the failing class, the Guidance Counselor, and the Head. At this point, it must be decided whether it is feasible for the student to attempt a revised mediation plan or consider another education option besides Heritage School.
- *It should be understood that the student must improve the failing class while maintaining a 70 average in all other core classes, plus continuing to maintain a 70 overall average. If the student’s average for the probation quarter is 70 or above, no further action is required.*
- If at the end of the **probation quarter** the student’s quarter average for any of the “Core Courses,” or the student’s overall average (for the quarter), has not risen to at least a 70, that student will be expelled.

This is not intended to be a year-by-year policy. It can go into effect during any given quarter of a school year and be carried over to the next school year (i.e., any given three consecutive quarters while in grades 6-12). The three consecutive quarters will be referred to as the **original failing quarter**, the **remediation quarter**, and the **probation quarter**.

The **Academic Probation Policy** goes into effect automatically for any student with a quarter grade below 70 in a core course or an overall quarter average below 70. The policy remains in effect until the student's grades are brought up to passing.

NOTE: If implementation of this policy would be counter-productive to the objective, the Head of School has the discretionary option not to place a student on probation or not to proceed with expulsion. A written record explaining this decision will be signed by the Head of School and be placed in the student's file.

ATHLETICS ELIGIBILITY

Academic Requirements:

Our athletic program exists in order to help balance and extend academics, never in place of or in competition with the academic curriculum. Since work habits and conduct relate to character development and are standards of the Word of God regardless of one's individual talents and abilities, these are the areas in which we place the greatest emphasis for eligibility. Academic achievement in the various subjects is also very important, and if a student is not achieving above failure a priority should be placed here. Therefore, the following qualifications have been set down:

- In order to participate in athletics, a student must maintain the majority of work habits/conduct/character grades in the E or S categories. Also, a student must not have any academic grade below 70.
- The student's academic eligibility is reviewed at the end of each quarter. Any needed progress reports for student will also be forwarded by the Upper School head to the Athletic Director, who will contact the appropriate coach concerning a student's lack of academic achievement. If a student has received a progress report at mid-quarter, it will be up to the student, the parents, and the coach to determine if action is merited.
- If a student-athlete receives a failing grade on his/her report card, he/she will be ineligible to participate in practice and games for two weeks. At the end of two weeks, if the student's academic achievement is satisfactory (meets the criteria outlined in #1 above), eligibility will be reinstated.
- If at the end of the two week period the student is still failing, he/she will remain ineligible for the rest of the quarter. To regain eligibility, the student must pass all classes for that quarter, and in doing so, the student may rejoin his/her sport/team.
- A student who misses school due to athletic competition is responsible for keeping up with his or her schoolwork. Any work that is due during a period that the student will miss should be turned in before the class period. (See planned & unplanned absences in the *Parent-Student Handbook*.) Any tests that the student will miss should be taken ahead of time if possible. Otherwise, the student is responsible for working out an arrangement with the teacher ahead of time for making up the test.

Under no circumstances should a student fail to talk—at least a day ahead of time—with a teacher whose class he or she will miss.

TUTORING

If a student is encountering difficulty in a particular subject the following steps should be taken:

- The student should seek extra help from the teacher involved. Teachers have regular office hours each week which are published to parents at the beginning of the school year.
- A student who has questions or needs assistance may make an appointment with any teacher at another mutually convenient time.
- Teachers may tutor students in their classes for a short duration only, but may not accept payment for tutoring during regular school hours.
- Students in need of assistance outside normal school hours are responsible for finding their own tutors.

Heritage will keep a list of all approved faculty members who are registered with, and approved by, the Head of School to tutor students on their own time, after regular school hours. The school will make the entire list available to any parents who feel the need for additional tutoring for their student(s).

Parents may make their own personal selection for a tutor from the Heritage list of faculty OR from any other source they so choose. The cost of such tutoring will be mutually agreed upon by the parent and faculty member or external tutor.

STANDARDIZED ACHIEVEMENT TESTING

Standardized testing: Standardized testing will be administered in April each school year for grades 3-10. High school students in grades 9—11 will take the PSAT (Preliminary Scholastic Aptitude Test) each October. The scores for the PSAT / NMSQT (National Merit Scholarship Qualifying Test) taken in the junior year may place the student in consideration for the National Merit Commendation or for National Merit Scholarship Semifinalist/Finalist. High school juniors and seniors are encouraged to take the SAT and/or ACT in both years.

ADVANCED PLACEMENT

Advanced Placement: Students are encouraged to take various advanced placement tests in their junior and/or senior year in order to receive credit or be placed into a higher college level course upon entering college. Through AP's college-level course exams, students may be able to earn college credit and advanced placement in a college or university. Students should consult with their college or university of choice to determine the use of advance placement testing results at that particular college or university. The Guidance Counselor can explain the process and assist with registration requirements and dates.

CLEP

CLEP: Upon graduation, students may also be encouraged to take any of the CLEP (College Level Examination Program) tests. The College-Level Examination Program® (CLEP®) gives students the opportunity to receive college credit for what they already know by earning qualifying scores on any of the examinations. Students should consult with their college or university of choice to determine the acceptance and use of the CLEP testing results at that particular college or university. The Guidance Counselor can explain the process and assist with registration requirements and dates.

GUIDANCE COUNSELING

Heritage School has a full-time Guidance Counselor on staff to provide students in the Upper School with the services of a guidance counselor. One of the many responsibilities of the guidance counselor is to assist students and parents in understanding standardized test scores, college preparations, and evaluation of transcripts for college entrance. Parents and/or students should make an appointment with the Guidance Counselor through the main office.

COMMUNICATION

COMMUNICATION WITH PARENTS

Heritage School provides several methods of staying in touch with activities and programs as well as each student's progress on a regular basis.

The Website: www.heritage-school.net, our official school website, is the primary means of communication for all updates, event schedules, announcements, field trips, school activities, fundraiser events, and other features important to Heritage.

Heritage Herald: Normally, each family will receive an email copy of the ***Heritage Herald*** weekly. This school newsletter will update parents on current events, announcements, field trips, school activities, fundraisers, and feature articles about classical education. If a family does not have access to email, a few copies will be available from the Front Office.

Blue Folders (Grammar School only K-5): Grammar School students will also receive daily and/or weekly communication* from the teacher with important information pertaining specifically to the child's class. (*Homework Assignment Sheet [HAS] and the Parent Letter) Please check each child's blue folder, bag, or backpack for information, daily.

RenWeb: An important addition for Heritage School is the RenWeb network for parents and teachers. Grammar, Logic, and Rhetoric School faculty communicate regularly with parents through this web-based program. This program can be accessed through the Heritage website (www.heritage-school.net) or at www.renweb.com. Through the *Parents Web Login*, Heritage parents are able to access basic information about the school as well as their student's schedule, lesson plans, and homework assignments.

NOTE: The email address and password that parents enter must match the ones entered by the school office. A random password is assigned to all first time users. After signing in the first time, parents may change the password to be more personalized.

Heritage also maintains a presence on **Facebook**.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records.

Heritage School does NOT receive funds from the federal government, and, therefore is not required to comply with FERPA in its current is interpretation.

However, Heritage considers that all records of the school are the sole property of Heritage School. Heritage will require written permission from a parent or court appointed legal guardian before sharing any academic or financial records of a former or current student with any individual or entity outside of Heritage School.

PROGRESS REPORTS / PARENT CONFERENCES / REPORT CARDS

Grading and reports are based on a quarter/semester system, with four equal grading periods.

Grammar School (grades K-5): Parent/teacher conferences will be conducted at the end of the first and third quarter grading periods for parents of students in grades K—6 (refer to school calendar for exact dates). *It is most beneficial to all involved to have both parents attend the conference together* when possible.

Upper School students (grades 6-12): When appropriate, parents of Upper School students may receive *comments* with each quarter's grade reports. Parents may also go to RenWeb to get a snapshot of how their students are doing. (no formal parent conferences are scheduled regularly as for Grammar School students' parents).

If a student in any grade level is in danger of failing or if a student has not turned in a major assignment, the teacher will post this information on Ren-Web, and/or send an email, or send home a progress report indicating the student's urgent need for improvement.

Parents may request a conference with the teacher by contacting the teacher directly.

RESOLVING PROBLEMS AND GRIEVANCES

From time to time parents may face difficulties or confusion about various school issues. These may range from the simple, such as questions about an assignment, a student's struggles with a course, or a small student/student or student/teacher misunderstanding, to more complex issues of conflict or grievance. The most appropriate handling of any issue is the biblical approach which is direct and has as its goal loving confrontation and restoration of loving relationships. It is understood that, especially during the attempted resolution of concerns, principles of **Matthew 18** and **James 3** will be followed. That is, gossip and slander will be avoided.

It is the objective of Heritage to establish biblical guidelines for the resolution of disputes and grievances in the operation of Heritage School.

If any disputes arise which are not covered by this policy, the board will have the authority make the final determination.

The following is the process by which Heritage School delineates the approach we expect families to follow. This includes students, parents, and volunteers.

Definitions:

Dispute- Any disagreement that results in broken fellowship or trust between the parties, or that disrupt the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of Heritage School objectives and goals.

Grievances- Any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.

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

These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Heritage School operations, between any two parties connected in a direct way to the school.

Students/parents to teachers:

All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. A respectful demeanor is required at all times.

If the problem is not resolved, the parents or student may bring the concern to the appropriate Upper School or Grammar School head.

If there is still no resolution, the individual may appeal to the HOS. The HOS will request that all of the facts, names of individuals, and details be put into a signed written document in order that follow-up may proceed. Upon necessary review, the HOS may request a meeting.

The appeal process ends with the HOS decision.

