



HIGH SCHOOL PARENT/STUDENT HANDBOOK

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Membership in & Accreditation by:
Arkansas Non-Public Schools Accrediting Association (A.N.S.A.A.)
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INTRODUCTION

To serve families, churches and the community by providing a K4-12th grade education, characterized by excellence in the pursuit of truth from a Christ-centered worldview.

In others words, our primary business is providing an excellent, Christ-centered education, especially in preparation for the college experience. Excellence (Gr., *arête*) can be defined as one's fulfillment of purpose, one's fulfillment of potential. A second definition is more qualitative, as in the highest of standards and achievement. A third dimension, often overlooked, comes forth from the Pauline literature of the New Testament. In 1 Corinthians 12:31, Paul speaks of a "still more excellent way." This way is, namely, the love of Christ. Woven together, fulfillment of purpose, highest standards and biblical love create a fabric of excellence that is rare and precious. We are in constant pursuit of that aspiration and reality.

STRATEGIC GOALS

In 2007, the Board of Trust established two strategic goals as an extension of our mission statement.

1. LRCA seeks to be a pre-eminent K4-12 academic institution that offers an excellent college-preparatory curriculum while serving the greatest portion of the body of Christ reasonably possible within our community.
2. LRCA, above all else, must uncompromisingly teach and model the truth of the person of Christ. These goals form our educational philosophy as do our official core values.

KEY EXCERPTS ... LRCA CHRISTIAN COMMUNITY STATEMENT

To assure that we are like-minded in the LRCA joint-venture approach to discipling LRCA students, our Christian community beliefs are set forth in full in the LRCA Christian Community Statement which is to be read together with the LRCA Doctrinal Statement, the LRCA Mission Statement, the LRCA Core Values Statement, the LRCA Educational Philosophy Statement, and any other policies or statements adopted or approved by the LRCA Board of Trust.

These documents are available here.

LRCA Mission Fit

LRCA is available to parents fully convinced that the LRCA philosophy of Christian education matches their own philosophy as to how they want to disciple their children. LRCA is looking for mission fit between school and parents and, thus, asks parents seeking student admission about Christian belief; agreement with the LRCA Doctrinal Statement and church membership. LRCA desires to come alongside the family to help the family provide a vibrant, college-preparatory, learning environment for the student who wants to learn and the family who wants their children to practice the Christ-centered world view. LRCA staff prayerfully considers admission, continued enrollment, and re-enrollment in light of our perception of mission alignment between parents and school as co-disciplers.

LRCA admission is open for the student of any parent (or legal guardian) who agrees:

1. that it is the responsibility of a parent to teach his or her child a biblical world view (Deuteronomy 6:1-9, Psalm 78:5-6, Proverbs 22:6),
2. that the primary responsibility for discipling a child remains with the parents (Ephesians 6:4),
3. that a parent (or legal guardian) and LRCA, as co-disciplers, should be teaching and modeling the same truth and agrees to allow his or her child to be educated and influenced in an intentionally Christian environment that presents biblical truth from LRCA's interpretation of the historical orthodox Christian teaching of the Bible regarding both faith and practice.

Continued enrollment at LRCA is contingent upon this same understanding and support.

LRCA Consequential Faith Objective

LRCA believes that consequential faith is modeled more than taught and that parents who desire consequential faith for their children need to introduce them to a way to live and not just a way to believe.

LRCA Christian Community

To assure that we are like-minded in our joint-venture approach to discipling LRCA students, LRCA has set forth our beliefs and practices in writing.

LRCA Christian Community Expression

Our LRCA Christian community exercises and expresses its Christian beliefs and mission and purposes in various ways, including: our status as a Christian community, our activities as a Christian community, and our standards as a Christian community. There can be no exhaustive list of what conduct and lifestyle the LRCA Christian community desires of LRCA Christian community representatives and participants, but the following is offered as a guideline: Required by the Law and Required by the Bible. All conduct prohibited by the law and all conduct proscribed by the historical orthodox Christian church as unbiblical is outside the boundaries of LRCA Christian community orthopraxy. Alcohol use laws are an example of the law. Sexual conduct and for marriage are an example of biblical rules.

The LRCA Christian Community “Religious Organization”

LRCA will, as a religious organization, exercise its prerogative to neither commence nor continue an appointment, employment, admission, enrollment, or other category of LRCA Christian community representation or participation if it is believed by LRCA that so doing will cause confusion about, conflict with, or compromise of the LRCA Christian community’s mission to disciple LRCA students by providing a distinctly Christian education from a Christ-centered worldview.

Roles and Expectations for LRCA Community Participants (Student and Parent [or Legal Guardian] Participants)

LRCA asks that at least one parent (or legal guardian) of each student be a devoted follower of the Lord Jesus Christ as demonstrated in testimony, lifestyle choices and conduct, to adhere the LRCA Doctrinal Statement, and to be an active member of a local denomination of the historical Christian church. Each participating parent or student is either a co-discipler or the one being disciplined. Co-disciplers and the one being disciplined are expected to abide by applicable LRCA Christian community standards, manifest respect for the beliefs shared in common by the LRCA Christian community, and be fully supportive of the LRCA Christian community mission in word and conduct.

What does this mean in practice? Two examples:

- **Belief Systems outside the Circle of Orthodoxy Embraced by Historical Christian Church.** The doctrinal beliefs of the LRCA Christian community are those within the circle of orthodoxy embraced by the historical Christian church. It is the belief of LRCA that the admission of a child of a parent who adheres to a faith tradition outside the circle of orthodoxy embraced by the historical Christian church would create confusion in LRCA’s mission to teach LRCA students the truth as stated in our LRCA Doctrinal Statement. Consequently, admission will be denied when LRCA determines that the doctrine of another faith system (e.g. Mormonism, Jehovah’s Witnesses) does not align with the doctrine of the LRCA Christian community.
- **Human Sexuality and Marriage.** LRCA stands firmly upon the truth claims and moral foundations of Christianity, as expressed in the Bible as understood by the historical orthodox Christian church. This includes but is not limited to the biblical definition of marriage, the attendant boundaries of sexuality and moral conduct, and the clear biblical teaching that gender is both sacred and established by God’s design. Parents (or legal guardians) who choose to enroll their children at LRCA are agreeing to support the biblical values and the relevant Christian positions regarding faith and practice embraced by the historical orthodox Christian church as it has interpreted the Bible and the teachings of the Lord Jesus Christ.

LRCA Mission Fit Recap

Selecting the distinct philosophy of discipleship espoused by LRCA is an important decision. We want parents to be able to make an informed choice. Thus, we are providing this summary explanation of our Christian Community Statement. Please know that we prayerfully consider admission, continued enrollment, and re-enrollment in light of our perception of mission alignment between parents and school as co-disciplers. We invite you to explore whether the mission of our school aligns with your mission for discipling your children. Our prayer is that you discover God's perfect will for your family as you pursue this most critical parental duty.

To view full version of the Christian Community Statement please go to page 54

CORE VALUES

In fact, our educational philosophy rests upon and is derived from our five institutional core values: Jesus Christ, Truth, Excellence, Love and Partnership. On these core values, we will build our future for "God is builder of everything." (Hebrews 3:4)

Jesus Christ, the incarnation and source of all truth, wisdom (the ability to discern between truth and untruth) and knowledge.

- John 1
- Colossians 2:3

- Colossians 3:23-24
- Genesis 1:4
- Ephesians 5:1
- 1 Corinthians 12:31

Truth – "Thy Word is truth" (John 17)

- Proverbs 2:1-7
- 2 Timothy 3:15-16
- Psalm 25:5
- John 1:17, 8:32, 14:6, 16:3

Love – Without love, we are nothing (1 Corinthians 13)

- 1 Corinthians 12:31
- Colossians 3:14

Excellence – "Whatever is ... excellent"

- Psalm 90:17

Partnership (with home and church)

- Proverbs 2:2
- Deuteronomy 6:4-8
- Proverbs 22:6

EDUCATIONAL PHILOSOPHY

First and foremost, we are a school – a Christ-centered educational community in pursuit of truth, wisdom, and knowledge with a focus on preparation for higher education.

As a Christian school, we are an extension of Christ's church and the Christian home. Christian schools are stronger and wiser in partnership with the Christian home and local churches. At LRCA, we refer to this partnership as the golden triangle. It is the responsibility of the golden triangle to challenge students to maturity as Jesus, Himself, was challenged: "and Jesus grew in stature and wisdom and in favor with God and man." (Luke 2:52)

The agents of instruction are parents assisted by professional servant educators who know Christ intimately.

A strong education balances the artistic, athletic and academic pursuits to the glory of God and liberates all to serve others wholeheartedly.

The educational experience is void without the love of Christ demonstrated in authentic community

and service. Love always considers the best interest of the other.

Across our spectrum of learners, "differences are a gift." Not everyone learns in the same way, nor do all have the same ability. Accordingly, we aim to maximize challenge, maximize support and maximize potential of those we admit through selective admissions based on our mission and strategic goals and those students to whom we annually commit.

In terms of our philosophy of learning, we believe:

- Learning is a relentless, lifelong pursuit.
- Every student's potential can be maximized to the glory of God.
- Research informs our practice/methodologies.
- There is a core knowledge base that is essential to master in order to be fully educated. This content base should be incrementally acquired and meaningfully understood via effective teaching practices. Beyond the core, critical-thinking skills are an intentional overlay of our curriculum.
 - o Pedagogically, our educational leadership and teachers hold the following best practices in high regard and are guided by the respective research of Understanding by Design (curriculum design), Differentiated Instruction (informed best practice), The LRCA Excellence Project (standards of instruction), and Professional Learning Community (school as learning organization).
 - o In other words, well-designed curriculum (constructed with the end in mind), learner-centered instruction, proven, effective teaching methodologies, and an attitude of life-long learning add up to authentic learning and a well-educated child.
 - Our local learning algorithm is: "Understanding by Design" + "Differentiated Instruction" + "The Excellence Project" + "Professional Learning Community" = Learning.

LRCA is committed to excellence. Excellence in the classroom has four primary pillars:

- Organizing content knowledge for student learning (planning)
- Creating an environment for student learning
- Teaching for student learning
- Teacher professionalism

BIBLICAL WORLDVIEW

Where does the integration of faith and learning come into play at LRCA? Inculcating a dynamic biblical worldview is a central aspiration and a core competency of LRCA. Through a planned process of developing an authentic biblical worldview, LRCA trains up the next generation of transformation agents as students of all ages encounter and engage the culture of 21st century America and an increasingly globalized world. Our worldview presuppositions are:

- "All truth is God's truth."
- Everything is theological.
- All truth relates to real life.
- The classroom is a laboratory for life.

As Christ-followers, we need not hide from culture. Perfect love casts out fear. Empowered by the Holy Spirit, we are free and trained to engage and influence the culture for Jesus Christ.

EDUCATIONAL OUTCOMES

To what end do we educate? From over 750 survey inputs, we generated a database of student outcome descriptors. Organized into nine categories, our stakeholders are looking for a LRCA graduate to:

- Love and follow Christ.
- Be equipped to thrive in a college of choice.
- Maintain an appetite for learning.
- Be able to engage a post-modern society.
- Be disciplined for the responsibilities of life.
- Think wisely.
- Be grounded in biblical truth.
- Serve others with gladness and love.
- Be prepared to pursue a God-directed vocation.

Every day, we are faced with the question of “How will we achieve our desired outcomes?” In macro terms, we can expect to achieve our global outcomes by loving to learn and learning to love under the spirit-filled tutelage of a living example, consistently pointing to truth and love as manifest in the person of Jesus Christ and the legacy of the Judeo-Christian Scriptures.

Our teachers are asked to be the embodiment of their curriculum, including biblical worldview. In parallel ways, we can expect to achieve academic outcomes by successfully following the curriculum map, always responsive to the feedback of effective assessment.

In conclusion, Christ-centered, biblically-grounded, free inquiry into culture and creation (2 Timothy 3:16) is a good thing and a mark of a healthy, secure school. It is a classical, liberal education in the truest sense of the phrase. To that end, we labor as bondservants of Jesus Christ.

NON-DISCRIMINATORY POLICY

Little Rock Christian Academy admits students of any race, color, national and ethnic origin to all the 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, national and ethnic origin in administration of educational policies, admissions policies, scholarship and loan programs, and athletic or other school administered programs.

DOCTRINAL STATEMENT

1. We believe that the Bible, consisting of 66 books of the Old and New Testaments, verbally inspired, free from error in doctrine, fact and ethic, and inerrant in the original writings, is the Word of God and the only infallible and authoritative rule of faith and practice.
2. We believe in the Holy Trinity, one God eternally existent in three persons--Father, Son, and Holy Spirit--the same in substance, equal in power and glory.
3. We believe in the Deity of our Lord Jesus Christ, His virgin birth, His sinless life, His miracles, His vicarious and atoning death, His bodily resurrection, His ascension to the right hand of God the Father, and His personal and physical return in power and glory.
4. We believe that God created man in His own image but that through sin, man brought upon himself and his posterity not only physical death, but also spiritual death which is separation from God; that all human beings by physical birth possess a sinful nature.
5. We believe that the salvation of lost and sinful man is a free gift of God's grace apart from works, based solely

upon Christ's vicarious and atoning death, effected by the regenerating work of the Holy Spirit, and received by trusting in Christ's finished work on the cross, and that this salvation is eternally secured to all believers.

6. We believe in the present ministry of the Holy Spirit, by Whose indwelling upon salvation the Christian is enabled to live a godly life; that it is incumbent upon every believer to walk worthy of his calling-to walk after the Spirit and not after the flesh.
7. We believe in the resurrection of the body of both the saved and the lost-they that are saved to the resurrection of life everlasting and they that are lost to the resurrection of eternal damnation.
8. We believe in the spiritual unity of believers in the Lord Jesus Christ.

DOCTRINAL DIFFERENCES: (THREE-TIERED POLICY)

As a non-denominational, broadly evangelical Christian school, Little Rock Christian Academy contains within its walls a spectrum of doctrinal views and ecclesiastical practices that correspond to the diversity of the local Body of Christ. The school seeks a harmonious balance in its representation of such differences in the classroom, and it does so by reference to a three-tiered board policy:

First, all members of the Board of Trust and all employees of the schools subscribe annually to the Doctrinal Statement of LRCA. Since the Doctrinal Statement expresses the core essentials of the Christian faith, all instruction, student interaction and internal curricula operate within the theological boundary of the statement. Correspondingly, the Board of Trust, through the Head of School, ensures that essential doctrinal elements of the Christian faith not explicitly contained in the Doctrinal Statement are nonetheless protected in a manner consistent with the Board of Trust's determination of settled evangelical orthodoxy. It is the school's certain function to affirm unreservedly in the lives of its students the irreducible tenets of our biblical Christian faith.

