



Lake Pointe Academy
A Christ-Centered University Model School

Family Handbook

2019-20



The official and most up-to-date copy of the Family Handbook is that posted on the academy web site, under the "policies" tab. Any printed version is provided for convenience at the time of printing.

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Welcome aboard

Since LPA's mascot is the Mariner, it is tempting to talk about boarding a ship. Most 21st Century long distance travel is by "air ship," however, so let's follow that analogy to introduce this handbook.

Before we go flying off, though, let's be clear.

- Not everything can be covered in these pages, nor is that the goal.
- The handbook's aim is to state and to explain how things normally work in the general operation of the educational ministry training that is Lake Pointe.
- It also expresses the purpose and structure, the ethics, and the feel of LPA -- the academy's ethos, pathos, and logos.
- While we deeply appreciate biblical basis, not every policy, procedure, or tradition is necessary biblical. Some are just an expression of who we are and how we have chosen to do things. They are LPA's "house rules," intended to be honored when families are within the academy's "house" and activities.

Educational ministry can be compared to a jet flight.

"Before taking flight," an attendant's voice says, "let's review the operating procedures for your information and well-being." This is when most travelers, especially the experienced ones, tend to tune out and look at a magazine or cell phone. This is true for partners in a school that's about to "take flight" for a new academic year.

Until a problem occurs.

Just as with an air flight, when difficulties arise, suddenly everyone becomes keenly interested in policies, procedures, and manuals. "Relax," we're tempted to say. "We're all professing Christians and the pilots are, too. Everyone loves Jesus!. Grace! Grace!" But when a problem, or pain, or personality clash arises, we become fans of the law.

We Americans love our freedoms and rights, and travel freedom is quite a perk. Most citizens are close to an airport for jet access to any corner of the U.S. without passport or special papers.

Interestingly enough, however, the freedom to fly comes with a host of restrictions and responsibilities, to which we routinely agree.

Freedom is often conditional

In addition to payment, each passenger commits to various conditions, including being on time for departure and providing proper identification.

Travelers must also meet luggage restrictions and allow others to inspect their personal items. People agree to honor the security of crew and passengers by not transporting dangerous items or even joking about them. Since the flight personnel are responsible for safety, passengers agree to submit to the crew's instructions. People turn off phones and devices and refrain from smoking.

The policies and procedures for these conditions are outlined for review before committing to the flight. Whether or not the passengers read them beforehand, the guidelines and rules are what the airline will follow. Once a policy is stated, the American "pastime" of critiquing, "liking/unliking," and looking for exceptions begins:

- Are the policies all fair?
- Do they please every passenger?
- Do they fully allow for the special needs of every person?

No, they probably aren't and don't. But that's not the policies' aim.

Imperfect plans; imperfect people

The goal of such policies and procedures is to help a broad group of otherwise unassociated individuals -- people of diverse backgrounds and needs -- to travel together as a cohesive group from one location to an agreed-upon destination, for a finite period.

In the life of a follower of Jesus, this is submitting to the needs of others so that the Body may function to Christ's glory.

This affects our motive, expectation, action, and outcome.

Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves. Phil. 2:3

Submit to one another out of reverence for Christ. Ephes. 5:21

Why are policies needed?

After all, don't we all believe in Jesus? Aren't we free from the Law? Why then can't we have a handshake, a short prayer, and move on? As Christians, we have differences of opinions, personal convictions, and even congregational teachings about what is right and good for a Christian setting. When it comes to our children and our money and our personal goals, our bias and desires can be very strong.

Understanding is a worthy goal

There have to be plans to follow, so that everyone can see how things work, how freedoms can be exercised and needs accommodated, and how we as fellow "travelers" should relate in order to arrive at our desired destination of education with demonstrated love, grace, and peace.

Be familiar and participate

Partners are invited, in advance of the academic year "flight" to review this handbook. LPA is not the same as other schools. We invite families to become familiar with how LPA operates in its various aims and methods, and we invite comments and questions.

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Helpful glossary of terms and abbreviations used within

Following is a partial list of terms, abbreviations, and acronyms, any combination of which might be contained in this handbook and in school communications.

Academy and operation

LPA Lake Pointe Academy
LPFMC Lake Pointe Family Ministries of the Carolinas the ministry corporation that operates LPA

Associations

UMS University Model School
CCE Classical Christian Education
SCACS S. Carolina Assoc. of Christian Schools
AACCS American Assoc. of Christian Schools

Schools

EL Elementary (Grades K5-6)
SEC Secondary (Grades 7-12)

Grade divisions

Primary Grades K5 through 2nd
Upper el. Grades 3-6
Middle/ Jr. Hi. Grades 7-8
High School Grades 9-12

Classical ed learning stages

Grammar learning stage from K5-4th grade
Logic learning stage from 5th-8th grade
Rhetoric learning stage from 9th-12th

Operations

Ren Web LPA's online management program
synonyms: Parents web, Faculty web
FACTS Tuition financial management system

LPA's Frequently used academic terminology

AHA At-home assignments (out of class work)
CCI Check, correct, and initial (parent instruction)

General academic terminology

Prerequisite required previous skills or coursework
Upperclassmen High school juniors and seniors

Commencement Graduation ceremony

Curriculum programs used

IEW Excellence in Writing composition
by the Institute for Excellence in Writing
Shurley Shurley English Grammar program
Singapore Singapore math curriculum approach
SWR Spell-to-Write-&-Read phonics program

Classes, courses, & subjects

Course

The presentation of a particular subject curriculum
(e.g., Algebra, US History, Science 6, etc.)

Class (or class section)

The unique assembly of a course presentation, including
period time, teacher, students, and room. Two "classes"
may be offered in the same course by different teachers at
different times.

Core subject

As defined by the SC department of education, one of four
primary subjects: English language arts, social studies,
math, and science.

Elective subject

Again, as defined by the SCDoe, a course not directly fitting
one of the four core subject areas. (e.g., PE, music, logic)
Note: while called "elective," some may actually be required
for a diploma or other reasons.

Standardized tests

CLT Classical Learning Test (college)
IOWA Iowa Basic skills test national standardized test,
SAT College Board, Scholastic Aptitude Test
PSAT Pre-Scholastic Aptitude Test
ACT American CollegeTesting

Introduction: Who we are

LPA is an educational ministry, a Christian community that uses its academy structure to educate, encourage, and equip servants of Jesus, through excellent academics and character-building discipleship.

"I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing. (John 15:5)

Organization and incorporation

- In 2005, Lake Pointe was founded as a decidedly Christian educational ministry in York County, SC.
- The academy is operated by Lake Pointe Family Ministries of the Carolinas, Incorporated (LPFMC).
- LPFMC was chartered as a South Carolina non-profit corporation in 2002, through the SC Secretary of State.
- LPFMC is a federal 501(c)3, tax-exempt corporation.
- The academy is registered with the SC Department of Education as a private, religious K5-12 school.
- The academy is a University Model School, and is certified by the National Association of University Model Schools.
- LPA has been a member of the SC Assoc. of Christian Schools and the AACCS since 2011.
- LPA is in process to earn accreditation from AdvancEd and the Southern Association of Colleges and Schools (SACS).

Overview of foundations

Vision

Thoroughly equipped, godly young men and women who lovingly, winsomely, and boldly impact their ever-expanding sphere of influence with the Gospel and every good work – even to the ends of the earth. (2 Tim. 3:16-17; Matt. 28:18-20)

Mission

To partner with parents to lead students into a growing relationship with Jesus Christ by educating, encouraging, and equipping them in intentional excellence from a Biblical worldview.

Core Values

- * Prayer
- * Humility
- * Biblical community
- * Servant leadership
- * Global evangelism

Cornerstone educational and scriptural philosophies

Incorporated into the academy seal.

- **Deuteronomy 6**
Our philosophy is rooted in strong parental support, because we value the family's value and role.
- **2 Timothy 3**
Our philosophy pursues biblical learning, because we are concerned with truth.
- **Romans 12**
Our philosophy is Christian because we are concerned with behavior as an overflow of the heart.
- **Colossians 1**
Our curriculum seeks the classical Christian tradition, because we are concerned with effectiveness, with Jesus Christ recognized as preeminent.

History of concept & academy: An idea & story

It is humbling to look over one's shoulder, but it is also encouraging to see the hand and help of the Lord.

*For I know the plans I have for you, declares the Lord,
plans for welfare and not for evil, to give you a future and a hope.* Jeremiah 29:11

The University Model concept began with one Texas academy in 1992

Desiring a better education form, a group of Arlington, Texas parents met in 1992 to develop an educational alternative that combined the best of traditional and home schools. The parents wanted to test theories surrounding two key areas:

1. The significance of parental involvement in education
2. The importance of character development in educational success, both in grades 1-12 and in students preparation for success in college

Beyond the obvious expectation that gifted students would be successful, the

extended theory was that academically "average" students could be successfully and consistently prepared to overcome the significant dropout rate prevalent in colleges and universities throughout the country. Organizers developed a new educational model called University-Model Schooling (UMS) as they launched Grace Preparatory Academy in 1993.

After others contacted Grace to get information to open their own, similar schools, the National Association of University Model Schools, Inc. (NAUMS) was established in 2005 to help establish new schools and to support current ones. The association

has since grown to represent over 80 schools in the U.S. and abroad.

from NAUMS.net, edited

NAUMS Mission

The National Association of University-Model Schools® (NAUMS) exists to love and glorify God, help fulfill the Great Commission, affirm, encourage and equip parents, educate students with excellence, integrate home and school learning experiences, and reach out to other communities by overseeing the academic education and related family ministries of every UMS, and by encouraging the implementation and development of other University-Model Schools® wherever parents and educators demonstrate interest in providing such a ministry in their own communities.

Beginning as one woman's idea and dream, Lake Pointe launched in 2005

Most of the initial UMS schools started in Texas. As the concept spread slowly outwardly, Lake Pointe was the first UMS school in the Carolinas.

Carrying the idea acorn eastward

Educator Lori Mace taught in Texas before moving back east. Returning to visit Texas, she discovered former students were participating in the first UMS Academy. Intrigued with the idea of a school partnering with the home, Mrs. Mace carried the idea for years before eventually moving to Lake Wylie.

A tight circle of friends supported the first steps, as the pastor's wife realized the Lord was calling her to head the project. After a slow development process, matters began to quicken. Educator and pastor's wife Amy Bowles signed on as co-founder to attack the mountain of tasks and paperwork. The same vision that inspired the Texas UMS founders spread to the hearts of

several area families. In faith, the team opened Lake Pointe, in August 2005.

Origin of the Lake Pointe Name

Mrs. Mace had chosen the name Lake Pointe Academy in the early planning days, but the selection was confirmed in a conversation with an area pastor. The minister told of a previous school by a similar name long ago in Lake Wylie's history, when it was simply known as part of Bethel Township. At the junction of the Catawba River and two feeder creeks had sat the "Pointe School."

Classical Christian Curriculum

Lake Pointe was one of the first UMS academies to seek to use classical content and approaches. Now, over twenty-five percent of UMS schools follow classical aims and curriculum.

Milestones in LPA history

Three Lake Wylie churches showed great generosity in the first two years.

The founders were members of New River Community Church, which provided encouragement and support in numerous areas. Lake Wylie Assembly hosted classes in year one, and Finish Line Christian Ministries hosted year two. When Finish Line disbanded in 2007, the LPA board was able to raise a down payment to purchase the campus, where it still meets today.

LPA opened with 9th grade as the highest grade, so the Class of 2009 was the first graduating class, with four seniors. Interestingly, for a family ministry, all four were married by 2014.

Extra-curricular programs added

- Drama program started in 2006
- Music program began in 2007.
- Athletics originated in 2008

LPA met standards to earn NAUMS Certification status in 2012. LPA celebrated its 10th Anniversary in 2015, aided by NAUMS representatives.

Our mission: What we do and how we aim to do it

From God's creation of humankind, the Lord gave people assignments. We are creatures of purpose. We build and cultivate. The only question is whether we follow God's purposes or our own.

For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them.
Ephesians 2:10

Guided by the Holy Spirit, seeking God's glory, and recognizing that no ultimately fruitful ministry can occur apart from Jesus Christ, LPA exists for this mission:

**To partner with parents
to lead students into a growing relationship with Jesus Christ
by educating, encouraging, and equipping them
in intentional excellence from a Biblical worldview.**

Clarifying mission terms

In this post-modern age of relativism, explaining the meaning of terms is critical. Here is clarification for Lake Pointe's mission.

Partner with parents

Parents have both primary responsibility and privilege to biblically train their children (Deut. 6)

Lead into a growing relationship with Jesus Christ

This is "making disciples" from Mat. 28. The important question is about the person's relationship with Christ: Is there indeed a relationship, and is it deepening?

Students

This is a vital term to define. Our culture loosely and incorrectly titles those who attend school as "student," but this includes mere "attenders" and "muddlers."

Students are "studiers" – learners who want to learn and who do learn. Biblically, a learner values and pursues knowledge, especially in moral lessons. Proverbs 1:7 says one who rejects knowledge is a fool.

Relative to the mission, however, parents and staff, as life-long learners, are also "students." Everyone is to grow

Intentional

Unless approached with intention, a goal probably won't happen. Intention suggests a purposeful plan, along with passion, commitment, consistency, and strategy.

Excellence

Every school says it pursues excellence. None claim to pursue mediocrity. Excellence refers to the best, reasonably possible quality and performance. The culture's standard is not necessarily the Christian school's goal. By submitting to God and honoring His plan for families, may our results be a testimony to God's blessing. (1Cor. 10:31)

Educating

Academic knowledge is important! (Prov. 8:9-10) It is vital in developing an independent learner, especially one conversant with the culture. Education opens doors, including positions of teaching and authority in which believers can have direct influence for Christ's name.

Encouraging

Learning well, overcoming difficulties, and generally maturing all require courage. Young people sail farther when someone blows the winds of bravery into their sails, especially when it is Biblical truth about the student's identity in Jesus Christ -- God's esteem, and not "self esteem." Encouraging is filling one with courage to excel and persevere when it is not easy.

Equipping

The Bible admonishes parents to "train up a child." Academic education is merely one part of training, but sadly this is what most focus on in evaluating a school. Much better is to equip students to serve the Lord and His people by integrating Truth and its power to develop character. Equipping also means giving students opportunities and requirements to develop skills in various areas and interests for future service.

Biblical worldview

God's way of valuing people, things, and ideas is different – and superior – to the world's way. It's not until someone aligns his thinking with God's that He is truly set free. (John 8:32; Prov. 14:12). Instruction is designed for students to know truth and to constantly compare it to their areas of study.

Statement of Faith: What we believe

Below are the foundational beliefs upon which Lake Pointe Family Ministries of the Carolinas, Inc. is based. This statement of faith comes directly from the LPFMC by-laws.

We believe that the Bible alone, in its autographs, is the verbal, plenary, inspired, infallible, authoritative Word of God, and that it is the only fit, final rule in all matters of both faith and practice. (II Tim. 3:16)

We believe there is only one living and true God, eternally existing in three persons; that these are equal in every divine perfection, and that they execute distinct but harmonious offices in the work of creation, providence, and redemption. (Deut. 5:4, Gen. 1:1, I John 5:7)

We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal, visible, and bodily return at a time when He is not expected, in order to consummate history and the eternal plan of God in power and glory. (John 10:30, Matt. 1:18, Matt. 24:36, Heb. 4:15, John 10:32, Rom. 3:25, Matt. 28:6, Rom. 8:34, Luke 21:27)

In the understanding and teaching of origins, we believe that God created everything out of nothing, that He created it "good," and that He is glorified and revealed in His creation. Christians have differed as to the age of the earth, based upon the Genesis chapter 1 and 2 accounts of creation. Faithful Christians can hold various interpretations, which affirm the inerrant character of Genesis 1. (Gen. 1 & 2; Ps. 19; Ro. 1)

Concerning human beings, we believe humans are created in the image of God. We believe in God's literal and special creation of Adam and Eve as the first man and woman,

and that all mankind is directly descended from Adam and Eve. We believe that man was created distinctly different from animals and that God gave man dominion over the earth and all creatures upon that earth. We reject the theory that humans evolved from lower life forms. (Gen. 1 & 2; Eph. 4:24; Col. 3:10).

Concerning human beings, we believe humans are created in the image of God. We believe in God's literal and special creation of Adam and Eve as the first man and woman, and that all mankind is directly descended from Adam and Eve. We believe exclusively in the biblical pattern and definition of marriage as being one man to one woman, according to God's original, ordained sign in Adam and Eve. (Gen. 1 & 2; Mark 10:8-9)

We believe that man was created distinctly different from animals and that God gave man dominion over the earth and all creatures upon that earth. We reject the theory that humans evolved from lower life forms. (Gen. 1 & 2; Eph. 4:24; Col. 3:10).

We believe that for the salvation of mankind, all of which is sinful and totally depraved, regeneration by the Holy Spirit is absolutely necessary; that the blessings of salvation are made to all by the free offer of the Gospel and any rejection of it is entirely by his or her own inherent depravity and voluntary rejection of this most glorious truth. (John 3:3--8; Jer. 17:9, Ro. 2:38)

We believe that salvation is by God's grace alone, through faith alone, and in Christ alone; that salvation of sinners can only be through the mediatorial offices of the Son of God; who by the appointment of the Father, took upon him human flesh and human nature, yet without sin; that He fulfilled all that the Law required in

perfect obedience, and by His death made a full atonement for our sins; and that in every way Jesus is uniquely qualified to be the only suitable, compassionate and all-sufficient Savior. (Eph. 2:8, 1 Tim. 2:5, John 6:38, Heb. 4:15, 1 John 4:2, Matthew 5:17, 1 John 2:2)

We believe that faith without works is dead. (James. 2:8)

We believe in the present ministry of the Holy Spirit, by whose power the Christian is being sanctified to live a godly life. (Gal. 5:16)

We believe in the resurrection of both the saved and the lost: That at the coming of Jesus Christ from heaven, the dead will rise from the grave and a solemn separation will then take place; that the lost are resurrected to eternal condemnation and endless punishment in hell; Those that are saved are resurrected to eternal life and endless joy in the new heavens and new earth; and that this judgment is fixed forever in the final state of men. (I Thes. 4:16--17, II Thes. 1:9, Rev. 21:5, Isaiah 66:22-24; Luke 16:19-31)

We believe in the existence of Satan as a literal creature. Although he is already defeated on Jesus Christ's cross and his ultimate doom is assured by God's sovereignty, we believe Satan is still rebelling against God by working in the world to destroy the souls of men, and that he, all his fallen angels, and all who do not receive Christ as their personal Savior will eternally perish in the lake of fire. (1 Cor. 5:5, John 8:44; Eph. 2:2-3; Gen. 3; John 10:10)

We believe in the spiritual unity of all believers in our Lord Jesus Christ. (John 17:20-- 23).

We affirm the Apostle's Creed and the Nicene Creed of 325 A.D.

The Creeds: Historic faith common ground

Since early church times, the Nicene creed has provided common ground for followers of Jesus. Even though it does not directly quote scripture, the creed has provided a widely accepted and used, concise summary of core biblical truths and concepts. Liturgical churches recite the creed in their Sunday services, and denominations and congregations that don't traditionally recite it are nevertheless committed to the doctrines it teaches. Lake Pointe affirms it in its by-laws' statement of faith. The Apostles Creed offers a similar communal summary. Both are included here for instructional and unifying purposes for the academy community.

The Nicene Creed

*I believe In one God, the Father Almighty, maker of heaven and earth, and of all things visible and invisible.
And I believe in one Lord Jesus Christ, the only begotten Son of God, begotten of his Father before all worlds, God of God, Light of Light, very God of very God, begotten, not made, being of one substance with the Father; by whom all things were made; who for us men and for our salvation came down from heaven,
and was incarnate by the Holy Ghost of the Virgin Mary, and was made man;
and was crucified also for us under Pontius Pilate; he suffered and was buried;
and the third day he rose again according to the Scriptures, and ascended into heaven, and sitteth on the right hand of the Father; and he shall come again, with glory, to judge both the quick and the dead; whose kingdom shall have no end.
And I believe in the Holy Ghost, the Lord, and Giver of Life, who proceedeth from the Father and the Son; who with the Father and the Son together is worshipped and glorified; who spake by the Prophets.
And I believe one holy catholic* and Apostolic Church; I acknowledge one baptism for the remission of sins; and I look for the resurrection of the dead, and the life of the world to come. Amen.*

The Apostles' Creed

I believe in God the Father Almighty, Maker of heaven and earth,
And in Jesus Christ his only Son our Lord,
Who was conceived by the Holy Ghost, Born of the Virgin Mary, Suffered under Pontius Pilate, Was crucified, dead, and buried.
He descended into hell;
The third day He rose again from the dead;
He ascended into heaven, And sitteth on the right hand of God the Father Almighty;
From thence he shall come to judge the quick and the dead.
I believe in the Holy Ghost;
The Holy catholic Church, t
he Communion of Saints;
The Forgiveness of sins;
The Resurrection of the body,
And the Life everlasting. Amen.

"Catholic" here refers to the universal church of the Lord Jesus Christ, not to the Roman Catholic Church, as is sometimes confused.

Two choices: Man constantly chooses either God's way or man's

Important to LPA's mission and educational aims is a simple truth: there are only two choices. Scripture and Jesus' teachings are clear in this, salvation and ultimate blessings and fellowship with God are only for those who love God and accept the free salvation gift of His Son Jesus. Man's own efforts, priorities, and righteousness appear in many ways, but each will ultimately fail and be revealed for the worthlessness they offer. The first Psalm states this dichotomy well.

How blessed is the man

Who does not walk in the counsel of the wicked, Nor stand in the path of sinners, Nor sit in the seat of scoffers!

But his delight is in the law of the LORD, And in His law he meditates day and night. He will be like a tree firmly planted by streams of water, Which yields its fruit in its season; And its leaf does not wither;

And in whatever he does, he prospers.

The wicked are not so,

But they are like chaff which the wind drives away.

Therefore the wicked will not stand in the judgment, Nor sinners in the assembly of the righteous.

For the LORD knows the way of the righteous,

But the way of the wicked will perish.

Psalm 1

Inter-Denominational Position: unity in diversity

The Statement of Faith lists this ministry's official stance concerning fundamental Christian tenets, and it contains those doctrines to which LPA will unreservedly adhere and teach. Consequently, it is vital that parents and staff choosing to partner with LPA agree with those faith statements and understand that student(s) will be intentionally and passionately taught accordingly.

It is our desire to maintain this interdenominational position respectfully and in all fairness to each family. We desire to remain united in the salvation and love of Christ, avoiding the dissension that may be caused by denominational differences.

This is a trustworthy saying. And I want you to stress these things, so that those who have trusted in God may be careful to devote themselves to doing what is good. These things are excellent and profitable for everyone. But avoid foolish controversies and genealogies and arguments and quarrels about the law, because these are unprofitable and useless. (Titus 3:8-9)

To preserve biblical unity and to honor all parties, LPA shall intentionally pursue these strategic safeguards:

1. Self control and respectful dialogue is required of faculty and staff when subjects pertaining to denominational tenets naturally arise, such as in discussions of theology, church history, etc., and the same is expected of parents and students. All members will use respectful terms and tones when discussing various denominational distinctions.
2. There shall be no attempt made by members to promote or disparage denominational doctrines regarding issues upon which the ministry itself has assumed no official stance. (Examples might include: church governance, method of baptism, predestination, security of salvation, interpretation of future events, baptism of the Spirit, etc.)
3. Doctrinal matters will likely arise within the curriculum, as for example with topical issues related to a study of the Reformation, such as predestination. Faculty and staff will be asked to handle all sides of the issue equally and fairly, and to inform parents of such conversations and their general content, preferably in advance, when known. Faculty/ staff shall seek to direct students to their parents and congregational leaders for follow-up conversations regarding denominational doctrines discussed in teaching, assignments, and activities.
4. All parties shall recognize God's inspired Word in the Bible as the standard and means to pursue truth, and not as a weapon to use in debating each other.
5. Particular families may find some content, assignments, and activities to be questionable, based upon their personal convictions that can be based upon the Bible. Please see "Sensitive Content" in the "Academics" section.

Associations and memberships

LPA's membership or formal association with ministry, education, or other groups is approved by its board. Such associations are sought to provide support, benefits, and mutual edification to the academy and its constituents. Any agreement to an association's general membership requirements and policies does not necessarily mean that LPA or its staff and families are in full agreement with every statement, action, or policy represented by the association, its officials or its members.