Parents to administrator:

If parents have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should submit their concerns to the Head of School. The HOS will request that all of the facts, names of individuals, and details be put into a signed written document in order that follow-up may proceed. Upon necessary review, the HOS may request a meeting with the parent(s).

If there is no resolution, the parent(s) may appeal by requesting that the HOS present the information as submitted by the parent(s) in writing to the Chairman of the Board in his/her capacity as Chairman of the Executive Committee on the Board of Trustees.

Upon necessary review, the chairman will submit the final decision to the parents in writing. That will end the resolution process.

This procedure also applies to board members who are acting in their capacity as parents/patrons, and not as representatives of the Board.

Volunteers to Staff/Administration:

If any volunteer has a concern about the volunteer work, the concern should be presented to the staff member responsible for the volunteer's oversight (teacher, Head of School, etc.).

If the problem is not resolved, the volunteer(s) may bring the concern to the Head of School. The Head of School will request that all of the facts, names of individuals, and details be put into a signed written document in order that follow-up may proceed. Upon necessary review, the HOS may request a meeting. The HOS decision is final.

GETTING A MESSAGE TO A STUDENT

When it is necessary for parents to contact their child(ren) at school the following procedure should be followed:

- Call the general school phone number. 830-997-6597
- Leave the message with the school office (either with an individual or on voice mail).
- If it is an emergency, let the school know immediately.
- Do NOT call the student's cell phone during regular school hours.
- The office will take the note to the student ASAP.

RECEIVING A MESSAGE FROM THE SCHOOL

If a staff member or teacher from Heritage calls a parent at home, the individual calling the parent will leave a message containing their name, how and when they can be reached, and the purpose for the call. On occasion, a parent will notice that the school phone number appeared on their *caller ID* feature meaning that they may have missed a call. Parents should not call the school's general phone number and ask who just called them from the school. If a message was not left for the parent, there is no way for the school secretary to know who may have called the parent.

EXPECTATIONS FOR PARENTS

PARENTAL INVOLVEMENT

Because the family unit is the most important human institution ordained by God, it is of utmost importance to Heritage School. We will continually seek constructive ways to involve the parents, grandparents, and siblings of our students in the activities of the school.

Below are just a few of the more common ways to be involved. (Parents should feel free to ask if they would like to try additional ideas.)

- Visit the school/class at any time. (Parents should simply *call our secretary ahead of time* for an appointment out of courtesy to the teacher and check in at the office upon arrival.)
- Assist in the classroom, regularly or infrequently. (Again, arrangements should be made with the teacher concerned.)
- Act as a chaperone on field trips, library visits, and special events.
- Serve as a story-reader, musician, guest artist; parents may offer their special talent.
- Upon the request of the teacher, a parent may present his/her vocation to the class or invite the class to his/her place of business.
- Volunteer to speak at chapel.
- Share experiences, trips, vacations, as they may relate to an area of study in a class.
- Volunteer to help in the many tasks related to the annual fundraising events.
- Help host class parties, at home or in the classroom.
- Parents should closely monitor and praise their child's progress by reading all teachers' notes and student papers sent home. This form of communication and teamwork between teacher, parent, and student will be vital to the child's progress and success.

Parent volunteerism is extremely important to Heritage School. Heritage expects that all families/parents commit to volunteering in some capacity each quarter of the school year. Without parent volunteers the number of paid staff would have to be increased resulting in additional tuition for every student.

Visiting the School

Whenever visiting classrooms or volunteering during regular school hours, all parents and visitors must first check-in at the main office and obtain a visitor's name tag to wear while on campus. Those who do not check in and/or are without a nametag will be directed to the school office.

THE RESPONSIBILITIES OF PARENTS

By enrolling their students at Heritage, parents commit to support the school and its mission. Parental commitment to the school and its mission includes but is not limited to the following:

- Supporting the school in its fulfillment of its purposes, commitments and principles, especially in the education of all students classically and in accordance with the *Statement of Belief*.
- Refraining from illegal or immoral behavior which reflects poorly on, or is potentially disruptive to, the Heritage School community.
- Praying for God’s wisdom for the leaders of Heritage and His blessings on the school.
- Modeling appropriate conflict resolution in accordance with Matthew 18 and the school policy published in this handbook.
- Refraining from spreading gossip regarding individuals and/or making derogatory comments regarding Heritage School which are behaviors that are unbiblical and destructive to any Christian community.
- Demonstrating a love of learning and a desire to apply biblical principles to all areas of their lives.
- Accepting their biblical responsibility for the education of their students by:
- Ensuring that their students have the time, place, and parental support needed to complete their homework and studies.
- Ensuring that their students arrive and are picked up on time.
- Ensuring that when their students arrive they are properly prepared for the day with:
 - Appropriate meal(s)
 - Proper attire
 - Necessary supplies
- Encouraging students to comply with the spirit and the letter of all Heritage rules and policies with appropriately respectful attitudes in accordance with biblical teaching.
- Demonstrating acceptance of personal responsibility by fulfilling their volunteer commitment including but not limited to parent orientation and parent-teacher conferences.
- If necessary, securing additional tutoring, testing, or assistance for their students, especially when suggested by the Heritage administration
- Setting an appropriate example to their student(s) and all other students when on campus or at Heritage related events by:
 - Always refraining from inappropriate language;
 - Observing all school rules and policies with an appropriately respectful attitude;
 - Relating to all faculty and staff members with courtesy and respect, at all times, including when a conflict or disagreement arises;
 - Demonstrating courtesy and respect to all other adults, including referees, coaches, and parents of opposing players during sporting events;
 - Refraining from all alcohol and tobacco products on campus or at any off-campus, Heritage related event where students are present;
 - Dressing appropriately (with modesty) when visiting offices and classrooms or attending school related event

Heritage has the right to deny reenrollment or terminate enrollment based on parental behavior.

GRAMMAR SCHOOL ROOM MOMS

Every Grammar School class has a Room Mom. Volunteers are asked to serve in this capacity by the Heritage School Parent Association (HSPA) Room Mom coordinator at the beginning of each school year. The Room Moms strive to assist the classroom teacher in order to make the class run more smoothly and efficiently.

Some of the Room Moms' responsibilities include:

- Attending monthly HSPA meetings.
- Encouraging HSPA meeting attendance by other parents.
- Coordinating and maintaining regular helpers for the teacher. (Helpers perform such duties as copying, occasional grading, typing, cutting, reading, etc. as the teacher needs. Helpers are required on a regular basis.)
- Instructing parents regarding the activities of in-class parties
- Ensuring the teacher appreciation luncheon coordinator for the class organizes one luncheon
- Overseeing class parties

For more complete information regarding Room Moms attend the HSPA meetings or contact the HSPA President.

CLASS CELEBRATIONS AND PARTIES

Birthday Parties

On their child's birthday, parents should feel free to provide special treats for the child's class during their lunch or recess period. Students with summer birthdays may celebrate "half-birthdays" during the school year.

A good way to honor a student's birthday is to donate a book to the Heritage library. Parents should check with the Head of School or Librarian before making a selection.

Parents may bring a drink and cookie or cupcake for everyone in the class.

Birthday celebrations are to be kept low-key. (Balloons, flower arrangements, decorations, etc.) should be saved for home.

Invitations handed out in school to personal off-campus parties of any kind must include every student in the classroom.

Holiday Parties

Grammar School students may participate in three holiday parties during the school year at times and dates to be announced by the teacher. Those holiday parties are:

- Thanksgiving
- Christmas
- Valentine's Day

NOTE: Heritage **does not** celebrate Halloween.

At the teacher's discretion, room mothers will coordinate volunteers and meet with the teacher to plan the parties.

Although Upper School students will have no official parties in class, teachers may occasionally provide opportunities for celebrations at the close of a unit or encourage a cultural “feast” to coordinate with Spanish or some historical/literary event (e.g. Shakespeare’s birthday).

Celebrations:

In addition, Heritage school celebrates Veteran’s Day, Christmas, and Grandparents Day, and Graduation with special programs.

BUILDING USE FOR NON-SCHOOL SANCTIONED ACTIVITIES

It is the intent of Heritage School to reserve the use of the grounds and all buildings on our campus for official Heritage School sanctioned activities. Official Heritage School activities are those school related activities that have the approval and endorsement of the Head of School and/or the Board of Trustees.

School sanctioned activities will always have priority over outside requests. No meeting or activity may be scheduled by any faculty or staff member or group that will conflict with regular class schedules or other scheduled school events, such as sports team practices, sports competitions, fine arts presentations, etc.

Permission to use any Heritage facility for purposes other than school sanctioned events must be obtained by submitting the proper form and documentation in writing to the Head of School and must be in compliance with our *Facility Use Policy*.

Determination as to which activities will/will not be approved to take place on our campus or in our buildings is completely at the discretion of Heritage School.

A *Facility Use Request* form is available from the school office or School website.

ATTENDANCE AND PUNCTUALITY

ARRIVAL & DEPARTURE

Grammar School (K-5) arrival:

Each school day begins promptly at 8:00 am and ends at 3:00 pm

Students will wait in the music room until 7:55

Faculty members will be in Grammar School Village music room between 7:40-7:55

All students must be picked up **no later than 15 minutes after their dismissal time**. After that time Grammar School students will wait in the designated area.

Bus students will not be counted tardy if the bus arrives after the appointed time.

Upper School (6-12) arrival:

Each school day begins promptly at 8:00am and ends at 3:15 pm

Students should *arrive at school between 7:40 a.m. and 7:55 a.m.* This will allow students ample time to put away articles of clothing, back packs, lunches, etc., before school begins.

Students may go directly to their rooms (unless directed otherwise) to begin preparing for the day.