Secondly, the school recognizes that – outside the essentials of evangelical orthodoxy – the Body of Christ incorporates a significant diversity of viewpoints on some doctrinal issues. Since LRCA does not take a formal position on issues of Christian doctrine outside the scope of its Doctrinal Statement, it is appropriate that the faculty instruct the student in the origins and implications of specific doctrinal differences, without maintaining or implying that any one denominational view represents a preferred position.

Thirdly, the school also recognizes that – perhaps even more broadly than doctrinal differences – the families of the local Christian community employ a broad variety of specific faith practices, many of which have grown from the distinctive subculture of the individual churches. The school and its employees do not offer opinions on the propriety of ecclesiastical practices, particularly where those opinions have the potential to divide and not unify the Body of Christ. It may occasionally be appropriate to link a particular practice to a specific doctrinal point, but that representation ought never to become an expression of preference or a critique of one Christian practice relative to another.

In all, the school seeks, first, to minister to families and their churches by affirming and deepening a student's faith in our essential and commonly-held Christian doctrines, and secondly, to illumine the student's understanding of doctrinal and ecclesiastical differences in a manner that affirms the unity of the Body of Christ.

AUTHORITY STRUCTURE

Little Rock Christian Academy is a 501(c)3 not-for-profit organization with a self-perpetuating board structure. In accordance with the school charter, the Board of Trust is the final authority for the school and elects successor trustees from among parents and others who evidence spiritual maturity and committed support for the school and its mission.

The Board delegates to the Head of School and other administrative staff, authority and responsibility for operation of the school, while maintaining policy oversight and final authority for directional leadership. Trustees stay informed and active in school matters but exercise their authority in most cases through administrative implementation of policy determined by the Board of Trust.

While authority of the Board rests corporately in its policy decisions, rather than in any single member, each Trustee is involved and interested in school affairs. In this role, each Trustee works to maintain awareness and communication with a cross section of the school community.

If parents have questions or concerns with school personnel or with actions at particular levels of school operation, these should be addressed in accordance with Matthew 18 procedures detailed in the discipline section of this handbook. A question or concern may end up involving the Head of School or the Board of Trust if other involved individuals have been addressed and resolution has not been reached. Contact can certainly be made directly with the Head of School or the Chairman of the Board of Trust for questions or concerns about overall school direction.

In practical terms, parents should bring most questions to the teacher, coach or other school staff members directly involved and seek clarity, resolution, and strong relationship. If questions remain, the principal at that division level would normally be the next person to contact. We gratefully experience fruitful resolution of most questions in this way.

ACADEMIC INFORMATION

ACADEMIC PROBATION, see academic handbook

ACADEMIC SERVICE LIMITS, see academic handbook

ADDING/DROPPING A CLASS, see academic handbook

ATHLETIC ACADEMIC ELIGIBILITY STANDARDS, see academic handbook

COMMUNICATION OF STUDENT PROGRESS

We believe learning encompasses much more than what is taught in the classroom, and that a coordinated effort between the home and school is the key to success. Therefore, communication with parents is a major priority at Little Rock Christian Academy. Teachers are charged with the responsibility of keeping parents informed of student progress. Parents are responsible to give support to the teaching-learning process, and to contact the teacher when questions or problems arise. Although the following methods have been instituted as means with which to keep lines of communication open, communication between the home and school is not restricted to these methods. Constructive parent feedback is always welcome.

- **Parent/Teacher Conferences:** These are scheduled early in the year to give opportunity for evaluation of student progress and to establish a good working relationship between teacher and parent (see the school calendar for specific dates). Additional conferences may be scheduled at the request of the parent or the teacher.
- **School Webpage and RenWeb (Parents Web):** General information can be found on the school's website www.littlerockchristian.com. Specific information about a class assignments and grades can be found on RENWEB Parent Portal which is accessible through the LRCA website parent tab.
- **Communications by E-Mail:** Much of the information about the school year is communicated to parents by e-mail. Please make sure that your e-mail addresses are accurate. Contact the Registrar with any changes or inform them if you cannot receive information through e-mail.
- **Meeting with Teacher:** Often a face-to-face meeting helps resolve questions and concerns better than an email discussion. While email is useful, a meeting is preferred to resolve concerns or communicate essential information.

GRADING GUIDELINES

Authentic and reasonable assessments will evaluate learning objectives using the most appropriate assessments possible for the objectives. Generally, we will seek to minimize the grade impact of reasonable student errors. For example, we won't seek to give 100 points credit on a five question test. Daily work may count significantly in the grade, but will be the cumulative impact of multiple assignments.

Most courses in Upper School will include a semester assessment weighing 20% of the grade, with each nine-week grade counting 40%. Alternative assignments (such as projects) which fit course goals may be used instead of a semester examination.

GRADING SCALE

Grades 9 - 12

A+	97	-	100	C	73	-	76
A	93	-	96	C-	70	-	72
A-	90	-	92	D+	67	-	69
B+	87	-	89	D	63	-	66
B	83	-	86	D-	60	-	62
B-	80	-	82	F	59	and lower	
C+	77	-	79				

Percentage grades will be rounded up or down to determine letter grades. Averages are determined using the scale.

HOMEWORK

Quantity of homework will vary depending on the course, the time of the grading period, and the student's abilities and goals. If a student seems to spend an excessive amount of time on homework, investigate these possibilities first: student procrastination with long-range assignments (e.g. projects, notebooks, book reports, etc.), improper use of study time at school, or inefficient study habits at home. If none of these seem to apply and the homework amount is frequently excessive, then please consult with the teacher.

The average student should complete the assigned work within 60 to 120 minutes, depending upon the student's ability, work habits, class difficulty, and student goals. Both home and school have responsibilities with respect to homework. We want to encourage family time and church participation. We also encourage parents to plan homework slots. Homework will not normally be given over school year breaks, such as Thanksgiving, Christmas, Spring Break and Easter. Because many church fellowships meet on Wednesday evenings, homework will generally be avoided on Wednesday nights; if work is due on Thursday, it will normally be assigned by Monday or Tuesday so a student can work ahead.

HONOR ROLL

LRCA offers 2 levels of honors: Honor Roll and President's List. Both awards can be earned on a semester as well as all year basis. **Honor Roll:** Students must earn a cumulative quarterly average of 93% or higher, with no class grades lower than 70%. All Year recognition of this award requires these standards be maintained across the first three academic quarters of the year. **President's List:** Students must earn a cumulative quarterly average of 96% or higher, with no grades lower than 90% and no recorded conduct issues. All Year recognition of this award requires these standards be maintained across the first three academic quarters of the year.

Honors Graduate Status

In order to qualify for Honors Graduate designation, students must earn a cumulative, 8 semester GPA of 4.0 or greater.

Valedictorian & Salutatorian

LRCA does not report a class rank of transcripts. We do, however, determine a Valedictorian and Salutatorian for graduation honors. These designations are intended to connote clear academic leadership of the first and second rank among the graduating seniors. A student must be in good standing to receive the honor. Transfer students must attend LRCA for six high school semesters. Valedictorian and Salutatorian will be calculated using overall, cumulative GPA.

PROMOTION/RETENTION

A student who is experiencing academic difficulty will be required to repeat the class.

RENWEB

RenWeb's Parents Web is a private and secure website that allows you to see information specific to your child. You can view information such as: attendance, daily grades, and report cards.

It is the responsibility of each student's parents to update contact information and student medical information as soon as there is a change. Correct information will assure that important mailings from the school will be delivered promptly and correctly, emails received as intended, and that school officials have access to current information, should an emergency arise.

Lesson plans are subject to change; good teachers adjust plans daily according to student learning. Lesson plans and assignments on RenWeb help parents see the general flow of class, but students still need to be responsible to write down specific assignments as given in class.

To log on to RenWeb for the first time, find the RenWeb page by clicking on the "Parent" section of the LRCA homepage. Click the First-time Users tab and enter an email address that is on file with the school. A password will be emailed to that address which will allow you to log on under the Parent tab.

REPORT CARDS

Student grades are available for viewing on RenWeb. Parents are encouraged to view these grades on a regular basis and stay apprised of their child's progress in each subject area.

SEMESTER EXAMS, see academic handbook

STANDARDIZED TESTING, see academic handbook

ATTENDANCE

ABSENCES

Attendance is an educational issue. Daily school attendance is necessary and expected. Time missed from class can never be fully made up, and it is to the student's advantage to be in class every day. Students who accumulate excessive absences or exhibit consistent non-engagement may lose credit in that class. School-sponsored activities will not count against the student's attendance record.

CHECK-IN & CHECK-OUT PROCEDURES

Any student arriving late to school must first check-in through the school office. A high school student is considered tardy if he/she misses twenty-five minutes or less of class. The student is considered absent if he/she misses more than twenty-five minutes of a class. Consequences for tardies apply to 1st block as well as later ones.

Prior arrangements must be made through the school office for students who are leaving during the school day. Either a phone call to the office or an email to the High School office staff is required. Unplanned "check-outs" should only be for emergencies because they disrupt classroom learning. Students will not be permitted to check out during lunch unless a parent comes to check them out.

REPORTING AN ABSENCE

Our primary concern is the safety and best interest of the student. In the event that a student needs to be absent, parents must call or email the school office between 7:45 a.m. and 8:30 a.m. to notify the school. In the case of an absence, please consult with the teacher regarding missed assignments.

Seniors must maintain a 90% in a course to be excused from cumulative final exam/assessment. Senior exemptions from examinations are not automatic and depend on the class needs as decided by the teacher.

TARDINESS

Tardies will be reported and kept in the student's attendance record. School administration will contact parents if tardies become excessive.

Students should be in class by the time the bell rings in order to take full advantage of class time and not disturb the learning of others. The consequences for each tardy will be as follows:

- Detentions will be served for each unexcused tardy.
- Detention takes precedence over extra-curricular activities. Missing detention will automatically carry more severe consequences.
- Repeated detentions are subject to further discipline, including suspension.

MISSED ASSIGNMENTS AND ASSESSMENTS

Students who miss submission deadlines for daily work can expect a grade reduction. Teachers make the determination of whether or not to accept daily assignments that are not submitted on time. Students who miss a deadline for submitting a major assignment such as an essay, project, presentation, lab, etc. can submit their work with a late penalty of 10% per day (including Saturday and Sunday) with a maximum of 30% deduction. If the reason for missing the submission is confirmed by a parent as due to technology problems, family emergency or student illness, students will be allowed to submit work, either the original assignment or its equivalent, without penalty. In order for the late penalty to be waived a parent must have contacted the school office or the teacher within 24 hours of the missed assignment. Students are expected to make up missing assignments (when permitted) and major assessments within a two week period. After that, no credit will be given barring approval from the Assistant Principal due to extenuating circumstances

DISCIPLINE AND STUDENT CONDUCT

BIBLICAL DISCIPLINE

1. The Biblical use of the term, discipline, derives its meaning from the word disciple, which means to teach/train a person over an extended period of time. The discipline of young people is a process which utilizes the various circumstances of life to guide the individual into making right choices that are in agreement with the teaching of Scripture and honoring to God (Proverbs 22:6).
2. God's laws and His discipline are positive gifts of love that enable people to make right choices; to be happy and successful (Joshua 1:8). Discipline leads to right living (Hebrews 12:11), which in turn provides the only true basis for happiness (Matthew 5:1-16).
3. Obedience to parents and those in authority is a fundamental precept for children to follow as they come to recognize the responsibility and role they play in the school community as well as the community at large (Deuteronomy 6:7; Ephesians 6:1-3; Hebrews 13:17).
4. The underlying attitude of teachers and parents must be a caring concern for the child. Christ is the best example of love in action when it comes to discipline (Hebrews 12:5-6). From a practical standpoint, it has been proven that young people learn best when their trust and affection make them want to please the person representing authority.
5. The end goal of all discipline should be for students to become self-disciplined individuals. As students mature, the outward, teacher-imposed discipline should become inward, self-imposed discipline (Hebrews 12:11)

DISCIPLINE OBJECTIVES

1. To develop and maintain the optimum environment for learning.
2. To encourage behavior that is acceptable and venerable.
3. To correct behavior that is disruptive to the learning environment.
4. To train students in behavior patterns that will be helpful to them individually and to the school community in achieving and supporting the commonly held goals of spiritual, intellectual, physical, and social development.
5. To address conduct, in school or outside the school, that adversely affects the mission of Little Rock Christian Academy. This discipline policy applies to students while they are on campus, on school operated/rented vehicles or at recognized school functions. While behavior at other times or places is an individual and parental responsibility (and not the school's), behavior that impairs the testimony of the school cannot be ignored. It is at the discretion of the Head of School (or disciplinary committee) in communication with the parents, to determine if disciplinary measures will be taken as a result of off-campus, unofficial events that involve LRCA students engaging in an illegal activity, or in which the reputation of the school is put at risk.

STUDENT CONDUCT PROCESS

At Little Rock Christian Academy, positive student behavior is fostered by example, counseling, guidance, admonition, and when necessary, discipline related to violations of the school's community standards, attendance, facility usage, or academic policies. The school's conduct processes vary in formality, varying based upon the seriousness of an alleged violation, as well as the sanctions that may be applied. Minor offenses may be handled more informally than serious ones. Teachers and Administrators will seek to involve parents throughout the process.

Behaving Honorably

By attending Little Rock Christian Academy, students agree to behave honorably. This applies not simply to following expectations for oneself, but for sharing the responsibility of creating an atmosphere of honor and integrity. We are not seeking to create a body of tattletales, hounding each other's steps for mistakes, but rather a community committed to supporting one another in moral development, courage, responsibility, and fairness, guided by love.

All students are encouraged to report information regarding behavioral violations. These reports can be made via email or phone to the Assistant Principal or Principal of the High School.