In accordance with its statement of faith, Lake Pointe does not support or endorse any church or organization which:

- ...gives Christian recognition to unbelievers
- ... makes claim to a form of godliness, but which rejects Christ's atoning sacrifice in favor of a works-based means of salvation
- ... seeks to add to or to reduce the Protestant biblical cannon
- ... or which advocates multi-faith union. (Amos 3:3; II Corinthians. 6:14-17).

He who walks with wise men will be wise, But the companion of fools will suffer harm. (Proverbs 13:20)

Foundations & symbols: what marks us

Without purpose and targets to aim at, we can shoot wildly and flail at the wind. LPA operates through a vision, a mission, and a set of core values, which are represented by reminder-markers and

Then Samuel took a stone and set it... and named it Ebenezer, saying, "Thus far the LORD has helped us." 1 Samuel 7:12



Logo

The initials for Lake Pointe are shown in blue for fidelity and truth, and in green for the growth and eternal life, offered by Jesus Christ. Representing the atoning and unifying work of Jesus Christ as central to the academy's mission, our Savior's cross is illustrated at the heart of the logo, colored white to represent Jesus' holiness.



Academic seal

In prominent central position, the cross of Jesus Christ stands in front of the globe, representing the world He came to save. An open Bible in the foreground represents the truth and freely available Gospel message. Above these symbols, the academy's four cornerstone passages' chapter names undergird its name. (Deuteronomy 6, Second Timothy 3, Colossians 1, and Romans 1). Showing dependence upon Truth and the Holy Spirit, the open Scripture also enlightens the academy's motto, in Latin, beneath, "To educate, to encourage, to equip!" and its legacy, represented by its 2005 founding.

Mascot

The Mariner is a meaningful and fitting representative for Lake Pointe. For starters, Jesus Himself spent time on the Sea of Galilee with his disciples, some of whom were skilled boatmen. Sailors exemplify the qualities of hard work, perseverance, and loyalty to the crew. Their willingness to venture from safe harbor and to risk danger for the captain's purpose exhibits bravery. For LPA, the Mariner helps to bring a precious cargo of the Gospel to places near and far, and to help save those encountered along the way.

Colors

Academy colors are blue, green, and silver. In addition to the meaning shared in the logo, these are the colors of the sea, supporting the Mariner mascot.

Motto

Erudire. Cohortari. Ornare. (To educate, to encourage, and to equip!)

Slogans

A ship in a harbor is safe, but that is not what ships are for. -- John A. Shedd
Illustrates the believer's purpose in Mt. 28:18-20, Luke 14:26 / Mark 10:29

Calm seas never made skilled sailors. -- proverb
Illustrates the value of challenge and adversity in the believer's development, equipping, and endurance

The first priority of my life is to be holy, and the second goal of my life is to be a scholar. John Wesley
Illustrates the student's primary purpose and current occupation purpose in Mt. 28:18-20, Luke 14:26 / Mark 10:2

Educational Philosophy: beliefs about education

Taken directly from the corporation by-laws:

The educational approach of Lake Pointe Family Ministries of the Carolinas, Inc. (LPFMC) as defined below, is fundamentally different from secular and government-operated education, both in philosophy and content. LPFMC recognizes that an excellent, godly education is founded upon disciplined, eager attention to learning; that this discipline rests upon the student's moral character; and that, ultimately, this moral character can only be developed through a personal relationship with God through Jesus Christ, by the Holy Spirit. In support of parents' God-given responsibility to educate their children, LPFMC seeks to:

A. Provide a clear model of Christian life through its staff and board members; (Matt. 22:37--40)

B. Encourage every student to begin and/or to continue to develop a relationship with God the Father through Jesus Christ, by the help of the Holy Spirit; (Matt. 28:18--20)

C. Teach all subjects from a biblical worldview as parts of an integrated whole, with the Scripture at the center; (II Tim. 3:6-17)

D. Provide students with a classical education, in which grammar (the fundamental facts and rules of each subject), logic (the ordered relationship of particulars in each subject), and rhetoric (the expression in speech and writing of the ideas of a subject) are emphasized in all subject areas.

Encourage all students to develop wisdom, discernment, and a love for learning.

E. Encourage students to be life-long learners, and how to both reference and relate biblical truth in learning and judgments. They will be taught how to express what they have learned and how to think rightly, rather than simply what to think.

F. Provide students an orderly, respectful, and safe atmosphere conducive to attaining these goals.

Three educational pillars: how the three define academics

Implementation of Lake Pointe's educational philosophies begins with understanding three interwoven pillars and, in particular, each one's order in priority.

I. Christian scholarship

Jesus is placed on His rightful throne in academics, at the center of interconnected subjects. Without training the student in Christ's truth, gospel, and commands, the Christian school has lost its purpose, and so this pillar is primary.

II. University Model

Parents are placed in their rightful place in God's plan, to be the primary trainers of their children. LPA serves as a community to assist and to affirm the parents' authority. The UMS format is critical to a high level of parental involvement and access.

III. Classical aims and approaches

An academic program modeled upon proven classical content and methods deepens a student's learning and preparation. As the third pillar, the classical component of education bows to the authority of Christ and to the limitations of parent involvement.

Curriculum philosophy: what and how we teach

LPA selects and organizes content and curriculum resources based upon what it believes best suits its mission and philosophies. The academy uses a variety of resources, original source documents, literature, and teacher-created materials. It does not follow one publisher's plan. LPA

integrates the Christian faith and a biblical worldview into the context of the various subject areas.

While program resources and textbooks are utilized, the course syllabus and grade-level goals and approaches dictate the learning. The Trivium model is used to

match subject matter to a child's cognitive development. For more detail, please see the section on Classical education in the "Academics" section.

Programs and resource series are sought to maximize parent training value and to ensure consistency through grade levels.

Cornerstones: four passages for firm foundation

A house is supported from underneath at strategic places so that it may stand level and strong. When built upon the rock, that is Jesus, that supported structure may weather any storm.

A firm foundation supports LPA's three pillars of academic training. Four powerful Scripture passages serve as cornerstones for the ministry philosophy. These are captured in the academy's seal.

1. **Deuteronomy 6**
Our philosophy is rooted in strong parental support, because we are concerned with the family.
2. **2 Timothy 3**
Our philosophy pursues the biblical, because we are concerned with truth.
3. **Romans 12**
Our philosophy is Christian because we are concerned with behavior as a response and an overflow of the heart.
4. **Colossians 1**
Our curriculum pursues the classical Christian tradition, because we are concerned with effectiveness, with Christ recognized as preeminent.

Parent involvement (Dt. 6)

Scripture teaches that parents are responsible for their children's educational training. This includes Scriptural instruction and character formation, plus righteousness training and training in right thinking -- inculcating a Christian worldview.

LPA believes its role is to assist parents in this process of biblically disciplining their children. We therefore stand as a delegate of parents. Our role is to assist, to encourage, and to reinforce the parent's God-mandated primary role, not to supplant it.

With roles thus declared, parents are expected to be actively and intimately

involved co-teachers in the education process, operating under voluntary submission to LPA's program direction.

Seeking truth (2 Tim. 3)

We believe God is the author of all truth. All of His creation reflects His power, order and glory.

Jesus said "...Thy Word is truth" (John 17:17). We affirm that Scripture is the inerrant and authoritative Word of God, and from it, we derive and confirm truth. In view of this, we approach all other "truth" from the fundamental perspective that the truths of Scripture form the foundation upon which all other learning and investigation of the universe is built. Therefore, we will always endeavor to teach all subjects as parts of an integrated whole with the Scriptures at the center. (John 18:37)

Behavior reveals heart (Ro. 12)

Truly "Christian" educational training is also concerned with behavior. We are to be "doers of the Word, and not hearers only," aware that speech and actions are an overflow of the heart. (James 1:22; Luke 6:45).

Right behavior and right thinking are not developed simply by accumulating right knowledge. What is required is the correct and constant application of the God's truth to daily activities.

We are strongly committed to providing a clear model of biblical Christian living through our leadership, staff, and program, with the goal of encouraging and training every student in moral and spiritual development. (2 Tim. 3:16; Ro. 1:1-2)

Desiring effectiveness (Col. 1)

Many throughout church history have marveled at the great writings and accomplishments of men such as St. Augustine, John Calvin, Martin Luther, and Jonathan Edwards.

One wonders where such men are today. One reason for their profound influence and accomplishments is the foundational education each received, training which was classical in method and content. Their classical teaching model is a time-proven method, based upon a three-pronged approach to each subject, referred to as the "Trivium" or "Three Roads."

1. Grammar stage

Beginning with the Grammar stage, the student studies the basic particulars of each subject. Memorization of facts to be used throughout life is emphasized.

2. Logic / Dialectic stage

Logic deals with the reasoning that ties the various facts and particulars together. Students make associations, and comparisons, building a basis for integrating bodies of knowledge and proving the correct relationships in and between subjects.

3. Rhetoric/ Expressive stage

The Rhetoric stage focuses upon clear and effective expression of facts, ideas, and relationships through written and oral presentations.

These three stages are applied in every discipline, and build in development. In other words, a logic-level student is learning new facts and immediately associating them. The rhetoric-level student learns and associates facts, and then uses them to delineate, to discuss, and to debate.

Classical content emphasizes theology, Western civilization, history, philosophy, science, the arts, literature, and language. Central to the study of these disciplines is the study of the orthodox, historical, Protestant Christian faith.

Enrollment

Admissions, registration, & finances

How our Christian fellowship and academic business relates to current and prospective families should not only honor them, but also the academy's stated mission and, ultimately, the Lord Jesus.

So then, as we have opportunity, let us do good to everyone, and especially to those who are of the household of faith.
Gal. 6:10

Conditions of admission and enrollment

As with any private school, admission to Lake Pointe is a privilege, conditional upon several factors that help ensure a good fit for LPA's culture and opportunity. These include:

- Agreement with and adherence to LPA's faith statement and mission
- Successful discharge of parent and student duties and responsibilities, as detailed in this handbook
- Academic qualifications for courses engaged
- Meeting high standards of student conduct
- Timely payment of tuition and fees

Biblical diversity

Non-discriminatory policy

From Article VIII of the LPFMC bylaws:

Lake Pointe Academy admits ministry participants of any race, color, national or ethnic origin to all the rights, privileges, programs and activities, generally accorded or made available to ministry participants. It does not discriminate on the basis of race, color, national or ethnic origin in the administration of its admissions policies, scholarship and loan programs, athletic or other administrated programs.

Desire for a biblically diverse community

Lake Pointe's educational ministry is a distinctly and biblically-based Christian organization in the orthodox protestant tradition, as expressed in its by-laws and statement of faith. For those agreeing with these faith foundations, LPA seeks and welcomes a variety of peoples, cultures, and backgrounds to participate, serving to foreshadow the variety of men and women prophesied in Revelation 7:9 and related:

After this I looked, and there before me was a great multitude that no one could count, from every nation, tribe, people and language, standing before the throne and before the Lamb. They were wearing white robes and were holding palm branches in their hands. (Rev. 7:9)

LPA affirms biblical teaching that all human beings are created in God's very image, that all are therefore worthy of love, honor, and respect, and that there can be no preferential treatment with God. (Genesis 1:27; Romans 2:9-11)

Enrollment process

Student enrollment follows the following defined process:

1. Admissions process

Thorough, prayerful investigation of LPA program
Complete pre-application requirements
Formal application
Prerequisite academic testing
Family conference with academy leaders
Review factors and follow-up any questions
Formal acceptance

2. Registration

Academic counseling if required or desired
Review and consider available course choices
Form and submit academic schedule
Change schedule according to add/drop policies

3. Training and preparation for classes

Complete grade level summer reading and math prep
Attend and engage required parent and student training
Complete any suggested or required tutoring or review

4. Attendance and engagement

Begin and engage class schedule to its conclusion

5. Registration for the following year

Students in good standing may register for the coming year, after the annual state of academy families meeting

Intentional admissions and enrollment process

It is not good for a person to be without knowledge, And he who hurries his footsteps errs. Proverbs 19.2

Admission process

By admitting families aligned with its aims and requirements, LPA seeks to honor current families, teachers, and overall program.

Since issues concerning children, education, and faith are very important to families, and since time and financial commitments are serious matters, Lake Pointe follows a very intentional admissions process. Academy leaders aim to be clear and cautious in all steps leading to enrollment, to provide parents with as much information and as many helpful avenues as possible. The goal is to help parents confirm their calling to LPA, and to minimize potentially unmet expectations and any unpleasant surprises.

Some families are surprised at LPA's methodical admissions process, since people today can research cars and real estate, and make direct offers online. But it is the people interaction, conversation, and translation that helps parents really experience the heart behind LPA's educational ministry, because human contact is at the heart of the academy's teaching and training methods.

With so much emphasis on parental "choice" in the University Model, it's easy for families to drift into a consumer mindset, wanting something quickly after making a decision. Encouraging the quick decision is the retail expectation that, if something turns out to not be what we expected, we can always get a refund or a replacement. Choosing a new education method for children should be pondered carefully by all parties. After all, it will be likely be the student who will be caught in the middle if things don't turn out well.

Understanding admission and process steps is vital for family success

1. Attend Lake Pointe's info presentation

This meeting is a required first admissions step. Families learn the focuses, methods, and heart of LPA and the University Model. Admissions applications are only distributed at these sessions.

2. Prayerfully consider options

Carefully review the information. Pray for discernment regarding family goals and commitment. Discuss it.

3. Gather all pertinent information

Take time to pursue the Lord's confirmation in various practical steps. Faith and works are tied (James 2.)

- Visit strategic classes on the LPA campus
- Request academic advisement
- Ask to be connected with parents in similar situations to hear from veteran families
- Ask the questions that God puts on the heart

4. Submit a formal application

After careful prayer and consideration, submit an application for the family and for each student.

5. Participate in a Family Conference

Upon receiving an application, the school will schedule an individual family conference. This meeting includes the whole family, even if only one student is to attend LPA. The goal is to answer any family questions, to clarify various roles and expectations, and to seek the Lord's discernment to see if family and school expectations suggest an excellent mutual match. Since the University Model is different than other education options,

school representatives will seek to clearly portray potential blessings and burdens of LPA's methods and culture.

6. Receive a Letter of Acceptance

After the family conference, and after all applicant families for the "admissions pool" period have been evaluated, each family will receive a letter indicating an acceptance decision.

7. Confer with an academic counselor

Before registering, a parent (and older students) need to meet or speak to an academic counselor. This is mandatory for high school students. This step ensures the desired courses meet a student's preparation and expectation. This consultation often occurs earlier in the admissions process.

8. Register for courses

After receiving and reviewing enrollment materials, a parent will meet a registrar to complete registration.

9. Pay tuition and fees

The registrar will issue registration confirmation and a tuition and fees total. Three payment options are all designed to protect a student from having to leave in the middle of a semester. (See Financial Policies)

10. Attend training and orientation events.

Before classes begin, parents and some students must attend mandatory training sessions and orientations appropriate for each student's grade level. These are vital for family success in the University Model.

Admissions criteria and standards

Admission is by individual student

While LPA is a family ministry, and the commitment of parents is paramount in program acceptance, each student is admitted individually. Each student has different needs and abilities and is considered accordingly in admissions.

Admission of a current family's new students

Siblings of accepted students applying after the family conference must complete the current family admissions process, including abbreviated sibling application and testing. A "sibling conference" must be held, which includes the student and at least one parent.

Age requirements

Based on past experience and developmental and academic requirements, students applying for the primary grades must attain the following ages before September 1. Any exceptions require academic committee and head of school approval.

- Kindergarten: age 5
- First grade: age 6
- Second grade: age 7

After second grade, students younger than the expected birth date range for the grade level applied will be examined for the social and academic maturity required by the classical aims and approaches of that grade level and those following.

Students turning 19 after July 1 require board approval.

Academic admissions testing

Students will take simple, developmentally-appropriate diagnostic and placement tests for the courses desired to be taken at the academy. The intent is to affirm the student is well-prepared for the coursework to be engaged.

Special learning needs

Lake Pointe is not currently equipped to modify its instructional and evaluation practices or its approaches and procedures in response to a student's learning challenges or disabilities.

The academy utilizes community learning approaches. It teaches by curriculum-based standards, and not child-based learning. All students will be assessed relative to a common standard, rather than upon individualized ones developed in response to special needs.

The greatest simple accommodation LPA offers is the additional time, encouragement, and parental help provided through the "at home" component of the University Model.

Commitment to roles and responsibilities

Admission is subject to the family's ability and good faith commitment to meet the various expectations and standards of the University Model format. This includes the carrying out of daily at home assignments, along with any required trainings, scheduled meetings, and preparatory work.

Immunization and documentation

By South Carolina law, K/12 students must provide qualifying proof of required immunization OR documentation of waiver on religious or medical grounds. Without exception, these must be provided using the official South Carolina state forms.

Registration for course schedule

Registration overview

- Course registration, with its assurance of class placement, is required by the registration deadline, which is typically on or before July 1. It is conducted once for the student's entire academic year schedule.
- Registration is a formal, financial commitment made on behalf of each individual student. Commitments for tuition and fees are not transferable from one student to another.
- Core courses continue the entire academic year, separated into two grading periods called fall and spring semesters. The same is true for many elective courses.
- All courses for the year are to be registered by the summer registration deadline, including those that are only one semester long or that do not start until January.
- Students desiring high school credit, should note: Lake Pointe does not operate on the "block" system, in which students engage more time per week to receive course credit in a single semester.
- Any changes to a student's schedule are conducted through the Add/Drop process and policies.
- To protect all parties from misunderstanding, and to honor the generally accepted practices of transfer schools, colleges and scholarship organizations, registration and any subsequent changes require written and dated, formal document submission.

North Carolina residents

Private school enrollment at LPA satisfies North Carolina's compulsory education requirements. Home educating families, please see "home schooled students" in this section.

Academic records

LPA maintains academic, attendance, and conduct records for each registered student. For details on parent and academy responsibilities concerning records, see the corresponding areas under the Academics and Character sections.

Declaration of status

At registration, the student's official status, whether private school student or home educated student will be determined, so that educational responsibility is clear. Families will sign a declaration of understanding to this effect

Auditing of Classes

LPA does not allow the class auditing. Student attendance and participation in any class, beyond the incidental, requires formal registration. Any student enrolled in any class will complete assignments and receive a corresponding grade.

Parent input on registration decisions

Parent input is both sought and strongly considered, but not guaranteed. Parents may exercise choices within allowed parameters.

Registration in new subject areas

A previously admitted student with a part time course load, who wishes to add a (new) core course, must take placement testing for that subject if he or she did not take the immediately preceding course at LPA. This will affirm the student's preparedness and reveal any areas of concern.

Student eligibility

Registration eligibility

- Only individuals who have been officially accepted by letter as LPA students may register for courses offered.
- To register, a student must have all required documents, including immunization. A student is not allowed to attend classes unless he or she is duly registered.
- Returning students must be in good standing in character, academics, and finances to re-register.
- Course registration choices are based upon a student's acceptance letter, pre-requisite testing, and academic counseling. Students registering for high school courses must have high school academic supervisor approval.

Levels of student status

Various opportunities and privileges correspond to certain status levels. These brief definitions are offered to help clarify.

Prospective student

This term describes a student interested in enrolling at LPA who has not yet been admitted.

Pre-registered student

A newly admitted student, registered in February-May for the upcoming year, is treated officially and legally as a visitor on campus and at LPA activities until May commencement ends the current academic year.

New student

After commencement ends the academic year, the pre-registered student officially becomes a "new student" and may enjoy all qualifying privileges and opportunities of a student.

Private school student

LPA is a SC registered private school, responsible for records maintenance, academic advising, and other benefits for its students. A student is classified as "privately schooled" if he or she is enrolled for the four qualifying core courses.

A high school student may be qualify for "private school," even though not enrolled for all four core courses if the student is registered for a written diploma plan certified by the academic advisor. This usually only affects upperclassmen.

For North Carolina families, private school enrollment at LPA satisfies that state's compulsory education requirements

Home school student

Under South Carolina's three legal education options, a student who is not publically or privately educated, by default, must be considered home educated, with the parents responsible for all educational results and documentation.

LPA classifies an attending student as "home-educated" if he or she does not meet its private school requirements of if the family so declares, within the law. See S.C. Code Ann. §59-65-45 and 59-65-47.

North Carolina families are responsible Home educating families are solely responsible for meeting NC's Department of Non Public School legal requirements.

Previous student

This refers to any participating student who exited LPA before completing grade 12 coursework.

Returning student

Any student who officially exited LPA's program who returns to registered student status.

Graduate

This designation is for diploma earning students only.

Alumnus

While officially referring to diploma graduates, this term is often

utilized to include all students taking senior level coursework and participating in LPA's commencement ceremony.

Course types

For registration, operation, and transcript purposes, the following, various course types apply. For more details, see the corresponding section under the Academics section.

- **Core**
Language arts, history, math, and science.
- **Elective**
Any course outside the core subject areas
- **Ministry and life prep electives**
LPA's unique biblical training track
- **Credit-bearing**
High school diploma credit courses
- **Study hall**
An ungraded independent study course.
- **Morning Gathering**
Required daily assembly for all students registered for a first period class.
- **Connection Assembly**
Required daily assembly for secondary students registered for either a second or third period class.

Adding and Dropping Courses

Life happens and change occurs. Here's how to approach modifying a student's schedule.

Families may make schedule changes at any time after initial registration.

Consider the ramifications before changing

It is the family's prerogative to add or drop a course, but resulting consequences, both positive and negative will accompany the action. Some schedule changes are simple, while others affect one or more academic and financial facets. Academic supervisors and registrars can provide counsel.

Examples of points to consider are listed below under the adding and dropping sections.

Adding a course

Courses may be added to a student's initial registration no later than the end of the second full week of classes, provided:

- There is space available in the desired class
- The student is deemed qualified for the course, which may necessitate prerequisite assessment

Potential points to consider before adding a course

- Tuition will increase
- Academic workload will increase
- Summer reading, prep, etc. is required
- Catch up assignments / learning may be required

Catch up work

If a student is allowed to enter one or more courses after the start of the academic year, the student and parents are responsible for any material and/or assignments engaged before the student joined the course.

Pre-requisite assignments, including summer reading and other prep, must be completed for any late-registered course requiring such assignments, according to a time-table approved by the grade-level supervisor.

Depending upon grade level and situation, the catch up plan may include structured teacher tutoring time or other support for successful entry, for which the family may be charged.

Payment

For courses added after the semester start, full payment is due at time of registration, unless a mutually-agreeable FACTS payment plan is established.

Dropping a course

Courses may be dropped from a student's schedule at any time. Implications exist, including financial concerns and grades in high school credit-bearing courses.

Potential points to consider before a course drop

- Refunds are partial, according to policy. See "Add/Drop financial policies" later in this section.
- The addition of a study hall may be required
- A drop may affect or forfeit tuition discount(s)
- Courses dropped now may affect future opportunities and scheduling
- Late drops in high school may affect GPA
- Report card and transcript grade score recording is determined by date milestones. This may be especially sensitive in high school. Credit bearing course grade reporting is directed by the expectations, rules, and generally accepted practices of college admissions, scholarship issuing organizations, and the South Carolina Commission on Higher Education (SCHE). For details, see "grading" in the "Academics" section.
- Dropping a class may cause a student to have home-educated status, triggering legal responsibilities for the family.

Separation from the academy

How we relate in the severance of relationship is every bit as important as how we relate in initiating that relationship. LPA's ministry is fluid in membership; new families and faculty members are constantly entering, while others, for a variety of reasons, are exiting.

Each situation has unique qualities, but over each is the principle of honoring others when parting. Some are sad to leave, while others are happy for a change. Families withdraw students because of relocation, new opportunities, or lifestyle changes. Others leave because of circumstances in which they feel hurt or dishonored.

Decision not to return

Enrollment is a year to year decision since annual registration is required. For an individual student or family completing at least one academic year, but deciding not to return:

- No action is required. Simply do not re-enroll.
- As a courtesy, parents should notify the registrar via simple phone or e-mail message, so records prep and communications can be tailored appropriately.

Withdrawal during the academic year

For an individual student or entire family deciding to leave its LPA participation before the academic year's completion the following procedure will be followed:

- Note how the decision will affect other, related issues:
 - For the effect on grades, credits, etc., see "Withdrawal" in the "Academics" section.
 - For financial implications, see "Withdrawal" and "Refund" in this section's "Financial Policies."
- Submit a signed and dated school withdrawal form to the registrar or head of school, via the office or e-mail. This form can be found on the LPA web site under "info" and "parent forms."
- Provide instructions for how to serve the family's needs for forwarding academic records, etc.