All students must be picked up **no later than 15 minutes after their dismissal time**. After that time Upper School students will be required to call their parents.

Students will not be allowed to wait on the playground or in the gym.

No after school study hall or childcare will be provided for any student.

For safety reasons, if parents will be picking their student(s) up late, or if a student(s) will not be attending school for any reason, please call the school office. We will ***not release students to anyone other than parents*** unless the parents make *prior arrangements* via note or phone call.

Parents must notify the school office or appropriate teacher if their child will walk or ride his/her bicycle home.

Our administrative assistant will call the parents of any student who drives to school if he/she does not arrive at school. By doing so, we will quickly know whether the student is ill or has had an accident.

Drop-off and Pick-up Areas

When dropping off or picking up students from, please enter the appropriate circular drive or park in the parking lot.

Please drive safely.

If you would like to visit, please park in designated areas and check in at the Administrative Office.

ATTENDANCE

A student enrolled in Heritage School is expected to be present in school **attending every class every day that school is in session.** Because each class period should contribute significantly to the curriculum objectives of Heritage School, and because the instructional program is progressive and sequential, it is necessary to encourage student attendance in all classes. The curriculum is not designed to be accomplished easily by taking home worksheets. Students will derive the most from the Heritage education through attendance in all classes and active participation in discussions, demonstrations, language exercises, field trips, etc.

In addition, all-school events such as Grandparents & Friends Day and Spring Fling are considered important for continued growth and community-building. Therefore, all students are expected to be in attendance.

However, in recognizing the authority of parents over their children, we understand that parents may decide that it is in the best interests of their child not to attend school on a particular day.

General Guidelines:

The actual number of days school is in session will be determined by the yearly school calendar.

If a student needs to be absent from school for one or two days for any reason, **the parent should contact the school office by note or phone as soon as possible.**

When a student leaves early (prior to normal school dismissal) he or she must have parental permission and be *signed out in the school office.*

Planned Absences:

A planned absence is any absence that is the result of a parent deciding to excuse their student from attendance at school for reasons that are foreseeable. Examples are absences due to family vacations, doctor or dentist visits, and/or programs that are not school-related.

Parents must submit a ***Planned Absence Form*** at least 3 school days prior to the absence. The form is available in the office or on line.

In the event of a planned absence, it is the student's responsibility to coordinate assignments with each teacher and have all work completed *prior to leaving or upon return* to school. The teacher has the authority to determine the due date.

when extended absences are voluntary (vs. emergency or illness), all school work must be completed prior to or by the end of the absence.

Unplanned Absences:

Unplanned absences are any absence resulting from unforeseeable circumstances, such as illness or family emergency.

For an absence to be counted as unplanned, the student's parent should notify the school as soon as possible regarding the unforeseen situation.

Upon returning to school, the student should bring a doctor's note or a note from the parent stating the reason for the absence.

If, upon returning to school after an absence a note does not accompany the student, it will be classified as a *planned* absence. That means **all previously assigned work is due upon the student's return.**

School-Sponsored Special Events:

Absences due to school-sponsored special events, such as athletic playoff games will automatically be treated as a **planned absence** but **will not counted** in the tally of absences for the quarter/semester if the student is a participant in the event.

If the student is a *spectator* at the event, the absence will be considered a **planned absence**, and the student will need parent approval and a note for the school in advance of the event.

College/University visitation days are also considered planned absences.

Excused absences:

Absences will be considered "excused" for such reasons as a planned family trip, illness, family emergency, planned doctor/dentist appointment, etc.

In order for an absence to be considered excused, the student must present a note from a parent prior to the trip (if pre-planned) or from a parent or doctor upon returning to school explaining the nature of the absence.

Make-up work will be allowed for all excused absences.

Make-up Work:

In general, the guideline for make-up work is that the student will receive **as many days to complete the work as the number of days that he/she was absent.**

In the case of a *planned* absence, however, **make-up work must be completed in advance or ready to turn in when the student returns** to classes [according to teacher discretion].

Any make-up work not completed will be subject to each individual teacher's penalty for late work.

Individual classroom teachers may make accommodations, depending upon the nature of the work or assignment and the circumstances of the absence.

Unexcused absences:

- Make-up work will NOT be allowed for unexcused absences.
- In the case of an unexcused absence, the student will:
 - receive a grade of "0" on any graded work
 - receive a reduced participation grade (if applicable)
 - serve a lunch or after-school detention
- Absences are considered unexcused if they do not fall into the above categories or the student does not have the proper note from a parent/doctor.

Excessive Absences:

In the event the total number of *planned absences* is equal to or exceeds **five days in one quarter**, the student **may not** receive credit for that quarter.

In the event a student is absent from a class, or from school, for more than ten days during one quarter (for any reason), the student's parents will meet with the appropriate Grammar, Logic or Rhetoric School Director (and teacher/s if necessary) to determine whether the student will receive a letter grade, or a grade of P (pass) or F (fail) on his report card.

In the event the total number of absences, **whether *planned or unplanned***, is equal to or exceeds **fifteen days in one semester**, the student **may not receive credit** for that semester

9th—12th grade students must complete final exams before a semester grade will be given. A student who is absent during a final exam will receive a designation of "I" (incomplete) in the pertinent course until the missed exam is completed. ***Semester exams and final exams will not be administered early.***

Extensive absences of Grammar School students will also be addressed according to the first three bullets, above.

Grammar School Absences:

Excessive absences of Grammar School students will be addressed according to the first two bullets in the section "EXCESSIVE ABSENCES," above.

How absences affect Semester exams and final exams:

Semester and/or final exams will NOT be administered early.

A student must complete final exams before a semester grade will be given.

A student who is absent during a final exam will receive a grade of “I” (incomplete) in the pertinent course until the missed exam is completed.

How absences affect Senior Exemption from final exams:

Seniors will NOT be exempt from Spring Semester Finals if they have an unexcused absence or more than four excused absences for the semester.

How Punctuality affects Absences:

See PUNCTUALITY, below.

NOTE: Upon review of the Head of School, requirements of the **Attendance Policy** may be waived on an individual basis by taking into account the student's mastery in all subjects, behavior and attitude toward work and study, disciplinary record at school, and the extenuating circumstances resulting in excessive absences.

PUNCTUALITY

In order to maintain consistency in the classroom and allow teachers to begin classes on time, it is essential that students arrive to school and to class on time each day. Students not arriving on time will be accounted as “tardy”, and appropriate action will be taken.

Bus students will not be counted tardy if the bus arrives after the appointed time.

Student tardies will be recorded and kept in the permanent file. A grace period will be given for the first four (4) weeks of school. After the 4 week grace period, Grammar students will incur loss of stamp for every **three** tardies.

After the grace period Upper School (6-12) students will receive a Detention following the first three tardies. However, there will be **no excused tardies for any reason** thereafter. Every future incident will result in a Detention.

Every three tardies in any one quarter and will count as one additional absence on the student’s record.

Signing a Student out of School Early

A parent must come to a school office to sign a student out before taking the student off campus prior to the end of the regular school day.

- K-5 students are signed out in their classroom.
- Grade 6-12 students should be signed out at the administration office in Herzog Hall.
- A student who drives must have a written permission from the parent to leave early and must sign out at the Main campus administration office.

SEVERE WEATHER CLOSINGS

Generally speaking, Heritage School follows the same severe weather closings as FISS. Should severe weather force Heritage to close for the day, such closings will be announced on the local radio stations (**KNAF—AM 910**), as well as the local cable television channel. Listen for announcements after 6:00 a.m. Heritage School will also utilize the **phone chain** for alternate plans.

Holidays

Heritage School observes the following holidays with time off from school:

Labor Day	President’s Day
Fall Break	Spring Break
Thanksgiving	Good Friday / Easter Monday
Christmas Break	Memorial Day

Specific dates for all holidays and school breaks are published annually in the school calendar.

Carpools

Carpool arrangements are the responsibility of each family.

Parents must notify the school in writing with a parent/guardian signature and date if their child will be leaving with someone other than parents/guardians.

Parents must inform the party picking up their child of these written arrangements.

If an emergency or a delay occurs which will preclude a parent from picking up their child on time, please call the teacher in Grammar School and/or the school office for Upper School as soon as possible.

Student Drivers

Sophomores, juniors or seniors who have their driver’s license may drive to school and park in the designated student parking areas.

Permission forms and rules for student drivers are available in the office. Permission forms must be filed in the office **before the student brings his/her car to campus**.

Student drivers will not be permitted to drive other students (except their own siblings or other specific pre-approved instances) to or from school; no student drivers will be utilized for school-sponsored events (field trips, sports events).

Violation of rules set forth on the permission form will result in loss of driving privileges.

Off-Campus Lunch Privileges

Seniors who have a **signed [parent/guardian] permission slip on file** in the school office may go off campus for lunch each day during their senior year. Students are allowed to transport other students **ONLY** with parent permission, as noted on the required form. Students **MUST** sign out prior to leaving campus so that in the case of emergency, the administration will know where to find the student. Students are expected to return to campus in plenty of time for their next class, without being tardy and without speeding back to campus. They **MUST** also sign back in at the office.

Juniors will enjoy an off campus lunch privilege each Wednesday for the 1st semester. Junior students will be given the privilege of going off campus for lunch each day during the second semester.

Should Seniors and Juniors fail to adhere to the policy, this off campus privilege may be revoked.