Process:

- Alleged incident occurs
- Report: The conduct process begins with a report of alleged wrongdoing. Sometimes, this is a teacher or administrator report, and sometimes this is a student or community report. Reports may be anonymous, but that often impinges on the school's ability to handle conduct effectively.
- Assessment and Investigation: A teacher or administrator will investigate the report(s) to determine credibility. At this point, no outcome is determined, this is simply a process of gathering information. If there is reasonable suspicion to believe that a policy was broken, then the conduct process moves forward to the next step; if there is not reasonable suspicion to move forward, the process ends here.
- Conduct Hearing: Once enough information has been gathered, an administrator will have a meeting with the accused student. If there is reasonable suspicion to believe that a policy has been violated, that student will be asked to help clarify and weigh in on what occurred. During a conduct hearing, The student is presented with all pertinent information from the report so they understand what policy they may have violated, and the student will be asked for their understanding of events. Administration will not make any decision until a student has had the opportunity to discuss his or her side.
- Findings and Sanctions: The administrator will determine if there is sufficient evidence or insufficient evidence to support the allegation of rule-violating behavior. If there is evidence sufficient to support a finding, the administrator may assess sanctions related to the growth of the individual and the reconciliation of that student to the community. If the student's conduct potentially warrants suspension, the High School Principal will review the case. If the student's conduct warrants possible expulsion, the Head of School will review the case.
- Communication of the outcome to students and parents: The administrator in charge of the conduct case will discuss the process and outcome with parents. An email will be sent outlining the findings and sanctions (if any).
- Follow up, if applicable: Depending on the finding (if evidence was sufficient to support at least one charge), then depending on sanctions (if any), and finally depending on appeal (if applicable).

CAUSES FOR DISCIPLINE

It is not possible to list all reasons for using discipline; however, examples of unacceptable behavior include (without limitation):

- Misrepresentation or dishonesty
- Disrespect to a teacher or other school official
- Cheating, plagiarism
 - Honor is important in the life of a student, as students truly stand for right as opposed to wrong. Any form of cheating is serious.
 - When a student submits the work of others as his/her own, then deception has occurred, violating the development of honesty and truthfulness.
 - Consequences for cheating or plagiarism will range from a zero on a test, quiz, paper or project to possible suspension from school. Multiple offenses will carry progressively more serious consequences.
- Stealing
- Swearing, using obscenities
- Skipping class or school
- Leaving campus without permission
- Defiance -- open, bold disobedience of authority
- Rebellious conduct – passive or aggressive
- Insubordination, including the failure or refusal to follow the legal order given a student by a teacher or school administrator
- Negligent, reckless, knowing or intentional abuse or destruction of school property

- Any conduct, acts or omission by the student that interferes with or impairs a student's ability to properly and effectively function as a school student
- Excessive absences or tardies
- Being out of dress code
- Disturbing, disrupting class

SEVERE OFFENSES

Severe breaches of conduct such as the ones listed below will normally result in more severe discipline action ranging from suspension to expulsion. Students will be held accountable for these offenses and subsequent reprisals whether in elementary, middle or high school divisions.

ASSAULT AND BATTERY

A student shall not cause or attempt physical or emotional assault (causing fear of harm) or battery (offensive or harmful touching) to a school employee, a fellow student or any other individual.

- Alluding to Assault – Any comments or communication which can be taken as threats of any form of assault or battery will bring severe consequences.

BULLYING

WE DO NOT TOLERATE BULLYING IN OUR SCHOOL COMMUNITY

Jesus tells us that the greatest commandments are to love God and love others (Matthew 22:36-40, Mark 12:29-31, Luke 10:25-28). Jesus also reminds us that people will know we are his disciples by our love for one another (John 13:34-35). Our primary task is to challenge students to love. There is no room for bullying or similar actions at Little Rock Christian Academy, but rather devotion to love each other. This compels us to protect and support victims, strongly discipline abuse of power, and help all students and parents be a part of creating an atmosphere of care which is free from intimidation, harassment, harm or threat.

"Bullying" means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or school employee by a written, verbal, electronic, or physical act that causes or creates a clear and present danger of (a) physical harm to a student or school employee or damage to the student's or school employee's property; (b) substantial interference with a student's education or with a school employee's role in education; (c) a hostile educational environment for one or more students or school employees due to the severity, persistence or pervasiveness of the act; or (d) substantial disruption of the orderly operation of the school or educational environment. (Arkansas code 6-18-514)

"Electronic Act" means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communication device, or computer.

"Harassment" means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment.

"Substantial disruption" means without limitation that any one or more of the following occur as a result of bullying:

- Necessary cessation of instruction or educational activities;
- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment; or

- An electronic act that results in the cessation or interference of the orderly operation of the school environment.

Examples of “bullying” may include but are not limited to a pattern of behavior involving one or more of the following:

- Sarcastic “compliments” about another student’s personal appearance;
- Pointed questions intended to embarrass or humiliate;
- Mocking, taunting or belittling;
- Non-verbal threats and/or intimidation such as “fronting” or “chesting” a person;
- Demeaning humor relating to a student’s race, gender, ethnicity or personal characteristics;
- Blackmail, extortion, demands for protection money or other involuntary donations or loans;
- Blocking access to school property or facilities;
- Deliberate physical contact or injury to person or property;
- Stealing or hiding books or belongings; and/or
- Threats of harm to student(s), possessions, or others.

Students who engage in bullying while (a) at school, on school property, on school trips, in school vehicles, at any school function, in connection to or with any school sponsored activity or event, or while en route to or from school, or (b) by an electronic act that results in the substantial disruption or the orderly operation of the school or educational environment are subject to disciplinary action, up to and including suspension or expulsion.

School employees who witness bullying or have reliable information that a pupil has been the victim of bullying, as defined in this policy and including a single action which if allowed to continue would constitute bullying, shall immediately report the incident to the building principal or designee. The person or persons who file a complaint will not be subject to retaliation or reprisal in any form.

Students or parents who witness bullying or have reliable information that a pupil has been the victim of bullying, as defined in this policy and including a single action which if allowed to continue would constitute bullying, shall report the incident to the building principal or designee as soon as possible, and never later than twenty-four hours after the incident; while later reports are welcome, follow up and discipline are hampered by longer time periods. Any student who is a victim of bullying or who witnesses bullying or has reliable information about a bullying incident will be afforded as much care and protection as reasonably possible with severe consequences for a student or parent who retaliates to the student providing the information. Intentional false reports intended to harm will be treated as a major offense for discipline.

The building principal or designee will be responsible to follow up on reports to determine the need for disciplinary action. If the bullying incident is substantiated, the building principal or designee will require a meeting between the principal or designee, alleged victim and family, and the alleged bully and family within twenty-four hours, with the goal of using partnership to change behavior and encourage reconciliation.

The most likely consequence for verified bullying will be suspension and/or expulsion depending on the severity and circumstances surrounding the incident. Repeated instances of bullying or retaliation will result in expulsion. Other compensation or consequences may also be applied.

ZERO INDIFFERENCE

A Guide to Stop Name-Calling & Bullying

A “Zero-Indifference” response to name-calling means that members of the school community take collective action to not tolerate name-calling and bullying. Although there is no one right way to intervene, consistent intervention is key to establishing a school environment where all students feel safe and respected.

Three things that you should avoid:

1. Ignore the incident.
2. Excuse it.
3. Allow yourself to become immobilized by fear or uncertainty.

Effective interventions consist of two steps:

1. Stop the behavior immediately.

Some sample responses:

	LESS TIME / PUBLIC SPACE (between periods, at dismissal, during recess)	MORE TIME / PRIVATE SPACE (during class or practice, after-school activities)
IN A STRUCTURED SETTING (a classroom, library, etc.)	<ul style="list-style-type: none"> • That is unacceptable in this room. • You know the class ground rules. • Please apologize. • Leave the room. • Leave him/her alone! 	<ul style="list-style-type: none"> • What did you mean by what you said? • That was a stereotype. • Stereotypes are a kind of lie and they hurt people’s feelings. • That was a putdown, and I don’t think it belongs here at our school. • You may not have meant to be hurtful, but here’s how your comment hurt...
UNSTRUCTURED SETTING (hallway, locker room, cafeteria)	<ul style="list-style-type: none"> • Cut it out! Using language like that is no joke. • That’s out of line! • Keep your hands to yourself! • Go to the office! • Stop it right now! 	<ul style="list-style-type: none"> • That’s bullying. It’s against the school rules. • We don’t harass people at this school. It could get you suspended. • That was really mean. Why did you say that? • Do you understand why that was so hurtful?

2. Educate those involved.

The determining factor about whether to educate on the spot or privately, immediately or later, should be the needs of the targeted student. Both options have advantages and disadvantages.

EDUCATING ON THE SPOT

- Provides immediate information and support
 - Models taking a stand
 - Reassures others that the school is a safe place
 - Sets a compassionate tone
- EDUCATING LATER PRIVATELY

- Allows harasser to “save face”
- Prevents possible embarrassment of target
- Allows you to cool down
- Allows more time to explore and discuss the facts
- Distinguish between what feels right and what is best for a given student or situation.

Incidents of name-calling and bullying can be complex, calling for educators to use thoughtful, critical judgment in each situation. You may want every student within fifty feet to hear you loud and clear when you reprimand the tormenters of a targeted student, so that students will get the message that your school will not tolerate name-calling. This response, however, may cause targeted students to cringe at the attention your public intervention draws, and to increase their concerns for their safety on the way home, when no one will be there to protect them.

- Ask targeted students what they would like you to do.

As a teacher, you may feel you need to take charge and determine on your own what’s best for all students. Instead, you can stop the name-calling immediately, and set aside a time to educate harassing students later. Establish a time to meet privately with targeted students and discuss what they think might work best for them. Determine whether targeted students have a history of being harassed in general, whether offending students have a history of harassing other students, and whether the involved parties have a history with each other.

Some Considerations for Forming Effective Responses

Where and when did the incident occur?

An effective response to name-calling and harassment is dependent on where the incident occurred and the time available at the moment. Choices you make about intervening as you walk down the hall on your way to your next class will differ from those you make when you have the time and structure of the classroom to support your decision.

If “time and place” allow for only punitive or reactive responses, or if you believe the needs of the targeted student will be better served by speaking to the offending student(s) later, be sure to schedule a future “time and place” to deal with the situation. Education is more effective at changing students’ future behaviors than punishment alone!

Was the incident isolated or part of a pattern?

A one-time transgression can be dealt with swiftly, but a persistent pattern on the part of any of the involved students requires more intensive intervention. If a student has a history of harassing other students, in addition to stopping the behavior and making decisions about educating those involved, consistently apply and enforce existing school rules and policies and take disciplinary action, when appropriate. If a student has a history of being picked on, a guidance counselor can assist the student in dealing with the considerable emotional strain of being targeted. Targeted students need support and should never be given the impression that they “deserved” or “provoked” the attack.

What was the harassing student’s intent?

Consider the ages of the harassing student(s), their understanding of the meaning and impact of their behavior, and the existing relationships between the involved students. Are the students best friends? Is it possible they are only repeating language they have heard someone else use? Is the harassing student older or substantively bigger than the targeted student? Are the students developmentally able to understand the meaning and impact of their behavior?

ELEMENTARY STUDENTS

- Ask if they know the meaning of the derogatory word(s) they used.
- Explain, in age-appropriate language, the possible origins, meaning, and hurtful impact of the word(s).

- Clarify school and/or classroom rules and policies about the behavior.
- Communicate that, regardless of the original intent, the word is a put-down, and that you do not want to hear the student use it again.
- Take steps to insure the safety of the targeted student.

MIDDLE AND HIGH SCHOOL STUDENTS

- Consider the history, age, and intent of parties involved.
- Determine whether to educate publicly on the spot or later, in private.
- Firmly communicate the seriousness and consequences of the behavior, and that you do not want to hear or see it again.
- Refuse to sanction behavior as joking or “fooling around.”
- Take steps to insure the safety of the targeted student.

Although individual circumstances may require educators to occasionally make judgment calls that violate their sense of what “feels right,” name-calling and bullying provide daily opportunities for “teachable moments” for educating students to show respect for all people.

This handout was adapted from *Zero Indifference: A How-to Guide for Ending Name-Calling in Schools* by Nancy Goldstein, Ph.D., GLSEN Educational Resource Manager, © 2001, GLSEN. This resource, among others, can be found in the School Safety section of GLSEN’s online Resource Center at www.glsen.org. Permission to reprint granted to the Anti-Defamation League.

CHILD ABUSE AND NEGLECT

In accord with AR state law and school policy, school staff is obligated under penalty of fine and jail term to report the reasonable suspicion of physical abuse, sexual abuse, or child neglect. In this very serious and legally narrow area, the school will not contact parents in advance of making a report to authorities, which would be the procedure followed in most other legal matters. The clear intent of the law, based on the seriousness of the crimes listed above, is to mandate that a report of reasonable suspicion of abuse be made. School staff will make such reports in the best interest of the affected child and do not, once reasonable suspicion is established, have any legal alternative except to make a report to the proper authorities for their investigation and review.

FIREARMS, WEAPONS, CONTRABAND

- A student should not possess, handle, or transmit any object which can be considered a weapon or dangerous instrument while on school property and at school-sponsored events. Examples of dangerous instruments include, but are not limited to, pocket knives, pellet guns, paint ball guns, etc. If something like a sword is needed for a historical exhibit, it must be checked in with administration.
- Alluding to Weapons - Any reference to having a weapon at school by any student will be interpreted as truth. Any comments which can be taken as threats will bring severe consequences.
- Contraband – Many items have no business on a school campus and some are expressly prohibited. Students should not bring significant sums of money to school. Absolutely no fireworks or skateboards are allowed at any time on school property.

IMMORAL CONDUCT

(including but not limited to immoral sexual misconduct)

- Sexual Immorality - Students are expected to maintain the Biblical standards in relationships and physical intimacy including “avoiding the appearance of evil.”
- Sexting - Sexting is the act of sending sexually explicit or suggestive messages, photos, audio, or images via a cell phone, computer, or other digital device. Students engaged in such activities are subject to state laws and school discipline. The school considers sending, sharing, possessing, or viewing photos, messages, audio, images, or e-mails that contain sexually explicit or suggestive content using school property, during school hours or in association with any school activity, or at any time where the subject matter involves any student or employee of the school, to be a violation of this policy. Any such violation may result in school discipline, up to and including expulsion and/or the notification of local law enforcement. Students are required to immediately report any such activities to a teacher or a school administrator.

DRUG AND ALCOHOL POLICY

Little Rock Christian Academy is resolved to have a drug and alcohol free student body. Our reasons are simple: we know students who use substances are developing poor coping skills, we know it affects all areas of their lives, and we know what the development of these habits can lead them towards in the present and future. We want something better for our students! Little Rock Christian Academy works with families to support a drug and alcohol free culture through prevention education and disciplinary action, the goal of which is to identify students struggling under the influence of illegal substances and direct them to the support they need to recover.