Separation over broken relationship

If at any time, the relationship between the academy and parent(s) becomes irretrievably broken, the academy board has the authority to dissolve the relationship and to unenroll the family's student(s).

Financial policies: how we relate in money matters

In private school registration, relationships are often “all smiles” until misunderstandings and disagreements about money become involved. Small amounts are easier, but when dollars reach the value of a washer and dryer, believers are tested in their commitments. Recognizing the potential sensitivity, LPA aims to treat financial matters clearly and seriously. To support this goal, any exceptions to refund policy require board approval.

Payment for participation

LPA’s annual budget and operational success are based upon student tuition and associated fees. Financial commitments made at time of registration are therefore very important.

- Payment of tuition is based upon the expectation of prepayment, so that each student has paid for a semester on or about that semester’s starting date.
- Important note: LPA does not follow a “pay-as-you-go,” services-rendered approach, as do many private schools. Rather, through formal registration, LPA collects payment in advance for the assurance and opportunity of ministry services, on the assumption that the family will indeed use those services.

Because LPA does not register students during the academic year, vacated seats cannot be resold.

- A family deciding to change a student’s enrollment is honored and rewarded in that it is released from further obligation according to the timeliness of its decision.
- One of the first acknowledgements related to LPA’s community learning opportunities is that multiple parties are involved and must be honored. As LPA is a family ministry, its policies, decisions, and actions must consider what is right, best, and fair for the sum of families, as well as each individual family.
- Policies related to family payments seek to protect all involved parties, including:
 1. **Each individual family**, to whom tuition, fees, and other payments represent a significant household investment
 2. **Other families**, who depend upon each other’s payment commitment to ensure the program is fully funded, in order to deliver what is expected
 3. **Faculty and staff members**, who have made time and financial decisions upfront to serve families
 4. **Lake Pointe**, which makes financial commitments, based upon believing families’ commitment and trust
 5. **Businesses / suppliers**, which expect LPA to honor commitments as part of its corporate faith testimony

Registration Financial Policies

Registering one or more students requires the payment of 10% of the total family tuition and 100% of all fees.

Tuition

Tuition represents the price for the course(s) registered.

Non-refundable tuition deposit

Representing ten percent of the total year’s tuition, this significant amount secures a student’s place in the classes registered. It is a non-refundable, advance payment and formal family commitment.

Fees

Fees represent particular expenses outside of tuition.

- Fees are non-refundable after payment.
- No refunds are owed to families whose students become excluded from participation in classes, athletics, or activities due to academic or disciplinary problems.

The following represent the various fees at LPA:

Application Fee

The charge for receiving a family’s application covers directly-related administrative costs involved in processing and reviewing applications. It is due and payable at the time of application and is non-refundable.

Testing fee

This fee funds the prerequisite and placement testing used to affirm a student’s basic knowledge and skills that is required for the grade level and courses desired for registration. For an incoming full time student, this testing is usually conducted once. A part time, home educated student may need this testing before later registrations, when entering a subject not previously taken at LPA.

Registration Fee

This charge helps to cover expenses for which LPA is charged for each student, regardless of the number of courses taken. LPA’s student insurance is one example.

Materials Fee

Such fees help to cover directly-related expenses for materials not applicable in other courses. Examples include sciences/ labs, drama, art, and music.

Grade-Level Fee

This charge helps to cover the expenses for student and family services associated with a specific grade level. This varies, depending on the level. Examples include training, book rental, standardized testing, retreats, and graduation.

Commitment Penalties

Late Payment

Tuition payments made after their scheduled due dates are subject to a 10% late payment fee, regardless of the total amount of the tuition payment.

Returned Checks

Any checks returned for insufficient funds will be charged a \$35 processing fee on top of repayment, regardless of the total amount of the check.

Payment Plans

Families have three options for paying tuition:

1. Single payment in full
2. Two semi-annual payments through FACTS
3. Monthly payments through FACTS

1. Single Payment in Full

Paying for the entire year's tuition in advance provides a family the peace of mind to know that the student's education is assured for the full year. There is no discount or financial advantage to paying upfront, as LPA does not show partiality based upon the ability to pay a larger sum (James 2).

2. Two Semi-Annual Payments

Under this option, fall semester tuition is paid at registration, and then spring tuition is paid no later than September 20.

- This two-payment plan requires enrolling in the FACTS tuition management program.
- There is no FACTS charge to pay by the semester.
- FACTS provides the family the option to convert to monthly payments, if it becomes necessary, before the spring semester payment is due in September.
- Converting to monthly payments incurs a modest fee.

3. Monthly Payments

This method spreads tuition payments over the year in a monthly, budget-friendly manner.

- This plan requires enrollment in the FACTS tuition management program.
- There is a modest charge for using this service.
- In the monthly plan, the family pays ten percent of total tuition and all fees at registration. The balance is then divided over

ten months, May through February.

- If a family registers after April 30, the additional month(s) tuition affected will be paid at registration.

Example (in round numbers): On \$1,000 tuition bill

\$1,000	Tuition
<u> - 100</u>	10% due at registration
900	Balance paid through FACTS over 10 months
	= 10 equal payments of \$90 May -- February

Tuition Refund Policy

Any exception to the following stated policies and procedures concerning refunds requires board approval. This policy protects families by seeking consistency and by ensuring that staff members do not show favoritism in this area.

Operating on an advanced tuition payment schedule, LPA does not issue refunds as refunds are often understood, except in special circumstances, as detailed below. Rather, a family making a registration change or withdrawal is honored by being able to alter or sever its commitments and further payments, being responsible only for its commitments to the point of change.

- This approach seeks to balance and honor both the family's commitment and its need for flexibility.
 - A student who withdraws from classes will not be refunded tuition or fees paid up to that point in LPA's advanced payment monthly schedule.
 - However, he or she will also not be liable for the remaining unpaid tuition, according to that schedule.
- The earlier a family makes its registration change decision, the more returned money is available.
- For families who pay in full or semi annually, any amount paid beyond the required milestone commitment, will be returned to the family. The amount returned will be calculated according to family vestment as if the family was paying by the month.

This schedule for returned advance payments is perhaps best illustrated by the following chart, which represents date milestones and vested amounts.

Families become more “vested” in their financial commitment as time passes

For illustration purposes, the table below offers an example of vested amounts and milestone months. It assumes a family’s registration in March/April and withdrawal in the indicated month. Reflected are the dollar amount the family of the family’s commitment, the percentage it would be vested, and any monies due to be returned to the family.

Schedule of Family Vestment (based upon the round number amount of \$1,000)			Refund Amt.	
Date Withdrawn (on / before)	Total Tuition Paid	Vested Percentage of Tuition (no fees are refundable)	FACTS Mo. Pay. Plan	Pay in full or by sem.
May 1	100	10% (forfeit 10% deposit)	\$0	900
June 1	190	20% (forfeit 10% + May)	\$0	810
July 1	280	28% (forfeit 10% + May + June)	\$0	720
Aug. 1	370	37% (forfeit 10% + May + June + July)	\$0	630
Sept. 1	460	46% (forfeit 10% + May + June + July + Aug.)	\$0	540
Oct. 1	550	55% (forfeit 10% + May + June + July + Aug. + Sep.)	\$0	450
Nov. 1	640	64% (forfeit 10% + May + June + July + Aug. + Sep. + Oct.)	\$0	360
Dec. 1	730	73% (forfeit 10% + May + June + July + Aug. + Sep. + Oct. + Nov.)	\$0	270
Jan. 1	820	82% (forfeit 10% + May + June + July + Aug. + Sep. + Oct. + Nov. + Dec.)	\$0	180
Feb. 1	910	91% (forfeit 10% + May + June + July + Aug. + Sep. + Oct. + Nov. + Dec. + Jan.)	\$0	90
Mar. 1	1000	100% (forfeit 10% + May + June + July + Aug. + Sep. + Oct. + Nov. + Dec. + Jan. + Feb.)	\$0	0

Example: A student drops a course by October 1. 55% or \$550 of the original \$1000 tuition has been paid and is NOT refundable. The family is not liable for any remaining FACTS payments for that course. In this example, the family who has paid in full would be refunded \$450.

Refunds for Special Circumstances

Course Cancellation

Tuition will be 100% refundable without penalty for any specific course canceled by LPA; parents can choose to have cash payment or school credit.

Course Schedule Change

If the scheduled time or day of a registered class changes from what was originally offered, parents have the option to drop that class for 100% refund with no penalty.

Dramatic Life Change Event

Refunds will automatically be recommended for board consideration in the following three extraordinary case types. Refunds will be distributed after verification of the events.

Moving

The family’s primary residence relocates outside of a 25-mile radius from Lake Pointe’s campus.

Death of a Nuclear Family Member

The grief and upheaval associated with the passing of a close family member can immediately and drastically change the family dynamics necessary for success in the University Model.

Debilitating Illness

The arising of a newly discovered, physician-diagnosed,

significant medical condition can certainly interfere with a student’s or parent’s ability for LPA’s responsibilities.

Add/Drop financial policies

- The “formal” add/drop period is the first two weeks of a course, whether a year-long course or a semester course.
- It is the registrar’s role to execute changes to a student’s schedule.
- Course changes after registration require an add/drop form to be completed and will incur a \$25 change fee per add/drop form for the administrative work required.
- The add/drop date is the date that the form is submitted to the registrar or administrative staff member.
- E-mail inquiries or statements will not be accepted as official notification of intent to add or drop a class, unless the add/drop form is attached to the e-mail.
- If the add/drop form is sent electronically, the email date will be the formal submission date.

Community & Culture

How we, as image bearers of God, relate to each other in responsibility and reverence is more important to the Lord than any work actually accomplished.

But God has so composed the body, giving more abundant honor to that member which lacked, so that there may be no division in the body, but that the members may have the same care for one another. And if one member suffers, all the members suffer with it; if one member is honored, all the members rejoice with it. Now you are Christ's body, and individually members of it. 1 Cor. 12.24-27

If it is possible, as far as it depends on you, live at peace with everyone. Ro. 12:18

*He has told you, O man, what is good; And what does the LORD require of you?
But to do justice, to love kindness, And to walk humbly with your God?* Micah 6.6-8

Whether articulated or not, every organization, ministry, and academic institution has its own culture and unique qualities. Our desire is that everyone involved with Lake Pointe seeks to live a Christlike life that exemplifies the fruit of the Spirit, and that the culture at LPA will encourage this expression.

Our primary expectation is that each member of the LPA community abides by the clear teachings of Scripture and is growing in maturity as a follower of Jesus Christ. Because Christ first loved us, we should be motivated to love and serve each other in our community.

Lake Pointe has standards, policies, and rules that we believe are helpful in enabling students and adults to train together in harmony and unity, and in fostering growth in various life aspects (physically, emotionally, spiritually, and intellectually). While particular standards may not be equally valued by each member of the community, all are to be upheld during our time within this community. There are three different types of standards:

1. Some standards mirror Scriptural commands or express the very clear teaching of Scripture.
2. Other standards represent our attempt to apply clear Scriptural principles within the context of our educational mission and culture.
3. Still others help us to practice unity and to display mutual honor respect in spite of our differing preferences and backgrounds.

**Not all of our standards are straight out of Scripture.
Some are included because of choice, tradition, and who we are.**

It is not our intention that any standards be a stumbling block or a point that seems to diminish the grace that should be present in our educational community. Please ask a member of the executive team for a fuller explanation of, or rationale for any of LPA's standards and expectations.

Qualification: How we relate in admissions and hiring processes

As previously stated in the "Enrollment" section, Lake Pointe's educational ministry is a distinctly and biblically-based Christian organization in the orthodox protestant tradition, as expressed in its by-laws and statement of faith.

For those agreeing with these faith foundations, LPA welcomes and seeks a variety of peoples to participate, serving to foreshadow the variety of men and women prophesied in Revelation 7:9. We affirm that all human beings are created in God's very image, that all are therefore worthy of love, honor, and respect, and that there can be no preferential treatment with God. (Genesis 1:27; Romans 2:9-11).

Law: how we relate in legal matters

Under primary loyalty to the Lordship of Jesus Christ, LPA will seek to comply with all local, state and federal laws, especially those

regarding private schools and the oversight of minors. (1 Pet. 2:12-17) Additionally, ministry leaders will seek to cultivate a positive, peaceful, and serving relationship with governing authorities, as a living testimony. (Heb.12:14). At the same time, the ministry will do everything it can within its power to seek to protect its options and rights.

Communication: Relating in tongue

Communication is vital in the partnerships and de-centralized aspects of the University Model. Beyond mere words, communication includes transferring meaning to another person. Each recipient has various filters in place, through which meaning is taken. Perceived motives, tone, apparent attitude, grace or its perceived absence, and personal experience, etc. can all affect communication. Desire for affirmation and support, and a distaste and fear for their enemy, feeling judgment, are often also directly impact communication quality.

God's caution for all about communication

The school environment places four potentially volatile substances together, where any spark might set off a chain reaction. In LPA's ministry, adults are dealing with:

1. A parent's children
2. Family faith matters
3. Education, including assessments and performance
4. Insecurities of teachers and parents

Christians have a difficult enough time interacting with other brothers and sisters in church congregations, but in the intimacy and constant interaction between partners in the University Model, one spark can quickly cause a fire.

It is both significant and revealing that the third chapter of James, with its cautions about the use of the tongue, begins with an admonition about "teachers" (and co-teachers).

Not many of you should become teachers, my fellow believers, because you know that we who teach will be judged more strictly. We all stumble in many ways. Anyone who is never at fault in what they say is perfect, able to keep their whole body in check.

Consider what a great forest is set on fire by a small spark. The tongue also is a fire, a world of evil among the parts of the body. It corrupts the whole body, sets the whole course of one's life on fire, and is itself set on fire by hell. James 3:1-2 and 5-6

All academy community members should give grace and benefit of the doubt to others. Sharing feelings is vital for healthy relationships, but as the old saying goes, "once it is squeezed out, the toothpaste is nearly impossible to put back in the tube."

Internet and social media

All community members should remember that social media and any internet posting are potentially powerful "megaphones" that extend the reach of any communication. The utmost of caution must therefore be taken by adults and taught to students. Information posted to or provided via the Internet is public information and its statements and claims affect any partner's testimony and relationships through the academy.

Internet access: how we share

Internet access and basic computing equipment are required for a family to participate in LPA's University Model format. For the necessary two-way communication daily internet access is the parents' responsibility, to receive and send assignments and messages. Please note:

- Families are also responsible for having an internet access back-up plan, such as the public library, a neighbor's home, a parent workplace, internet cafe, etc.
- Technology malfunctions and other issues are NOT an excuse acceptable for a student's missing or late assignments. In life, computers will freeze, internet access will crash, and printers will run out of ink. It is a privilege for parents to be training their children how to proactively prepare for such common issues by thinking and planning ahead.

- Caution: Unfortunately, the same internet access that brings good information can bring the false and the vile. Parents are responsible for monitoring student browsing off campus.

Technology: relating electronically

Lake Pointe seeks to emphasize the human element in its ministry and academics. In this area, the academy may be seen as counter-cultural, since the greatest buzz in many schools is assumed to pursue "digital interaction" and assumed use of electronic devices.

Some might fear that LPA students will be left behind those of other schools' by not being exposed to early and frequent use of laptops, tablets, and smart phones in the classroom. This fear is likely unfounded, since LPA students do not lack for opportunities to both learn and master electronic devices outside the classroom. A more likely accurate analysis is that while LPA students develop in a program that emphasizes brain development, subject mastery, and human thinking skills – not to mention humanity-honoring mentor-based teaching approaches and relational, group learning – the students from more electronically-based environments will be sorely deficient in those areas.

If the devices help us to be more human, then they are useful; to the extent they supplant human participation, creativity, and ability through atrophy, then they are harmful. If a cell phone, e-mail, etc. helps us to be more connected with other humans and to appreciate their human contact, they assist. To the extent we hide behind a screen, to avoid personal contact or even uncomfortable situations, or if we use text messaging like a remote control to communicate have our will be carried out, they detract.

Grievance: how we express concerns

And as long as there are human beings with a fallen nature, there will be problems, both real and perceived, yes even among Bible believing professing Christians.

Acknowledging the probability of issues to be dealt with, Lake Pointe has adopted the following general procedures:

Concerns should be addressed at point of incident

If a parent has an issue with something that takes place associated with a class or activity, he or she should first contact the teacher, the coach, or the leader of that activity. This is the person directly responsible for oversight and leadership of the students at that time, and this is the person most likely to have first-hand information.

Involving the supervisor of the area

If this communication does not resolve the issue satisfactorily, or if the situation or relationship is of such sensitive nature that the parent does not feel comfortable talking first to this leader, the parent should approach the supervisor of that area.

Lake point program supervisors include the following dept heads:

- K5 -4th grade level supervisor
- 5th-8th middle grades supervisor
- 9th-12th high school grade level supervisor
- Athletic director: all sports

- Arts director: all arts activities
- Student life director: all student life activities and spiritual development encouragement character encouragement
- Registrar: Registration and recruitment

Involving academy leadership

If the matter cannot be resolved satisfactorily with the oversight director, the parent should bring the issue to the head of school.

If the matter cannot be satisfactorily resolved by the head of school, the parent may make appeal to the board, by submitting an email to the attention of Board President, Mrs. Melody Miller. The board will become involved at one or more of the following levels:

- Provide a one or more president-designated members to meet with the parent.
- Invite the parents to meet with the full board
- Request more information
- Affirm the procedures and decisions of the head of school or other such appropriate action as it deems necessary to handle to work with the family and biblical manner.

At any time, and according to their knowledge of Lake Pointe resources and procedures, staff members may invite their supervisor to participate at any level.

Confidentiality

Sometimes, families request maximum confidentiality, within the LPA community when dealing with an issue. It is the desire of the Lake Pointe board and staff to honor the privacy, dignity, and situation of the family, and will seek to do so to the best of their abilities, given the situation. Honoring the extent of a family's desire is not always possible, according to the law, logistics, common school practices.

Additionally, it is the academy's operating policy to protect all parties by providing a corroborative second person in discussions of sensitive matters. This helps to ensure that statements and conversations are indeed aligned with the academy's mission and policies and that misunderstandings are minimized. Desires for confidentiality etc. should be expressed at the time of any conversation or meeting.

Neither Lake Pointe academy nor its personnel can promise in advance to maintain the privacy of information for which they are ignorant, before it is shared. Legal requirements, biblical commands, and general wisdom may dictate otherwise for the highest and best good of the academy community.

Exceptions: relating in discernment

For the best interest of all involved, LPA seeks to operate by clear policies and procedures. Clearly expressed expectations and information are important in avoiding a distortion of understanding or a person's unmet expectations. We are called to be a people of order, mimicking the order and systems of The Creator, whose will and methods are to bring peace. (1 Cor. 14:40).

It is the intention of policies and procedures to be the norm and that they to be the best mode of action in most cases.

The right to make exceptions in exceptional cases

In practical support of the ministry's stated mission, the administration, executive team, and board, reserve the right to make exceptions to policies in what they deem to be exceptional cases. These specific instances will be evaluated upon appeal, initiated by either a family or staff member. Such deviations should be qualified for special treatment and should be made prayerfully, after seeking spiritual discernment and appropriate counsel.

Any exception granted is to be understood as a temporary one, able to be revoked at any time. If exception is made, in no instance is there any stated or implied guarantee that such an exception is to be repeated in the future or extended to any others in similar situations. Additional conditions may be placed upon exceptions as deemed appropriate.

Policies are tools to serve people

Policies and procedures are designed to be an aid for the day-to-day operation of the educational ministry. These helpful tools are slaves to the ministry leaders, rather than to be the master. (Gal. 5:1). It is often wrong for men and women to point to policies and to blindly follow them in cases when doing so doesn't appear to be a right decision. It is wrong, but it is easy, since those administering the policy then don't have to think and to deal with the possibly uncomfortable results, such as critique from others and accusations of not following policy.

A greater risk, however, is to follow policy when it is simply the wrong thing to do according to the needs and circumstances of the situation.

A recognizable example is the concept of "zero tolerance" policies in many schools. These make for easier and swifter decisions, but they are often ignore unintentional actions and are inappropriate methods of delivering either consequences or grace. LPA does not operate by absolute "zero tolerance," but uses a system of review and automatic recommendations for review with recommendation of action.

This honors the students, parents, and staff members, affording them as much fairness as possible. We do not believe the Bible teaches egalitarian application, whereby all persons and situations are to always be treated alike. Scripture is replete with examples of how God and His anointed treated people according to individual need.

Roles & responsibilities: how partners relate

The University Model operates in a three-way partnership of roles: academy faculty/ staff, parents, and students. When each person performs his vital role, education can be effective, efficient, and even beautiful!

Expectations, standards, and best practices are further described in other sections. The following is an overview of roles.

Faculty and staff role

In carrying out the instructional or support service, the privilege and duty of a teacher or staff member is to represent Jesus Christ to students, parents, and peers. In this responsibility, he or she is a minister of the Lord.

In the teacher and staff member role, following stated academy standards, he or she shall:

- Model and speak biblical truth and reverence for Jesus
- Be spiritually fed, shepherded, and under authority as an active member of in a Bible-believing local church's community
- Support the parents' authority and their biblical raising of their children, and not competing with or replacing them.
- Execute duties in a godly and professional manner; How one acts influences students as much as any content shared.
- Provide clear, positive communication to students and parents, in matters related to their duties.
- Provide encouragement for families to perform their roles.
- Coach students and parents in best practices, within the scope of the course, for an individual student's improvement.
- Clearly communicate expectations, needs, and deadlines.
- Post assignments, assessment, and other vital information to families in a timely manner.
- Respond in a timely manner to correspondence and other family requests.

Parent role

In the parent and assistant teacher/tutor role, following stated academy standards, he or she shall:

- Teach Scripture and its application in the home, discipling the student in the fear and admonition of the Lord.
- Be spiritually fed, shepherded, and under authority as an active member of in a Bible-believing local church.
- Fully support the student, according to the grade level parent roles and to the student's unique needs.
- Closely monitor academy e-mail and other communication to be informed for the UMS parent role.
- Support and participate in LPA's goals for equipping and encouraging students, which requires the student to grow in areas that often don't come naturally easy.

- Support LPA's (imperfect) program in family discussions to teach obedience, respect, gratitude, and grace.
 - Act in agreement with academy mission and spiritual purposes and objectives.
 - Abide by the academy's "house rules" and regulations.
 - Teach academic and relationship integrity in assignments, requirements, and conversations about teachers, etc.
- Be upfront and truthful about expectations and needs, while being equally frank about the family's ability to perform its educational and other responsibilities.
- Support and act in accordance with the academy's procedures for handling student discipline.

Student role

In desiring to maximize and to improve learning, an often overlooked fact is that a student's attitude, aptitude, and "teachability" greatly affect learning. The student who is not interested in learning, probably won't – and one who either thirsts for knowledge or who at least is willing to obey and try, can hardly be thwarted.

The first priority of my life is to be holy, and the second goal of my life is to be a scholar.

John Wesley

Following academy standards, the student role is to:

- Demonstrate interest in and reverence for Jesus Christ, the concerns and commands of God, and the content and application of the Bible.
- Demonstrate submission to parental authority.
- Submit to the academy's Student Conduct Expectations and "house" rules.
- Be willing to honor, follow, and grow in trust and obedience to the training offered through LPA's stated mission, aims, and component programs, including character development goals.
- Give his or her reasonable best in all academic efforts, whether at Lake Pointe or in the home.
- For every class, seek to support the teacher, course aims, and subject by practicing involved engagement and expression of interest.
- Support, trust, and obey LPA's academic and other procedures and processes.

Character Formation

Believers are called to be maturing in their faith in Christ Jesus and to be loving, serving and encouraging each other. Discipleship is continuous training in truth and wisdom – with Christ as our Savior and model, Scripture as our guide, and the Holy Spirit as our power. Discipleship is continuous training in truth and wisdom.

All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work. 2Tim. 3:17-18

Fools despise wisdom and instruction. Prov. 1.7

Good character is not enough: We are called to pursue godly character

Aiming low often shoots one in the foot. Today's educational systems – public, private, and home schools – often fall into the pursuit of secular curriculum standards and test scores as the measure of learning success. These standards and practices lead some students to think they are smart and others to believe they are stupid, but do worldly, often narrow goals provide a meaningful measure of true life learning? Is the phrase "knowledge is power" really the aim, or is there more to seek than mere knowledge that is based upon secular standards and test scores?