CONDUCT AND DISCIPLINE

General School Rules

Although Heritage is Christian school, and it would seem as if everyone should be aware of and do the “right thing” at all times, unfortunately that is not always the case. After all, Heritage students, parents, faculty, and staff are all human and occasionally behave in ways that are neither acceptable to others nor pleasing to God. For these reasons, Heritage has developed general school rules to which everyone must adhere. The rules are in accordance with what the Bible teaches us: “do unto others as you would have them do unto you,” treating others with kindness and consideration, and most importantly, forgiveness. With these guidelines in mind, Heritage school rules include but are not limited to the following:

Jesus instructs His disciples that God is glorified when good works are seen by others. Saved by grace and not by works, we are nevertheless called to exhibit fruit in life with each other. As a Christian community, Heritage seeks to encourage such fruit by living in respectful, honorable and peaceful ways with each other. In doing so, we seek to cultivate a favorable learning environment and to bring God the glory in doing so.

At Heritage, all students are asked to uphold the following principles which constitute the basic ‘code of conduct’ for our entire school community. This ‘code of conduct’ is imperative because it acts as the basis for expectations in the classroom. For these reasons, Heritage has outlined some of the basic school rules outlined below:

- Students are expected to cooperate with basic Christian standards of behavior and conversation.
- Students are expected to treat all fellow students, faculty, and staff with the utmost respect and dignity in support of our school culture based upon the scriptural principals: “love thy neighbor as thy self” and “do unto others as you would have them do unto you.”
- There should be no talking back or arguing with the teachers or staff.
- Prompt and cheerful obedience is expected. Requests by the teacher should not have to be repeated.
- Students should stand when adults enter the room and respond when greeted. When students see staff or other adults in the hall, they should make eye-contact and give an appropriate greeting.
- Students should use appropriate etiquette at all times (i.e., boys holding doors and offering their chairs to girls and ladies).

Disrespect of any kind will NOT be tolerated. This includes, but is not limited to:

- gossip regarding another student, teacher, or staff member or their families,
- disparaging remarks or comments regarding Heritage School,
- bullying, including such behaviors as:
 - teasing that can be hurtful,
 - threats of physical aggression,
 - sarcastic or hurtful remarks,
 - excluding others from the group,

- name calling and/or spreading nasty rumors about others,
- breaking confidences,
- trying to persuade others to dislike a person,
- putting down another person
- any other behavior that can be construed as disrespectful or hurtful.
- Students will remain in the classroom unless the teacher gives permission to leave.
- Students are not to be in any off-limits areas of the building or grounds. These areas are designated at the beginning of each school year.
- There should be no running in the hallway.
- No chewing gum is allowed on the school grounds.
- Students are expected to treat all of the school's and church's materials and facilities with respect and proper care.
- In sports and extra-curricular activities, students are expected to compete with honor and treat all opponents with dignity.
- Students are expected to follow all safety rules and report unsafe conditions.
- The Heritage Bus is an extension of the Heritage campus. All school rules apply whenever students are riding the bus.
- All students are expected to be in proper uniform attire every day at school and at all school events, as required.

K-5 Earning a Stamp:

It is important for Heritage students to develop good habits to help them succeed in school. We desire for our students to become life-long learners, and the students will need good habits as “tools” to facilitate learning. Heritage has set the following guidelines for earning a stamp:

Students are following the classroom and school rules. This includes, but is not limited to:

- The general school rules listed in the *Parent & Student Handbook*
- The Big Five rules on
- Classroom rules such as working without talking, walking in the room, and keeping a neat desk
- Students are adhering to the uniform code.
- Students are at school. A stamp can not be earned if a student is absent a whole day.

Sometimes a student misses part of a day. They may be tardy, leave early or miss part of the middle of the day. We know that many times these short absences can't be avoided, but they do disrupt the class day. We will keep track of these short absences and the student will not earn a stamp every third partial absence.

- Students are prepared for class. This includes, but is not limited to:
- Homework is done.
- Appropriate materials are brought to class – books, pencils, etc.
- Blue folder is signed by parent.

Conduct Outside of School:

Because every Heritage student is a representative of the school, it is very important for Heritage students to conduct themselves with the same moral integrity and character outside of school as they do while at school. This includes students' actions and behaviors in public and/or while using the

internet or other public domains or electronic devices. If it is discovered that a student has committed illegal or immoral acts, or has displayed behavior that is in direct conflict with the biblical and moral teachings upon which the foundation of the school is based, disciplinary action may be taken up to and including dismissal from the school.

Uniform Non-Adherent Consequences:

Not adhering to uniform code will result in:

- K-5 loss of stamp, students receive a Detention.
- Repeated offenses (after appropriate detentions have been assessed) may require an office visit with the appropriate Director first with the student, then with the parents.
- For Upper School students (especially 11th-12th graders), there may be loss of off-campus lunch.

If for a valid reason the child is unable to wear his/her complete uniform, please call or send a note stating the reason.

Public Display of Affection:

Although there are many opportunities for social interaction in the encouraging educational environment at Heritage, public displays of affection between a male student and a female student who are “dating” are clearly not appropriate at school. Boy/Girl relationships are, of course, quite natural. However, boyfriend/girlfriend relationships should not be evident while on the school campus or while in attendance at any school activities.

On the Upper School campus Heritage does not permit public displays of affection. If an Upper School boy and girl are dating, they are **not on a date** at school.

In Upper School such relationships are expected to manifest godly, pure actions and business-like behavior on campus.

“Boyfriend/girlfriend” relationships are absolutely not encouraged in Grammar School grades.

Lifestyle and Sexual Orientation Policy:

Heritage School believes that God created the family as one man and one woman given to marriage, and recognized before God and man as faithful to one another. Furthermore, Heritage School believes that biblical marriage is limited to a covenant relationship between a man and a woman.

“Marriage should be honored by all, and the marriage bed kept pure, for God will judge the adulterer and all the sexually immoral.” (Hebrews 13:4, NIV).

The school regards homosexuality, bisexuality, and sexual orientation issues other than that as defined in the first sentence of this policy as in direct conflict with the biblical and moral teachings upon which the very foundation of the school is based.

Moral misconduct violates the code of conduct for Heritage students to be Christian role models. Behaviors which are in direct conflict with the requirement of a student Christian role model include, but are not limited to behaviors such as the following:

- sexual activity outside of marriage (e.g., premarital sex, cohabitation, extramarital sex),
- homosexual activity,
- sexual harassment,
- use of (including the viewing of) pornographic material or websites,
- sexual abuse or improprieties toward minors as defined by Scripture and federal or state law
- any other violation of the unique roles of male and female (Rom. 1:21–27, 1Cor. 6:9–20).

Because Heritage School is a classical Christian school, Heritage does not support the gay or lesbian lifestyle, sexual activity outside of marriage, or any immoral or illegal behaviors, or other behaviors listed above. Heritage School takes a “zero tolerance” approach to this issue. If Heritage School becomes aware of any student who openly participates in any such behavior or solicits another (other) individual(s) to participate in that behavior, the school will take immediate disciplinary action up to and including immediate dismissal from Heritage School.

Use of cell phones – Electronic Games – Text Messaging – Cameras:

Electronic devices: Students are not to bring small electronics such as game players or iPods to school. All such devices will be collected by faculty or staff and returned at the end of the school year.

Cell Phones: A student may bring a cell phone to school only if:

- the parents authorize it,
- the cell phone remains turned off and in their locker or backpack during school hours (8:00 a.m. and 3:15 p.m.).
- The student cannot use their cell phone during school hours.

Students Calling Parents: Students who need to get a message to their parents during the school day should go to the school office to place the call before school begins, after school ends, or during the lunch period. Unless it is an emergency, students may not leave class to place a personal phone call. Students must NOT use their cell phone to call parents during class time.

Text Messaging: Texting messages and playing games on phones is **not** permitted during school hours or **on the bus**.

Cameras: A student may bring a camera to school for special school projects if the teacher and parents both allow the student to do so. Use of cell phone cameras/videos is **not** permitted during school hours or on the bus. Cell phones will be collected and returned at the end of the school year.

Use of Technology Resources:

Heritage School provides technology resources to its parents, students, and staff for educational and administrative purposes. The goal in providing these resources is to promote educational excellence in the school by facilitating resource sharing, innovation and communication with the support and supervision of parents, teachers, and support staff. The use of these technology resources is a privilege, not a right.

Proper behavior, as it relates to the use of technology resources, is no different than proper behavior in all other aspects of school activities. All users are expected to use technology resources in a legal, responsible, ethical, and polite manner.

Definition of Technology Resources:

Heritage School's computer systems and networks are defined as any configuration of hardware and software. The systems and networks include all of the computer hardware, operating system software, application software, stored text, and data files including, but not limited to, electronic mail, local databases, externally accessed databases such as the Internet, CD-ROM, optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available.

Heritage School reserves the right to monitor all technology resource activity on both Heritage owned and individual/student owned technology resources used at school.

Laptop Computers:

The use of laptop computers in the classroom for taking notes or working on projects is a privilege afforded to students that have a documented educational need for such a tool.

The following guidelines apply:

- Laptop computers on campus may only be used for educational purposes.
- Playing games, checking email, instant messaging, and the like will result in the loss of on-campus laptop computer privileges for the remainder of the school year.
- Students who bring their laptops to school do so with the understanding that the computer's content may be checked by the faculty or administration at any time such is deemed necessary.
- Prior to grade 9, there may be instances in which students may use their laptop computers on campus as required for special projects or assignments given by individual teachers. In such cases, students may bring their laptops to campus if prior permission has been secured from the teacher and/or the Head of School.

No other electronic equipment may be brought on campus unless permission is granted by the Head of School in advance.

Use of Public Domains:

The use of Facebook, MySpace, Twitter, personal blogs, and other current wiki's on public domains and future technologies on public domains are subject to discovery by the public. Any information posted on a public domain by a Heritage employee, student, and/or parent is discoverable.