Drug screening is one of the ways in which we may pursue this goal. The school reserves the right to take disciplinary action, including expulsion, without administering a drug test. Any violation of alcohol or drug laws, or a violation of any of the following, may subject one to disciplinary actions deemed appropriate by the school, including expulsion.

- **Alcohol** – Drinking alcohol while under the age of 21 is illegal. The sale, giving away, or other disposition of intoxicating liquor to a minor is a crime. Public intoxication is against the law. It is illegal to consume any alcoholic beverage in any public place or on any highway or street. Possession or use of alcohol in any form is prohibited on school property or at any school event, trip, or function. Illegally using, buying, selling, possessing, storing, or distributing alcohol, or assisting another to do so, will not be tolerated by LRCA on or off school grounds.
- **Tobacco** – Outside of school, a student is to follow the law regarding the use of tobacco, meaning you must be 18 to possess or use it (A.C.A. 5-27-227). All student use of cigarettes, dip, chew, e-cigarettes, vaporizers, or any other tobacco product is prohibited while on school property or at school-sponsored events, trips, or functions.
- **Illegal Drugs** – All illegal drug use violates school policy. This includes the use, purchase, sale, possession, storage, manufacture, or distribution of prohibited drugs or drug paraphernalia. Use of any other substance resembling the foregoing or used for a similar purpose, or assisting another to do so, will not be tolerated by LRCA on or off school grounds.

Testing and Detection Procedures:

Parents and students are required to acknowledge and consent to the drug and alcohol policy of this school as a condition of enrollment.

Students in grades 9-12, as a condition of enrollment, may be randomly screened for drug and alcohol use throughout the year. Additionally, LRCA reserves the right to conduct drug and alcohol testing in other circumstances, including reasonable suspicion or after an accident. Prospective students seeking to enter into the high school will be given a mandatory pre-admission drug test and will not be accepted as a student until the results are clear and received by the High School Principal or Vice Principal.

The Drug and Alcohol Testing Procedures required by First Choice Drug Testing shall be the procedures followed by the school. The school will be financially responsible for random and reasonable suspicion testing. Parents opting for split sample testing in the case of a positive result will be financially responsible for that secondary test.

Students refusing to test or caught tampering with a viable sample will be in violation of his/her consent for enrollment and will be sent home immediately on suspension. In order to return to school, the student must submit to a drug screening administered by the school. Students suspected of unlawful use of drugs or alcohol while at school or at a school event, function, or trip, will be sent home immediately on suspension and remain suspended until the final results of the drug or alcohol test(s) are reviewed by the school and a parent meeting scheduled.

First Choice will attempt to contact parents in the event of a positive test result prior to informing the school. If a student has a prescription that would account for the drug type and levels of drug present in the sample, the company will list that as a negative sample. Results of drug and alcohol screening will be reviewed by the Head of School, High School Principal, Vice Principal, and Dean of Students. Test results will not be added to a student's academic record, but will be kept on file with the Dean of Students. LRCA will not initiate criminal charges based solely on the results of a drug or alcohol test, and results will not be forwarded to authorities unless required by law.

In order to maintain a drug-free campus, LRCA will initiate a search of school buildings and facilities from time to time. Drug detection dogs may be used in any such search. Any such search may include any area of school buildings and facilities, including student desks, lockers, backpacks or items of clothing in the buildings or facilities.

Sanctions:

Violating the school's drug and alcohol policy will result in discipline that may likely include expulsion from the school. The general disciplinary policy of the school is to treat all students and parents of students in a manner that is: 1.) rationally related to the accomplishment of our school's mission and 2.) uniformly applied to all persons similarly situated.

Students who test positive will be immediately sent home on suspension until we can schedule a parent meeting. We will attempt to schedule this the same day to resolve the conduct case quickly. Our goal with this meeting is to work with parents and students to realign our mission and goals, and to determine appropriate consequences to draw the student back into compliance. Sanctions for a first offense can range from suspension, mandatory treatment programs, on-going testing for a designated period of time, removal from leadership positions or campus organizations, or even expulsion, depending on the situation. A second offense requires expulsion. If parents have opted for the split sample testing, students may remain at school until the secondary results are in.

Self or Parent-Initiated Action:

The goal of this policy is to encourage students to make healthy choices for themselves and the community, as well as to identify students struggling with substance abuse and direct them to support. In light of this, the school will regard parent or self-referral prior to being called for testing as a factor when considering suspension or expulsion. However, this does not preclude sanctions. Failure on the part of the student to adhere to prescribed sanctions shall be grounds for disciplinary action, including without limitation, expulsion.

FORMS OF DISCIPLINE

After meeting with a student to determine the nature or severity of a problem, the administration will seek to work closely with parents to assure a consistent and thorough application of discipline. Students who have not responded to correction and are adversely affecting the learning environment will be removed from Little Rock Christian Academy. Should a student desire to rejoin Little Rock Christian Academy, he/she must reapply through the Admissions Office.

Typical administrative actions include, but are not limited to the following:

- **Admonishment or warning** - Admonishment is usually, but not necessarily, warranted for a less-serious first-offense.
- **Reimbursement or Restitution** – In the case of damaging property, students may be required to financially account for damages.
- **Reflection Paper** – Writing a reflection paper can provide an opportunity for students to step back and reflect upon their own actions, the impact it may have had upon others, and make plans for how to handle future situations.
- **Creation of an Education Program, Flyer, Bulletin Board, or Poster** – This assignment is meant to require a student to research and educate not just themselves, but others on a particular issue they may be misunderstanding. These assignments will have due dates and requirements, similar to other class assignments, but will be required outside of coursework.
- **Counseling** – Students may be required to see a counselor regarding a particular issue. Requirements may be a designated number of sessions, or completion of a course of treatment regarding a particular.
- **Community Service/Work Detail** – Students may be assigned community service to mitigate the impact of their actions against the community. Typical community service tasks may include cleaning the bleachers after football games, weeding the high school gardens, cleaning locker rooms, cleaning the high school windows, or picking up trash around campus. These tasks will be monitored by a school employee and will never be conducted during class time.
- **Saturday School** – Students who repeatedly violate minor rules may be assigned Saturday School. Saturday School can take place twice a month. Students are required to be there promptly by 8:00 a.m. and will be dismissed at 12:00 p.m. Tasks assigned during Saturday School may include school work or Community Service as outlines above.
- **Suspension**

In-school suspension - The student is detained from class and sent to a supervised room/office for the designated time of suspension. He/She will be given all daily assignments and will take make up tests at the teacher's convenience. No absence will be recorded. A student may not participate in any extra-curricular activity during a suspension which is normally at least a full 24-hour period of class and school activity time.

Out-of-school suspension (for more serious offenses) - The decision to suspend a student will be made by the principal. Typically, students in out-of-school suspension will not be allowed to make up missed assignments, test, or other work. The student will be expected to complete all assigned work at the teacher's convenience. Administration will determine the academic consequences of the suspension. The student will not be re-admitted without a parent conference. During any suspension the student may not be involved in any extra-curricular and/or co-curricular activities such as athletics, cheerleading, field trips, etc.

Suspensions may be issued immediately for extreme disobedience or rebellious attitude. This will be counted as an absence.

- **Expulsion** – Expulsion is considered the ultimate deterrent of inappropriate behavior. The decision to expel a student will be determined by the administration and reported to the Board of Trust. Note: It will be the school's policy **not to re-admit** a previously expelled student except under extra ordinary mitigating circumstances. For re-admittance, there must be a one-year history at another school, recommendation from that school's principal, and in some cases mandated counseling. Parents who seek re-admission shall request such by letter to the school should they feel that new evidence or a changed attitude, sustained over a period of time, warrants such consideration.

PARTNERSHIP BETWEEN HOME AND SCHOOL

A healthy partnership between the home and school is never more evident than when dealing with disciplinary problems at school. Conversely, an unhealthy partnership makes it difficult when dealing with a particular problem behavior because the home and school cannot agree on either its cause or remedy. Therefore, it is incumbent on teacher and parents to be very active in the following three practices:

- Make contact. Take time to meet every teacher at the beginning of the school year.

- Participate in the educational process. Maintain on-going, open lines of communication with teachers. Agree when you can and agree to disagree when you cannot. Do not communicate via the student if there is any conflict or question present.
- Work toward a high level of trust and respect. This takes time and effort, but when problems arise, it helps to trust the adult you are working with on behalf of the child.

It is important that these relationships are courteous and that issues are resolved promptly. The following steps are an application of the biblical model in Matthew 18.

- Meet privately with the person to seek the resolution; with a spirit of reconciliation look for the BEST way to resolve the issue, not for having one's own way.
- If unresolved, then contact the principal who will work to facilitate communication and resolve the problem.
- If still unresolved, the problem may be brought before other school leadership.

The principle underlying this procedure is clear: **Solve each concern privately with the persons directly involved at the lowest level possible, moving the matter up the chain of command to the level where it is finally resolved.**

DRESS CODE

RATIONALE:

Attire plays an integral role in our social formation and expectation. As part of the way in which we present ourselves, what we wear is neither trivial nor inconsequential. Clothing creates cultural capital, status, social differentiation, and is a significant factor in the social formation of students' understanding of themselves. Many of these practices are learned in the social environment of school.

LRCA student dress is expected to be modest and in keeping with Christian principles. "Modest" means that clothing is loose fitting and covers the body according to the directions below. Violation of any portion of the dress code may result in disciplinary action, with or without warning.

LRCA Dress Code aspires to create a look that is academically focused, characterized by confidence, comfort, and creativity.

Face Coverings (Men & Women):

- Face coverings should cover mouth and nose, fit under the chin, and secure snugly against the sides of the face.
- Any color or pattern is acceptable, but as with all clothing, it should not have lettering or messages other than school or college logos. No political messages are permitted.

Tops (Men & Women):

- Short or long sleeve polo style shirt; LRCA or small manufacturer's logo only; any color or pattern
- Short or long sleeve button-down, collared dress shirt; LRCA or small manufacturer's logo only; any color or pattern
- Shirts must be buttoned up to the center of the chest
- Knitted sweaters and turtlenecks are acceptable in lieu of a collared shirt, provided they maintain a business casual look
- In-season athletic team "Game Day Polo", Fine Arts Cast, Band/Choir, or Academic Team Shirts may be worn on game or production days
- (Women only) Business blouses without collar or buttons are acceptable; must be modest and well-fitting; cannot be worn with a sweatshirt or hoodie

Skirts/Dresses (Women):

- Young ladies may wear dresses/skirts. Length for both must reach 4 inches from the top of the kneecap. Skirts may be plaid, patterned, or solid color. Dresses do not have to be collared, but must have sleeves that cover shoulders (or outerwear with sleeves), and a modest neckline. If leggings or tights are worn, skirts/dresses still need to meet the length requirement.

Bottoms (Men & Women):

- Shorts (bermuda length), slacks, khakis, or corduroy pants; flat or pleated front
- Dress denim pants are permitted, providing they are solid color, darkwash or other similar style, and sufficiently business casual
- Must be hemmed; no holes or frays; no baggy or sagging bottoms; must fit at the waist

Outerwear (Men & Women):

- Sweater, ¼, ½, or full-zip jacket, or crew-neck sweatshirt; any color or pattern; no messages except LRCA, college logo, or small manufacturers logo
- Outerwear does not count as a collared shirt
- No hoodies or hooded jackets, except with LRCA logo
- Rain jackets with hoods may be worn during inclement weather
-

Hair (Men):

- Hair must be clean and neat; natural color; cut above the collar in the back, combed out of the eyes in the front; short braids or twists for afro-textured hair
- No ponytails, mohawks, man-buns, dreads, long braids, or other distracting styles
- No facial hair; no sideburns lower than the ear; no hair bands for men

Hair (Women):

- Clean and neat; natural color; no distracting styles

Details (Men and Women):

- All clothing must be clean, appropriately fitted, and free of tears, holes or frayed hems
- Clothing should not have lettering or messages other than school or college logos
- No head covering may of any type may be worn in the building including bandanas, hats, do-rags, visors, or hoods
- No visible tattoos; young women may have pierced ears, provided that earrings are modest and non-distracting. No other visible piercings will be permitted
- No sweatpants, joggers, athletic shorts, pajamas, or scrubs any time
- Students must wear shoes or sandals; they should be clean and neat

Wednesday Dress and Friday Dress Days:

- Wednesdays are a dress up day. Gentlemen are required to wear button-down dress shirt and a tie. Young women are required to wear "church casual" clothing
- Fridays are a casual dress day. Students may wear regular jeans - as opposed to "dress" denim" - t-shirts with appropriate messaging, and non-LRCA hooded sweatshirts with appropriate messaging
- Even with Friday Dress, no sweatpants (or sweat pant-like pants), joggers, athletic shorts, pajamas, or scrubs any time

EMERGENCY PROCEDURES

SAFETY AND SECURITY

Security at LRCA is a community-wide responsibility. Faculty, staff, administration, parents, and students will endeavor to create a safe learning environment. The CFO is charged with the responsibility of overseeing this important aspect of our school. A comprehensive Crisis Management Plan is available in the LRCA business office.

SCHOOL CLOSING

In case of school closing, announcements will be made as early as possible on local radio, TV, NEWS internet WEATHER pages as well as the LRCA website home page. Families will also receive a call from our parent alert system, an automated system that will activate to communicate critical information to school families. In the event of inclement weather which results in the cancellation of school, LRCA will use "Cyber Days" in accordance with ANSAA guidelines to make up these lost days of school.

SECURITY ON CAMPUS

Security officers rotate throughout the campus during normal hours of operation. Surveillance cameras are continually monitoring our classroom buildings, parking areas, gates and grounds.

TORNADO/FIRE/EARTHQUAKE/INTRUDER DRILLS

Students are instructed regularly in safety drill procedures. These periodic drills are important to the safety of all, and must be carried out in a serious and thoughtful manner. All students are expected to fully cooperate.

FINANCIAL INFORMATION

ACCIDENT INSURANCE

LRCA carries a student accident insurance policy on its students. This coverage is known as secondary coverage, meaning the parent's own insurance is primary. The student accident insurance covers students participating or attending any regularly scheduled activity of the school, supervised by a school representative. Claim forms and additional information may be requested through the Executive Assistant to the Head of School.

FINANCIAL ASSISTANCE POLICY

Application for need-based assistance is to be made independent of the admission process with an independent third party processor as selected by LRCA. The LRCA business office requires receipt of payment of application fee and registration fee before qualification for assistance is complete. All applications for financial assistance will be processed without respect to race, color, and national and ethnic origin.