The Bible says God has something else in mind.

He is more concerned with who we are, whose we are, and who we are becoming for Him than He is with what we know. By training ourselves to "seek first His kingdom," along with academics, the Lord may bless in both areas. If all we chase are academic idols, we miss the chance to develop the godly orientation and character He desires.

Partnering with the Holy Spirit and parents to encourage godly character and closer relationship with Christ is why Lake Pointe exists and why we serve. The playing field we have chosen for the encouragement of godly character is an academic one, with associated programs.

Proverbs chapter 2 (below) helps to properly define knowledge standards and goals. The passage reinforces God's idea that true knowledge should lead to right understanding, wisdom, and the discernment to make proper judgments between right and wrong thinking. Knowledge should do these things because it should point each person to the Lord God and His means of salvation in Christ. Echoing Psalm 1, Proverbs 2 ends by declaring that proper knowledge leads to life, while its lack leads to being uprooted.

We seek knowledge, but beyond this, we also seek understanding and wisdom.

My son, if you will receive my words and treasure my commandments within you.

Make your ear attentive to **wisdom**,

Incline your heart to **understanding**;

For if you cry for **discernment**,
lift your voice for **understanding**;

If you seek her as silver and search for
her as for hidden treasures,
then you will **discern** the fear of the LORD
and discover the **knowledge** of God.

For the LORD gives **wisdom**;
From His mouth come **knowledge**
and **understanding**.

He stores up sound **wisdom** for the
upright;

He is a shield to those who walk in
integrity, guarding the paths of justice,
And He preserves the way of His godly
ones.

Then you will **discern** righteousness and
justice And equity *and* every good course.

For **wisdom** will enter your heart

And **knowledge** will be pleasant to your
soul; **Discretion** will guard you,

Understanding will watch over you,

To deliver you from the way of evil,
From the man who speaks perverse
things; From those who leave the paths of
uprightness to walk in the ways of
darkness; Who delight in doing evil and
rejoice in the perversity of evil; Whose
paths are crooked, and who are devious in
their ways; **Proverbs 2:1-15**

Basis: Godly character is worth developing

We must agree with Scripture, recognizing and reinforcing the message that the daily development of humble, holy, and godly character is infinitely greater in value than academic development or anything else.

Academic learning and high scores are nice, and going to college, getting a job, and starting a career have their place, but Jesus said, “For what does it profit a man to gain the whole world, and forfeit his soul?” (Mark 8:36). Scripture sings the praises of the godly character that leads to wisdom, blessing and salvation – and to the love and selfless service that character produces.

- **Godly character is valuable:** A wife of noble character who can find? She is worth far more than rubies. (Prov. 31:10)
- **Its development leads to hope:** Not only so, but we also rejoice in our sufferings, because we know that suffering produces perseverance; perseverance, character; and character, hope. (Rom. 5:3-4)
- **It’s fertile ground for Truth:** The Bereans were of more noble character than the Thessalonians, for they received the message with great eagerness and examined the Scriptures every day to see if what Paul said was true. (Acts 17:11)
- **Bad influence affects it:** Do not be misled: “Bad company corrupts good character.” (1Cor. 15:33)
- **It works one way:** The integrity of the upright guides them, but the unfaithful are destroyed by their duplicity. (Prov. 11:3)
- **Life and safety result:** My son, preserve sound judgment and discernment, do not let them out of your sight; they will be life for you, an ornament to grace your neck. You will go on your way in safety; your foot will not stumble; (Prov. 3:21-23)
- **It is vital for witnessing to others:** Similarly, encourage the young men to be self-controlled. In everything set them an example by doing what is good. In your teaching show integrity, seriousness and soundness of speech that cannot be condemned, so that those who oppose you may be ashamed because they have nothing bad to say about us. (Titus 2:6-8)
- **One’s true character will be known and weighed by others:** A good name is more desirable than great riches; to be esteemed is better than silver or gold. (Prov. 22:1)

Godly character is for everyone: teachers, parents, and students!

While the principles communicated in this section will naturally be read by many through the lens of “student training,” the truth and the application are for all members. Each participant in the Lake Pointe community, including faculty and staff, parents, coaches, and board members are called to be cultivating godly character. All should all be maturing in faith and response to God and others. Adults should frequently and humbly remind young people that Christ-likeness development is not an age-associated achievement.

Purposes: Clear character goals invite unity

A wise person once said, “If you aim at nothing, you’re sure to hit it.” In submission to God’s stated purposes for knowledge and training, the following are intentional, general aims by which LPA seeks to cultivate Christ-like character:

- Cultivate a biblically-oriented community as the context for program operation and approaches, teaching, reflecting, and reinforcing foundational, biblical Christian doctrine and philosophy.
- Ensure parents remain primary character developers in their God-given charge to raise, encourage, and discipline their children, by appropriately informing, involving, and supporting parents in program aims and execution.
- Model the grace-filled Christian life as “salt and light,” spurring others on to love and good deeds, while cultivating a hunger for righteousness and spiritual growth by focusing upon Christ and not the Law.
- Educate, enlighten, and correct, following the training principles found in II Timothy 3:16-18:
- Shine light into the darkness, by rejecting the world’s cultural standards and calling sinful activity what it is: an affront to God and His people and something to be confessed, repented, and forgiven.
- Administer the rod of correction described in the “student discipline” section, when a student displays inappropriate behavior, so as not to create a contempt for the law.
- Focus conduct-related policies and approaches upon a desire to lovingly, patiently, and firmly train biblical character, relating to students in truth and in love and not through methods that cause undo shame.
- Consistently administer conduct policies, as all members expect, while acknowledging that students are created by God as very unique individuals who may respond best to tailored approaches.

Methods: Character formation is a process

Our culture demands the download, the self-help lists to follow, and the microwave answers, but this is not the way Jesus taught and developed his chosen disciples.

Our Lord patiently spent time with them, teaching them truth from the Father and using common life situations as object lessons to interpret the truth. Jesus carefully observed his followers, he ministered to their needs and fears, and He loved and protected them. This same Jesus also put fear *into* them with rebukes, such as “get behind me Satan” (Mt. 16:23) and “...whoever causes one of these little ones who believe in Me to stumble, it would be better for him to have a heavy millstone hung around his neck, and to be drowned in the depth of the sea” (Mt. 18:6). Ouch.

The Messiah taught them as He went about his earthly mission “to seek and save the lost” (Luke 19:10). He equipped them for spiritual battle by teaching to pray, to heal, and to preach and teach – and to value these opportunities more than food or material things. When they were ready, Jesus tested them with spiritual assignments and difficulties that the disciples would have preferred the Lord to have faced with them in the audience.

And, similar to an educational ministry, the training in relationship lasted just a few years, at which point Jesus commanded them to go out into the world to share the salvation message. But before they went, the Savior called them friends.

Do methods matter? Apparently, to Jesus they do.

Accountability: Spiritual character is developed in community

Followers of Jesus are commanded to love one another, to serve one another, and to hold one another accountable – all to the glory of God and as a witness to the lost. For consistency in such a great task, it is vital that all members of the LPA community support the biblical character development culture. Only with the active cooperation and participation of students, parents, and staff can we most effectively “spur one another on to love and good deeds” (Hebrews 10:24).

Training: Cultivating godly habits over time requires training

A Bible word search in the KJV, NIV, or NASB won't return the word “education.” What can be found is “knowledge,” which is inseparable from fearing and knowing God, and which is a part of “training,” the process by which a young person is admonished to acquire knowledge, understanding, wisdom, and right habits. For this reason, daily, constant training is a major component in LPA's character development effort.

- Train up a child in the way he should go, Even when he is old he will not depart from it. (Prov. 22:6)
- Everyone who competes in the games goes into strict training. (1Cor. 9:25)
- Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord. (Eph. 6:4)
- For physical training is of some value, but godliness has value for all things, holding promise for both the present life and the life to come. (1Tim. 4:8)
- LPA will use classroom environmental methods that, while different and perhaps more formal than other schools, are designed to be intentionally exercising and training students in proper speech, respect, and self-control.

Developmental age: Ministering to students according to maturity

The parents' biblical training of a child begins at birth, certainly, and there is much evidence showing the long-term effects of a person's earliest years. Through its teaching, programs, and operation, Lake Pointe is very intentional in its aims to help reinforce the parents' biblical training in the home. An elementary age child who receives the kind of biblical modeling and teaching that lovingly and reverently acknowledges the absolute authority of God and points to Jesus Christ as savior, can form godly thinking and practices to transform his or her later years.

This intentional training continues into LPA's secondary, where in the seventh grade, training enters a new stage. Most seventh graders are age twelve. The Jews of Jesus' day viewed twelve as the start of adulthood, as evidenced by Jesus' separating from His parents at Passover to sit with the teachers at the temple – and the importance of Jesus' “(growing) in wisdom and stature, and in favor with God and man.” (Luke 2:52). The tradition of Bar Mitzvah continues this idea, which certainly did not mean that a twelve-year-old was ready to assume all adult responsibilities. Rather, he or she was of age to begin to be increasingly maturing and growing in the process to become more like an adult and less like a child. This includes taking “ownership” of personal faith.

Practices: Experiencing grace in work rhythms

God calls us to work and to obey, and God always provides us means to accomplish what he calls us to do (1 Cor. 15:10, Phil. 2:12-13). There are ways to posture ourselves, by God's help, to receive God's grace – roads, if you will, that we know Jesus regularly walks upon. Lake Pointe believes that sanctification is God's process and our process, and that we all bear some amount of responsibility for our own sanctification and the sanctification of others (Josh. 7:1-26). LPA attempts to establish an environment that encourages students to develop various practices that point them to knowing, believing, and loving Christ as Lord and Savior.

- The word of God being spoken, heard, and read (2 Timothy 3:16-17).
- Prayers spoken individually and communally (Matthew 6:5-6, James 5:14-16).
- Submitting to authority individually and communally (1 Peter 5:5).
- Singing praises to God in song and music (Ephesians 5:18-20).
- Serving both believers and unbelievers (Mark 10:45, Philippians 2:3-5).
- Imitating Godly character (1 Corinthians 11:1, Philippians 3:17).

Faith's role: Relating to trainees depends upon belief position

The formation of virtuous character and biblical habits requires work. This is true for both the Christ-follower and the current non-believer, who is in consideration of Christ's truth and offer. Rules, standards and trained virtues are no different for either. The law reveals sin to show us our need for Christ; it does not hide sin (Galatians 3:19, Romans 7:7).

For both groups, the development of biblical character and virtues means uncovering and overcoming personal temptation, pride, selfishness, deceit, insecurity, etc. The difference is how the training is related to each group, so these are addressed separately.

1. A Christ-following student is free to joyfully and pro-actively submit

"Proactively" includes two meanings: "working positively and promoting" and "engaging and doing." Together, these parts show the difference in the Holy Spirit's power in the believer.

- Putting Self to Death (Col. 3:5-11): He or she is called to look at the worldly student attitudes and actions prevalent in the culture and to reject them as foolish and ungodly. At this point, significant character training can really begin. Like Jesus, believers are called to take up their crosses and follow Him. One thing was known: a man carrying a cross down the road was not coming back (Luke 9:23-27).
- Putting On Christ (Col. 3:12-17): A believing student is to proactively seek to go beyond following rules, principles, and training tasks, additionally following the spirit of them. Like Zacchaeus, believers are encouraged to find the road Christ is traveling and to position themselves to catch the best transforming glimpse of Him possible (Luke 19:1-10).

2. The unbelieving student is "under the law"

Deut. 6 commands parents to diligently and constantly teach their children of God's truth and salvation. In Eph. 6:4, parents are told to bring up children "in the discipline and instruction of the Lord." In obedience to these and other commands, some parents entrust LPA to assist them in this process.

- Until the child professes submissive faith in Jesus, he or she is, by definition, an "unbeliever." As the saying goes, "growing up in Christian home – or attending a church or a Christian school – doesn't make someone a Christian any more than growing up in a garage makes him a car."
- This student comes to LPA under the authority and responsibility of believing parents and staff, and ministry staff members depend upon the parents' "Ephes. 6" biblical teaching and training in the home.
- Lacking the Holy Spirit, this student comes to the community "under the law," responsible to learn and to honor the policies and rules, in obedience to parents and staff. By obeying rules, the student is provided with many opportunities to encounter the grace of Christ in other believers' lives, and also in the practices established by God for His people to experience him (i.e. prayer, hearing/reading the word, etc.).
- It is hoped that the environment created by such policies and rules will help train this student the goodness and blessings of God's provision and commands, and also of the ultimate dissatisfaction and troubles that come from choices made outside of God's design.

Furthermore, with believing staff members relating in truth and love, it is hoped that the student will learn about God's freeing truth and to ultimately accept the His offer of salvation and eternal life through Jesus. So it is by constant prayer, teaching, and modeling, that believing parents, instructors, and fellow students are called to "be salt and light" to the as yet unbelieving student.

Exercise: Practice, work, & time develop character

Character muscle-building is an active, demanding calling.

Activity and strain should not be confused with works-based religion. There is nothing we can do to earn God's salvation (Ephes. 2:8-9). And yet the believer's calling is a very active one. Jesus says we should demonstrate our faith by our life and actions. (Luke 6:46-47). The Lord then goes on to relate in practical terms, that the one who hears Jesus' commands and then does them, is like the builder upon a foundation of rock, instead of like the fool building upon unreliable sand.

Similarly, in talking about the Christian life, James makes the case for an active faith saying: Do not merely listen to the word, and so deceive yourselves. Do what it says. (James 1:22; see also James 2:17-18)

After applauding the Philippians' obedience, Paul urges them to "stay in the game" to "...continue to work out your salvation with fear and trembling, for it is God who works in you to will and to act according to his good purpose. (Phil. 2:12-13, partial).

It's a work out! It takes practicing, pondering, and perfecting. We're to be "in the game" – "in the world" until Jesus calls us home. Long before a sports companies told us to "leave it all on the field" and "Just do it," Paul told believers he was "poured out like a drink offering" (Phil. 2:17) and said "I have fought the good fight. I have finished the race, I have kept the faith" (2 Tim. 4:7).

The Gym: a ministry training center

Paul is the one who most promotes the Christian life as an athletically demanding one. He uses the idea of sports training and the concept of a spiritual "gym" in the conditioning of the believer's focus and service. (1 Cor. 9:23-27)

To align with this active calling to follow Jesus, LPA uses the concept of a "gym" as a model for the encouragement and growth of its members -- students, staff, and parents alike. Each arrival is another chance to enter a "gym" to intentionally practice loving and serving others in Christ's name.

Frequently, all involved will refer to the difficulties of working with "that person" or "that policy." This attitude implies that exercise will occur (only) if the conditions are right. It suggests conditional love or submission, as in "I can act like a Christian when others do as I want," but otherwise, I won't play.

Jesus' commands for followers to honor and to love others extends even to one's enemies (Matt. 5:44). That's 100%.

Biblical commands to submit to authorities to "silence the ignorance of foolish men" are also covered (1 Peter 2:13-16). Students sing of God's acceptance, yet struggle to tolerate and love a peer. Some want to travel to restricted nations on missions trips, but resist ministry rules within their own culture.

Now is the time to enter the "gym" to practice. If someone can't practice love, acceptance, and obedience in the relatively safe environment of LPA's program, then how can he or she expect to do so in the greater world?

The daily "workout" plan

In addition to physical training, many athletic programs utilize slogans and tradition as motivation toward excellence. They have a motto, principle, or object that represents who they are. Clemson football players rub "Howard's Rock" before games. Notre Dame players slap a sign over the locker room exit. "Thundering Herd" players chant, "We are... Marshall!"

These traditions are designed to inspire athletes to remember the glory of the program's past successes and to desire to maintain traditions of excellence. Players are urged to succeed to avoid failing

those who came before, some of whom might be spectating that day. All this for a game.

In the spirit of its campus serving as a "gym" for the godly character formation, LPA also has a reminder for the Christian "player" at "game time." To help focus upon right attitudes and actions, LPA uses the acronym "GROW." This reminder is equally important to all members. Plus, the opportunity to engage means so much more than winning or losing a game. It's about serving and loving Jesus and His people as previous believers have done. (Heb. 12:1-3).

The "GROW" challenge of LPA

Gratefully enter this campus as a practice arena,

Ready to intentionally love, serve, and contribute,

Open to whatever God may place in your life today, blessings and burdens,

Worshipping Jesus through a desire to learn God's truth and to honor others in His name

The value of difficulties in formation

Exercise buffs know that resistance builds muscle. Surely there will be difficulties in the program -- academically, socially, emotionally, and spiritually. James says that believers should count these trials as "pure joy." (James 1:2-4)

Satan supplies unrelenting temptations, opposition, and hostile attacks (John 10:10). Jesus warned his disciples to expect such trials, but gave confidence by assuring them He had already overcome the world (John 16:33.)

Every sport has obstacles and opposition. An unguarded basketball hoop is just a game of "horse." Coaches and players constantly talk about overcoming "adversity." Our goal should be to raise character height, not to make the program and its people "easier, smoother, and happier." No referee allows a team to lower a basketball rim or cautions opponents to be gentle. The goal of a gym is to build muscle, skill, and endurance in the individual -- according to his role and skill level -- so that he can stand firm in the face of opposition.

Jesus made conduct goals simple: a two-step focus

Discussions and counseling related to a student's attitude, speech, and conduct will be viewed through two distinct lenses, as taught from Matthew 22:35-40. When asked directly which of God's commands was greatest, Jesus replied candidly and succinctly.

1. "You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.
This is the great and foremost commandment.
2. "The second is like it, "You shall love your neighbor as yourself."
On these two commandments depend the whole Law and the Prophets."

Jesus was asked to reduce the whole Law of God, given to Israel, down to its simplest form, and He did: Love God and love man, who is created in His image. Much discussion of attitude, speech, and conduct can therefore be reduced to questions such as "was your conduct demonstrating a love for God?" and "did that attitude, comment, or action display a love for the other person?"

The problem: Sin makes Jesus' commands humanly impossible

Jesus made the commandments very simple, but He did not make them easier. In fact, as reinforced by His teaching in the Beatitudes, the Lord made God's commandments difficult to the standard of impossible. The message is clear. We are called to "be holy as (God) is holy," but we can only truly do this in Christ, through the power of the Holy Spirit.

The principle: Students will be practicing the two great commandments

Practice implies working at something, training, and improving. It conjures up images of reducing errors and instilling profitable habits, and it suggests imitation, repetition, and openness to coaching. Practice conveys a spirit of intentionality and resolve.

- In intentionally seeking to love God and neighbor, students will experience the joys of obedience and the woes of sin.
- Through their actions toward others – and by the direct experience of what others do or don't do toward them – students will also experience the reality of living among fallen people and their not being able to live a holy life in their own power.
- Students will hopefully learn the very real need for grace and forgiveness in honoring God and in living in community.
- Young people will be in positions to receive godly counsel from their elders, and to hopefully see grace, forgiveness, and repentance modeled in those adults.

The mode: Students will have opportunities to practice obedience

Since Adam and Eve, people have struggled with the battle of the human will. Proverbs devotes many passages to this very struggle, as do many other books of the Bible. In the end, when commands, teachings, and rules are clear, a person's response becomes a matter of whether or not he or she is seeking to obey.

conduct themselves in a manner that indicates:

- Honor for the Lord Jesus and precepts of His Word in the Bible
- Gratitude for their parents' and faculty members' investment and involvement, the school

Why do you call me Lord, Lord, and not do what I say. – Luke 6:46

Honor masters even when their eye is not on you. – Colossians 3:22

Respect all authority, even when you don't agree; God has set them above you to bless you. – 1 Peter 2

Even a child is known by his actions, by whether his conduct is pure and right. –Prov. 20:11

By this will the world know you are my disciples: if you have love for one another. – John 13:35

Children, obey your parents in the Lord, for this is right. – Ephesians 6:1 (see Prov. 6:20)

Show me your faith without your works, and I will show you my faith by my works. – James 2:18

If you are faithful in little things, you will be faithful in large ones. – Luke 16:10

Jesus grew in wisdom and in stature and in favor with God and all people. – Luke 2:52

Conduct & obedience: actions flow from the heart

How we conduct ourselves reveals our heart, our attitude, and our faith understanding (theology). Conduct is a series of choices, and as such is an overflow of what we value and who we follow. Conduct affects both self and others.

Only conduct yourselves in a manner worthy of the gospel of Christ, so that whether I come and see you or remain absent, I will hear of you that you are standing firm in one spirit, with one mind striving together for the faith of the gospel; Phil. 1.27

Let no one look down on your youthfulness, but rather in speech, conduct, love, faith and purity, show yourself an example of those who believe. 1Tim. 4.12

Remember those who led you, who spoke the word of God to you; and considering the

result of their conduct, imitate their faith. Heb. 13.7

Pray for us, for we are sure that we have a good conscience, desiring to conduct ourselves honorably in all things. Heb. 13.18

You're not in trouble, you're in training.

Staying out of trouble is a horribly low goal

From a biblical perspective, it is a time-wasting disservice to try to determine or defend if an action was “bad, but not too bad” or “inappropriate, but not so much as to be “in trouble.” As a citizen of God’s Kingdom, the professing Christian is called to the highest way of thinking, acting, and relating to others. What is acceptable according to the world’s standard does not suffice, nor does it even apply. Jesus was very clear on this in His teaching in the Beatitudes (Matthew chapter 5), when He repeatedly says, “you have heard it said... but I tell you...” God’s ways are higher than our ways (Isaiah 55:9-10).

Conduct will be examined and encouraged from the perspective of “where was the good?” and not from the standpoint of “was the behavior really “that bad.”

Attitude: responses to opportunities also flow from the heart

As supported by Second Peter chapter 2 and Galatians chapter 5, LPA’s standards provide a student an opportunity to practice biblical obedience to honor authority and others. Experience suggests that many students will engage this opportunity in one of two broad ways: They will choose to obey or they will choose not to obey.

Obedience ranges

- A student who embraces the opportunity of rules may respond from a thoughtful, conservative stance, operating safely inside the bounds of the rules and guidelines – perhaps with some additional margin, so as to be sure to honor, to obey and to avoid offending others.
- A student may be reasonably quick to obey, but the attitude is more about staying out of trouble than anything else. This student may secretly really desire to disobey and to wish he or she could without discipline. Perhaps this student might covertly be encouraging others to disobey, since he or she cannot.
- Sometimes, a student obeys outwardly, but is so frustrated or angry in doing so, that the inner conflict is unhealthy.

Disobedience ranges

- The student who struggles with -- and perhaps even resists -- an opportunity to obey may do so from a somewhat rebellious, careless, or selfish position.
- He or she may seek to carry his or her own wishes as close to the line as possible -- even crossing it -- while still wanting to claim “enough compliance” so as not to be “in trouble.”
- A student may pretend obedience, but then actually resist by obeying so slowly or so poorly, as to really be in disobedience. “Slow-obedience” is “no-obedience.” These “I’ll show you” and “you can’t make me do it” attitudes are really forms of protest under guise.
- The student may actively resist one particular area that grates against his or her value system or sense of fairness or justice, or may pull against all or multiple rules in general.
- The student may be found using all types of justifications and arguments to explain away an infraction or to point fingers as others students’ examples. While sharing one’s thoughts, opinions and suggestions are welcome, and often helpful, an argumentative spirit and approach diverts attention from where it really belongs: upon the question of obedience.

Student conduct expectations

Purpose

Conduct expectations help Lake Pointe to best operate the ministry according to its mission and to the orderliness and safety expected of it. These expectations are used to promote the exercise and development of scriptural disciplines that bless God and bless the others in the LPA community. The equipped Kingdom servant is one who is well-exercised in Truth application and personal disciplines. By concentrating upon the development of individuals, the community benefits by having an others-focused attitude in its learning environment and relationships.

- We don't act "properly" because we are Christian school or in order to qualify as a Christian school. That is works-based thinking. We are a Christian, discipleship school because we seek to cultivate and to live out a biblical lifestyle in all that we do, including the academic feeding of our minds and the social interaction with peers and elders.
- We have conduct expectations to cultivate and to train attitudes, affections, and actions that bless God and others and to reveal student conduct as commendable or needing correction. Specific rules and guidelines regarding behavior allow the formal opportunity to train strategic practices. Toward this goal, faculty and staff are called to intentionally model and lead students in practicing and developing areas of Christ-like virtue.
- While on-campus concerns are primary, discipleship attitudes and conduct should be universally applied and practiced. LPA reserves the right to address any off-campus conduct deemed to significantly affect on-campus relationships, the learning environment, and the reputation of individuals, the academy, and Christ's Church.