If it is determined that any posting on a public domain contains information that is immoral, illegal, racist, profane, pornographic, sexually oriented, or obscene in language or use of materials, or is threatening and/or defaming either to another individual or to Heritage School, appropriate disciplinary action may be taken up to and including suspension or expulsion in the case of a student or parent.

Education, Supervision, and Monitoring: It is the responsibility of all members of school staff to educate, supervise, and monitor appropriate usage of the online computer network and access to the Internet in accordance with these guidelines.

Ownership of Electronic Files: Electronic files created, sent, received, or stored on school technology resources owned, leased, administered, or otherwise under the custody and control of Heritage School are the property of Heritage School.

Privacy: Electronic files created, sent, received, or stored on school technology resources owned, leased, administered, or otherwise under the custody and control of Heritage School are not private and may be accessed or monitored by Heritage School or its designee at any time without knowledge of the user or owner.

Inappropriate Use of Technology Resources:

The following are considered to be **inappropriate** use of the technology resources of Heritage School and will be subject to disciplinary action up to and including dismissal:

- Attempting to log on or logging on to a computer or email system by using another's password.
- Assisting others in violating this rule by sharing information or passwords.
- Intentionally accessing, creating, storing or transmitting material, which Heritage School may deem to be offensive, indecent or obscene (other than in the course of academic research where this aspect of the research has the explicit approval of Heritage School official processes for dealing with academic ethical issues).
- Knowingly placing a computer virus on a computer or the network .
- Knowingly bringing prohibited materials into the school's electronic environment.
- Accessing personal online communication tools such as, but not limited to, social networking sites such as at school. Exceptions will be made for lessons containing specific educational objectives and technology designee approval.
- Participation in any electronic chat room accessed on the Internet.
- Accessing non-educational online communication tools such as but not limited to Facebook, MySpace, Twitter etc. and/ or personal blogs, and wikis, etc. (Educational online communication tools may be accessed with permission of a faculty member.)
- Using racist, profane, pornographic, sexually oriented, or obscene language or materials or using the network for political activity, financial gain, or commercial activity.
- Cyber-bullying of any kind. Purposely engaging in activity that may: harass, threaten, defame, slander, libel, malign, or abuse another individual or group.
- Using a school computer or the network to provide addresses or other personal information about an individual without the permission of that individual.
- Attempting to harm or harming equipment, materials or data.
- Attempting to send or sending anonymous messages of any kind.
- Using the network to access inappropriate and / or harmful materials.
- Streaming media, such as radio, games, video, etc., for non-educational purposes.
- Proxy sites - Attempting to bypass or bypassing, the filtering device by using sites such as but not limited to proxy sites on Heritage School's electronic communications system.
- Encrypting communications so as to avoid security review or monitoring by the system administrator.
- Wasting school electronic communication system resources for non educational purposes. (Distribution of video or photos, listening to web radio, etc.)

- Sending, forwarding or posting chain letters.
- Sending, forwarding or posting unsolicited messages to large groups of 10 or more except as required to conduct school business or class assigned activities.
- Sending, forwarding or posting excessively large messages/attachments.
- Sending, forwarding or posting email that is likely to contain computer viruses.
- The use of unauthorized communication software such as but not limited to instant messaging and other non-educational online communication tools.
- Forgery or attempted forgery of electronic messages.
- Attempting to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail.
- Using the network for illegal purposes, in support of illegal activities, or for any other activity prohibited by law or school policy or guidelines.

Copyright and Technology Resources:

Copyright is a form of protection provided by the government to the authors of “original works of authorship, including literary, dramatic, musical, artistic, and certain other intellectual works.” This protection makes it unlawful for anyone to violate the rights provided to the owner of the copyright. All students are expected to follow existing copyright laws.

- Students must not make unauthorized copies of copyrighted software or materials.
- Software applications may not be placed on any computer, whether stand-alone or networked to Heritage School’s system, without permission from the technology systems designee.
- Students must not use non-standard shareware or freeware software without the Heritage School technology designee’s approval.
- Students may not download any type of file sharing software without Heritage School technology designee approval.
- Students must not degrade the performance of school technology resources (i.e. streaming video, streaming audio, and Internet radio); deprive an authorized school user access to a school resource; obtain extra resources beyond those allocated; circumvent school computer security measures.
- Students must not download, install or run security programs or utilities that reveal or exploit weaknesses in the security of a system. For example, students must not run password cracking programs, packet sniffers, or port scanners or any other non-approved programs on school technology resources.
- Students must not plug unauthorized hardware into Heritage School network such as but not limited to wireless access points, personal laptop computers, or any non school issued computer hardware without permission from the school technology designee.

User Backup:

Students are responsible for backing up data stored on their individual user computer and/or network drive. Individual backups should occur at least once each six weeks during the school year. Backups should be placed on a storage device such as a CD or USB memory stick.

Vandalism:

Any malicious attempt to harm or destroy Heritage School’s equipment or materials, data of another user of Heritage School’s system, or any of the agencies or other networks to which Heritage School

has access, is prohibited. Deliberate attempts to degrade or disrupt system performance may be viewed as violation of school guidelines and possibly, as criminal activity under applicable state and federal laws, including the Texas Penal Code, Computer Crimes, Chapter 33.

This includes, but is not limited to the uploading or creating of computer viruses. Vandalism as defined herein will result in the cancellation of system use privileges and possible prosecution. Restitution of costs associated with cleanup, system restoration, hardware, or software costs will be the responsibility of the individual attempting to degrade, disrupt, harm or destroy the equipment, systems, and/or data of Heritage School.

Personal online communication tool awareness:

- Manage your privacy settings such as directory information, invites, etc.
- Limit use of personal identifiable information on such sites.
- Be aware of your connections, people may not be whom they seem.
- Be aware of your “cyberspace” surroundings, you don’t know who else may be on that site.
- Once information is posted, it can live forever.
- Online choices can have offline consequences.
- Report any unlawful or inappropriate actions to authorities.

Disciplinary Actions:

Access to Heritage School’s electronic communications system is a privilege, not a right. Noncompliance may result in loss of school technology resources access privileges and other disciplinary action consistent with school policies. Violations of law may result in criminal prosecution as well as disciplinary action by Heritage School.

Violation of this policy may result in disciplinary action up to and including dismissal for employees; a termination of employment relations in the case of contractors or consultants; or suspension or expulsion in the case of a student.

STUDENT DISCIPLINE

It is vital for parents and students to understand that maintaining an orderly atmosphere in the school and classroom is critical to the learning process; therefore, these policies must be followed. As in all other areas of education at Heritage School, love and forgiveness will be of utmost importance in the discipline of a child. It is because we love that we discipline; our desire is to create an atmosphere of freedom within the bounds of firmness. Prayer will be an integral part of any disciplinary discussion with a student.

The kind and amount of discipline will be determined by the teacher, and if necessary, the Head of School. The discipline will be administered in light of the type of disobedience, and the individual student's attitude. **Corporal punishment will not be administered.**

All discipline will be based on, and consistent with, biblical principles such as restitution, apologies (both private and public), swift punishment, restoration of fellowship, forgiveness, etc. The vast majority of real and potential discipline problems are to be dealt with at the classroom level.

In order to maintain consistency, Upper School teachers will regularly meet to discuss biblical standards and school policy concerning discipline. Love and forgiveness will be an integral part of all discipline.

Minor Infractions

Minor infractions include but are not limited to actions such as not wearing a uniform properly, being late to class, chewing gum in school, etc. There will be a grace period (the first four weeks of school) to allow faculty to disciple, train, and mentor students, emphasizing the importance of obedience.

Following the grace period, there will be no "excused" minor infractions.

Grammar School (Grades K-5): (also see "Punctuality" for Tardies)

Generally, at the Grammar School level, the following actions will result:

- | | |
|--|---|
| <u>1st infractions in class</u> | - Student's name is written on the board; loss of stamp results. |
| <u>2nd infraction in class</u> | - A check is placed by student's name and playtime is forfeited. |
| <u>3rd infraction in class</u> | - Student will visit with Grammar School head, and parent will be called. |

Upper School (Grades 6-12):

Generally, at the Upper School level, the following actions will result:

A discipline plan involving detentions will be followed in the Upper School. This plan will be discussed with the students at the beginning of each new school year. After the grace period, (the first 4 weeks of school), Upper School students will receive a warning following the accumulation of

three minor infractions of any kind or any combination. However, there will be **no excused minor infractions** thereafter. Every future incident will result in a Detention

4th occurrence =First detention:

Student will report to detention during entire lunch period

5th occurrence =Second detention:

Student will receive after-school detention with assigned duty.

6th occurrence = Third detention:

Student will receive a Saturday morning detention and will pay a monetary fine to help defray the cost of providing a teacher to monitor the student during Saturday morning detention; The Head of School will meet with student.

Office Visit with the Head of School

There are five basic behaviors that will automatically necessitate an office visit with, and discipline from, the Head of School. Those behaviors are known at Heritage School as "*The Big Five*":

The Big Five:

1. **DISRESPECT** shown to anyone -The staff member will be the judge of whether or not disrespect has been shown to anyone.
2. **DISHONESTY** in any situation while at school (lying, cheating, plagiarism, and stealing).
3. **REBELLION** or outright disobedience in response to instructions.
4. **Fighting** or striking in anger with the intention to harm a student or staff member.
5. **OBSCENE LANGUAGE** used or taking the name of the Lord in vain.

During the office visit, the Head of School will determine the nature of the discipline for a "Big Five" infraction. The Head of School may require restitution, janitorial work, parental attendance during the school day with the child, requiring the student to wear formal attire to school, or any other measures consistent with biblical guidelines which may be appropriate.