Reported income information is to be completed for the most recent tax year ended. Income amounts reported are verified by the third party processor through examination of income tax returns and/or other verifiable documents.

The third party processor will calculate individual award rates. The aggregate funds available for financial aid are determined by the LRCA Board of Trust during the budget process for the respective school year.

FINES/DEBTS

Students may be subject to accumulating fines during the course of the school year. Fines for overdue library books, damaged and lost textbooks, damage to school property, after care fees, can accumulate. The Business Office will

hold all school records and reports until all financial obligations have been cleared. Delinquent tuition payments can also result in the holding of student report cards and/or records.

LOSS/DAMAGE TO SCHOOL PROPERTY

Students will be assessed the replacement cost of lost books. Charges will also be made for damaged books. Damage to personal and school property resulting from unsatisfactory conduct on the part of a student must be paid for by the student. The Principal will decide who has financial responsibility for damaged school property.

RETURNED CHECKS

Returned checks will automatically be put through for deposit again during the next scheduled deposit. If the check is returned for a third time, parents will be contacted for cash or money order replacement. A fee may be charged for any check return occurrence. Non-payment of returned checks may result in a report card being withheld until payment is settled.

TUITION PAYMENTS

Tuition can be paid over an 11-month period (July – May), annually (July), or 3-Pay (July, November, March). The monthly payment option requires use of an automated bank draft. All fees are due at the time they are billed.

1. Payments under the monthly billing plan are due on the 5th or on the 20th - depending on the draft option you have selected. Payments under the 3-Pay plan are due on July 1, November 1 and March 1. Annual payments are due July 1.
2. Payments received after the due date will be assessed a \$20.00 late fee. Returned checks or drafts will be assessed the late fee (\$20.00) plus a \$25.00 returned check fee.
3. If an annual or 3-pay account is paid late, any associated discounts will be reversed and the additional amount will be due.
4. Families with delinquent accounts will not receive report cards, transcripts, or diplomas.
5. A delinquent account is defined as an account with a past due balance and no associated payment plan/arrangement.
6. All payment plans/arrangements must be approved by Little Rock Christian Academy, must be in writing, and must be signed by the parent/guardian.
7. Payment plans are for tuition only – all fees are due when billed.
8. A returned draft or check will void any payment plan in place and the account will be considered to be delinquent.
9. Students whose parents/guardians have an outstanding account balance from a previous school year will not be permitted to start school the next year until that obligation is paid in full or a payment plan is in place.
10. At each new semester, students whose parents/guardians have an outstanding balance that is 60 or more days delinquent will not be permitted to return to classes or participate in extracurricular activities until the account is brought to a current status or a payment plan is put in place.
11. All payments received are applied to the oldest outstanding balance.
12. Payments for tuition and fees should be brought to the Business Office located in the Welcome Center. Payments should NOT be delivered to the school office.
13. No payment for tuition and fees should be sent to the school with students.
14. Families will be billed for damaged or missing school property, including text books.

GENERAL SCHOOL INFORMATION

ADVERTISING/POSTERS/ANNOUNCEMENTS

Information on non-school activities must be approved by the administration before it will be made available to the school community. Approved items may be placed in school offices but may not be sent or mailed home. Posters may not be placed around the campus without prior approval from the school office.

ARRIVAL PROCEDURES

Students may arrive at the school between 7:30 a.m. and 8:15 a.m. School starts at 8:15 a.m.

BUILDING/FACILITY USAGE

In order to be good stewards of both facilities and programs, it is understood that use of any/all LRCA facilities be reserved and approved prior to use. In addition, all events/programs will be considered a part of the school's program unless otherwise noted and therefore overseen by Little Rock Christian Academy faculty/staff personnel. All reservations are recorded on the school calendar. Requests for use of the high school facilities may be requested through the Executive Assistant to the Head of School.

CALENDAR

The school calendar is approved annually by the Board of Trust and Head of School. Questions concerning the scheduling of events should be directed to the Head of School's office.

CELL PHONES / SMART WATCHES / ELECTRONIC DEVICES

High School students may use cell phones, smart watches, or other personal electronic devices before school, after school, during lunch and passing periods. Cell phones and personal electronics should be turned off during class time, chapel, advisory, or other community gatherings. Class time includes restroom breaks, study halls and TA periods. Personal Electronics should be turned off or on silent and placed in the student's backpack during these times unless otherwise directed by a teacher. Prohibited use of a personal electronic device will result in necessary progressive discipline and possible loss of device privileges. If a student needs to make a call or use a device other than as described above, he/she must get permission from their teacher and use the device in the office under staff supervision.

School-issued Chromebooks are an exception to this policy. Students will use their Chromebooks during class time under the direction of the adult in charge. Students must use this device appropriately, without disrupting learning or causing emotional harm to others.

CHANGES TO POLICY

LRCA Board of Trust reserves the right, in its sole discretion, to alter, amend, repeal, any policy, or to adopt new policies when, it determines it to be in the best interest of LRCA, following written notice to all Parent/Guardians by the Head of School.

DISMISSAL PROTOCOL

Any parent with special custody arrangements must have updated documentation on file with the school registrar. All parents complete the "Emergency Contact" form either in the admissions or re-enrollment process. This will provide the office with the necessary information as it pertains to emergencies and student pickup authorizations. The parent is responsible to continually update this information.

DISMISSAL TIPS

To make the car pool pick-up progress with safety and ease, remember:

- Students are dismissed from class at 3:15 p.m. Do not park in any parking space unless you are going into the school; do not block parking spaces for those who need them.
- Be Alert! When cars are stopped, children are moving.
- Remember that your child's safety is our priority. These procedures have been developed based on child safety rather than driver convenience.

DIVORCED/SEPARATED PARENT INVOLVEMENT

The Board of Trust recognizes that while the parents of some students may be divorced or estranged, both have a right to be informed of and involved in their child's educational process. The Board also recognizes that parents who are estranged or divorced may disagree regarding the education of the child, and/or may attempt to limit one another's access to their child. Despite such estrangement, both parents are welcomed and encouraged to participate in the child's education, to the extent appropriate.

Parents are presumed to have joint custody of the student, absent a court order or written agreement between the parents denying or limiting custody for either parent. For the school's purpose, the parent with whom the student resides is presumed to be the custodial parent. If estranged or divorced parents both claim to be the custodial parent, asserting that the student is residing with both parents, enrollment records will be examined. The parent who enrolled the student will be presumed to be the custodial parent until a court order or written agreement between the parties, identifying the custodial parent, is provided to the school.

A parent will only be prevented from participating in his/her child's education if a court order (e.g., divorce decree, custody order, or restraining order) specifically denies visitation rights. If one parent desires that the school comply with such an order, he/she has the obligation to present a copy of the signed order to the building principal. Additionally, the school may prohibit either parent (regardless of custodial status and the language of the court order) from entering the school, or otherwise participating in school-sponsored activities, if he or she disrupts the educational process or his/her presence is detrimental to the morals, health, safety, academic learning, or discipline of the student(s).

• Student Records (separated/divorced parent guidance)

Both parents have the right to review their minor student's records. However, if the custodial parent advises the school, in writing, to delete the minor child's address from student records supplied to the non-custodial parent, and the custodial parent has provided us with legal documentation that they have sole rights to the student records, the records will then be adjusted according to the requests of the custodial parent.

• Participation in Parent and Teacher Conferences (separated/divorced parent guidance)

Both parents are welcome, and encouraged, to participate in parent and teacher conferences, discipline meetings or hearings, Learner Services meetings, and any other conference called by school personnel regarding the student's education. If the parents are separated or divorced, the custodial parent is expected to share scheduling information with the non-custodial parent. The school will provide scheduling information to the non-custodial parent only if it receives a written request to do so.

• Educational Decisions (separated/divorced parent guidance)

In the event the parents are unable to agree with one another on decisions regarding their student's educational program, including but not limited to, placement, participation in extracurricular activities, and consent to evaluation and services, the custodial parent's decision will be binding on both parents unless a court order requires otherwise.

• Visitation with the Student during School Hours (separated/divorced parent guidance)

Generally both parents have the right to attend school programs open to parents and patrons, volunteer in the child's classroom, or visit the child at the school, or otherwise be in the school setting. The parent's right is not negated solely by the fact that he/she is the non-custodial parent. Such visitation will be limited only if the school has received a copy of a court order specifically restricting the parent's access to the child by: 1) denying the parent's

visitation rights or 2) requiring supervision of the parent's visitation with the child. The school does not have the responsibility to supervise visitation between a parent and his/her child and, thus, will not allow parent access in the school setting.

When visiting the school, all parents are required to comply with all school policies and not take any action which disrupts the educational process. All parents visiting the school must check-in with the school offices before proceeding to a classroom or other area of the school. If a parent takes any action which the administrator considers to be inappropriate or disruptive to the educational process, he/she may be requested to leave and prohibited from returning.

If a parent wants to visit with his/her child privately, the administrator shall have the authority to grant or deny the request, and, if granted, to determine the place and time of such visit to ensure minimal disruption to the student's participation in class.

- Release of Student to Someone other than Custodial Parent (separated/divorced parent guidance)

Only the custodial parent has the right to authorize removal of the child from school property during school hours. If the custodial parent desires that the student be removed by another individual, he/she must inform the school in writing that he/she is authorizing such party to remove the student. Such authorization shall be assumed to be generally applicable, unless the custodial parent specifies that it is limited to a specific date and time. Permission to pick up students information is readily available in RenWeb to all authorized office personnel. It is important that parents keep us informed of any changes immediately so that we can have the most accurate information on file at all times.

- If the non-custodial parent seeks to remove the child from school, and the custodial parent has not consented, the following steps should be followed:
- The principal or designee will meet with the non-custodial parent and, in his/her presence, telephone the custodial parent and explain the request. If the custodial parent agrees, the student will be released and the records will reflect that the permission was granted orally. In the event the custodial parent cannot be reached, the principal may make a decision based upon all relevant information available to him/her.
- If the custodial parent objects to the removal, the principal or designee may allow a visit between the non-custodial parent and student, with the child remaining in the office area for the visit and then returning to class. The non-custodial parent will not be allowed to leave the office area with the student.
- If the principal or designee has reason to believe that a possible abduction of the child may occur at the school or the parent is disruptive, the head of school and/or local law enforcement officials will be immediately notified.

DRIVING/PARKING ON CAMPUS/PARKING FOR STUDENTS

Parking areas are designated for students, faculty and staff. Visitors may park in any designated parking lot and then check in with a school office; there is designated visitor parking in front of the Welcome Center. At no time should a driver move or drive around a green fence to enter a "No Parking" area.

Licensed high school students are permitted to bring vehicles to school after permission is granted and the vehicle permit is received. All drivers are required to drive with extreme caution on and off campus at all times. Students' vehicles are to be parked only in area designated for their assigned student parking. All vehicles must be registered through the school office and have parking permit displayed as directed. Students shall not be permitted to move vehicles while on campus, nor are they allowed to go to their vehicle during any time of the day without permission. Once parked, the vehicle must remain parked until departure with the exception of off-campus lunch privilege. Careless driving and abuse of these rules or additional posted information will result in the loss of the student's privilege of bringing a vehicle to school and/or other disciplinary action.

All drivers are prohibited from using cell phones in moving traffic on campus. The speed limit on campus is 15mph.

EXTRACURRICULAR PHILOSOPHY

Extracurricular activities are an important part of the school experience and student development for all grades. Extracurricular activities include athletics, spirit squads, performing arts, and other activities sponsored by the school and related to the school program but taking place after school hours.

Appropriate use of that 'developmental tool' varies with age, however. Academics remain the priority for a student's time and attention. Choices about extracurricular participation should be made by parent and child together, keeping academic priorities in mind. In certain cases, the school may limit a student's participation in line with this priority.

FIELD TRIPS

Education is not limited to the classroom. To earn the right to attend a field trip, a student must demonstrate that he/she has the discipline to obey the rules and regulations that are necessary to have a safe and successful trip. Any faculty member, with the consent of his/her Principal, may choose not to take any student who has demonstrated a lack of self-discipline and may be a potentially disruptive influence on a trip. Parents will be provided with all information concerning the trip and adequate chaperones will be acquired. Permission slips are required for students to attend field trips.

LOCKERS

Each student is assigned a locker. These lockers are property of the school and may be inspected by school officials at any time to maintain health and safety or to investigate suspected storage of dangerous, unauthorized or illegal items. Locker contents are subject to search by Administration designee at any time, with or without reason. LRCA cannot be responsible for theft or damage to items stored in student lockers. Students are urged to leave valuables at home. Combination locks are available for rent in the front office.

LOST AND FOUND

Items in Lost & Found that are not labeled with student's name will be sorted and distributed to areas of need at the end of every quarter. Lost items will not be held over the summer months.

PERSONAL PROPERTY

LRCA will not assume responsibility for lost or stolen personal items and damage to personal vehicles. Valuables (jewelry, electronics, music or athletic equipment, etc.) should be insured through a homeowner's policy. We highly discourage students from carrying large amounts of cash (over \$20) and from bringing expensive personal items, jewelry, collectibles, to school. Combination locks are available for rent in the front office.

PETS ON CAMPUS

No pets, such as dogs or cats, are permitted on campus without permission. This includes, but is not limited to, outdoor events, sporting events, and "show and tell" (in classroom, at recess, etc.)

PHOTOGRAPHY/VIDEO RIGHTS

LRCA may take, use, reuse, edit, publish and republish video and still imagery of a student (or in which a student may be included in whole or in part) unless the parent/guardian has requested their student not be published.

LRCA has final approval on the finished product or products or the advertising copy or printed matter that may be used in connection therewith or the use to which it may be applied. Videos/stills will be for LRCA use only.

PUBLIC DISPLAYS OF AFFECTION

There should be no public displays of affection at school or school functions. Public displays of affection make others uncomfortable and are not appropriate for school. This includes hand-holding, long hugs, etc.