Overview of general expectations

The following practices form the general expectations of conduct of each student. These support the triple aim of honoring God and others, exercising and developing biblical virtues in each student, and creating an environment that is as pleasant, safe, and smoothly operating as possible.

1. **Practice reverence for the name, holiness, and worship of Almighty God**
2. **Exercise faithfulness and willing obedience to authority**
3. **Cultivate respect and love for God and others through words and actions**
4. **Practice respect for boundaries and accountability**
5. **Practice safety and prudence for self and others**
6. **Pursue right choices to develop personal integrity and purity**
7. **Seek to serve the Lord by always giving a reasonable "best effort"**
8. **Practice service, stewardship, and hospitality**
9. **Cultivate the habit of preparation and readiness**
10. **Develop self-control and perseverance through difficulties**

Student conduct: details and rules

With conduct expectations, the “rubber meets the road” in the day to day operating of the ministry. The proverb, “the devil is in the details” can indeed be true when the details of what a student is asked to do collide with what he or she wants to do.

- Campus and off campus rules and guidelines are listed below.
- They are organized here in categories that represent the general conduct expectations.
- In this way, everyone involved is reminded of the specific attitudes and behaviors that students are to intentionally practice in Lake Pointe’s ministry training program.

1. Practice reverence for the name, holiness, and worship of God

In obedience to the first two Commandments, students shall seek to honor Almighty God, His names, His character, and the worship due Him, by demonstrating respect for all matters and mentions concerning Him.

Since God is holy and since His name is to be revered, students are expected to treat Him with proper reverence in worship, prayer, class discussion, conversations, social posts, and all other activities.

Jokes, songs, conversation, or behavior treating the Lord’s name or character with triviality are therefore inappropriate.

Undisciplined and inappropriate behavior

Examples to avoid include:

- Talking or gesturing during prayers or praise.
- Engaging in any other activities during prayer or praise that do not support that activity.
- Mocking others’ worship participation, postures or styles.

In many group assembly songs, a student is not required to sing, but he or she must then be respectfully still and silent.

A student coming upon prayer or song in progress should preferably join, pause respectfully until the end, or pass discreetly around. He or she is not to walk through.

2. Exercise faithfulness and willing obedience to authority

A student shall obey God and parents and academy staff. These commands are vital to University Model and LPA aims, including safety procedures. Hebrews 13:17 says “obey your leaders and submit to their authority.”

- In attitude, speech, and actions, a student shall seek to be found intending to obey and to honor the heart of the program and its rules and procedures—not to be looking for loopholes.
- Students will demonstrate honor to adults at all times, including other parents and visitors.
- They shall obey instructions from all academy staff, whether or not the staff member is one of the student’s teacher/leaders.

Definitions

- Obedience
is responding willingly and without hesitation to staff instructions when asked the first time.

1st Peter 2 suggests that obedience is to be done the right way, right away, and when asked the first time, whether the supervisor’s eyes are on a person or not.

- Honor
is generally defined as showing esteem and recognition to the position of elder, teacher, guest, etc. Honor is shown with positive attitude, tone, and willingness. While honor and respect have different meanings, for the purpose of this handbook, they may be used interchangeably.

Dishonor is misconduct

Resistance, negative tone and facial expression, and sarcasm are all ways in which people have dishonored others for millennia. Other instances used by students include eye rolling, muttering under one’s breath, and raising the voice. Academy staff members will engage instances of perceived dishonor and disrespect, according to the sin that it is.

Opportunities to demonstrate honor

The “price of admission” for any academy class or activity is an appreciation for and willing response to authority. A student found not honoring and obeying a staff member shall lose part or all of the privilege and be dismissed from that event. In most cases, the dismissal will be to counseling with an academy leader.

Obedience first

When a student wants to ask or express comments about an instruction and its purpose, the proper and respectful action is to first be in the mode of obedience. Response and words should be inclined toward willingly obeying the request. After such a response, the student may respectfully present his request. The obvious exception is when an instruction may inadvertently cause harm or damage.

Example: “Please hand me that book.”

Wrong: “But I was only holding it for Bobby!”

Correct: “Here it is. May I tell you why I had it out?”

Respect for teachers

- Teachers and staff members will be addressed as “ma’am, sir, or Mr. Jones and Ms. Smith”
- The teacher directs the class activities, including its dismissal. The bell is a convenient tool for the teacher.

3. Cultivate honor, love for God and others in words and actions

Honor and respect for God and His people starts with an orientation of gratitude. A student must be grateful to God for His provision and direction, opportunity, etc. From a position of appreciation, contentment, and value for the opportunity, a student may more easily honor his Lord and fellow man.

- Students are to follow Jesus’ two great commandments, to love God and to further love God by loving His people – those who He created in His very image – through the use of edifying speech and honoring actions.
- Love God by loving His people. Love neighbor, created in the image of God.
- Students should show God’s love to each other by treating each other with respect, kindness, purity, compassion, and forgiveness, just as God commands us in Matthew 7:12 and in 2 Timothy 2:22.

Use of the tongue

The book of James is clear to caution of the dangers of the tongue, and to encourage its use for blessing instead. This dichotomy of blessing and curse is easily seen in daily displays of spoken and written words in the culture. It is also seen in symbols and artwork, and in electronic, and other communication forms, including “body language.”

- Social media and electronic communication are an extension and amplification of the tongue.
- Photographs and artwork are an extension of the tongue.
- Potentially mean, derogatory, harmful, or embarrassing messages are injurious uses of the tongue.
- Gossip, insinuations, and innuendos are corruptions of the tongue, clever as they may seem
- Dark or dirty humor is polluted use of the tongue

Intentional bridling of the tongue for good

In order to build godly habits, students will be expected to be practicing right use of communication, including:

- Being careful with words.
- Using words, actions, and attitudes to respect position(adults) and individual (peers)
- Seek to edify and to build up, in words and delivery. Use words to express love, encouragement, and courtesy

- Avoid and reject negative speech, including: the crude or profane, sarcasm, put-downs and demeaning talk, and the negative, grumbling, or complaining.

Actions toward others

- Students will practice inclusive and welcoming behavior.
- Words and postures of courtesy and respect will be used toward all parties.
- Students will respect the belongings and privacy of others.
- No potentially embarrassing photos, videos, messages, etc. will be shared without the subject’s permission.
- Students shall respect the reasonable, stated wishes of individuals, including personal space concerns. Some people don’t like to be crowded or touched, etc.
- A person’s physical, emotional, and intellectual qualities shall be encouraged and not disparaged or made fun of.
- Students shall respect and protect the reputation of others though supportive speech, avoiding gossip and slander, whether stated or implied.
- Students will seek to admit their part in interpersonal and other issues and conflicts – their 10 or 50%, etc. Rarely is a party wholly innocent.

Respect for others’ possessions

A student’s backpack, bag, or purse, etc. is his or her property and its privacy is to be respected. Students are not to touch, open, take, or hide, possessions without the owner’s immediate and expressed permission. This is especially true with expensive and private phones, devices, and cars.

Respect for another individual’s personal belongings is important to the creation of a safe and trusting environment, as one would expect from a Christ-following community. Therefore, intrusion into someone’s possessions, including a book bag, purse, storage, car, etc. without the expressed permission of the owner is a violation of the person’s rights and trust. Such matters will be treated as serious breaches and not as “jokes.”

Respect for those outside the LPA community

A student’s public witness begins outside the campus. At off campus events, other schools’ events, and field trips, etc., LPA students are to be found practicing all right habits and virtues contained in this section to honor other.

4. Practice respect for boundaries and accountability

Legal boundaries

Students are expected to obey all laws. Therefore, items illegal to minors, including tobacco, alcohol, etc. are forbidden. This is true even for seniors, who may be over 18 years old, because the majority of LPA students are minors.

Oversight and accountability boundaries

- Each student shall submit to protective oversight and boundaries, as established and directed by the academy staff and the student's parents.
- Students are to be under adult oversight at all times. This is defined as the student can easily see an adult and the adult can easily see the student.
- Students shall follow the "3-Buddy" rule. This means that students are always in to be in groups of at least three when outside of a "public" or "common" area, such as the lobby, or a populated area, such as the multi-purpose room or outdoor recess. This simple rule from Ecclesiastes 4 allows for accountability and witness. The exception is in incidental encounters, in which a student is merely passing through an area without lingering.
- By its nature, the academic day and its related activities are reasonably structured and scheduled. LPA assigns teachers and staff at specific times and places to look after the well-being of students. From an oversight perspective, the student's responsibility is to be in the expected places, at the expected times, doing the expected activities.
- When a student is on campus during the school day, he or she must be in one of four places:
 1. Regularly scheduled class
 2. Study Hall class
 3. In the main lobby waiting to be picked up
 4. Involved in another approved activity under the direct supervision of a staff member
- The secondary level Connection assembly is a non-credit-bearing, co-curricular class, and is a mandatory program for all students who have a second period or third period class (or both). Students must be within the assembly area while it is taking place.
- Lingering or loitering in parking areas is prohibited. The lot is off limits except to students leaving cars to enter permitted areas or to those going directly to cars to immediately depart campus. Vehicles are not to serve as lockers, to be visited during the day, nor are they to serve as places of privacy or gathering places, which defeats adult oversight goals.
- No student is to walk off or otherwise leave campus property outside of normal departure procedures. (See "operations")
- Bathrooms are for their simple, brief purposes, not for social activities or for avoiding adult supervision.

Facility boundaries

Students are not allowed in the following areas without staff presence and permission:

Inside

- Office and admin counters (sensitive information)
- Electrical room
- Kitchen
- Closets
- The multi-purpose room stage area

Outside

- Areas behind the buildings
- Driveways and parking areas, unless coming or going
- After class hours, children on the primary grades playground require direct parent supervision. This younger age playground is off limits to students in grades 7-12, unless authorized by a staff member.

Eating and drinking boundaries

- Lunch and other eating is take place in two areas:
 1. The tables in the multi-purpose room
 2. The outdoor picnic table area and front walk.

Students are not to eat in the lobby or classrooms.

Any exceptions are made only through present staff.

- The kitchen is off limits to students, except with present and immediate staff permission.
- Drinking water is allowed in classrooms and hallways, in sealable containers. No other drinks are allowed outside of the eating and drinking areas.
- No gum is to be used inside campus buildings, due to maintenance concerns and LPA's student participation aims. It may be enjoyed outside at recess by those who are not participating in physical activities.
- Because of the tile and concrete floors, students are not allowed to have glass containers on campus.

Solicitation boundaries

The academy does not allow unauthorized solicitation to students or staff. Such buying and selling can easily disrupt the main daily program purposes, whether those involved are from outside or within the LPA community.

Prohibited item boundaries

Some things are better left at home, since they can be distracting or potentially dangerous. These would include, but are limited to the following. Teacher(s) and staff reserve the right to disqualify other items. The school reserves the right to confiscate and to hold prohibited items.

- Toys, electronic games, games, balls, and other amusements – without expressed permission.
- Weapons, fireworks, etc.
- Matches and other flame sources
- Wheel items: skateboards, skates, "heelie" shoes, etc.
- Illegal substances for minors and schools (tobacco, vapes, alcohol, weapons, etc.)

Physical and gender boundaries

Students are called to conduct themselves in a manner consistent with biblical principles of purity and holiness. (Ephes. 5:3, 1 Tim. 5:1-2)

Public displays of affection in the context of male-female relationships are not permitted on campus or at off-campus LPA activities. Such displays would include, but are not limited to:

- Sitting or otherwise being in closer proximity than is normal between classmates

- Intimate contact, such as holding hands, hugging, cuddling, kissing, etc.

This policy also seeks to honor other members of the community, who may be made to feel uncomfortable or excluded.

Romantic relationships

Whenever students are known to be in a “special relationship” as a couple, the academy may take precautionary steps to provide additional accountability.

5. Practice safety and prudence to benefit the entire community

Because of their direct involvement, students play a significant role in their own safety and the safety of others. In large part, that role is one of strict and swift obedience in key areas:

- Honor all safety rules and boundary restrictions.
- Be alert, aware, and responsive to potential hazards for the well-being of self and others.
- Students (and adults) should notify a staff member immediately when a safety concern is noticed.
- Students are to enter and exit the buildings only through the main lobby/entryway doors. Other exterior doors are “fire exits,” and should be used only at the specific instruction of faculty and staff.
- All prescription medicines taken on campus or at LPA activities are to be dispensed by LPA admin staff or a parent, if present.
- No student shall share or exchange any form of medicine with another student, whether prescription or over-the-counter types.
- Students will exercise extreme caution in parking areas and will avoid those areas unless arriving or departing.
- Do not bring knives, weapons, igniting devices, or other unsafe items to campus or LPA activities.
- Do not make threatening comments or gestures that suggest bodily harm, even in jest. Do not act in any way that transforms a “tool” into a weapon.
- No running indoors
- No rough-housing, wrestling, etc. on the campus
- Honor safety protocols in science labs at all times, including closely following instructions and wearing protective equipment.

6. Pursue right choices to develop personal integrity and purity

Honor system

Lake Pointe operates on an honor system with its students.

This means that students are expected to be honest, and upright in their words and actions, to honor God and as a matter of personal conscience and beliefs. Each is expected to always tell the truth, without distortion or manipulation, either by omission or commission.

- Since fidelity to truth is commanded by God and is the core of all meaningful relationships, students will demonstrate honesty in all their dealings with one another, staff, and parents. It is unacceptable and relationally damaging for a student to lie, cheat, mislead, or deceive in conversations, academic work, activities, etc. Forgiveness does not immediately restore trust.
- In situations of various choices, students shall seek to operate in truthfulness, trustworthiness, and honor for personal and corporate reputation and testimony.
- Violations of the honor system in matters pertaining to any facet of school life – academics, activities, and personal relationships – can result in significant consequences.
- The academic section on integrity details the consequences of academic impropriety.

7. Seek to serve the Lord by giving a reasonable “best effort”

- Students are expected to give the best effort possible within the time parameters and context, not “cutting corners” or pursuing minimums. This is true not only for academic work, but for service and other tasks.
- Students are to complete all assignments to the best of their ability in the time provided.
- The appearance and presentation of assignments should reflect a student’s best to respect the teacher and assignment.
- A proper attitude for best effort in situations not of a student’s preference is trusting God that He has the student in a place for specific activities as part of His future, glorious plan for the student’s ultimate good.

8. Practice service, stewardship, & hospitality to focus on others

A student shall practice humility and others-focus by seeking to serve. He or she will demonstrate gratitude and respect for the campus by caring for it.

- Express gratitude for opportunity by helping to care for facility, grounds, and equipment.
- As a member and steward of the academy community, respect and protect the reputation of Lake Pointe through speech and conduct.
- Students shall help tidy the room after each class and at day's

end to honor and serve those who follow.

- There should be no writing or marking on desks or other fixtures or equipment.
- Students should expect to assist and to serve in various capacities as called upon by teachers, staff, and student leaders. Adults do not exist to do all the work that capable young people can be doing for themselves and others.
- To practice hospitality, be alert to opportunities to welcome and to serve guests and visitors and to be inclusive of others.

9. Cultivate the habit of preparation, willingness, and readiness

- The student shall arrive with an attitude to learn.
- Students are expected to be in classrooms or activities early, ready to begin at the starting time. In this way, they practice honoring the leader, others, and the program.
- "Ready" means being in the room, with materials out, ready to begin. In so doing, students will learn that "from availability comes opportunity."
- "On time" does not mean walking through the classroom door as the bell is ringing, and it certainly does not mean standing around socializing until the bell rings.
- Promptness and readiness are the habits that demonstrate proper stewardship of time.
- Secondary students are mature enough to keep up with time themselves and are expected to develop independence and dependability in this area.

- On a very modest sized campus, five minutes' allowance between classes is plenty of time to travel between classrooms. There is also time to visit the restroom or to get a drink of water, or to speak to a teacher about a need or stop and greet friends along the way. However, there is likely not time to do two or three of these things. There is great practice in learning to establish and choose priorities. Please note that the primary priority in the change of classes is to arrive in the next classroom early and prepared.
- If a student needs to be delayed to class, proper and honoring protocol is the or she should first come to the room to leave a book bag and to seek the teacher's permission for the errand.
- The regular academic program and school-sponsored activities are reasonably structured. The student's responsibility is to be found in the right place, at the right time, doing the right thing.

10. Develop self-control and perseverance by facing difficulties

Students need to learn to deal with and to embrace difficult situations as opportunities to positively build and shape character for future Kingdom usefulness.

All people struggle with some areas of self-control, in issues from dealing with varying personalities in people, to blurting out impulsively, acting rashly, and being impatient.

Learning to deal with inconveniences and true difficulties, and to know the difference between these, is a large part of the maturation process.

Teachers and staff will seek to understand a student's struggles, while not accepting or placating inappropriate behavior.

A biblical, discipleship approach to discipline

It is no coincidence that “discipline” and “disciple-plan” are so similar. Biblically, there is no distinction.

The foundation of LPA’s methods is to seek to promote discipleship. This is done by practicing “preventative discipline,” through the teaching of Scripture, intentional and organized, biblical character training, and the use of good teaching techniques.

As incidences occur and require address, LPA staff will seek to follow the basic correction outline in 2 Timothy 3:16-17.

All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work.

This four-step outline starts with an assumption and affirmation of scriptural counsel, it ends with a worthy, Kingdom goal.

1. Teach the true and the good
2. Reveal and rebuke error
3. Teach correction to return to the good
4. Practice the good to develop virtue

All Scripture is God-breathed and useful for ...	This starting basis is so important. We affirm that the Bible is true, inerrant and life-giving, but it’s helpful to be reminded that it is the required discipleship manual.
1. Teaching	This is the ministry’s reinforcing instruction in support of parent and church teaching of “loving God and loving neighbor” and the saving Gospel message of Christ’s redemption, but it also includes the communication of clear conduct expectations and boundaries. Example: The bible clearly teaches to be careful with use of the tongue and that our speech is to be edifying, encouraging, and truth-oriented.
2. Rebuking	Rebuke or reproof is calling the student’s attention to error in thought, attitude, or action. Example “It is wrong to show disrespect to your fellow student Bobby by making a disparaging comment, no matter how common it is in American culture.”
3. Correcting	Correction tells or shows a student what should have been done – the better way. Example: “The right way to have spoken to your peer would have been to say something in edifying attitude, tone, and content, or to have said nothing at all. If you felt injured by something he said first, it is appropriate to share how his comment made you feel, but not necessarily to have done so in the middle of class.”
4. Training in righteousness	Righteousness is doing things rightly by God’s standard, and not our own -- as expressed in Scripture. Training implies that correction is a process that takes time, practice, and coaching before character and conduct become properly shaped. Example: “Bobby, controlling the tongue is difficult for all of us. The Bible makes that clear. And it’s even harder to speak lovingly when we think we’ve been hurt or disrespected. So, I’m going to make it a point to encourage and remind you in this area and to intervene when it seems appropriate.”
...so that the servant of God may be thoroughly equipped for every good work.	For a believer to be thoroughly equipped so that he or she may be doing Kingdom good is an incredibly worthy goal -- Especially when that young person has developed a sold-out, servant heart to reflect and to promote the Gospel!

Overview of disciplinary procedures

- LPA will seek to clearly communicate student conduct expectations through written, verbal, and visual means.
- While the ministry is not opposed to biblically-applied, corporal punishment, Lake Pointe chooses not to use spanking or other forms of physical punishment. This mode is left to the parents and their discretion.
- LPA rejects disciplinary methods that involve intentionally shaming students.
- The academy's most common form of discipline in significant issues is to limit or to withdraw a student's participation privileges for various activities, including class sessions.
- In some cases, even minor ones, a student may become so emotionally distraught that he or she is not able to return to classes or activities. In such cases, the parents will be contacted to immediately come and minister to the student or to take him home. Everyone has bad days. In some cases, what is needed is the safe, environmental change of home and family and a chance to "reboot."
- In extreme cases, academy staff may use various forms of physical restraint, according to the need, to protect others or to remove a belligerent student from a volatile situation until parents and/or authorities arrive.
- In extreme cases, such as in actual or threatened bodily harm and suspected illegal activity, LPA staff may alert the proper local authorities.

Parent roles and understanding in discipline

Academy staff members will seek to appropriately communicate and to cooperate with parents to support the parent role.

- In entering one or more children in the LPA learning and training community, parents agree to support academy policies and to support the staff charged to operate by those policies, even if the family's culture operates differently.
- It is not the role of a parent to protect a student from discipline, but rather to see that the young person learns and grows biblically and profitably from the experience.
- Discipline is an area which prompts frequent questions and desires for information and clarification. This is normal and natural, and an expected part of the partnership. In this process, it is vital to note that any and all concerns about policies or their application should be discussed privately between parents and staff members.
- In working with juveniles, all involved adults need to remember that there are multiple sides to any issue or incident. In particular, a young person's perspective can be single-sided or distorted, when based upon limited understanding or limited appreciation of the big picture. This can be especially true when a student's reaction is based upon his or her feelings, because feelings and matters of self-identity are heightened in many of the K5-12th grade years.
- An important parent role is to train the student to take increasing responsibility for his or her actions. Therefore, LPA will encourage a developmentally-appropriate progression of student involvement in discussions of discipline.
- Parents must use caution in how they speak of another student's conduct – and that other student's family and parenting choices. As adults, we all demonstrably instruct children in how others should be considered in how we speak of others in their absence. Without such intentional caution, we can be prone to judgment, gossip, attempts to fix others, etc. Grace, love, consideration, benefit of doubt, etc. are biblical concepts and commands that find application in the academy community setting.
- Parents should be mindful of Lake Pointe's desired approach to handle student and family matters as privately as possible. As determined by academy leaders, conduct issues will be shared with staff members, parents, and students only to the degree necessary. A parent's request to know about the business of another family or the conduct of another student will be acknowledged and addressed according to the situation.

Disciplinary philosophies and policies

Duty to parents at large

Lake Pointe understands that parents trust the school to maintain appropriate and consistent policies of student behavior. LPA's student conduct expectations, procedures, and correction are intended to be administered with biblical, personal growth in mind, and not merely as punishment. In addition to enforcing policies and boundaries, staff will seek to communicate the reasons and biblical principles behind the rules, so that learning may occur.

Heart-focus more than mere behavior

The heart is essential, and will be addressed. Students can

physically obey a rule without adopting a proper heart attitude. Correction of actions without addressing the underlying heart motives is only partial correction. Lake Pointe's goal is to address and to correct the heart motives underlying a student's behavior, rather than to merely address the behavior itself, or to provide a rules list of conduct "do's and don'ts" that implies "keeping one's nose clean" is God's standard.

Positive reinforcement-orientation

Rather than focusing upon the negative aspects of student conduct, which is easy to do in a school setting, faculty and staff

will seek to recognize and encourage excellent and selfless behavior as it is displayed. In addition, staff members will be encouraged to share the positive qualities and conduct observed in students. The old adage, “No news is good news” can be interpreted to mean that “all news (shared) is bad news” if parents only receive negative communication.

Poor conduct as a ministry opportunity

LPA desires to turn incidents of misbehavior into a ministry to the student’s true needs, in an experience that motivates the student toward better choices in the future. Prayer, a listening ear, biblical counsel, and time are essential for this to happen, in support of parent efforts. The Character Development Program seeks to ensure these ingredients are provided and that parents are actively informed and included in incidents of significance.

Avoiding shame-based correction

Faculty and staff will be trained and specifically charged to administer correction and discipline in ways that minimize a student’s being shamed in front of his peers. A student has some responsibility in this. The extent that a student acts inappropriately in front of his peers affects a teacher’s options for dealing with the situation.

Humor is no excuse for misconduct

In any community of young people, common statements when an infraction occurs include, “I was just kidding” and “It was merely a joke.” Students will be held accountable for their words and actions and trained in proper use of both. Potential subtleties in humor mean that teasing, assigning a nickname, or playing a prank can be either good natured or hurtful. Scripture and the recipient shall judge. Proverbs 26:18-19 provides great caution:

Like a madman who throws firebrands, arrows, and death is the man who deceives his neighbor and says, “I am only joking!”