If for any of the reasons above, or for any other reasons, a student receives discipline from the Head of School, the following accounting will be observed within either semester of the school year:

The **first two times** a student is sent to the appropriate Grammar School or Upper School head or the Head of School for discipline the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be sought.

The **third office visit** will be followed by a meeting with the student's parents.

Should the student require a **fourth office visit**, a two-day suspension will be imposed on the student.

If a **fifth office visit** is required, the student will be expelled from the school.

If a student commits an act with such serious consequences that the Head of School deems it necessary, the office visit process may be by-passed and suspension or expulsion may be immediately imposed.

Suspension or Expulsion:

Occasionally, it is necessary for the Head of School to take immediate actions such as suspension or expulsion. Examples of behavior that may require immediate suspension or expulsion include but are not limited to the following:

- LIFE THREATENING ACTS, OR GROSS VIOLENCE
- VANDALISM OF SCHOOL PROPERTY
- VIOLATIONS OF CIVIL LAW
- IMMORAL, INDECENT, OR UNETHICAL CONDUCT
- ANY ACT IN CLEAR CONTRADICTION TO SCRIPTURAL COMMANDS

Serious misconduct after school hours:

Students may also be subject to school discipline for serious misconduct which occurs after school hours. Time spent riding the bus to and from school is considered “during school hours.”

Application for re-admittance:

Should an expelled student desire to be readmitted to Heritage School at a later date, the Head of School together with the Board or its delegated committee will make a decision based on the student's attitude and circumstances at the time of reapplication. The decision of the group will be final.

Alternative Placement:

Heritage School reserves the right to suspend, dismiss, or request alternative placement when the professional staff and Head of School determine the school can no longer meet a child's emotional, social, behavioral, and/or academic needs.

CONDUCT AT SCHOOL–SANCTIONED EVENTS

All school-sanctioned events must meet the same standards of conduct as are required during school hours. School-sanctioned events are those events which are organized by a faculty or staff member acting in his or her official capacity, approved by the Head of School, encouraged in school communications, or receive financial support from the school. School-sanctioned events should be consistent with the mission and philosophy of the school.

- School-sanctioned events require the attendance of a faculty or staff member or designated parent.
- No alcohol may be served or consumed by parents at any school-sanctioned event at which students are present.

- School-sanctioned activities are generally limited to students who are currently enrolled at the school. The Head of School may grant exceptions.
- School-sanctioned activities should be publicized to students and families in a timely manner.
- School-sanctioned activities held off campus must have a signed written waiver by the parents releasing the school from any liability.
- Only school-sanctioned events are placed on the school calendar and receive support from the school.
- The Head of School/designee must approve all proposed activities and dates for the event.

FIELD TRIPS

In light of our desire to awaken and nurture in our students a life-long love of learning, Heritage School includes in its curriculum frequent field trips with both the lower and Upper School students in an effort to extend the educational experience beyond the bounds of the classroom.

Field trips will be offered to expand and enrich each student's learning experiences. We will take advantage of many opportunities in and around Fredericksburg. Most of our field trips will be related to the current unit of study. Parents will receive advanced notice of each field trip and will be asked to sign a permission slip for their student(s).

If parents volunteer as a field trip driver, please abide by this guideline:

- Complete the Parent Driver/Volunteer application available in the front office.
- For the safety of our students, *each* student must wear a seatbelt at all times while in transit.
- Students under 12 years old are not permitted in seats with air bags.
- Admission and other costs for drivers and chaperones are generally not covered by the school.
- Students are not allowed to take any electronic music/video/game devices on field trips.
- Parents who own televisions for their cars are asked to not use them with the students.
- Travel time should be utilized to build relationships through worthwhile conversations and verbal games.
- Parents may play classical or Christian music on field trips at their discretion.

Parent Volunteer Drivers for Field Trips:

Each parent desiring to be considered to be a driver for a class field trip must fill out a ***Parent Driver/Volunteer application*** and undergo a background check.

Parents will be regarded by students as an authority figure on field trips, and parents should exercise that authority when needed to enforce school rules. However, the *teacher* has both the chief responsibility and the final authority for the field trips and parents should strive to assist in keeping this clear.

The *Field Trip Release Form* will be sent home the first week of school along with all other important papers requiring parent signatures. Signed parent-permission slips **will be required** in order for any student to participate in a field trip.

The teacher in charge will take emergency medical forms and a first aid kit on all trips.

IMPORTANT NOTE:

- Siblings are **NOT allowed** to go on school field trips. Trips are designed as educational opportunities for the students of a particular class. The presence of siblings tends to be a distraction for parents and students alike and changes the “atmosphere” for the class going on the trip.
- Parents accompanying students on field trips should plan to arrange for child care rather than request that the sibling be permitted to go on the trip.
- In addition, single parents are not allowed to bring boyfriends/girlfriends or fiancé/fiancées along as drivers or trip participants. The presence of a “significant other” can also be a distraction for the dating parent and is a violation of our “closed campus” policy: *field trips are not social occasions*. Parents should not appeal to teachers to make exceptions to this school policy.

Class Trips for Logic and Rhetoric School:

In addition to field trips, Heritage School sponsors **class trips** (which are normally overnight and more than one day) each year for students in grades 6-12. Rather than being “free days” or frivolous vacations, the class trip experience is an attempt to experience in a fuller way the wealth of knowledge and beauty found outside our immediate Hill Country environment.

Class trips are like *extended field trips*: they complement our curriculum and build camaraderie within classes. Thus, in this sense they are not “optional.” Since they involve a greater expense than field trips, class trips are, however, “voluntary.” We will not *require* the student to go. **HOWEVER**, if a student opts **NOT** to go on a *class trip*, **both student and parents need to understand that the student will REPORT TO SCHOOL and will BE ASSIGNED ALTERNATIVE WORK** for the days of the class trip. Class trip days are part of the required attendance days for the academic year as a requirement of accreditation.

Guidelines for these overnight class trips are as follows:

- Heritage staff members are the official leaders of all overnight trips, and thus, all volunteer chaperones are expected to respect the authority of the staff.
- Heritage parents (serving as chaperones) are responsible for the students in their hotel rooms or vehicles.
- Regarding sleeping arrangements in hotel rooms, the following apply:
- Staff and chaperones must restrict students of the opposite sex from entering each others’ rooms.
- Unless the student is his or her child, no adult chaperone is to sleep in the same bed with a student.
- No member of the Heritage staff is to room with a student or students, unless the student is the staff member’s own child.

- Specific chaperone duties for each overnight event are to be conveyed by the Heritage staff person in charge.

Destinations of Class Trips:

The curriculum committee will determine the destination of class trips. Such trips will reflect the committee's thoughtful consideration of the curricular objectives for the class and the potential of the trip to enhance the curriculum goals.

The curriculum committee has established the following trips (costs are approximate):

- **6th grade:** *Junction – 3 school days*
- **7th grade:** **Houston** [*Houston Museum of Science, planetarium, NASA, oil refinery, Galveston boating trip, Houston Museum of Art*], **3 school days**
- **8th grade:** **Trans-Pecos** [*Balmorhea State Park, Fort Davis, McDonald Observatory*], **4 school days**
- **9th grade:** “**World View Camp**”, **5 school days**
- **10th grade:** **Grand Canyon** **5 school days**
- **11th grade:** **Washington, D.C.** , **5 school days**
- **12th grade:** **Europe** or **New York City**, **7-10 days.**

Qualifications for class trip:

If tuition is in arrears, the Head of School will determine eligibility of student to participate in the class trip. The discipline/character record will also determine eligibility to participate in the class trip.

Teacher chaperone-sponsor:

The Head of School will determine which teachers will go on which trips. The teacher sponsor will have full authority and be the primary decision-maker for the class trip. Trip agendas must be approved by the Director of Upper School and Head of School.

Parent chaperones (required):

The total number of *required* chaperones [in addition to teacher sponsors] will be determined by the number of drivers needed for the number of students going on the trip AND the necessary chaperones per motel room.

The Teacher Sponsor and Head of School will select the drivers/chaperones. Each parent desiring to be considered for selection must fill out a Parent Driver/Volunteer application and undergo a background check. Required chaperones/drivers will pay for their own meals, but will receive a discount on the cost of the trip. The cost of fuel is included in the cost of each trip.

Parent participants (non-required):

All parents/guardians who desire to go with their child on a class trip must pay full price (if not selected as a required chaperone/driver). These participants will also act as informal chaperones, **assisting and cooperating with the teacher in student supervision.**

SCHOOL DANCES

When students attend a school dance, they must remain at the dance until they are ready to go home. No student will be allowed to leave a dance for any period of time and return to the dance. Once a student has left the dance, he/she will not be permitted to return to the event. Parents should inform their own children whether they expect them to stay for the duration or not. Heritage will only be responsible for students while they are actually AT the dance.

Rhetoric School (9-12th) dances and social functions are only open to current Heritage Rhetoric School (9-12th) students. Guests are only permitted after a signed form from the Heritage student's parent has been submitted and approved with the Heritage parent accepting full responsibility for the conduct of the guest. Forms may be obtained on the Heritage website or in the Admin Office.

DISTRIBUTION OF NON-HERITAGE LITERATURE

No literature may be distributed on campus, no flyers will be posted, and no business ads will be placed in any *Heritage* publication without prior authorization from the Head of School.

FUNDRAISING

Fundraising is divided into two major categories:

CAPITAL FUNDRAISING

Capital assets are those items that are typically considered "permanent structures" or items that are to be purchased with funds that are not within the approved annual operations budget of the school. Some examples of items for which *Capital Fundraising* would be necessary include, but are not limited to: signage, bleachers, landscaping, playground equipment, light fixtures, buildings, drive-ways, walk-ways, etc.

All capital fundraising ideas need to be taken to the Director of Development to review. The Director of Development will provide the process for further discussion and implementation if appropriate.