RECORDS REQUEST

LRCA maintains complete records, including a cumulative academic record, for each student. All materials in these records are treated confidentially and are available only according to the following policy:

- No report card or student records will be released to parents or to another school if the family is delinquent in tuition payments or has a debt of any kind with LRCA.
- Parents or guardians have the right to inspect and review all official records, files and data directly related to their child's academic progress, including all materials that are incorporated into their student's cumulative record folder. Parental requests to inspect and review official records relating to a child shall be made in writing to the administration. Such request will be honored within ten (10) school days following receipt of the request. All records will be reviewed or inspected in the presence of the Principal so that proper explanation can be given.
- In order to receive records (i.e. transcripts, end-of-year records, withdrawal/transfer records), a parent or guardian will need to email the registrar to fill out a records request form. Records will be mailed or can be picked up five (5) business days after the request. Once the Registrar has fulfilled the request and sent records, a confirmation email will be sent to the parents stating when and to whom the records were sent. All records sent will also be documented in the student's permanent file on RenWeb.
- In the event a parent has a concern about their student's grade they are encouraged to begin by contacting the teacher directly and making an inquiry. After the teacher has researched the grade in question, they will contact the parent with the information. If a grade change is made, the teacher will contact the registrar and the corrected record will be verified for accuracy and a new copy will be provided to the parents. In the event the parents do not feel the question is resolved, they are asked to then contact the principal for further discussion.
- There will be no release of a student's personal records or any data in those records without the written consent of a parent or guardian, to any individual, agency, or organization other than the following: staff members who have legitimate educational interest, the school that the student is transferring to, court or law enforcement officials (if LRCA is given a subpoena or court order), certain federal, state or local authorities performing functions required by law.
- For the transferring of student records to another school, parental permission is no longer required by authorized school personnel (Family Educational Rights and Privacy Act Final Rule on Educational Records. Federal Register, June 1976 Vol. 41 No. 118 page 24673)

In preparing for summer camps and vacations, requests for copies of immunization records and/or physicals need to be made at least two (2) weeks in advance. Because of the registrar's year-end commitments, please make these requests prior to the end of May.

SALES

Students (and their parents) are only permitted to sell items at school which are directly related to school sponsored activities after administrative approval has been granted. Sales associated with church or community projects are not permitted.

TRANSPORTATION FOR SCHOOL-SPONSORED ACTIVITIES

All transportation for school sponsored activities such as field trips, class parties, and sporting events will be provided by the school. Transportation arrangements made outside of the stated policy must receive administrative approval with proper documentation on file in the school office and parental approval.

TRIPS

All school-sponsored trips, including J- Term and class or club specific field trips, are an opportunity for students to learn, spend time with classmates, and grow in his/ her walk with the Lord. To assure safety and convenience for all parties, trip guidelines have been established. These will be sent out prior to registration for the trip. By understanding that trips are a privilege, only students who are in good standing with regards to academics and discipline will be considered eligible. While on the trip, all school rules apply, with the exception of dress code in understandable circumstances. These exceptions will be communicated prior to the trip. Failure to comply with trip guidelines or school expectations will result in disciplinary action, which may include being sent home, suspension, and/or expulsion (which may include not graduating).

VISITORS ON CAMPUS

Any visitor on campus must check in with the Gate House and receive a Visitor's Pass. To insure the safety of our students and staff, any unauthorized visitors will be promptly escorted off school grounds and the police will be called.

Little Rock Christian Academy is a "closed" campus. This means that the only visitors allowed are parents, guardians, alumni in good standing, emergency family contacts or pastors (with parental permission). Exceptions are made for potential students and their families touring or "shadowing" and for LRCA high school graduates (in good standing and with administrative approval). Local friends, relatives, out of town guests may not visit the campus – including lunch or other non-public events – such as dances, dinners, and other private events. Any exception must be made by the Principal.

HEALTH AND MEDICAL POLICIES

COMMUNICABLE CHILDHOOD DISEASES

Upon having the following illnesses, a child must have written consent from either a physician or the Health Department to return to school or be subject to school office approval for re-admittance:

1. Chicken Pox
2. Measles
3. Mumps
4. Pneumonia
5. Whooping Cough
6. Pinworms
7. Scabies
8. Ringworm
9. Impetigo
10. Pink Eye
11. Fifth Disease
12. Shingles

HEAD LICE

The parents/guardians of students found to have head lice or eggs (nits) will be asked to pick up their child at school. They will be given information concerning the eradication and control of head lice.

Before students may be readmitted following an absence due to head lice, the school nurse or designee shall examine the student to make sure that they are FREE OF BOTH LICE AND NITS. Screenings may be conducted as needed at any time.

IMMUNIZATION RECORDS

Students enrolling in Little Rock Christian Academy must provide immunization records documenting the following:

- 5 DPT, 4 OPV, 2 MMR, HEP B (3 shots), Varicella
- Additional Immunization Laws: DT booster (10 years after last DPT)

POLICIES FOR NURSES ADMINISTERING MEDICATION

- A. A provider order is required for all prescription medications to be given by school nurse. An accurate and current prescription bottle label is sufficient for order.
- B. Student Health Forms for all over-the-counter medications that are readily available in school nurses office. This is required for all students, and expires yearly. The Student Health Forms must be filled out before any medication can be administered to a student.
- C. All medications must be in original container if brought to or kept in nurse's office.
- D. Prescription medications are to be labeled with the student's legal name, date prescription was filled, ordering providers name, name of medication, dose, route, and frequency.
- E. All medication will be given according to labeling directions on the container. Deviations from label directions will require a written provider order.
- F. Procedure for administering and documenting medications for field trips or other off campus activities: No scheduled medications will be given during field trips or extracurricular activities. Parents are responsible for

making own arrangements.

- G. Medication administration is documented at the time of administration via RenWeb.
- H. When additional (refill) prescription medication is brought in and received, med count is confirmed by 2 RN's, documented and email to parent contact.
- I. Receipt of medications: Parents are required to hand deliver any medication the student is to receive while at school to the nurse. This includes over the counter medications, as well as prescription.
- J. Security of medications: All oral over-the-counter medications are stored in a locked cabinet in the nurse's office. Additional security is provided for Schedule II medications.
- K. Access to medication in the absence of school nurse: No student can personally access any medication at any time. Over-the-counter medications can be administered by trained staff in the absence of a school nurse. School nurses are responsible for identifying qualified persons to be trained to administer medications in the nurse's absence. All medications can be administered by a licensed substitute nurse.
- L. Accountability of methods for controlled substances. (Refer to Policy H.) In addition to previous stated policy, all controlled substances will be counted at the time of delivery, in the presence of the parent.
- M. New Medication administration: The initial dose of a new medication must be given by parent/guardian outside the school facility. A twenty-four-hour dose period is required for observation and safety, before school nurse can administer a new medication to student. A twenty-four-hour dose period is not necessary in the dose adjustment of a preexisting medication.
- N. Reports to parents/guardians in regards to medication administration: Parents will be notified when over the counter medication is given via the Ren Web system in the format of an email.
 - a. Parents will be contacted for prior approval for permission to administer cold/allergy medication. A nurse assessment must be done before any cold/allergy med given.
 - b. There will not be any cough medication in the nurse offices.
 - c. Please keep students at home when large or multiple doses of medications are required to be administered mid-day for sore throats, colds, flu symptoms or similar illnesses.
 - d. Do not send cough, cold, homeopathic, ointments, or drops to be given at school. Any doses that are prescribed 3xday can be given before school, after school and at bedtime.
- O. Parents/guardians are encouraged to administer medication at home whenever possible.
 - a. Demands for school nurses are high in the morning; please administer morning doses at home. Please do not use the nurse office for the sake of convenience or to settle differences in associated in the administration of the medication.
- P. Disposal of unused medication: Unused prescription medication needs to be picked up by a parent or guardian. If not picked up by the last day of school, the medication will be destroyed— documented by 2 RN's.

PICK-UP PROCEDURE FOR STUDENT ILLNESS

If a student has a fever (100 or above), he/she should not be at school. If a student becomes ill at school, the nurse will determine the appropriate responses, including rest in nurse's office or a call to parents to pick the child up. If this is necessary, we ask that parents get their child as soon as possible. Students need to be fever-free (below 100) for 24 hours before returning to school.

PROCEDURES FOR CONTACTING A PARENT

A parent is ALWAYS called in these circumstances:

- Fever of 100 degrees or above
- Vomiting/suspected illness
- Laceration needing stitches
- Asthmatic inhaler use of more than 3 times in one day

- Student is found or becomes unconscious (head injury/blood sugar/diabetes/ or unknown cause)
- Head injury with abnormal physical/neurological/behavior assessment
- Accident with no positive visuals to see extent of injury (i.e. broken limb, head injury, genital injury)
- More than 3 visits to nurse's office in a day with no obvious symptoms
- Diarrhea, resulting in change of clothing. Diarrhea, more than 1 episode.
- Child indication that parent requested a phone call if earlier symptoms did not improve
- Skin lesion suspected of staph infection
- Head lice
- Request from teacher to call home
- Difficulty breathing or pulse oximeter reading of 95 or less
- Foreign object in eye, ear, nose, etc. either with or without evidence of damage

SCHOOL HOURS

SCHOOL HOURS

Teachers are on campus thirty (30) minutes before classes and remain on campus (30) minutes after school is dismissed. Office hours are 7:45 a.m.- 3:45 p.m. (school and administration offices). Student hours are:

Grades	Begins	Ends
Elementary School	8:00 a.m.	2:59 p.m.
3s, K4, K5 Half-day (2:40 p.m. for families with only Elementary Students)	8:00 AM	11:45 a.m.
Middle School	8:15 a.m.	3:06 p.m.
Junior High	8:15 a.m.	3:06 p.m.
High School	8:15 a.m.	3:15 p.m.

LRCA CHRISTIAN COMMUNITY STATEMENT

Originally adopted by the Little Rock Christian Academy Board of Trust on February 16, 2016

Amended on January 1, 2017

To assure that we are like-minded in the LRCA joint-venture approach to discipling LRCA students, our Christian community beliefs are set forth in this LRCA Christian Community Statement which is to be read together with the LRCA Doctrinal Statement, the LRCA Mission Statement, the LRCA Core Values Statement, the LRCA Educational Philosophy Statement, and any other policies or statements adopted or approved by the LRCA Board of Trust.

LRCA admission is open for the student of any parent (or legal guardian) who agrees that:

- 1. it is the responsibility of a parent to teach his or her child a biblical world view (Deuteronomy 6:1-9, Psalm 78:5-6, Proverbs 22:6).**
- 2. the primary responsibility for discipling a child remains with the parents (Ephesians 6:4);**
- 3. the parent and LRCA should be teaching and modeling the same truth as co-disciplers of the child/student and is willing to allow his or her child to be educated and influenced in an intentionally Christian**

environment that presents biblical truth from LRCA's interpretation of the historical orthodox Christian teaching of the Bible regarding both faith and practice, all as set forth in the LRCA Christian Community Statement.

Continued enrollment at LRCA is contingent upon this same understanding and support.

The Mission Fit Decision

Our Little Rock Christian Academy (LRCA) mission is to serve families, churches and the community by providing a PK 12th grade education, characterized by excellence in the pursuit of truth from a Christ centered worldview.

Philosophically, LRCA chooses to accomplish its mission by functioning as a discipling school. As a discipling school, LRCA "serves families" by partnering with parents to bring up the child in the nurture and admonition of the Lord (Ephesians 6:4) and to train up the child in the way he or she should go (Proverbs 22:6)." This discipling is to be done in conjunction with the family's local church so that the discipling partnership between school and parents becomes what LRCA refers to as the discipling "Golden Triangle." As co-disciplers, the mutually agreed objective of both school and parents is to disciple from the biblical world view (BWV) perspective, which our mission statement refers to as "a Christ centered, biblical worldview."

There is not just one way for parents, even Christian parents, to "bring up" or "train up" their children. Many parents, including proactively Christian parents, rightly conclude that their child will be able to work out his or her faith more authentically in a secular educational environment. LRCA is available to those parents who are fully convinced in their own minds that the LRCA philosophy of Christian education matches their own philosophy as to how they want to disciple their children.

LRCA is a community of parents who have concluded that an intentionally Christian educational environment best fits their family's beliefs, values and parenting practices. Consequently, LRCA is looking in the admission process for mission fit, or alignment, between school and parents. This is the reason the LRCA admission policy states that it is LRCA's preference that at least one parent of each student is a devoted follower of Jesus Christ as demonstrated in life; is willing to adhere to the LRCA doctrinal statement and; is an active member of a local church congregation.

The role of LRCA is to help the family help the child/student become a disciple of Jesus Christ, but LRCA relies on the parent to take the lead in both the evangelizing and discipling his or her child. This is a process that takes approximately 18 years from birth. LRCA is not a Christian reform school; it is a school that desires to come alongside the family to help the family provide a vibrant, college preparatory, learning environment for the student who wants to learn and the family who wants their children practice the Christ-centered world view.

Whether to choose the distinct discipling philosophy espoused by LRCA is an important decision. And, we want parents to be able to make an informed choice. Thus, we are providing this very detailed explanation, which we call our Christian Community Statement. Please know that we prayerfully consider admission, continued enrollment, and re enrollment in light of our perception of mission alignment between parents and school as co-disciplers. Our prayer is that you discover God's perfect will for your family as you pursue this most critical parental duty.

The Consequential Faith Objective

LRCA believes that authentic faith is consequential; it is the kind of faith that makes a difference in how a person chooses to live. According to empirical research on the faith lives of adolescents by the National Study of Youth and Religion [NSYR], a sizeable number of teenagers attend church but just 8% are "highly devoted" teenagers whose faith makes a significant difference in their actions, identities, and lives.

"Almost Christian" is shorthand term borrowed from the words of George Whitefield (1714 1770) and John Wesley (1703 1791) and used by Kenda Creasy Dean in her book, *Almost Christian*, to describe the circumstantial faith reported in the NSYR as the kind of self centered, circumstantial faith practiced by a majority of American teenagers who described themselves as "Christian." LRCA is a distinctly Christian school. LRCA is not espousing a cultural

almost-Christianity that causes teenagers to practice a positive disposition toward Christianity but makes little consequential difference in their personal lives.

LRCA is ever exploring what allows some teenagers to have a faith that makes a consequential difference in their lives. LRCA seeks to join parents in proactively discipling students who will have articulable beliefs about a God who is both personal and powerful; will have a community to belong to which has disciplers with whom they can speak frankly about issues of both faith and practice; will understand their lives have purpose as being divinely oriented on behalf of others rather than being oriented solely on pursuit of self; and will believe that their lives are caught up in a larger story that's being guided by God.