Humor is a good thing. God gave it to humans, but as with any gift, it can be misused. For the purposes of discipline, an effective working definition for godly humor is this: “Everyone is laughing and enjoying the humor – especially Jesus.”

Developmental application

A student’s developmental age will certainly be taken into account in enforcing rules and discipline application. A first grader’s level of self-control is different from the developmental level of a 5th grader or an 11th grader.

In many cases, a distinction will be made between elementary and secondary students in specific policies and applications of disciplinary procedures. While both groups are expected to be obedient and respectful, it is assumed and expected that a greater degree of self-discipline and personal responsibility, choice, and reactions should be expected from secondary students.

Counseling environment

Where possible, a same-gender staff member will meet with the student to discuss formal conduct issues. When this is not possible or appropriate, a same-gender staff member or parent will be present as student advocate and witness, or such conversation will take place in a semi-private setting within public view.

A student thus having a conversation with a faculty or staff member in potential view of his or her peers should not be considered as a “shaming” situation. The need to protect both student and staff member in semi-private counseling takes precedence. It is hoped that student-staff conversations in everyday interaction would be a frequent and healthy part of the LPA culture, and that this norm

would reduce any risk of exposure to any felt embarrassment or shame.

Direct speech

At times, especially in matters of urgency and safety, a staff member may be direct, to-the-point, and even blunt with a student. Direct speech is not unkind or unloving; it is speaking directly, and the student is to respond immediately in obedience. Parents shall explain and translate this reality to their child. Jesus raised his voice and spoke in direct rebuke at times.

Consequences related to incidents

Wherever possible, disciplinary consequences will be reasonably related to the infraction. For example, a student not respecting campus facilities may spend time cleaning or repairing those facilities. An infraction against the LPA community may call for a service to that community.

Involvement of academy leadership

Any matter deemed to be urgent or potentially dangerous shall be brought immediately to the attention of the grade level supervisor or head of school. This staff member will personally attend to the matter to evaluate the need and to act accordingly. In serious cases the parents will be informed immediately. Executive staff members shall enjoy a broad range of personal authority to act in such cases, including but not necessarily limited to immediate exclusion of the student from regular school activities, immediate parent pick-up, and/or suspension.

Issues of a more routine or non-serious nature will be handled at times and in a manner as is convenient to the executive staff.

Incidental minor issues

Following the first offense of a mild or routine nature, the student shall often be given an opportunity to correct his own behavior. In such cases, staff members will discern whether or not to notify parents. This approach protects parents from hearing about each and every incident, while also honoring the student by giving him a chance to self-correct in the daily training routine. If uncorrected, parents shall be notified of any subsequent issues.

Rejection of zero-tolerance

LPA seeks to avoid the type of “zero-tolerance” conduct policy that hand-cuffs good sense. Even on the most serious matters, where extended suspension or expulsion is likely, ministry leaders will resist a hasty decision. Contributing factors, such as circumstance, student age, etc. will be considered. A student may be immediately suspended indefinitely, but academy leaders will conduct a prayerful and careful review to give the student and family the benefit of the doubt until the facts are investigated.

No detention or in-school suspension

Because LPA believes that parents are ultimately responsible for their students’ discipline and that they most naturally exercise authority in discipline in the home, the academy does not operate detention halls or in-school suspension programs. The campus is a place for learning, and not a penalty box. Staff members should not be penalized by having to come in early or stay late because of a student’s behavior. A staff member’s occasional monitoring of a student’s acts of restitution – cleaning or repairing damaged equipment, for example – at least has the benefit of accomplishing something positive for the campus.

Damage and loss caused by student(s)

Families are responsible for property damage or loss caused by their student(s), whether on-campus or related to an off-campus LPA activity.

Restitution may be required, which may range from replacing the possession with that of new or comparable quality or providing the materials and labor to restore the property to its original condition. In instances of significant damage caused on or to the campus facilities, LPA reserves the right to hire ServePro or comparable service to provide immediate, professional restoration, for which the involved family shall pay.

- According to their best understanding, staff will notify the proper authorities in situations of conduct requiring such action.

Reports to authorities

According to the best understanding at the time, staff will notify local authorities in situations requiring such action.

Documentation of conduct

Significant conduct instances will be noted by faculty and staff for the purpose of revealing conduct trends across multiple classes and activities. Since there are multiple staff members involved in

LPA's character development program, notes from the various sources are important. The variety in notation can separate isolated incidents from patterns, whether positive or negative. And yet, documenting behavior is risky, since keeping conduct notations can be perceived as a lack of grace, with a student carrying "black marks" against him. As with customer surveys, responses can often tilt toward the negative. If everything is OK, then nothing, including a student's excellent behavior, is recorded. For this reason, LPA staff members will proactively seek to note significant instances of positive conduct, either in individual instances or at reflective times such as report card-issuing times.

Sharing of conduct records

Families are often concerned about "permanent record." For this reason, a student's conduct files are considered confidential, with information not shared outside of executive leadership without head-of-school approval.

Parents may request a copy of their student's conduct record at any time, which the head-of-school will provide within five business days. Parents will receive the conduct summaries, but are not entitled to specific staff notes.

Conduct: Five status levels

Lake Pointe uses the graphic concept of a conduct scale to communicate to community members the levels of concern as they apply to student attitudes and behavior. Each level in this progressive discipline model represents increasing concern for conduct and consequences. The level of discussion and discipline shall be based on the level of concern.

No one likes to be labeled. Still, it is important for everyone involved to be aware of the seriousness of the student's status. Sometimes, a student can be overly anxious about something that is relatively minor, while another might perhaps be under-concerned about a situation that is quite grave. In both cases, the status levels can help to distinguish and to inform.

Soccer-like discipline scale

The following levels help all parties to see the seriousness of offenses against individuals, the community, or the institution is modeled after the popular world sport of soccer, which offers clear discipline lessons. Unlike the TV-timeout and clock-driven American sports of football and basketball, soccer is played virtually continuously. Rule infractions are addressed plainly and swiftly, with an emphasis on honoring the game. Bias is upon keeping the game moving unless an infraction warrants stopping. For a visual representation, please see the chart that follows this section.

Soccer	Play on!	Possession Loss	Penalty	Yellow Card	Red Card
This popular world sport puts emphasis on keeping the game moving. Rule infractions are addressed plainly and swiftly stopping only when a serious infraction occurs.	When no errors or infractions are called -- even if players or fans think differently -- the name of the game is "play on" and "play hard!"	Out-of-bounds or minor infractions cause immediate loss of possession and/or redirection. All involved respond accordingly, and play resumes quickly.	For significant infractions, play stops and the official signals the call clearly. The field is then reset, according to the infraction type, and play resumes.	More than just significant, this infraction is deemed way out of line. Play is stopped, and the ref shows a visual warning -- the strongest caution for one to remain in play	Sometimes a player totally crosses a line. A red card represents immediate removal from participation, with the possibility of stronger sanctions following further consideration.

Levels	"0" Developing	1 Distraction	2 Disobedience	3 Disruption	4 Dangerous
Status summary	No significant concerns registered	Minor infraction against stated expectations	Intermediate infraction or continued/escalated trend of lower level infractions.	Serious infraction or continued /escalated trend of lower level infractions.	Grave infraction or continued /escalated trend of lower level infractions.
Teacher/ staff Response:	Encourage and admonish Open lines of communication	May address or refer Notation required Parent notified	Matter referred to grade level supervisor Notation required. Parent notified	Refer to admin. ASAP Notation required.	Refer to admin. ASAP Notation required.
Administrative staff response	Encourage and admonish Open lines of communication	May get involved. Teacher or admin communication	Admin. communication Parent-admin meeting	Admin. contact. Parent mtg. Report to board.	Automatic suspension during investigation & recommend expulsion for board consideration.
Parent response	Encourage and admonish Open lines communication	Parent confirms receipt of notice Discussed within family	Parent-admin meeting. Correction plan required.	Admin. communication Parent-admin meeting	Meeting with board.

While five levels are indicated, it is the middle levels of 1, 2, and 3 that parallel Lake Pointe's three step progression of warning and consequence for rules and policies. Outside of these three, level "zero" is acceptable and level five is beyond tolerance.

Conduct levels

The following sections explain the levels of conduct concern. Actions and possible consequences vary by situation. For more information on academy and parent responses, please see “Disciplinary actions menu,” after this section.

Level 0: Development

This level indicates that the student’s conduct is not currently registering significant concerns. The student is in right status in the LPA community – somewhere in the large positive range, from “acceptable” to “exemplary.” This does not imply the student has no sin or issues, since all do. Rather, the student is seen as developing within LPA’s character encouragement program.

At this level, first offenses of a mild or routine nature are expected. The student will be addressed lovingly but firmly in correction.

Level 1: Distraction

This lowest level of formal concern moves beyond incidents of a mild and routine nature that

represents minor incidents that violate conduct expectations. While these incidents serve as a distraction to people, program, and procedures – and to the student himself – these incidents do provide teachable moments and discipleship opportunities that allow the school’s culture to be of “life” and encouragement to do rightly. Often, this level serves as formal reminder and clarification of rules and conduct expectations – and of caution to pursue right choices in the future.

This level’s issues will be addressed through staff-to-student conversation and contact with the parent. These simple actions teach to and correct most matters. A continuing pattern will be treated more seriously. Examples of issues include:

- Demonstrated disrespect
- Non-edifying use of tongue
- Leaving facility in untidy state
- Boundary violation
- Violation of another person’s privacy or possessions
- Cell phone /elect. device violation
- Dress code violation
- Out-of-adult-oversight violation
- Inappropriate use of food or drink
- Carelessness in safety issues

Staff involvement: Teacher or staff may engage and/or refer to supervisors. Incident is noted in Ren Web.

Parent involvement: Parents receive a brief e-mail notice and perhaps some other means of communication. The parent role is to respond with simple acknowledgement of the issue and to then engage it at home.

Level 2: Disobedience

This intermediate level signals a more significant concern. It requires administrative engagement, usually by the grade level supervisor. This level is typically reached in one of two ways:

- One or more offenses of a substantial nature. These infractions may include misconduct directed against persons or property, but they usually do not seriously endanger the health, safety or well-being of others.
- Alternately, a student may reach this level due to the accumulation of continued lower level conduct issues.

This level warrants careful review, reasonably quick attention, and parent intervention. The goal is to address conduct correction and any underlying issues. Examples of this level include:

- Intentional violation of expectations
- Intentional lying or bending truth.
- Academic dishonesty
- 2nd Cell phone device violation
- Continued lower level issue
- Heightened or challenging disrespect for program rules

Staff involvement: Teacher or staff member shall refer the matter to the grade level supervisor. Incident is noted in Ren Web.

Parent involvement: Parents receive an e-mail to explain the incident and request a meeting, as soon as reasonably possible.

Level 3: Disruption

The third level of concern is one of extreme caution, and such offenses must be immediately reported to the head of school. This level indicates either a stand-alone, serious infraction or the accumulation of continued lower level issues. In either case, this status must be addressed with immediate seriousness by parents and staff. Suspension from on-campus classes will be considered and used at this level, and discussion and information gathering will be focused upon whether or not the student should be allowed to remain in the LPA community – and under which conditions.

Student and parent/guardian participation in a conference with the head-of-school is an element of all discipline actions in this category, even if such a conference has previously occurred. For possible consequences, see “Disciplinary Menu” and “Response to Major Misconduct” after this section. Examples of issues include:

- Intentional pattern of violations
- Belligerent or ungrateful attitude
- Serious disruptions to program
- Encouraging others into sin
- Harassment or bullying pattern
- Threats to health, safety, property
- Theft or intentional damage
- Cell phone or electronic device in rest rooms or changing areas
- High-level moral issue
- Demonstrated conduct flaunting opinions, support, or lifestyle in opposition to LPA’s expectations and clear biblical teaching

Staff involvement: Head-of-school will be informed and assumes charge of the matter. Incident is noted in Ren Web.

Parent involvement: Parents receive an e-mail to explain the incident and to request a meeting, as soon as reasonably possible. The incident and how it was addressed will be noted in a report to Lake Pointe’s board.

Level 4: Danger

This highest level of concern indicates either a case of dangerous, highly offensive, or criminal behavior -- or the accumulation of continued, serious level issues. Once declared by the head of school, a student is automatically, immediately, and indefinitely suspended, pending further review. Further the student’s expulsion is automatically recommended to the board in a planned action to transfer responsibility for the most serious issues to this highest leadership level. It is the board that exclusively claims the sober responsibility to examine related information and to render a decision about the student’s continuance in the program. For possible consequences, see “Disciplinary Menu” and “Response to Major Misconduct” after this section. Examples of issues include:

- Real or credibly-threatened violence
- Highly risky behavior, endangering self or others
- Possession and/or use of weapon(s)
- Item possession or participation when a privilege was revoked
- Criminal behavior
- Uncorrected or heightened level three
- Conduct issues.

Staff involvement: Head-of-school will be informed and assumes charge of the matter. Incident is noted in Ren Web. Student is automatically suspended until further notice, while the matter is examined. The board is immediately notified, and the student’s status is automatically recommended for review. The board will examine the issue and consider the student’s ability to remain in the academy.

Parent involvement: Parent will be contacted and receive an e-mail explaining the incident and its implications. Parent and student shall meet with the board to address the issue and any appeals.

Disciplinary actions menu

Consequences are necessary for the correction of inappropriate conduct. Some of the most formational life lessons that people internalize tend to be those learned through discomfort. It is an economic principle; when the price becomes too high for an activity, people “buy less of it.” So it is with disciplinary actions.

Some policies, such as the electronics /cell phone and dress standards, include clearly stated resulting consequences. For others, appropriate consequences for the situation shall be determined by the teacher or staff involved. While not exhaustive, the following list provides examples of possible consequences to be employed:

Loss of general or special privileges, especially those related to the infraction

- Loss of recess or other break time to make up for disrupted time
- Isolation, counseling, or assigned tasks during breaks or lunch, etc.
- Classroom isolation from peers for a period of time
- Restriction from academy programs, activities, and/or student life opportunities
- Temporary or permanent restriction or demotion in a student’s role in sports, arts, activities, or leadership
- Possible exclusion from certain opportunities

Verbal address, discussion, and counseling

- Incidental verbal address during the activity or class.
- Private teacher to student counseling and redirection
- Student participation in conference with teacher and/or administrative staff
- Private conference as above, with parent/guardian present
- Meeting with the head of school, an academic committee, or the board

Investment of student time and effort

- Development of a written composition or project reflecting a positive understanding of the specific misconduct, the nature of the expected behavior, and the related character trait(s).
- Participation in the cleaning and/or repair, related to any damage caused to the academy facility or equipment
- Participation in a supervised, service project that enables a student to be engaged in the desired character trait(s)
- Restitution and restoration, monetary or otherwise, for damage or loss caused to academy or personal property

Exclusion from LPA program

- Suspension from attendance and participation for one or more on-campus days.
- Expulsion from LPA community

Any other responses that positively promote student conduct expectations and desired character trait(s) may be considered.

Disciplinary actions in cases of major misconduct

As unpleasant as it might be to consider, issues and circumstances sometimes reach a level of serious and sobering proportion. Before this happens, it is prudent to explain the likely academy responses, so all parties are informed.

Suspension

Suspension from attendance in classes and activities is the temporary loss of a student's privilege to participate.

- Suspensions are assigned by the number of on-campus days, but they can affect at home days and activities.
- One or more days may be suspended, according to the seriousness of the related infraction issue.
- Suspension status may also be assigned as "indefinite," in cases pending a decision.
- Suspensions may carry with them any number of additional requirements that the administration and/or board deem appropriate. Failure to meet any requirements can extend the suspension's duration or lead to further consequences.
- In suspension cases, parents are responsible for the student's oversight during what would normally be on-campus days.
- A suspension is declared with a definite starting time, likely to be "immediately" or following a class or the days last class. Under suspension status, a student is restricted from any academy activities during the suspension period, including social, sports, arts, student life, field trips, ceremonies, etc. this status includes at home days until a student is restored.
- A student's restoration from suspension begins at the time when he or she is allowed to return to campus for classes. For example, this will likely be the regular arrival time for morning classes.

Academic work during suspension

A suspension may come with permission to continue academic work, in order to submit assignments for credit. In such cases, the student may use assignments from Ren Web and parent and other home-based support for learning. Teachers are instructed not to add to their workload by answering particular questions or needs of a suspended student.

The student is responsible for keeping up with content and meeting deadlines for various assignments. Late work policies apply.

All assignments allowed during the suspension are due in each class upon the student's return the first day.

Expulsion

Removing a student from the LPA community is a move that has serious implications and pain for all involved. In order to ensure this action is handled carefully and solemnly, this decision is automatically reserved to the LPA Board. Level four conduct issues

cause the head of school to automatically recommend a status review to consider a student's opportunity to remain. After reviewing all related information, the board shall decide if expulsion is the proper action.

Implications for the expelled student:

- The student's enrollment status is revoked. He or she is removed from rosters in classes and activities, and loses direct access to class assignments, records, etc.
- The family's admission agreement for the student is declared null and void. There is no refund.
- Expulsion appears on the student's permanent record and is shared in transfer records with schools requesting them

Appeals

If a family wishes to appeal, parents must submit their formal request for readmission in writing to the board, stating their reasons for wanting to negotiate a new and more restricted admission agreement with the school.

- If the formal request is accepted, the student may continue to receive class assignments while the appeal is pending. Both parents and the student must schedule a time to appear before the board to discuss the appeal.
- Re-admittance, if granted, may only be on condition that the family obligates itself to a new and revised admission agreement, complete with the board's required corrective actions, restrictive measures, and future accountabilities. Failure to keep the new agreement can result in automatic forfeiture of the student's enrollment status.
- If the new agreement is kept faithfully, the student may apply to have the expulsion deleted from his or her permanent record. The board shall set the time frame for any such action, once it deems it appropriate.

Legal reporting

In incidents involving potentially illegal activity, LPA staff may report incidents to authorities. Educators are "mandatory reporters" under the law, responsible to report certain suspected activities. While the law provides discernment in acting, educators cannot simply ignore a situation as some might want in a Christian or private school.

Actions will be informed by known laws, the advice of local authorities, and LPA's accountability associations. Ultimately, it is the role of the York County Sheriff's department and other agencies to sort out and to apply the law.

Academics

Knowledge is valuable and worth the effort to pursue. Attaining it should be a means to bring man to God and to bring God glory. Treated as an end unto itself, it can become an idol or source of human pride.

The fear of the LORD is the beginning of knowledge; Fools despise wisdom and instruction. Prov. 1.7

Take my instruction and not silver, And knowledge rather than choicest gold. Prov. 8.10

I will fetch my knowledge from afar, And I will ascribe righteousness to my Maker. Job 36.3

Teach me good discernment and knowledge, For I believe in Your commands. Ps. 119.66

A scoffer seeks wisdom and finds none, But knowledge is easy to one with understanding. Prov. 14.6

Apply your heart to discipline And your ears to words of knowledge. Prov. 23.12

The mind of the intelligent seeks knowledge, But the mouth of fools feeds on folly. Prov. 15.14

So I tell you this, and insist on it in the Lord, that you must no longer live as the Gentiles do, in the futility of their thinking. They are darkened in their understanding and separated from the life of God because of the ignorance that is in them due to the hardening of their hearts. Eph. 4:17-18

Oh, the depth of the riches both of the wisdom and knowledge of God! How unsearchable are His judgments and unfathomable His ways! For who has known the mind of the Lord, or who became His counselor? Rom. 11:33-34

... We know that we all have knowledge. Knowledge makes arrogant, but love edifies. If anyone supposes that he knows anything, he has not yet known as he ought to know; but if anyone loves God, he is known by Him. 1Cor. 8:1-3

Academics: What has God to do with education?

Does God care about education? Is He interested in literature, the periodic table, or the history of exploration? Yes, He does. His Word tells us God spoke the world into existence, and chemistry helps to explain the very elements God used in that Creation. Man's exploration is simply a response to the mandate God gave to Adam and Eve, to cover the world and to subdue it. Daniel and his buddies completed Babylonian university, and God showed them favor by elevating them over their peers in "performance and test scores." This was not due to their intellect or knowledge, but because these students' sought to honor the Lord. (Dan. 1)

Today's education systems chase secular curriculum standards and standardized test scores, leading some students to think they are smart and others to believe they are stupid. While the world claims "knowledge is power" and uses all from university degrees to surveillance to gain "information age" advantage, the Bible says God has something else in mind.

Proverbs 2 (see below) helps to properly frame knowledge as leading to right understanding, wisdom, and the discernment to make proper judgments between right and wrong thinking. Echoing Psalm 1, Proverbs 2 ends by declaring that proper knowledge leads to life, while a lack of true biblical, knowledgeable discernment leads to being uprooted.

My son, if you will receive my words and treasure my commandments within you.

Make your ear attentive to **wisdom**,

Incline your heart to **understanding**;

For if you cry for **discernment**,
lift your voice for **understanding**;

If you seek her as silver and search for her as for hidden treasures,
then you will **discern** the fear of the LORD
and discover the **knowledge** of God.

For the LORD gives **wisdom**;
From His mouth come **knowledge**
and **understanding**.
He stores up sound **wisdom** for the
upright;

He *is* a shield to those who walk in integrity, guarding the paths of justice,
And He preserves the way of His godly ones.

Then you will **discern** righteousness and justice
And equity *and* every good course.

For **wisdom** will enter your heart

And **knowledge** will be pleasant to your soul; **Discretion** will guard you,

Understanding will watch over you,

To deliver you from the way of evil,
From the man who speaks perverse things;
From those who leave the paths of uprightness to walk in the ways of darkness;
Who delight in doing evil and rejoice in the perversity of evil;
Whose paths are crooked, and who are devious in their ways;
Proverbs 2:1-15

Three pillars define academic aims & functions

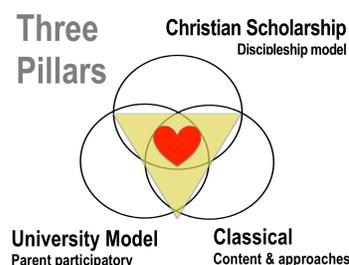
The program is based upon three intertwined approaches. This trio is designed to work together to equip the student through the wisdom and teaching of God and parents, using classical structure to train the mind.

A cord of three strands is not quickly torn apart. Eccl. 4.12

Order and submission of the three approaches

As with math's order of operations, priority order makes a great difference in education. Lake Pointe organizes its three pillars according to the order of God's mission first, a format of parental influence next, and then academic approach.

1. Mission: Discipleship education is the primary mission and approach. All others serve this one.
2. Format: The parent-dependent UMS structure is how we choose to operate, in order to involve parents.
3. Approach: A classical-style curriculum is how we choose to teach. This serves the other two approaches. Learning must fit the discipleship mission and it must be "do-able" for parents and students at home.



I. Christian scholarship: placing Jesus on His rightful throne in academics

- In discipleship educational training, Jesus Christ is at the center of all goals and activities. All is for His glory!
- Beyond platitudes, the Gospel and Christ's call to "Follow Me" must be the core of Christian education.
- A biblically-integrated approach seeks to reveal Scriptural Truth along with academic knowledge.
- The Bible is used as a learning tool. Its truth comments upon all subjects.
- Strong biblical knowledge and application, along with close teacher and parent guidance, allow the student to navigate the study of worldly classics and to mine them for knowledge and wisdom.

II. University Model: vital parent involvement deepens learning

- Intimate parent participation is the intentional method to meet each student's individual academic needs.
- In the at-home satellite campus, parents teach, tutor, and coach their students to deeper learning.
- Parents actively monitor, counsel, encourage, and instruct in the life skills surrounding academic learning.

III. Classical aims: how proven content and approaches deepen learning

- Teaching methods differ at the three progressive development levels: grammar, logic, and rhetoric
- Students develop solid knowledge, leading to understanding and wisdom, to equip well-trained, independent thinkers and life-long learners.
- Deeper learning is encouraged in an organized, robust, and challenging curriculum. Academic subjects are approached as part of an "integrated whole," and not as disassociated pieces of knowledge.
- The learning of past history, culture, and literature deepens the "great conversation" about human life and purpose, rather than to allow students to only experience modern and post-modern ideas.

Grammar level: preparation years

Knowledge and skills gained in the grammar grades make all the future years' studies and successes possible. Teachers seek to inspire wonder and enjoyment in learning as they follow a classically influenced curriculum designed to provide the strongest academic foundation. Subjects are taught with systematic and developmentally appropriate approaches.