NON-CAPITAL FUNDRAISING

Any fundraising for items other than those that are typically considered under *Capital Fundraising* will be defined as *Non-Capital Fundraising*. *Non-Capital* items are those things that are not "permanent structures" or assets normally carried on a balance sheet. Some examples of items for

which *Non-Capital Fundraising* would be necessary include, but are not limited to: uniforms, trips, events, supplies, etc.

Non Capital Fundraising is divided into two sub-categories:

A. Athletic Fundraising

Any organization and/or event that is considered to be a sport or a sub-set of a sport is “athletics” and would be included in the definition of “Athletic Fundraising”. Examples of “Athletic Fundraising” organizations include, but are not limited to: Cheer, Spirit, all sports teams, all sports concessions, all sports affiliated events and activities, etc.

Any suggestions for fundraising for spirit and/or athletic causes or organizations must first be taken to the **Athletic Booster Club** for review. The Athletic Booster Club will review the idea(s) and provide the process for further discussion and implementation if appropriate.

B. Non-Athletic Fundraising

On occasion, organizations that do not fall within the category of “athletics” want, or need to raise funds for various activities and/or events. Examples of *Non-Athletic Fundraising* opportunities include, but are not limited to: fine arts events, school academic clubs and/or organizations such as Latin Club, Debate Team, etc.

Any ideas for raising funds for Heritage School for any capital expenditures, or any cause, organization, or club that is non-athletic in nature must first be taken to the **Director of Development** for review.

LUNCH / SNACK / AND OTHER FOOD

Lunches:

Heritage School does not have a cafeteria. Students will bring their lunches to school every day. Students may wish to participate in the “**Taco Tuesday**” or **Friday pizza** lunch program. The Taco Tuesday program is handled independently by a private vendor. A flyer with details will be distributed at the first of the year. Payment for the tacos is handled by the vendor. The pizza program is another optional program; proceeds from this program provide some funds for teacher sponsors of class trips. Details pertaining to payment for pizza will be explained and sent home to parents at the first of each year.

- Please pack nourishing lunches.
- Please do not include any candy or carbonated drinks.
- If parents purchase a lunch for their child (ren) at a local restaurant or fast-food chain, please order non-soda type drinks.

Snacks:

Some grade levels do set time aside for students to have a snack. The teacher will send home information regarding snack time with students if it is appropriate for the grade level. Again, soft drinks and candy are not allowed as snacks. Healthy, nourishing snacks that “feed the brain” are best choices.

Chewing Gum / Candy

Chewing gum is NOT allowed; candy is discouraged at Heritage. Upper School students may bring breath mints.

LOST AND FOUND

Any items which are not labeled with a student’s name are taken to a designated area at each campus. Items which are found that are labeled with a student’s name should be returned to that student as soon as they are found.

Upper School students will be charge a \$1 for each item that they need to retrieve from Lost and Found. Items that have remained in Lost and Found for an extended period of time with no inquiries will be removed from Lost and Found and taken to Hospice.

Uniform items which have not been claimed and do not have a name identifying the owner will go into the “Uniform Closet” to be recycled for students looking for gently used uniform items.

HEALTH AND SAFETY AT SCHOOL

Medical Responsibility of Parents:

All medical expenses incurred while the child is at Heritage School or on school trips are the responsibility of the parents.

Immunizations:

The school recognizes that immunizations are not without risk for an extremely low percentage of children. The requirements of Heritage School are those which are determined by the State of Texas and are applicable to students in public as well as private schools.

Parents are encouraged to discuss immunizations with their child’s physician to determine the need for each of the indicated immunizations. Exemptions from these requirements are permitted when:

1. the request is received in writing from a physician stating the vaccine is medically contraindicated for the student,

2. the request is received in writing from parents indicating their decision not to immunize for reasons of conscience.

The parent's form must be notarized.

Each student must have a copy of his/her immunization record on file in the school office showing that he/she is up-to-date with all required immunizations. Immunization records are required at the time of original enrollment and should be updated for each annual reenrollment if immunizations were updated.

Each **new** student's ***Immunization Record***, and every student's ***Medical Profile Form and Student Emergency Form*** must be received by the school office prior to the beginning of the school year. Students without complete immunizations records or a notarized exemption form on file are not permitted to attend class.

Sports Physicals:

An annual sports physical must be conducted by a physician and documented before a student may participate in any school sport in Logic or Rhetoric School (6-12th). Please visit the school website for links to completed forms and for further details. The Sports Physical Examination form may also be obtained on the TAPPS website: www.TAPPS.net . See Athletic Handbook for specific requirements for student athletes.

Illness:

Parents are asked to notify the school if their child has a serious illness or communicable disease. If the child has symptoms of illness, please keep him/her at home.

No student with a fever of 100 degrees or more should be at school. The student cannot return to school unless they have been free of a fever for 24 hours.

If a child should become ill at school, (i.e., 100 degree temp., vomiting, swelling, rash, or other startling symptoms), parents will be notified and asked to pick him/her up as soon as possible.

For all other communicable diseases Heritage School will follow the recommended CDC guidelines.

Medications:

Teachers will not give a student over-the-counter or prescription medication without written authorization from the parents. **NO STUDENT should be in possession of any medications in class.** All medications (prescriptions or over-the-counter) must be dispensed from the office or by the proper authority (with written parent authorization) and only by the individual designated to do so.

Accidents

Simple first aid (cleansing, bandages, and ice packs) will be applied at school. Parents will be notified about serious incidents and whether more complicated treatment seems necessary. All head injury will be recorded and the parents contacted immediately.

CONDUCTING INSPECTIONS OF SCHOOL PROPERTY:

To maintain an atmosphere of order and discipline on school property and at school-related events and to protect the safety and welfare of students and school personnel, Heritage has the right to perform unannounced inspections and to confiscate illegal and unsafe items that may pose a danger to an individual student and/or to the entire student body and school personnel.

Illegal or unsafe items include but are not limited to:

- all substances or materials prohibited by school policy or state or federal law
- controlled substances
- illegal drugs
- alcoholic beverages
- tobacco
- guns, knives, weapons, or incendiary devices

A student's locker and desk are the property of Heritage School and are under the authority of the school at all times. Authorized school faculty/staff may perform random and general inspections of lockers and desks at any time without notice, without student consent, and without a search warrant. In addition, students may be asked to empty pockets, purses, backpacks, gym bags, or other personal property.

Students are permitted to park on Heritage School property as a matter of privilege, not of right. School authorities may perform periodic inspections of student parking lots and conduct exterior inspections of student automobiles on school property. Interior inspections of student vehicles may also occur to determine if illegal or unsafe items are contained inside.

Any illegal, immoral, or unsafe items found will be confiscated by the school authority, and disciplinary action up to and including dismissal may occur. Return or destruction of such items will be at the discretion of the Head of School, subject to legal impoundment. Any illegal or controlled substances found will be immediately reported to the local authorities.

FIRE DRILLS - TORNADO DRILLS - DISASTER DRILLS

In accordance with state regulations and safety precautions, the school conducts fire drills, tornado drills, and disaster drills on a regular basis during the school year. Those in school buildings when the emergency alarm sounds must exit the buildings and follow the evacuation routes indicated in each classroom.

Emergency procedures including EXITING the building are posted in each classroom and are to be followed precisely.

ADDENDA

ACADEMIC PROBATION POLICY: 6-12TH GRADES

Upper School Academic Probation Policy (Revised originally, 2002; reviewed, revised, adopted by Heritage School Board of Trustees, 2006)

Objective: To provide additional motivation to students whose academic achievements are not up to their capability. This policy applies only to Upper School students.

Scope: If implementation of this policy would be counter-productive to the objective, the Head of School may decide not to place a student on probation. A written record explaining this decision will be signed by the Head of School and be placed in the student's file.

Definitions:

Core Courses: English, Math, History, Science [including Logic], Foreign Language [Ancient and Modern languages]

Guidelines:

Upper School students are required to maintain at least a 70 average in each of the "Core Courses" during a quarter other than the first quarter of a school year.

Upper School students are also required to maintain at least a 70 overall average (including all courses) during a quarter other than the first quarter of the school year.

If a student's average on any of the "Core Courses" is below 70 for a quarter (other than the first quarter, or if a student's overall average is below 70 for a quarter (other than the first quarter), that student will be placed on Academic Probation during the following quarter. A parent/teacher conference will be arranged at this time.

If at the end of the next quarter the student's quarter average for any of the "Core Courses," or the student's overall average (for the quarter), has not risen to at least a 70, that student will be expelled. Students who are on academic probation are ineligible to participate in extracurricular activities.

CLASS SIZE POLICY

Objective: To provide the administration with approved guidelines on preferred class sizes.

Scope: This policy would affect all students, K-12, and staff members.

Definitions: "Grammar" -- Grades kindergarten through five.

"Upper School" -- Grades six through twelve.

"Continuing students" -- Those students who are continuing, uninterrupted, to attend classes at Heritage School.

Guidelines:

1. Grammar School:

From the beginning, Heritage School has planned for, and seen the benefits of a relatively small student/teacher ratio in the Grammar classrooms. Due to the critical developmental skills young students need to acquire and practice, more personal attention is desirable. Therefore, in the Grammar School, class sizes will normally be limited to 15:1.

2. Upper School:

Due to the maturity and relative independence of the Upper School students, slightly larger classes are appropriate. However, even here, in order to facilitate personal attention and small group work, class sizes in the Upper will normally be limited to 20:1.

3. Priority Placement: In order to facilitate student placement in classes, the following priority listing will be adhered to:

- a. School-age children of staff.
- b. Continuing students properly reregistered.
- c. New students from continuing families (e.g. younger siblings).
- d. New students from the general public.