Tackling the question of how LRCA and LRCA parents can help foster consequential faith is the heart of what LRCA does. Consequential faith cannot be ultimately secured by human effort. "Cultural tools can provide support beams for, but not the content of, consequential faith. Christians believe that faith depends on the electrifying presence of the Holy Spirit, who gives cultural tools their holy momentum" (Almost Christian, Kenda Creasy Dean, p. 62). "Young people will not develop consequential faith simply by being absorbed into a so called 'Christian' culture (if such a thing is even possible)" (Id., p. 84). Primarily, consequential faith is modeled rather than taught. "Teenagers' ability to imitate Christ depends, to a daunting degree, on whether we do" (Id., p. 112). The task of parents who desire consequential faith for their kids is to introduce them to "a way of life, not just a way of believing" (Id., p. 118).

LRCA believes that parents and congregations get from their children the kind of faith they model as parents and congregations – that teenagers imitate the kind of faith they see being lived by the disciplers in their lives. Disciples put into practice what is seen being taught. This places on disciplers the duty to model the beliefs and faith that the teachers and parents and congregations espouse as an authentic Christ centered world view.

Since it is LRCA's belief that parents and churches and the school all play an integral role in preparing young people for a faith that matters in practice – for a faith that is consequential – LRCA is a school that is working proactively to build a "framework" upon which consequential faith can grow even while recognizing that faith is a unique gift of the Holy Spirit.

The LRCA "House" Metaphor

For over 35 years we have labored to strengthen every dimension of our LRCA mission. We use the metaphor of a house to describe the values of our school. The foundation of our LRCA house is a Christ-centered, biblical world view (BWV). BWV is the perspective from which all subjects are taught and applied at LRCA. Believing all truth is God's truth, LRCA intentionally teaches students to view life through the lens of truth revealed in the Bible. Christ, Himself, said in Matthew 7:24, "Everyone ... who hears these words of Mine and does them will be like a wise man who built his house on the rock." The rock of our faith is Jesus Christ. He is our Lord. He is the author and finisher of our faith and of our school. No Jesus; no school. Period.

On the BWV foundation are erected three pillars: the LRCA core values of Truth, Excellence and Love. These three pillars correlate to three important theological and practical concepts known as orthodoxy (right beliefs), orthopathy (right attitudes), and orthopraxy (right practices). TRUTH, our first core value, is an orthodox truth; meaning that it is concrete and absolute. LOVE, our second core value, is the leading mark of a Christian; meaning that the attitude (orthopathy) with which we choose to interact with others, even those with whom we disagree, is love. EXCELLENCE, our third core value, characterizes the way in which we pursue all practices and actions (orthopraxy); meaning that we strive to do all "heartily, as to the Lord" Colossians 3:23. (A more detailed explanation of our three LRCA "orthos" is set forth in Appendix A.)

Upon the three pillars is the roof of our LRCA house, our fourth core value: PARTNERSHIP. This is the partnership between school, home and church which we call the Golden Triangle. LRCA's role is to come alongside the parents to assist the parents in discharging their parental duty to disciple their own children. Working together in partnership, it is our hope that the children being disciplined will be brought up the child in the nurture and admonition of the

Lord (Ephesians 6:4) and trained up in the way they should go (Proverbs 22:6), all while receiving an outstanding education. With over 100 churches in Central Arkansas being represented by our LRCA families, the Christ-centered, biblical world view taught at LRCA should be simply reinforcing what is being taught both in the home and in the churches of our LRCA parents.

Suspended over the roof of our LRCA house are the words: "Glory of God" for the reason that it is the desire of LRCA that all we do brings glory to our God – glory to the Father, the Son and the Holy Spirit – as we prepare students who are, hopefully, grounded in an orthodox Christian faith as they relate to others with love while excelling in college and, ultimately, successfully engaging a skeptical world.

We cordially invite you to explore whether the mission of our school aligns with your mission for discipling your children.

The LRCA Christian Community

In order to accomplish our mission, LRCA has chosen to structure itself as a Christian community. In other words, our LRCA house is a "household of faith." Galatians 6:10 says: "As we have ... opportunity, let us do good unto all men, especially unto them who are of the household of faith." We believe a Christ-centered, biblical worldview is good for all persons; and, we believe that LRCA must function as a household of faith, a Christian community engaged in a joint venture, in order that LRCA and the parents of our LRCA students can disciple LRCA students, with like-mindedness.

As a private Christian school, LRCA exists as a means to exercise, express and sustain Christian beliefs and Christian mission held in common by like-minded persons who are, together, on a mission to serve families, churches and the community by providing a PK 12th grade education, characterized by excellence in the pursuit of truth from a Christ centered worldview.

"How can two walk together unless they be agreed?" (Amos 3:3). As a Christian community, LRCA strives to be and remain like-minded with respect to the manner in which LRCA discipless students. LRCA is more than a mere contractual relationship; it is a Christian community defined by Jesus (no Jesus; no LRCA) and by our commitment to one another as followers of the Lord Jesus Christ. Our Christian community is like-minded and on a joint venture in the desire and decision to work together to disciple our children/students. Thus, LRCA is for like-minded parents (or legal guardians) who agree to work jointly to achieve the shared purpose of discipling the children/students in a Christ-centered worldview.

Our LRCA Christian Community Expression

Our LRCA Christian community exercises and expresses its Christian beliefs and mission and purposes in various ways, including: our status as a Christian community, our activities as a Christian community, and our standards as a Christian community.

We believe our decision to function as a LRCA Christian community is an exercise and expression of our Christian beliefs including, specifically, our beliefs regarding the duty of parents (or guardians) to disciple their children and in the manner in which parents (or guardians) are to disciple their children.

We believe our Christian community activities should express our Christian beliefs and be rendered in Christian service to God as a form of our worship of God. Thus, our LRCA Christian community activities are an expression of our Christian community beliefs, mission and purposes.

We believe character is shaped by behavior and behavior is shaped by belief. Since we want right character to be formed in our LRCA students, we want to not only teach right beliefs to our LRCA students but to also model those right beliefs before our LRCA students.

There can be no exhaustive list of what conduct and lifestyles the LRCA Christian community desires of LRCA Christian community representatives and participants, but the following is offered as a guideline:

Required by the Law: LRCA Christian community orthopraxy includes all conduct required by the law. In other words, all conduct prohibited by the law is outside the boundaries of LRCA Christian community orthopraxy. Examples are the illegal use of alcoholic beverages, drugs or other substances and furnishing of such to a minor.

Proscribed by the Bible: LRCA Christian community orthopraxy excludes all conduct proscribed by the historical orthodox Christian Church as unbiblical. This is the rule whether that conduct is or is not declared by the state to be unlawful. While some practices proscribed by the historical orthodox Christian church may actually be protected by the law as individual rights under the law, that conduct might still violate the biblical command for conduct acceptable for a follower of Christ. A declaration by the state that conduct is lawful or even constitutionally protected does not change the Bible and does not make that conduct consistent with the orthopraxy chosen by the LRCA Christian community. The biblical rules for sexual conduct and for marriage are an example. In that regard, a U.S. Supreme Court ruling that homosexual marriage must be included in the definition of marriage that can be officially sanctioned by a state does not change the orthodox view of the historical Christian church that the Bible specifies that the only marriage that is permitted for Christians is a marriage between a man and a woman. In all matters of orthopraxy, the rule for the LRCA Christian community is the biblical view according to the interpretation of the historical orthodox Christian church.

The LRCA Christian Community “Religious Organization”

Application of the Law: The laws regulating interstate commerce that prohibit arbitrary discrimination on the basis of race, color, sex, national origin, age and disability apply generally to religious organizations, with a notable exception that is rooted in the constitutional right to free exercise of religion: Religious organizations, like the LRCA Christian community, are permitted to make choices on the basis of religious beliefs.

Little Rock Christian Academy admits students of any race, color, national and ethnic origin to all the rights, privileges and activities generally accorded or made available to students at the school. As a private school, LRCA considers academic performance in its admission and retention decisions; however, LRCA does not discriminate on the basis of race, color, national and ethnic origin in administration of educational policies, admissions policies, scholarship and loan programs, and athletic or other school administered programs.

LRCA will, as a religious organization, exercise its prerogative to neither commence nor continue an appointment, employment, admission, enrollment, or other category of LRCA Christian community representation or participation if it is believed by LRCA that so doing will cause confusion about, conflict with, or compromise of the LRCA Christian community’s mission to disciple LRCA students by providing a distinctly Christian education from a Christ centered worldview. This policy will be applied to all LRCA affairs, including all LRCA contracts, programs, activities, facilities, publications, and events.

LRCA stands firmly upon the truth claims and moral foundations of Christianity, as expressed in the Bible as understood by the historical orthodox Christian church. This includes but is not limited to the biblical definition of marriage, the attendant boundaries of sexuality and moral conduct, and the clear biblical teaching that gender is both sacred and established by God’s design.

Parents (or legal guardians) who choose to enroll their children at LRCA are choosing to participate in a Christian community as co-disciplers and are thereby agreeing to support the biblical values and the relevant Christian positions regarding faith and practice embraced by the historical orthodox Christian church as it has interpreted the Bible and the teachings of the Lord Jesus Christ. Parents (or legal guardians) understand and agree that both LRCA and the

parent (or legal guardian) will teach and model these principles and biblical values. The LRCA Christian community views conduct and lifestyle choices to be a reflection of religious beliefs and a reflection of actual commitment (or lack of commitment) to a Christ-centered worldview.

Any decision regarding the biblical values and the relevant Christian positions embraced by the historical orthodox Christian church of the Lord Jesus Christ will be based upon the teaching of the sixty six books of the Holy Bible, which the LRCA Christian community believes to be the Word of God and the infallible and authoritative rule for both faith and practice. Any such determination will be made by the Head of School, subject to review by the Board of Trust.

Roles and Expectations for LRCA Community Representatives

Community representatives (LRCA trustees, the head of school, school employees and recruited volunteers) work separately and together in response to a calling from God to advance and accomplish the LRCA mission to serve families, churches and the community by providing a PK 12th grade education, characterized by excellence in the pursuit of truth from a Christ centered worldview. As such, LRCA Christian community representatives are persons responsible for defining, cultivating, leading and/or representing our LRCA Christian community, all as an expression and exercise of our agreed Christian community beliefs. Having a common mission, each LRCA representative is an integral part of the LRCA Christian community and LRCA expects each representative to comply with the following fundamental obligations:

Christian Beliefs. Each LRCA community representative shall affirm agreement with the beliefs of the LRCA Christian community as expressed in this LRCA Christian Community Statement and the LRCA Doctrinal Statement, the LRCA Mission Statement, the LRCA Core Values Statement, the LRCA Educational Philosophy Statement, and the policies or statements adopted by or approved by the LRCA Board of Trust. LRCA community representatives shall not subscribe to or promote any religious beliefs inconsistent with such beliefs. Each community representative must affirm that his or her calling to serve in the LRCA Christian community requires him or her to respect such beliefs and to abide by LRCA Christian community standards regarding the exercise or expression of such beliefs. "How can two walk together unless they be agreed?" Amos 3:3.

Christian Conduct. Each LRCA community representative shall at all times (during working and non working hours) model the beliefs of the LRCA Christian community as expressed in this LRCA Christian Community Statement and the LRCA Doctrinal Statement, the LRCA Mission Statement, the LRCA Core Values Statement, the LRCA Educational Philosophy Statement, and the policies or statements adopted by or approved by the LRCA Board of Trust.

Distinctly Christian Activities. Each representative shall be ready, willing and able to lead or contribute to distinctly Christian activities of the LRCA Christian community such as devotional worship or prayer services.

Roles and Expectations for LRCA Community Participants

Student and Parent (or Legal Guardian) Participants. LRCA asks that at least one parent (or legal guardian) of each student be a devoted follower of the Lord Jesus Christ as demonstrated in testimony, lifestyle choices and conduct, to adhere to the LRCA Doctrinal Statement, and to be an active member of a local denomination of the historical Christian church. Each participating parent or student or is either a co-discipler or the one being disciplined. As such, participating parents and students are required to abide by applicable LRCA Christian community standards, manifest respect for the beliefs shared in common by the LRCA Christian community, and be fully supportive of the LRCA Christian community mission in word and conduct.

Unrecruited Volunteer and Invited Guest Participants. Neither an unrecruited volunteer nor an invited guest serving as an LRCA participant in an LRCA ministry support role is required to overtly affirm the LRCA Christian Community statements of belief but, regardless of personal belief, each unrecruited volunteer or invited guest is required to respect our LRCA Christian community beliefs, support our mission, and comply with our applicable community standards in the course of participation in the LRCA Christian community. LRCA may give preference for volunteer

positions to individuals who share our Christian beliefs.

Standards for Community Activities and Facility Use. LRCA engages in activities and uses LRCA facilities to exercise and express our LRCA Christian community beliefs and to further our LRCA Christian community mission or purposes. In furtherance of our purposes, we may provide services or goods to, and may allow use of our facilities by, other groups and persons who are not associated with LRCA but we may prohibit any activity or any use of LRCA facilities by another group or person if we determine that such activity or use either:

- expresses a message that appears to LRCA to be a message of support by LRCA for any view contrary to our LRCA Christian community beliefs or mission,
- is inconsistent with any applicable LRCA Christian community standard as may be adopted by LRCA from time to time, or
- undermines or interferes with LRCA's ability to accomplish its mission or to act in furtherance of its LRCA Christian community purposes.

Implementing LRCA Christian Community Standards

Spiritual Discernment. The determination as to whether any particular activity or use of a LRCA facility complies with the applicable standards requires spiritual discernment applied to each particular circumstance and shall be made in the sole discretion of the LRCA Head of School. With respect to uses by other groups or persons, LRCA may consider without limitation both the content of the proposed activities and whether the group or person is generally perceived as advocating any view contrary to LRCA's Christian community beliefs.

Delegated Authority. To exercise or express our Christian community beliefs more fully, the Head of School may establish additional standards based on our Christian beliefs for the activities and facilities at LRCA or for LRCA community representatives or participants.

Scope. LRCA may amend this document at any time. This document does not create any express or implied contract of employment or alter the at will employment relationship between LRCA and its employees.

Particular LRCA Christian Community Standards

In response to current cultural trends, LRCA articulates more specifically our LRCA Christian beliefs and associated LRCA Christian community standards on the following subjects.

Religious Activities

We engage in LRCA Christian community activities that further our Christian community mission or purposes. Because we believe that all such activities are conducted in service to God as means for spiritual action or growth, we consider these activities to be a form of worship.