- Emphasis (and assessment) is based upon concrete skills, memorization of key facts, and mastery of subject knowledge.
- Scripture will be modeled, promoted, and applied in various ways throughout the program.
- Curriculum focus is biased heavily toward fundamental language arts and math skills, which underlie other subjects.
- In language, students are exercised in phonics, reading, composition, penmanship, grammar, and oral presentation.
- Electives emphasize the arts. These are optional in grades 1 to 4. There are no electives for Kindergarten.

Notable

At this level, teachers are given great latitude in scheduling within their class time, including convenience breaks.

Grades K5-4 assume a full academic schedule, due to subject integration aims and flexibility given to teachers. K5-4 students seeking academic courses must take all of the core subjects. Those wanting a fewer may register for electives.

Parent role & responsibilities: K-4

At this level parents need to allocate a considerable amount of focused time to help a student complete home assignments. Following are abbreviated notes. For complete topic details, see "Parent roles and responsibilities" earlier in this section.

Academic supervision

- Supervise and direct at home assignments
- Review at home assignments in advance to plan well
- Read and monitor classroom assignments in Ren Web
- Engage teacher-shared needs for student improvement
- Provide tutoring on 'trouble' core concepts
- Supervise internet and assigned media use
- Do not do the work for a child beyond teacher instructions

Partner communication

- Check email each AH day at 8 a.m. for teacher updates
- Provide feedback to teacher(s) on at-home days
- Respond to teacher-shared questions and needs
- Request a meeting with teacher(s) when needed
- Ask to observe a class session when confused
- Prevent student access to info sent for parent eyes only

Attendance and participation

Because a distracted class group takes time to settle again, tardy students may be held out of the classroom to await a natural transition break between subject activities.

Since elementary students only report to campus twice per week, or 33 days per semester, K to 4th students may not exceed a maximum of four (4) absences per semester.

Assignments

- Coursework for K to 4 is designed to give families both rhythm and routine, as well as flexibility to complete work.
- Because of the brisk pace, submitting assignments when due is vital to UMS success, so that feedback is timely.
- Late assignments will be reduced in score.

Assessment and advancement

- K to 2 level students are formally assessed individually twice per year in one on one sessions.
- K to 2 courses are assessed using a three level system: Mastery (M), Progressing (P), and Not Progressing (N).
- Grades 3 and 4 use ABC letter grades in core subjects and Latin. Other electives follow the K to 2, M, P, and N scale.

Logic level: skills building middle years

Knowledge and skills gained in the grammar grades are invested and applied in these middle years. Developmentally, these older children naturally are more interested in knowing the “why” of an issue, rather than simply taking the word of a parent or teacher. Instructors will lead students to seek understanding on why things happen, by causing them to apply what they know.

- While knowledge continues to grow, the middle grades are all about the acquisition of skills!
- Emphasis (and assessment) is increasingly based upon applying known facts.
- Scripture is modeled and promoted, but is now also applied continually in examining moral questions.
- Curriculum bias continues to focus upon strong language arts and math skills, which support other subjects.
- Latin is the middle grades foreign language. Its study and the accompanying components of classical studies provide deeper preparation and appreciation for high school literature, sciences, languages, vocabulary, and more.
- Electives emphasize the arts and thought, as Latin, study skills, and formal logic are taught.

Notable

The middle level is a time of great change for a student -- developmentally, biologically, relationally, emotionally, and spiritually. Often awkward and messy, this time of natural progression is required to move from childhood toward adult independence.

The logic level is the time to thoroughly exercise a student. Instilling proper character habits and building academic skills often requires pushing through the student objections, complaints, and fears that accompany the maturing process.

Beginning in grade 5, students are allowed to take a partial core course (and/or elective) schedule.

However, an instructional goal in the middle grades is for courses to be increasingly integrated. Missing part of this integration dilutes the learning impact of the other courses taken. The family should be aware that additional parent involvement and/or student work at home may be required for completeness in understanding coursework.

Parent role & responsibilities: 5th - 8th

Parents need to allocate a considerable amount of time to supervising a student’s independent work for quality, thoroughness, and following directions. Translation and understanding of materials and instructions are often needed, as content and approaches rise in complexity. Following are abbreviated notes. For complete topic details, see “Parent roles / responsibilities” later in this section.

Academic supervision

- Supervise assignments for quality, thoroughness, and accuracy
- Review weekly at home assignments in advance for awareness
- Read and monitor classroom assignments in Ren Web
- Engage teacher-shared needs for student improvement
- Provide tutoring on ‘trouble’ core concepts
- Supervise internet and assigned media use
- A student must absolutely be doing his own work

Partner communication

- Check email each AH day at 8 a.m. for teacher updates
- Provide feedback to teacher(s) about at-home assignments
- Respond to teacher-shared questions and needs
- Request a meeting with teacher(s) when needed
- Ask to observe a class session when confused
- Prevent student access to info sent for parent eyes only

Attendance and participation

Because a distracted class group takes time to settle again, tardy 5th and 6th graders may be held out of the classroom to await a natural transition break between subject activities. Students in 7th and 8th grade follow a stricter tardy policy. See “attendance.”

Since elementary students only report to campus twice per week, 5th and 6th students may not exceed a maximum of four (4) absences per semester. Students in 7th and 8th grade may not exceed six (6). See “attendance” later this section.

Assignments and assessment

- Coursework for the middle grades is designed to thoroughly exercise students within structure and process “forms.”
- Timely assignment submission is vital to success. To help teach responsibility, late assignments are reduced in score.
- Increasingly, assessment uses more formal, more frequent, and developmentally appropriate quizzes, tests, and papers.

High school: the culminating years

With skills acquired and exercised in the logic level, students are prepared for the academic rigors of the high school level.

Students complete liberal arts training in literature, language, and history, and explore a variety of sciences and maths. Ministry and life prep studies apply biblical truth to various aspects of the Christian life and service.

Subjects are taught with rising expectations of student skill and maturity, as teachers challenge students to give their best. Mastery of subject fundamentals continues as a goal, as the student engages specific disciplines within the core subjects.

- Emphasis (and assessment) is based upon communicated understanding, and upon proper use of logic and persuasion.
- Scripture is applied frequently, as students are challenged by more complex content and moral questions.
- Now skilled in language and math, students engage a curriculum of widening variety and deepening detail.
- Communication is stressed, in maturing written and oral presentation, discussion and debate.
- Electives reflect both the variety demanded by the state for a diploma, and the biblical exercise required by Lake Pointe.

Notable

High school is a time of increasing demands upon a student. In maturity and responsibilities, opportunities and decisions, and increased academic rigor are all calling. This is why a student trained in the lower grades. He or she should be ready for the challenge. Now is the time to apply the knowledge and skills and to go deeper in the short years before college and life.

The student should be “owning” his education in these years, accepting responsibility for his or her work, managing his or her time and grades, and paying attention to the future opportunities that arise from each. It is the final stretch to academic independence.

Academic Status

A student’s course load is oriented toward the successful accumulation of necessary diploma. See “high school” section.

Parent role & responsibilities: 9th - 12th

The high school years are a time of definite transfer, for both student and parent. The student should be taking over responsibility for his or her own education, and, as this occurs, the parent shifts into the role of informed overseer, mentor, and tutor. Academic maturity develops differently for different students. It is essential for a student to be closely supported to be rooted well in 9th and 10th grade. This way, he or she takes the credit bearing courses seriously without becoming anxious. Following are abbreviated notes. For complete topic details, see “Parent roles / responsibilities” later in this section.

Academic supervision

- Monitor various assignments in Ren Web for awareness
- Engage teacher-shared needs for student improvement
- Provide tutoring in ‘trouble’ areas
- Supervise internet and assigned media use

Partner communication

- Check email frequently for teacher communications
- Respond to teacher-shared questions and needs
- Share questions with teachers and grade level supervisor
- Request a meeting with teacher(s) when needed

Attendance and participation

High school students are expected to be present, well prepared, and engaged in the UMS classroom. Only reporting to campus three times per week, or 50 days per semester, students may not exceed six (6) campus absences (12%, per semester.)

Assignments and assessment

- High school coursework is designed to exercise students in various ways, especially in thought, expression, and defense.
- Timely assignment submission is expected, and so late assignments are sharply curtailed or not allowed.
- Transcripts record semester grades, using the SC Uniform Grading Scale.

Calendar: academic schedule, breaks, & holidays

Tapping into freedoms the state allows private schools, LPA has crafted a unique flow to its academic year.

While South Carolina requires public and home schools to have 180 days attendance, there is no such requirement for private schools. Lake Pointe is able to operate on 34 weeks instead of 36 because of high parent involvement, clear student expectations, and summer and break reading.

Start, End, and duration

The year is divided into two 17-week semesters.

The year begins on or about the second Monday in August, which allows the semester to be completed before the Christmas holiday.

Spring semester ends before Memorial Day.

Semester start

Starting on or about the second Monday of August, the first week includes parent training, orientation, and other events.

Usually the second week in January, the spring semester starting week features teacher/ parent training.

Final weeks

The semester's final two weeks usually include Fine Arts events, secondary student exams, and a special final day schedule for elementary students.

May's end is similar to Fall, but includes graduation.

Breaks and holidays

Week long breaks

Each semester is broken up by two, week-long breaks, for a total of four per year. These week breaks provide a type of "Sabbath" flow to the year, providing rests for families and staff at strategic points within the pace and challenge of the program. There are no classes and campus is closed.

- Fall break (M-F; Typically at the end of September)

- Thanksgiving break (M-F; Full thanksgiving week)
- Winter break (M-F; Typically at the end of Feb.)
- Spring break (M-F; typically anchored with Easter)

Monday holidays

Labor Day is the only Monday holiday honored by LPA's program. Classes and at-home assignments are held on all other government holidays during the year. This does not mean that the people and events honored by the holidays are not valued. It simply means LPA chooses to take academic breaks in week-long increments, as a method to honor family time in larger blocks.

The academy will celebrate the contribution and life of Columbus, Washington, and King, etc. by pursuing education and activities they supported.

Labor Day

Falling three to four weeks into the fall semester, Labor Day is a good spot for a three-day weekend. Campus is closed and there are no Monday assignments.

Summer holidays

Summer is a time of rest and other activities, yet the long stretch between semesters is a time of preparation. Students have summer academic assignments in math and literature reading to prepare for Fall semester. This work varies by grade level. See "assignments."

Christmas Break

There are three weeks in between semesters. The first two are treated as the break they represent. The third week includes some secondary student activities.

Campus holiday celebrations and birthdays

Due to the limited classroom time in the University Model, campus holiday parties during instructional time are limited. See "Program Operations" section.

Academic year milestones

Fall semester	Milestones	Spring semester
Second Monday in August (on or about)	Start	Second week in January (on or about)
Labor Day is the only Monday holiday	Monday holidays	No Monday holidays
Fall break (end Sept.) & thanksgiving week	Weeklong breaks	Winter break (End Feb.) & break near Easter
Formal progress reports issued (9 th week): Oct.	Progress reports	Formal progress reports issued (9 th week): March
Third week in December (on or about)	End	Third week in May (on or about)

Vital parent academic role: the UMS difference

The positive, intimate parent role is the backbone of the University Model. This active, positive, and daily parent role is the non-negotiable, price of admission for LPA's program.

Without parents investing, teaching, and modeling for their children, the UMS approach would fail in its discipleship and educational goals. At best, a student carrying too much of the load might limp along like an educational "latch key" child, achieving the minimum of the program and missing the character and relationship-building treasure offered for families that work together.

Parent responsibilities in the UMS

As children grow and mature in the UMS K5-12 education ramp, the parent role changes in focus, scope, and application. This progression is outlined in the parent role descriptions that follow this section.

Still, there are some general principles, responsibilities, and activities that apply to all the stages of parent-involvement. These are outlined below before the progression of the specific levels are addressed.

Academic communication

How educational info flows and is exchanged.

How the partners exchange and share info.

Some is not for student's eyes.

Need to set up student-only email account to separate.

Parents shall supervise internet use

Check each morning at or after 8 a.m., the deadline for teachers to change assignments.

Young people have progressively different academic needs from their parents as they work through the grade levels. The following descriptions are offered for illustration.

Co-Teacher (grades K-4)

Courses requiring a Co-Teacher are primarily in grades K-4, or the Grammar Stage of learning. Responsibilities are divided between the classroom teacher and the parent-teacher at home. Parents will receive instructions from the classroom instructor on a weekly basis detailing the home assignments. The parents will have direct, primary involvement with each student to:

- Review concepts covered in class, mirroring the practices and vocabulary of the classroom teacher
- Supervise home assignment completion (as stipulated on the RenWeb lesson plan)
- Closely monitor the quality of work completed at home
- Re-teach 'trouble' concepts

- Monitor teacher instructions, updates, etc. and RenWeb assignments and grade book

At this level the parent will need to allocate a considerable amount of focused time, working alongside the student to complete their home assignments. Many variables, age and development, length of time in our system, and competency with subject matter, will determine the amount of time the parent will need to spend with the student to ensure success.

Guide for Dependent Learning (grades 5-8)

Courses requiring a Guide for Dependent Learning are primarily in grades 5-8, or the Logic Stage.

Middle-school years can be deceptive, because while students are capable more than ever to work independently on "grammar level" tasks (reading, basic math, answering questions, etc.), they are needier than ever in other vital areas.

These include developing project and time management, engaging more complex ideas and information, and being trained to push beyond minimal levels.

Middlers often want to continue to perform at upper elementary academic levels, while enjoying a budding social life, but high school (and college) are coming! Here is where the parents' wisdom can make all the difference.

Parents continue direct involvement with a student to:

- Review the assignments daily to spot challenges and to assure completion and preparedness for the next class
- Review a selection of the completed assignments to monitor the quality of work
- Engage students in discussion questions assigned by classroom teacher
- Monitor RenWeb grade book

The journey through the Logic Stage must be closely guided by the parent and classroom teacher, as the student learns to relate facts learned at the Grammar Stage and to identify relationships, such as cause and effect.

5th and 6th grades

The higher Elementary School grades are a transition time. As students begin to learn to be responsible for the completion of assignments, they will require the parent's active participation. Many variables such as age and development, length of time in our system, competency with subject matter, will determine the amount of time the parent will need to spend with the student to ensure success.

7th and 8th grade

The seventh and eighth graders' maturity level should be such that they understand personal consequences and are starting to make wise choices regarding time management. As such, the parent is transitioning into a coach, encouraging disciplined

study habits, while maintaining direct oversight of daily work as outlined above.

Guide for Independent Learning (9-10)

Courses that require a guide for independent learners are primarily in 9th and 10th grades, or the beginning of the Rhetoric Stage. The students should be demonstrating that they can manage their time wisely with less day-to-day parental intervention.

Parents are now preparing their students to succeed at the college level. They should:

- Supervise the progress of a student's independent work
- Act as a sounding board as students grapple to understand why they hold the beliefs they do
- Carefully review weekly assignments to be aware of the work content and load, and to assure completion
- Review selections of completed assignments to monitor the quality of work and to chart progress
- Provide tutoring on 'trouble' concepts (through the parents themselves or outside source)
- Engage students in discussion questions assigned by classroom teacher
- Monitor the RenWeb grade book and teacher feedback

For the most part, these students are increasingly working independently to manage their assignments. Parents still need to provide oversight to encourage wise time management and quality. Parental discussions continue to be vital, as students engage much more difficult thematic material.

Mentor (11-12)

Courses requiring a mentor are primarily in final two senior high grades. Since these are the last stop in high school, the upperclassman should be taking complete ownership of his or her studies as practice for the university. In other words, the parent gets the chance to see how the student will likely fare at the college level by undergoing rigorous studies in the University Model. Parents will never know if their students will succeed unless they give their son or daughter the chance to "fail" with the "safety net" of a parent's access through Ren Web to monitor assignments, grades, and teacher feedback. The students should be demonstrating they can manage their time wisely without frequent parental intervention.

Parents are now really preparing their students to succeed at the college level. They should:

- supervise the progress of the independent work of the student at a general level
- the parents can establish reasonable expectation boundaries in which the student can independently operate
- act as a sounding board as students grapple to understand very complex issues of faith and thought

- be generally aware of the student's assignments and subject content (i.e., books read)
 - celebrate student accomplishments and offer an encouraging, wise ear when a student needs to address failures
 - provide tutoring on 'trouble' concepts (through the parents themselves or outside source)
 - engage students in discussion questions assigned by classroom teacher
 - monitor the RenWeb grade book and teacher feedback
- These students should be independently in their academic assignments, although teachers will create intentional assignments to bring student and parent together to discuss difficult thematic material and the engagement of great ideas.

Project Assistant

Courses requiring a project assistant are primarily project-based electives, such as Art, Music, or Computer. Parents should:

- offer support through a monitoring and encouraging role
 - monitor on-line search for pictures and materials for computer class
- provide help at home for specific projects as needed

Parent role isn't to do student work

As outlined above, the changing role of the parent is to teach and to assist the student to learn how to learn. In no way does this parent-participatory style learning imply that the parent co-teacher should actually do the educational work for the student. The student shall be assessed on his own work, including thought and presentation quality.

Classroom assignments

Plans and activities for learning and exercise on campus are often the simplest part for a parent co-teacher. The parent trusts the lead teacher with responsibility for 100% of the adult leadership of the student learning.

Relative to the on-campus efforts, the parent's role is to monitor in-class activities by reading the posted plans and any e-mail updates. In this way, the co-teaching parent will be familiar with teacher exercises and expectations and will be aware of how to best prepare the student in advance for future days' plans.

The parent who pays attention only to the narrow, at-home assignment details will miss a vital component of the co-teacher role. The same is true for secondary students, as they increasingly take ownership of their education. Teaching and learning divided between home and school demands awareness.

Attendance: being there and being involved

Actively contributing to the learning

To prepare students for college, life, and ministry, Lake Pointe uses a participatory-style classroom and campus culture, involving eyeball-to-eyeball student-teacher and peer interaction.

- To participate, one has to first attend. Regular attendance corresponds directly to student success.
- In a biblical model of learning, education is not merely what the student gets out of a class session, but also what he or she puts into it, in service to his peers, the teacher, and the pursuit of the subject.
- The model for on-campus learning at LPA is based upon relationships and the active participation and involvement of students in a small group setting. For this reason, absences not only deprive the individual student of learning opportunities, they reduce the richness of learning for the others in the class as well.
- Since the model uses close interaction and participation, merely collecting the outline notes from the day's session, or reading the related pages discussed, cannot compare to the understanding created in the classroom.
- Attendance and active participation in classes are especially important in the university model since fewer class sessions are held compared to traditional schools. Missing a day isn't merely missing one day. In the UMS, it's more like missing two or three.
- Finally, accrediting bodies insist upon high attendance standards to ensure credible student learning.

Attendance is recorded by each class

Rather than "daily" notation for an absent "day," attendance is noted by class session missed. A student can miss the first two periods, but attend the four that follow, and be marked accordingly.

Daily class attendance required for activities

A student must attend a minimum of fifty percent (50) of his or her day's classes in order to participate in that day's sports, arts, student life, clubs, social, or other extra curricular activities.

Minimum Attendance Requirement

Since students only report to campus 2-3 days per week, or 33 to 50 days per semester, every class session is valuable. Semester on-campus absences may not exceed:

Elementary: Four (4) absences per semester (12%)

Secondary: Six (6) absences per semester (12%).

- Students registering the maximum absence number will trigger an automatic review by an academic committee
- High absenteeism can lead to a student being limited or prevented in choices in future registration.
- For high school credit bearing courses, exceeding the maximum number of absences can lead to a student not earning credit for the course, earning an "incomplete." Such

instances will be addressed on an individual basis.

Exceptions: An exception may be granted by the academic committee if:

- The student has been unable to meet the attendance requirements due to circumstances beyond the family's control (such as extended illness).
- There is a committee approved plan in place for making up the learning essential to student progression.
- The student has, in the judgment of the committee, achieved minimum mastery of the course content.

Tardy Policy

Tardy class entry disrupts the classroom environment. Students need to develop the life skill of promptness to show courtesy to others and to honor the event. For this reason, a pattern of tardiness will be treated as a personal discipline issue.

How "tardy arrivals" are approached				
	1 st event	2 nd event	3 rd event	4 th event
Other period tardy	Noted. Email sent to parents.	Noted. Discussed with parent	Meeting with parent to address Student no longer permitted to enter class sessions late	
First period tardy	Noted	Noted. Email sent to parents.	Noted. Discussed with parent	Meeting with parent to address Student no longer permitted to enter class sessions late

The following points and procedures seek to honor teachers, other students, and the classroom plans:

- Students should be practicing punctuality and preparation, by heading directly to their next class, and not by trying to arrive "just in time."
- A student who is more than 15 minutes late must first obtain a permission pass from the main lobby desk. The administrator in charge will determine when and if the student can enter the class without disruption.
- Teachers are not responsible for helping a student to "make-up" lessons missed because of a tardy.

- A student missing part or all of a quiz, test, or presentation due to tardiness will need to follow absence-related make-up policy.
- The administration may, at its discretion, override normal tardy policy if an event occurs beyond the control of the student or parent, especially in cases affecting multiple families or when LPA contributes.

Exiting a class before dismissal

Interruptions to class sessions are a disruption and can dishonor a teacher and the program that other parents pay tuition for their children to attend. Therefore, while such exits will occasionally occur, the goal is to minimize disruption. There are generally two types of mid-class session exit:

Errand

Students sometimes seek and assume exit for a felt need, such as use of bathroom, to get water, phone access, etc.

- Students will generally not be allowed to seek water or to run an errand. While these events may seem quite urgent to a student, most of them can indeed wait. The lesson taught through declining such requests is for the student “to think and to act ahead.” The student who is allowed to respond in the urgency of a felt need has no incentive to operate otherwise.
- Time is given during class changes, assembly, and lunch to use the restroom or water fountain, to deliver papers, and to make inquiry at the front desk, etc. Students need to learn to prioritize and manage such business. Those who want to use personal free time for social activity and then to use class time for personal needs are not building mature habits.
- Elementary teachers are given wide latitude to address student needs, with address only necessary if a problem is identified. Secondary students will be held to a higher standard as part of LPA’s overall life training aims.
- Students who declare a need to use the restroom will not be denied, but the teacher may ask if he or she can wait a few minutes until a particular point is completed.
- Instances of students leaving a room during a class session will be noted and used to identify any unhelpful trends in individual or multiple classes.
- A student leaving class during a test or quiz may not be allowed to return to complete it. In such cases, the student will

be required to make-up the assessment later. This is to protect academic integrity and to honor fellow classmates by not causing a disruption.

- A student with excessive departures will be addressed and may not be allowed to return to class. See chart.

Exiting a class before dismissal				
	1 st event	2 nd event	3 rd event	4 th event
Academy response	Noted	Noted. Email sent to parents.	Noted. Discussed with parent	Student not permitted to return to class session Meeting with parent to address

Reminder: study hall is a class

As a supervised, self guided academic session of learning, study hall abides by the rules and policies of a class

Early departure

At times, a student is called to leave a class session early to exit campus for a parent or school-approved event, such as for a medical appointment or sports activity.

Such a simple event can cause disproportionate disruption, as student and teacher watch the clock, and other students soon pick up on the tension and the break in focus. Therefore, parents and staff are asked to plan for exits at natural program breaks.

For pre-arranged departures, it is the student’s responsibility to inform the teacher before the class begins. The teacher (or staff) and student will agree to a signal or plan to minimize the disruption caused by the student’s exit, which may include a change in seating.

At-home assignments: how the UMS functions

The University Model is fundamentally different than the more familiar, five-day-per-week school programs. This is seen most clearly in the off-campus days. LPA uses the term “at-home assignments” (AHA) to make an intentional distinction from the common term “home work.”

LPA is not a homework school

In many people’s minds, “home work” is something a student does after a full day of classroom learning. It is additional effort, often in the form of practice and response to teaching that day. In this sense, LPA does not have “homework.”

Instead, the UMS student and family are presented with a reasonable amount of work to exercise the student at home, instead of at the campus. The time demands are progressive according to grade level – considerably less than the campus “school day” length in the youngest years, and similar to, or even longer than the on-campus day as the student advances in years, skills, and experience.

The amount of time spent on at-home assignments varies according to several factors. These can include grade level, challenge level, reading speed, and student abilities. Experience in the LPA program and preparation prior to LPA, may also affect time length.