4. Contingency Accommodations: The administration is permitted to exceed the above class sizes under circumstances similar in nature to the following:

- a. When students of staff members or continuing families would be excluded from a class.
- b. When there would not be an inordinate burden placed on the classroom teacher or facilities.
- c. When restoration of the approved ratio is possible in the foreseeable future.

CONFLICT RESOLUTION POLICY

From time to time parents may face difficulties or confusion about various school issues. These may range from the simple, such as questions about an assignment, a student's struggles with a course, or a small student/student or student/teacher misunderstanding, to more complex issues of conflict or grievance. The most appropriate handling of any issue is the biblical approach which is direct and has as its goal loving confrontation and restoration of loving relationships. The following is a summary from the Heritage School policy manual which delineates the approach we expect our staff and families to follow.

From the policy manual: Comprehensive Grievance Policy

Objective: To establish biblical guidelines for the resolution of disputes and grievances in the operation of Heritage School.

Scope: These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Heritage School operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and Board.

Definitions:

Dispute- Any disagreement that results in broken fellowship or trust between the parties, or that disrupt the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of Heritage School objectives and goals.

Grievances- Any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.

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

These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Heritage School operations, between any two parties connected in a direct way to the school.

Students/parents to teachers:

All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. A respectful demeanor is required at all times.

If the problem is not resolved, the parents or student may bring the concern to the appropriate Director.

If there is still no resolution, the individual may appeal to the Head of School. The Head of School will request that all of the facts, names of individuals, and details be put into a signed written document in order that follow-up may proceed. Upon necessary review, the Head of School may request a meeting.

The appeal process ends with the Head of School decision.

Parents to administrator:

If parents have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should submit their concerns to the Head of School. The Head of School will request that all of the facts, names of individuals, and details be put into a signed written document in order that follow-up may proceed. Upon necessary review, the Head of School may request a meeting with the parent(s).

If there is no resolution, the parent(s) may appeal by requesting that the HOS present the information as submitted by the parent(s) in writing to the Chairman of the Board in his/her capacity as Chairman of the Executive Committee on the Board of Trustees.

Upon necessary review, the chairman will submit the final decision to the parents in writing. That will end the resolution process.

This procedure also applies to board members who are acting in their capacity as parents/patrons, and not as representatives of the Board.

Volunteers to Staff /Administration:

If any volunteer has a concern about the volunteer work, the concern should be presented to the staff member responsible for the volunteer's oversight (teacher, Head of School, etc.).

If the problem is not resolved, the volunteer(s) may bring the concern to the Head of School. The Head of School will request that all of the facts, names of individuals, and details be put into a signed written document in order that follow-up may proceed. Upon necessary review, the Head of School may request a meeting.

The decision of the Head of School is final.

Faculty or Staff to Administrator:

All concerns about the operations of the school must first be presented to the Head of School.

The Faculty or Staff member must submit all of the facts, names of individuals (if applicable), and details in writing to the Head of School. The Head of School may schedule a meeting with the Faculty or Staff member to discuss the issue/concern.

If the problem is not resolved, the Faculty or staff member may appeal by requesting that the Head of School present the information as submitted Faculty or Staff member(s) in writing to the Chairman of the Board in his/her capacity as Chairman of the Executive Committee on the Board of Trustees.

Upon necessary review, the chairman will submit the final decision to the Faculty or Staff member in writing. That will end the resolution process.

DISCIPLINE POLICY

Objectives: To ensure consistent biblical discipline at Heritage School.
Scope: This policy applies to all students enrolled at Heritage School

Guidelines:

It is vital for parents and students to understand that maintaining an orderly atmosphere in the school and classroom is critical to the learning process; therefore, these policies must be followed. As in all other areas of education at Heritage School, love and forgiveness will be of utmost importance in the discipline of a child. It is because we love that we discipline; our desire is to create an atmosphere of freedom within the bounds of firmness. Prayer will be an integral part of any disciplinary discussion with a student.

The kind and amount of discipline will be determined by the teacher, and if necessary, the Head of School. The discipline will be administered in light of the type of disobedience, and the individual student's attitude. **Corporal punishment will not be administered.**

All discipline will be based on, and consistent with, biblical principles such as restitution, apologies (both private and public), swift punishment, restoration of fellowship, forgiveness, etc. The vast majority of real and potential discipline problems are to be dealt with at the classroom level.

In order to maintain consistency, Upper School teachers will regularly meet to discuss biblical standards and school policy concerning discipline. Love and forgiveness will be an integral part of all discipline.

Definitions:

Minor Infractions

Minor infractions include but are not limited to actions such as not wearing a uniform properly, being late to class, chewing gum in school, etc. There will be a grace period (the first four weeks of school) to allow faculty to disciple, train, and mentor students, emphasizing the importance of obedience.

Following the grace period, there will be no "excused" minor infractions.

Grammar School (Grades K-5): (also see "Punctuality" for Tardies)

Normally, at the Grammar School level, the following actions will result:

- | | |
|--|---|
| <u>1st infractions in class</u> | - Student's name is written on the board; loss of stamp results. |
| <u>2nd infraction in class</u> | - A check is placed by student's name and playtime is forfeited. |
| <u>3rd infraction in class</u> | - Student will visit with Grammar School head, and parent will be called. |

Upper School (Grades 6-12):

Generally, at the Upper School level the following actions will result:

A discipline plan involving detentions will be followed in the Upper School. This plan will be discussed with the students at the beginning of each new school year. After the grace period, (the first 4 weeks of school), Upper School students will receive a warning following the accumulation of three minor infractions of any kind or any combination. However, there will be **no excused minor infractions** thereafter. Every future incident will result in a Detention

4th occurrence =First detention:

Student will report to detention during entire lunch period

5th occurrence =Second detention:

Student will receive after-school detention with assigned duty.

6th occurrence = Third detention:

Student will receive a Saturday morning detention and will pay a monetary fine to help defray the cost of providing a teacher to monitor the student during Saturday morning detention; The Head of School will meet with student.

Office visit with Head of school

There are five basic behaviors that will automatically necessitate an office visit with, and discipline from, the Head of School. Those behaviors are known at Heritage School as “*The Big Five*”:

The Big Five:

1. **DISRESPECT** shown to anyone -The staff member will be the judge of whether or not disrespect has been shown to anyone.
2. **DISHONESTY** in any situation while at school (lying, cheating, plagiarism, and stealing).
3. **REBELLION** or outright disobedience in response to instructions.
4. **Fighting** or striking in anger with the intention to harm a student or staff member.
5. **OBSCENE LANGUAGE** used or taking the name of the Lord in vain.

During the office visit, the Head of School will determine the nature of the discipline for a “Big Five” infraction. The Head of School may require restitution, janitorial work, parental attendance during the school day with the child, requiring the student to wear formal attire to school, or any other measures consistent with biblical guidelines which may be appropriate.

If for any of the reasons above, or for any other reasons, a student receives discipline from the Head of School, the following accounting will be observed within either semester of the school year:

- The **first two times** a student is sent to the appropriate Grammar School or Upper School head or the Head of School for discipline the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
- The **third office visit** will be followed by a meeting with the student's parents.
- Should the student require a **fourth office visit**, a two-day suspension will be imposed on the student.

- If a **fifth office visit** is required, the student will be expelled from the school.

If a student commits an act with such serious consequences that the Head of School deems it necessary, the office visit process may be by-passed and suspension or expulsion may be immediately imposed.

Suspension or expulsion (includes but is not limited to):

Occasionally, it is necessary for the Head of School to take immediate actions such as suspension or expulsion. Examples of behavior that may require immediate suspension or expulsion include but are not limited to the following:

- Life Threatening acts, or gross violence
- Vandalism of school property
- Violations of Civil Law
- Immoral, Indecent, or Unethical Conduct
- Any Act in clear contradiction to Scriptural Commands

Serious misconduct after school hours:

Students may also be subject to school discipline for serious misconduct which occurs after school hours. Time spent riding the bus to and from school is considered “during school hours.”

Application for re-admittance:

Should an expelled student desire to be readmitted to Heritage School at a later date, the Head of School together with the Board or its delegated committee will make a decision based on the student's attitude and circumstances at the time of reapplication. The decision of the group will be final.

Alternative Placement:

Heritage School reserves the right to suspend, dismiss, or request alternative placement when the professional staff and Head of School determine the school can no longer meet a child's emotional, social, behavioral, and/or academic needs.

GLOSSARY

For purposes of this manual the following definitions will apply:

- Grammar School:** Grades Kindergarten through 5th
- Logic School:** Grades 6th through 8th
- Rhetoric School:** Grades 9th through 12th
- Upper School:** The combination of Logic School and Rhetoric School grades 6th through 12th
- Field Trip:** A one-day trip to an event or activity off campus
- Class Trip:** An overnight trip taken by grade level to another city or place extending more than one or two days.

ACKNOWLEDGEMENT OF RECEIPT

**&
Statement of Acceptance of Heritage School's
2010-2011 Parent / Student Handbook**

I _____ and _____
[print parent's(s') name(s)] [print student's(s') name(s)]

acknowledge that we have received the 2010-2011 Parent Student Handbook.

By signing this acknowledgement form I agree:

- that I and my *age appropriate* child(ren) have read and understand all of the material contained in the 2010-2011 Parent Student Handbook,
- that I and my child(ren) agree to comply with the policies and guidelines as outlined in this handbook,
- and that I and my child(ren) understand that there are disciplinary consequences for non-compliance up to and including dismissal from Heritage School.

parent's(s') signature

date

Please return this form to your child's(ren's) classroom teacher (or homeroom teacher) the first week of school.