We distinguish between exclusively religious activities and integrated religious activities. Exclusively religious activities refer to activities that primarily further only religious purposes, such as devotional worship or chapel services. Integrated religious activities refer to activities that substantially further both religious and nonreligious purposes. Such activities are often similar to activities conducted by nonreligious organizations and may include certain educational programs, athletic, cultural, humanitarian and social service activities. We conduct such activities in response to God's calling and in furtherance of and in accordance with our Christian community beliefs. In addition, we present our Christian community viewpoints in such activities as applicable.

With respect to restrictions that may be imposed on the use of funds, facilities or other benefits, we shall not agree to any restriction that would preclude us from conducting our integrated religious activities in furtherance of our Christian mission and in accordance with our Christian beliefs. To the extent consistent with this commitment, we

may agree not to use designated funds, facilities or benefits for exclusively religious activities.

Belief Systems outside the Circle of Orthodoxy Embraced by Historical Christian Church

The doctrinal beliefs of the LRCA Christian community are those within the circle of orthodoxy embraced by the historical Christian church. Faith traditions such as the Mormons and the Jehovah's Witnesses are considered by the LRCA Christian community to be outside the circle of orthodoxy embraced by the historical Christian church.

It is the belief of LRCA that the admission of a child of a parent who adheres to a faith tradition outside the circle of orthodoxy embraced by the historical Christian church would create confusion in LRCA's mission to teach LRCA students the truth as stated in our LRCA Doctrinal Statement. There are, for example, words used in the LRCA Doctrinal Statement that have a materially different meaning in the Mormon system of faith or in the Jehovah's Witnesses system of faith. The LRCA Board of Trust has decided that the introduction of doctrinal confusion would interfere with our LRCA mission and, consequently, admission will be denied when LRCA determines that the doctrine of another faith system (e.g., Mormonism, Jehovah's Witnesses) does not align with the doctrine of the LRCA Christian community.

Human Sexuality and Marriage

We believe that God has created each of us to pursue intimacy with Him, and that He calls some to this pursuit through marriage and others through singleness. We believe that God (i) creates people in His image as two distinct genders, male and female, and that the intended gender of an individual is determined by such individual's biological sex at birth, (ii) has instituted the divine institution of marriage as a covenant relationship between one man and one woman, and (iii) calls husbands and wives to exclusive sexual fidelity. We believe that sexual relations outside of marriage (whether involving individuals of the same or opposite sex) are inconsistent with God's call to intimacy in our lives, undermine the dignity and image of God in us, and alienate us from God and from each other. We further believe that pornographic materials undermine the dignity and image of God in individuals and promote sexual conduct contrary to our beliefs.

Our beliefs regarding human sexuality and marriage shall apply in all policies and programs in the LRCA Christian community. Among other things, in our policies and programs we will recognize only marriages consistent with our Christian beliefs about marriage. Any events in LRCA facilities pertaining to marriage (e.g., weddings, receptions, anniversary celebrations) must involve only marriages consistent with our Christian beliefs about marriage. Also, no pornographic materials may be present in any of our facilities or activities.

All LRCA Christian community representatives are required to affirm and live in accordance with our community beliefs regarding human sexuality and marriage. In connection with the use of LRCA facilities or participation in LRCA activities, both LRCA Christian community representatives and LRCA Christian community participants are required to not affirm or promote in word or deed either sexual relations or marriage that is contrary to our LRCA Christian community beliefs. Finally, all guest groups are required to act and speak in a manner respectful our Christian beliefs while participating in our activities or using our facilities. In that regard, the LRCA Christian community does not allow participation in our LRCA activities or use of our LRCA facilities by guest groups whose primary mission or objectives are to promote, encourage or support views in conflict with our community beliefs, even if that is not the intended purpose of their event. For example, we would not host a Christian group formed to affirm same sex relationships, even if the group's particular event objectives were consistent with our beliefs.

APPENDIX A – THE LRCA “ORTHOS”

LRCA ORTHODOXY – Right Beliefs

The literal translation of the Greek prefix, Ortho is “straight or upright.” The Greek word “dox” is translated as belief or opinion. Orthodoxy therefore means correct beliefs or opinions. From inception, the doctrinal beliefs of LRCA have not changed, though the world around us has changed dramatically in the last 35 years.

We believe that the Bible, consisting of 66 books of the Old and New Testaments, verbally inspired, free from error in doctrine, fact and ethic, and inerrant in the original writings, is the Word of God and the only infallible and authoritative rule of faith and practice.

1. We believe in the Holy Trinity, one God eternally existent in three persons – Father, Son, and Holy Spirit the same in substance, equal in power and glory.
2. We believe in the Deity of our Lord Jesus Christ, His virgin birth, His sinless life, His miracles, His vicarious and atoning death, His bodily resurrection, His ascension to the right hand of God the Father, and His personal and physical return in power and glory.
3. We believe that God created man in His own image but that through sin, man brought upon himself and his posterity not only physical death, but also spiritual death which is separation from God; that all human beings by physical birth possess a sinful nature.
4. We believe that the salvation of lost and sinful man is a free gift of God’s grace apart from works, based solely upon Christ’s vicarious and atoning death, effected by the regenerating work of the Holy Spirit, and received by trusting in Christ’s finished work on the cross, and that this salvation is eternally secured to all believers.
5. We believe in the present ministry of the Holy Spirit, by Whose indwelling upon salvation the Christian is enabled to live a godly life; that it is incumbent upon every believer to walk worthy of his calling to walk after the Spirit and not after the flesh.
6. We believe in the resurrection of the body of both the saved and the lost they that are saved to the resurrection of life everlasting and they that are lost to the resurrection of eternal damnation.
7. We believe in the spiritual unity of believers in the Lord Jesus Christ.

LRCA holds these truths as non negotiable. As a result, we unashamedly teach that there is a God; He has revealed Himself through His creation, His Word and His Son, the Lord Jesus Christ; and He has a purpose for each of us that goes way beyond our individual lives and this present world.

Other orthodox truths we teach within our BWV framework include the following Characteristics of an Historical Orthodox Christian Worldview

1. There is a God (Isaiah 43:10,11; 44:6,8; 45:5), that exists as the Christian Trinity: Father, Son and Holy Spirit (Gen. 1:26; Zech. 12:10; 2 Cor.13:14; John 1:1).
2. God has revealed Himself in three ways: In creation, in the Bible, and in Jesus (Rom. 1:18 20; 1 Cor. 15:3; John 5:39; Acts 10:43; Heb. 1:1 3; John 14:9).
3. The Bible is the inspired revelation from God and correct and authoritative in all it addresses (2 Tim. 3:16 17; Acts 17:11; Amos 3:7).
4. Truth and morals are knowable and absolute, not relative (Exodus 20:1 17) and are meant to lead man to know the God of Truth (all truth is God’s truth).

5. God created the universe and all that is in it with order and design the universe is not an accident (Gen. 1; Isaiah 44:24; 45:18; Jer. 27:5; Neh. 9:6).
6. All life on earth was created by God with a design and a purpose (Gen. 1:11,12,21,24,25; 1 Cor. 15:38,39).
7. God made man distinctly in His own image and from conception possesses dignity and value as a human man did not evolve. (Gen. 1:26 27; 2:7; 1 Cor. 11:7, Job 31:15; Ps. 22:10; 139:13; Hosea 12:3; Luke 1:41 44).
8. The first humans, Adam and Eve, were created uniquely and specifically as male and female for the purpose of marriage oneness, and illustrating the oneness between Christ and the church; the Father and the Son; and in the body of Christ at large (Gen. 2; Matt 19:4 6, Mark 10:5 9, Rom. 5:14; Eph 5:31 33; 1 Cor. 15:22,45; 1 Tim. 2:13).
9. Man is steward of God's creation and is to subdue the world in a manner consistent with biblical revelation (Gen. 1 2; 2 Tim. 3:16 17).
10. Sin entered the world through Adam and Eve (Gen. 3:1 6; Rom. 5:12 14).
11. Every person born has sinned and is separated from God apart from Christ (Rom. 3:23, Eph 2:12 13).
12. Only God can save. Man cannot save himself (Matt. 19:25 26).
13. Jesus is the only way to both escape the judgment of God and receive the grace of God (Acts. 4:12; John 14:6, Eph 2:8 9).
14. Upon receiving Christ, believers are declared righteous and acceptable to God (Phil 3:9 10).
15. The believer receives the Holy Spirit upon accepting Christ, who's purpose it is to empower and reveal Christ from conversion forward (Eph. 2:10; Rom. 6:19, 8:11, 8:26).
16. The Gospel is the key to the conversion of all people (1 Cor.15:1 4; Mark 8:35; 13:10; Rom. 1:16).
17. Christ introduced grace upon grace onto the life of every believer for those times when we fail to be like Him (John 1:16 17).
18. Christ calls us to sexual purity regardless of our age or marital status. (1Thess 4:3)
19. The unseen supernatural world is just as real as the physical world (Eph. 6:12; Job 1:6; Mark 5:2; Matt. 12:22).
20. Government is ordained by God and is God's provision for order and safety in society (Rom. 13:1 7; John 19:11).
21. Our truest citizenship belongs in heaven (Acts 5:29; 4:19; Phil 3:20).
22. Christ like character should guide believers in every area of life: personal, relational, public, and political matters, as well as medicine, science, art, literature, etc. (Gen. 1:28; Matt. 28:19 20).
23. All areas of life are Christian mission fields: home, work, social, political, church, recreational, etc. (Gen. 1:28; Matt. 28:19 20).

ORTHOPATHY – Right Attitudes

Pathos is a Greek word that refers to passions, emotions, and empathies. Orthopathy is defined as an upright, or correct, emotion or attitude.

As with right beliefs, right attitudes flow from the revealed truth of our biblical worldview. A balanced orthopathy finds its roots in love for God and for our neighbor. This central biblical teaching is found in the Old Testament (Leviticus 19:18), and echoed in the New Testament foundational teachings of Jesus and Paul (Matthew 22:36 40; 1 Corinthians 13). As a result, LRCA strives to have the attitude of love that extends forgiveness easily and consistently, serves others out of humility, is generous without compulsion and accepts others as we, ourselves, have been accepted. This attitude causes us to preserve the bond of unity between us while speaking truth in love (Ephesians 4:3 6; 4:15).

As we engage our culture, it is our intent to follow the example and teachings of Christ, with attitudes that are rooted in love (1 Corinthians 13). However, at some point, every believer will be challenged to disregard culture's

attempt to undermine our faith. When it comes to sorting out the practices of everyday life, we want to be found as Christians who are:

In the world, but not of the world: As followers of Christ, we believe that He has called us with a “holy calling” (2Timothy 1:9) that reminds us that “our citizenship is in heaven, from which also we eagerly wait for a Savior, the Lord Jesus Christ” (Phillippians 3:20). As a result, much of what we desire of our students is founded in Christ’s instruction that our attitude should be to “deny [your]self, take up [your] one’s cross daily, and follow Me.” (Luke 9:23). Restraint and a desire to follow Christ become driving forces in our lives. True love causes us to restrain ourselves not just on behalf of another, but for Christ, Himself. The scripture’s admonition for us to be “holy as [Christ is] holy” (1 Peter 1:15-17) and “unstained by the world” (James 1:27) motivates us to reject our culture’s attitude to live for the moment with unrestrained selfishness.

Wise, yet innocent: We also believe that Christ has called us to love, serve and engage the world around us. In so doing, He encourages us to balance our interactions with our culture in a way that engages, yet does not undermine our calling. Jesus’ instruction to His disciples, “Therefore be wise as serpents and harmless as doves,” (Matt 10:16), implies that we detect and avoid danger, while not provoking or offending. Be wise, yet harmless—always. When taken together, these instructions form a wonderful and balanced package consisting of discretion, forethought and purity.

This translates into a willingness to engage, but not necessarily adapt, participate or believe in our culture’s system of beliefs that are contrary to scripture. This is the truest sense of Christ’s life, who consistently influenced those around Him in a winsome manner, yet without compromising His mission to win the souls of man.

In our increasingly pluralized world, we rub shoulders with people from diverse perspectives, cultures, religions, and ideologies. As a school, we teach and encourage our students to make discriminating choices on the basis of a Christian worldview but that also communicates our love in Christ for those we encounter on life’s journey.

ORTHOPRAXY – Right Actions

Praxy is a Greek word that means action or practice. Orthopraxy is defined as upright, or correct, practice. LRCA’s desire is that our orthopraxy be founded on the infallible and authoritative teachings nature of the Bible for both faith and practice.

As citizens of the United States, we have many rights afforded to us, protected by our constitution and according to the laws of our land. And while we are to conduct ourselves as good citizens obeying the laws of the land, our true citizenship, as mentioned previously is, first and foremost, in heaven. Believers should consider this world as momentary compared with eternity (Acts 5:29; 4:19; Phil 3:20, 2Cor 4:17). Christ has called us not to participate in the things that would weaken or diminish His identity within us, regardless of whether they are lawful or legally permitted. Several important scriptural principles help guide us in the decisions that affect the way our faith is practiced in light of these truths.

Lawful, but not Profitable: In his letter to the Corinthian church, Paul writes,

“All things are lawful for me,” but not all things are helpful. “All things are lawful for me,” but I will not be enslaved by anything “All things are lawful,” but not all things build up. (1Cor 6:12, 10:23, ESV)

Twice in this important Epistle, which we attribute as God’s inspired word, Paul encourages believers to use the principle of profitability to determine whether a believer should participate in certain behaviors. Is it lawful? Yes. But is it helpful in building up our relationship with Christ? Will it enslave me? Those are entirely different questions, altogether. He calls us to higher standards of conduct (much greater than the minimal acceptable behavior defined by our government and meant to provide order and safety for the common good) by encouraging humble servant hood, integrity above reproach and sexual purity regardless of age and marital status. We believe the restraint shown in these matters are is for a reason. ; so that we would remain an effective ambassador for Christ, able to let our light shine; and others will be drawn to our loving and merciful God.

Light in a dark world: This does not mean that we live in a bubble, and that we associate with fellow believers only. God’s desire is that we intentionally engage, serve, and love those that do not believe in Jesus Christ. “Let your light shine before men in such a way that they may see your good works, and glorify your Father who is in heaven,” (Matt 5:16). Our good works points others to Christ. Being a light results in us influencing others for Christ without being influenced in return. Beliefs lead to attitudes that shape behaviors, behaviors creates habits, and habits mold character. Our culture constantly barrages us with multiple options and a myriad of choices; some may be poor, others neutral, still others, good and even excellent. We desire to lead our students to those choices that result in what Paul terms as “a more excellent way” (1Cor 12:31), according to the truths of scripture and the high calling of Christ.

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