Assignment and workload time estimates

The classroom-and-home assignment workload estimate table below is a helpful translation tool between teacher and co-teacher. It seeks to communicate reasonable “average” expectations of home assignment completion time. If a student requires significantly more time to complete work at home in one or more subject area than the table suggests, it raises questions that should be discussed with the teacher and/or grade level supervisor.

Likewise, a student’s taking considerably less time than stated may indicate insufficient effort and quality is being given. In the case of not giving the appropriate effort, grade scores alone are often not enough to judge. The goal is mastery through practice. Cutting corners may work in the short term, but this practice may have adverse future impact on a student’s academic knowledge, skills, speed, and stamina.

Assignment submission must be prompt

LPA’s community-based education approaches depend upon the timely submission of completed out-of-class assignments. (See “late work policy” later in this section). To keep parents informed, a Ren Web e-mail notice will be sent when an assignment is not turned in on time (missing).

Students should print at home

Students should come prepared to submit assignments.

For emergency use, LPA offers a printer /copier in the student “business center” area of the main building lobby. This is for pay-by-page, occasional use. Students will not be allowed to print homework assignments from the office.

Assignments over academic breaks

LPA’s normal academic calendar includes four week-long breaks, in addition to the longer Christmas break.

Labor Day is the only Monday Federal holiday observed. For this short holiday weekend, there are no assignments. Friday math assignments may apply.

Fall break (Late September)

Thanksgiving break (late November)

Christmas break (last two Dec. weeks; 1st Jan. week)

Winter break (late February)

Spring break (varies; usually tied to Easter)

A break, as its name implies, is a break from academic work. As a compromise in a rigorous educational program, a few exceptions should be clarified.

Literature reading

LPA does assign limited literature-related reading over its mid-year breaks and the summer break preceding the start of classes. Assignments are intended to be reasonable.

- The major benefit of reading over a break is that the practice adds many additional books to a student’s experience library during his or her LPA years.
- Literature’s exception does not demean other subjects. It simply acknowledges that quality literature is vital to LPA’s aims and that such reading takes time.
- A book is very portable and easily included in travel.
- The student may be asked to make notes during the reading, to aid post-break use and recall, but the assignment is not composition-related.

Math practice (grades 7-12)

If a secondary math teacher covers a newer concept on a Friday preceding a break, he or she may assign up to 30-45 minutes practice as a home-assignment.

- This allows exercise material while fresh in mind.

Academic Workload Targets

ELEMENTARY

At-home assignments

The amount of time spent in the at-home classroom will vary according to multiple factors, including grade level, challenge level, and student abilities. Other factors may include the length of time a student has been in the LPA program, educational preparation prior to LPA, and reading speed. This table is a helpful translation tool between teacher and co-teacher to communicate a reasonable “average” expectation of time for home assignments. A student who requires considerably more time to complete a learning day at home raises a red flag that should be discussed with the teacher and/or grade level supervisor. Likewise, a student who takes considerably less time to complete work may indicate that not enough quality effort is being given.

Kindergarten	Classroom		At-home		Total
	Per day	Per week	Per day	Per week	Per week
English	2 h 30 m	5 h	2 h	6 h	11 h
Math	1 h 30 m	3 h	1 h	3 h	6 h
History	1 h	1 h	Optional Assignments		1 h
Science	1 h	1 h	Optional Assignments		1 h

K5 - An intro to formal academic work: a combination of foundational skills and enjoyable experiences. The kindergarten time focus is upon concentrated learning, with ample time for PLAY. The time bias focus is upon developing foundational Language Arts and Math skills.

1 st – 2 nd grade	Classroom		At-home		Total
	Per day	Per week	Per day	Per week	Per week
English	2 h 30 m	5 h	2 h	6 h	11 h
Math	1 h 30 m	3 h	1 h 20 m	4 h	7 h
History	1 h	1 h	Optional	Optional	--
Science	1 h	1 h	Optional	Optional	--

1st – 2nd Foundational years: establishing solid language arts and math skills by continual practice and growth.

3 rd – 4 th grade	Classroom		At-home		Total
	Per day	Per week	Per day	Per week	Per week
English	2 h 30 m	5 h	2 h	6 h	11 h
Math	1 h 30 m	3 h	1 h 30 m	4 h 30 m	7 h 30 m
History	1 h	1 h	45 m	2 h 15 m	3 h 15m
Science	1 h	1 h	45 m	2 h 15 m	3 h 15 m

3rd – 6th Building years: laying foundations in language and math skills through continual practice and stretching.

5 th – 6 th grade	Classroom		At-home		Total
	Per day	Per week	Per day	Per week	Per week
English	1 h 30 m	3 h	1 h 30 m	4 h 30 m	7 h 30 m
Math	1 h 30 m	3 h	1 h 30 m	4 h 30 m	7 h 30 m
History	1 h	2 h	1 h	3 h	5 h
Science	1 h	2 h	1 h	3 h	5 h
Latin	1 h	2 h	40 m	2 h	4 h

EL Electives	Classroom		At-home		Total
	Per day	Per week	Per day	Per week	Per week
Art	1 h	2 h	30 m	1 h	3 h
Drama	1 h	2 h	20 m	1 h	3 h
Technology	1 h	2 h	30 m	1 h	3 h
Violin	1 h	2 h	30 m	2 h*	4 h

The time bias focus is upon developing the strongest foundational Language Arts and Math skills. The strategy and expectation is that students thus prepared will excel in history and science in Jr./Sr. high. The time investment for a 3rd grader is the same length as for a 6th grader, but the content is very different.

Academic Workload Targets

SECONDARY

At-home assignments

The amount of time spent in the home satellite classroom will vary according to multiple factors, including grade level, challenge level, and student abilities. Other factors may include the length of time a student has been in the LPA program, educational preparation prior to LPA, and reading speed. The classroom-and-home assignment workload estimate table is a helpful translation tool between teacher and co-teacher to communicate a reasonable “average” expectation of time for assignments to be completed at home. A student who requires considerably more time to complete a learning day at home than the table suggests raises a red flag that should be discussed with the teacher and/or grade level supervisor. Likewise, a student taking considerably less time to complete the work than the table suggests may indicate not enough quality effort is being given.

7 th – 8 th grade	Classroom		At-home		Total
	Per day	Per week	Per day	Per week	Per week
English	1	3	2	4.5*	7.5
Math	1	3	1.25	3*	6
History	1	3	1	2	5
Science	1	3	1	2	5
Elective 1	1	2	1	2	4
Elective 2	1	2	1	2	4

* This includes a half-hour each of weekend literature and math practice.

7th – 8th Logic Years: developing from black & white thinking to associations, logical skills, and personal responsibility.

Junior High students are transitioning from elementary to high school.

9 th – 10 th grade	Classroom		At-home		Total
	Per day	Per week	Per day	Per week	Per week
English	1	3	2	4.5*	7.5
Math	1	3	1.5	3.5*	6.5
History	1	3	1.25	2.5	5.5
Science	1	3	1.25	2.5	5.5
Elective 1	1	2	1	2	4
Elective 2	1	2	1	2	4

* This includes a half-hour each of weekend literature and math practice.

9th – 10th In the rhetoric stage’s higher expectations, students are rigorously challenged to think, explain, and defend.

11 th – 12 th grade	Classroom	At-home	Total
	Per week	Per week	Per week
English	3	5.5	8.5
Math	3	4.5	7.5
History	3	3	6
Science	3	3	6
Elective 1	2	2.5	4.5
Elective 2	2	2.5	4.5

11th – 12th As college looms, students are independent, practicing college-level thinking and academic skills. To be consistent with the rest of the time estimates in this chart, the Jr./Sr. at-home length is based upon Tue./Thu. Those two at-home days provide cleared calendar, non-transportation days to accomplish the bulk of the work.

Since few students can accomplish 10 hours of academic work in one day, the chart assumes students will use other days during the week to accomplish assignments. Juniors and seniors are also expected to be developing the mature practice of reading and working ahead, which relieves pressure on Tuesdays and Thursdays. The 11th/12th grade workload is considerable, compared to lower grades, but paltry compared to many colleges, for which we prepare. The university workload usually expects three hours of outside time for every hour of class time, which can total 45 outside hours and a weekly total of 60 hours for a 15-credit-hour schedule. Though shorter, the Jr. and Sr. levels of LPA’s high school are designed to prepare students for this increased rigor.

Late assignment policy

LPA's community-based education approaches depend upon the timely submission of completed out-of-class assignments. Absence-related late assignments, due to illness and family plans are treated differently, and addressed later in this section.

Goals for the late assignment policies

- Clarify deadlines, incentives, and consequences, for understanding, smooth operation, and mission.
- Use due dates for life-lesson training to help students learn the value of deadlines.
- Offer a level of frontloaded grace. Students are training.
- Encourage students to not only complete an exercise, but to also to finish the job by delivering it on time.
- Facilitate the loop of "student submission to teacher feedback/assessment to student improvement."

Definition:

An assignment is considered late if not submitted when the teacher collects work (at the start of the class period due).

Notification of missing assignments:

To inform parents, LPA will send an automatic Ren Web e-mail notice when a teacher posts missing (late) work. The goal is to post the missing assignment the same day it was due, so parents will receive notice the next morning.

Grace opportunities

No one is perfect and students are in training. Because life has bumps in the road, teachers will drop two regular at-home assignments at the end of the semester. This offers grace to cover the occasional misplaced paper or the one "the dog ate."

Explanation:

- Turning in coursework when it is due helps to train right habits, including completion, promptness, dependability, and the honoring others by respecting deadlines.
- The policy is used as an intentional training mechanism. Parents want LPA to help students to become independent learners and to be prepared for the "real world." Deadlines are part of that real world, as employers, airlines, and the banks will attest.
- Offering partial credit for late work is designed to offer occasional grace to students.
- A pattern of late work is considered a hindrance to success and/or a discipline issue, and will be addressed by the grade level supervisor, in concert with teachers and parents, to form an appropriate correction plan.
- Accepting late work is a privilege, and not a "right." For those seeking credit, the burden of delivery falls squarely upon the student. This encourages initiative, a character quality essential to independence.
- The policy seeks to honor the instructor, just as career deadlines honor the employer or customer. After a due

date, a teacher has moved on to new material and may have already covered the answers for the late work.

- Late credit is provided as incentive to submit work, since each assignment is planned to help learning. Teachers want students to complete the assigned exercises.
- Significant deductions may seem harsh, but they reflect reality. Late work in business and life often get nothing.
- Earning any score for late work has a much more positive impact on the grade average than a zero.
- Students are not allowed class time to finish assignments that were due and collected at the class period start.
- Any policy variance is an exception, and is not an implied or expressed promise to repeat the exception.

Students who leave campus early

Students who come to campus, but leave before their normal schedule is completed, are responsible for submitting their work for all their classes that day, either directly to the teacher or, clearly labeled, to the front desk.

Examples include leaving due to illness, appointment, or travel for sports or activities, etc. Failure to submit work that is due constitutes a missing assignment.

Electronic submission

Submission by email or other electronic means is discouraged in most courses, to train students in physical organization and delivery. If and when a teacher does permit such submission, a student must follow the teacher's specific instructions.

Late assignment credit is progressive by level

The policy is progressive by grade level. Expectations for older students are naturally greater than for younger ones, as maturing students should be demonstrating more self-discipline and personal responsibility.

K5 – 4th grade: Late Assignment Overview

- Any work turned in late will be reduced 10 points per on-campus day late. This approximates a “letter grade.”
- Late work will not be accepted after the third on-campus day after a due date, which marks “two weeks.”
- For simplicity, elementary late policy is the same for at-home assignments and major grades.

5th–12th grade: Late Assignment Overview

Middle and high school students should be progressively taking increased responsibility for their education. As this unfolds, learning the lesson of promptness becomes more a reflection of the individual student and his or her work ethic and organization. These are the years to train a student to learn valuable life lessons through both positive and negative

consequences. The ability to be dependable and to meet deadlines is essential for success in college and life.

Progressive by grade level pair

A progression of expectation acknowledges the imperfect training of the middle grades student, while holding older, high school students to increasing expectations. The 9th and 10th grade level students are provided a chance to submit one day late, while upperclassmen are expected to submit work on time as a matter of habit. Two dropped assignments per semester provide some margin.

Major papers and projects

Major assignments, with their greater academic importance and GPA weight, are treated a bit more leniently in tardiness than more routine assignments for high school students.

- 9th & 10th graders have an added second day opportunity.
- 11th & 12th graders have one late day opportunity added.

Regular At Home Assignments Late credit				Major Grade Assignments Late credit			
Level	1 day late	2 days late	3 days late	Level	1 day late	2 days late	3 days late
11 th to 12 th	0	0	0	11 th to 12 th	70% max**	0	0
9 th to 10 th	70% max	0	0	9 th to 10 th	70% max	50% max**	0
7 th to 8 th	70% max	50% max	0	7 th to 8 th	70% max	50% max	0
5 th to 6 th	80% max	60% max	0	5 th to 6 th	80% max	60% max	0
3 rd to 4 th	90% max	80% max	70% max	3 rd to 4 th	90% max	80% max	70% max
K to 2 nd	90% max	80% max	70% max	K to 2 nd	90% max	80% max	70% max

Family assignment delivery and academy goals

No parent enjoys a child experiencing negative consequences, but bailing out a student who has misplaced or forgotten assignments can hurt more later, when the stakes are higher.

A parent driving an assignment to campus, or using some other means to help a student avoid a late penalty, works against the academy’s character encouragement program. He or she can actually serve to enable continuation of a student’s sloppy or negative habits. Developing responsibility and independence is a process. The earlier that right habits are established, the easier the living will be in the upper grades.

Adults approach this issue differently at different grade levels. The following shares how staff will operate in cases of family delivery of assignments when a student is on campus.

• Assignments are delivered to the admin desk

Parent delivered materials should be dropped at the front desk. In the case of K to 2nd grade only, the small building desk is best. All others should go to the main lobby desk.

• Delivery when a student is in class

Based upon the time, schedule, and day’s program, a staff member will arrange delivery as soon as reasonably possible, to the student or teacher, as appropriate. This method helps to minimize disruption of class or activity.

Breaks between classes, lunch, and recesses are the only times for a parent to hand materials directly to a student.

• Treatment of delivered assignments

The time of received materials will be noted and included with delivery to a teacher. If they arrive at the desk after the start of class, materials will be received as “late,” and treated accordingly.

• Electronic and other means

Family sent digital forms of student work, such as a cell phone photo, fax, or email are discouraged. Outside of pre arranged electronic submissions, covered above, these will not be accepted for on time assignment submission.

Absence-related late work policies

Missed assessments due to absence

Teachers turn in tests and quizzes for absent students to the office. These are held until the student (or elementary parent) schedules an appointment for an on campus make-up. Such late assessments are managed by the grade level supervisor, supported by admin staff, so appointments should be made through the front desk or supervisor, and not with the course teacher. Please see “assessment” info later in this section.

Planned absence late work

The key in cases of pre-announced absence-related absences is to contact the grade level supervisor and teacher(s) in advance, to help them to help the family. Students are responsible for submitting work to-date before leaving, and sometimes it is possible to work ahead.

Some planned absence work may merit special consideration by the grade level supervisor, but this should not be assumed. Planned absence examples include special opportunities, appointments, family trips, college visits, etc.

Departing from the normal plan in life and career usually requires the responsibility to make provision to cover one’s duties. This life skill honors the teacher and other students.

Before the absence...

- Arrangements for make up work should be made with each teacher in advance.
- Students and parents are responsible for proactively pursuing appropriate advance and make-up work.

Illness-related late work

While certainly understandable, late work due to illness or injury works against the academic flow. The goal should be for a student to catch up as soon as reasonably possible.

For its part, the academy will email copies of the teacher’s class hand-outs. It is the responsibility of the student and family to contact the teacher(s) with any questions about missed work, and to seek copies of student notes.

Supporting families, LPA trusts parents to use wisdom and integrity in assessing the abilities of a student in illness or injury situations. A doctor’s note is not required for short-term, illness-related missed assignments (see absence policy). However, what is required is written notice. A simple e-mail or written note to the front desk, in which the parent’s word authenticates the illness, honors both school and teacher.

The parent’s responsibility to notify

In order for a student to be offered the illness-related extensions outlined below, both the school office and teacher(s) must receive an explanatory note or e-mail from the parent. (see example absence communication in index.)

Neither a student’s announcement upon returning, nor a classmate’s report is sufficient.

The goal of allowing extra time for illness is to allow the student a chance to become healthy in order to provide his best effort. It is the parents’ privilege and responsibility to help teach the student the value of catching up with the workload after an illness. Parents are the primary teachers of priorities. A student who is well enough later in a day to attend dance, sports, part-time jobs, or other activities is likely well enough to use that same time for academic work.

Extensions due to illness are offered as maximum allowance. Quite often, work can be made-up quickly, at least in some subjects, so that the extended time is not necessary. This attempt to keep in the normal flow of the planned learning honors the teachers and other students.

K to 4th grade level: sick days

1. On Campus sick days (K to 4th)

A young student who misses an on-campus school day due to illness will have up to one calendar week to make up any work from that class session without penalty. Examples may include in-class assignments, quizzes, tests, presentations, etc.

A calendar week shall be interpreted to mean that if a student misses a class session, then make-up work is to be completed and submitted in class one week from the missed day.

<u>Level</u>	<u>Day missed</u>	<u>Make-up work due</u>
Elementary	Tuesday	Next Tuesday

2. At-home sick days (K to 4th)

A student who misses at-home assignment days due to illness will have up to one calendar week to make up any work.

In this case, a calendar week shall be interpreted to mean that if illness prevents a student from completing an at-home assignment, then the make-up work should be completed and submitted one week from the next campus day.

<u>Level</u>	<u>At-home day missed</u>	<u>Make-up work due</u>
Elementary	Wednesday	Next Thursday

3. Extended illness

Extended illness is defined as a student missing the equivalent of one week’s consecutive instruction or more.

(K to 4th) = Two (2) days missed

Such long-term illness merits special consideration for make-up. In consultation with the instructors and parents, the grade level supervisor will formulate an appropriate make-up plan.

Middle and high school: Sick due dates for At Home Assignments

1 sick day

Work Due	Mon.	Tues.	Wed.	Thurs	Friday	Week end	Mon.	Tues.	Wed.
M/W	A		Return M/W Due						
W/F			A		Return W/F Due				
F/M					A		Return F/M Due		
W		A	Return		Wed. Due		F Due		
F				A	Return		F/M Due		

2 sick days

Mon.	Tues.	Wed.	Thurs	Friday	Week end	Mon.	Tues.	Wed.	Thurs.	Fri.	Week end	Mon
A	A	Return M Due		W Due		F/M Due						
	A	A		Return W Due		F/M Due						
		A	A	Return W Due		F/M Due						
			A	A		Return M reading Due		F/M Due		W Due		F Due
				A		A		Return F/M Due		W Due		F Due

When a student is absent for one on-campus day due to sickness - All student's previous AHA are due upon return to campus.

When a student is prevented from academic work by illness on an at-home day, and claims "absence," the student's AHA assignments are due on a "staggered" basis upon return. This seeks to prevent a student having to "double up" on the next home days.

The illness make-up plan includes students working on weekends for these rare illness days, for the additional time the weekend affords, so that the student will catch up to the class and not fall perpetually behind.

At the math teacher's discretion, secondary new concept assignments may be given an extra day for those absent on a Friday.

Academic integrity

Personal integrity matters

Lake Pointe's ministry exists to aid parents in discipling students. In addition to providing a quality academic education, the student is to be encouraged and equipped in real spiritual, intellectual, and emotional growth.

This aim requires that high standards of personal integrity are expected of all parties. It also demands that the academy enforces these high standards, by providing corrective, disciplinary action whenever personal academic integrity is compromised.

Two important thoughts about this subject:

- Academic dishonesty in any form is a serious breach of personal integrity.

- Such dishonesty is a serious hindrance to real learning.

To discourage and, where necessary, to correct academic dishonesty, the academy has developed the following policy.

Honesty will be taught and encouraged

Honesty begins with telling the truth about an incident. It continues with a student making wise decisions to protect his or her integrity and to honor both God and neighbor.

Dishonesty defrauds others

The academy is charged to represent all students and to minister to their needs. This includes protecting honest students, whose positive efforts are diminished by others' inappropriate actions.

Dishonesty in academics degrades the perceived value of a course and the transcript or diploma represented.

A parent's role is to encourage and model integrity

Parental assistance in integrity training is vital, since the parent is God's primary teacher for a child, and since so much time in the UMS is spent on assignments outside the classroom.

- In the elementary grades, the parent's role is to work intimately in training students in right practices that reinforce and encourage integrity.
- In the middle grades, a student's desire for independence intersects naturally with temptations to take shortcuts. At this stage, the parent's critical task is to frequently promote academic integrity, and also to closely monitor the student's assignment work, environment, and patterns.
- In grades 10-12, when the students are working most independently, the parent's role is to continue to promote academic integrity as part of the student's personal testimony and preparation for college and life, when the stakes are higher for poor choices.

Legitimate parental assistance

In the following definitions and examples, it must be noted that a parent co-teacher's legitimate (and assigned) role of working with the student, using assigned resources is, of course, desirable.

Helping students, as needed, to work through challenging questions, to edit their papers, and even to seek out third-party assistance, etc. is spelled out in the parent co-teacher roles earlier in this section. What is not appropriate is a parent over-assisting the student to the point of doing work for the student or providing answers to shorten the assignment. The goal is learning and academic skill-building, so that a student can develop answers for himself, not to have immediate higher grades or to avoid present difficulty or discomfort.

Academic dishonesty defined

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

This includes but is not limited to:

- a. Claiming or indicating in any form or fashion that the student has fulfilled any assignment or other academic responsibility, such as reading assigned texts or engaging in assigned study, when in fact he/she has not done so.
- b. Using any assistance in the engagement of quizzes, tests or examinations, without the direct and explicit authorization of the course instructor. This includes but is not limited to copying the work of other students, use of notes, storage of information on calculators, etc.
- c. Using any resources, including but not limited to solution manuals, teacher edition textbooks, and online versions, other than those authorized by the teacher in completing course assignments.
- d. Obtaining quizzes, tests, exams or other academic materials created by or belonging to an instructor, other staff member, the academy, or previously enrolled students, without the authorization of the teacher.
- e. Engaging in plagiarism
Plagiarism is broadly defined as "the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement."

Such unauthorized "borrowing" of the thoughts and works of others includes searching the internet for specific answers, rather than information that helps the student think toward the answer.
- f. Altering a graded paper or project for the purpose of disputing the accuracy of a grade.
- g. During a quiz or test, talking, gesturing, or otherwise seeming to pass information with other student(s).
- h. Giving one's work to another student to copy or use in place of their own work.
- i. Working together with another student for the fulfillment of any academic work that is assigned as independent student effort.
- j. "Inventing information" used in reports or lab results, etc. constitutes dishonest information.

Methods of avoiding integrity violations

The following guidelines define more specifically ways of avoiding academic dishonesty.

- a) For at-home assignments, a student may not use information provided in teacher edition textbooks or similar, without direct parent supervision, unless such assistance is authorized by the teacher. The teacher may grant such authorization at any time and for any duration to the entire class or to selected students only, if the teacher feels it is in the students' best educational interest.

Using answer keys, etc. to "check one's answers" is one thing. To have access to "copy the answers" to avoid generating one's own solutions is unacceptable.

- b) Major papers and projects should be completed only by the student or, in the case of a group assignment, the members of a student group. There shall be no other assistance except as explicitly authorized by the teacher, for work completed outside the class setting.
- c) For assessments, the student may have no outside assistance, including but not limited to books, notes, other individuals, reference works, and audio or visual media, unless a clear exception is given by the teacher.
- d) The teacher is encouraged to spread out, to reassign seats, and to position students in any reasonable way to ensure accountability that protects the integrity of an assessment session. Such practices should not be viewed as a lack of trust, but as protection for the students.
- e) All quizzes, tests, and exams must be taken in a single sitting, without a student leaving for restroom use or other interruption, with potential access to information.

Students may not continue a test or quiz after the scheduled end time without permission of the supervisor. Such continuance allows a student potential access to information other students did not have. Teachers will have certain latitude from supervisors for specific instances. Students with supervisor-approved accommodations will follow those additional provisions.

- f) Assessments and assignments carry a certain amount of pressure to perform. The academy will do what it can in its approaches and communication, to reduce undue pressure. Nevertheless, there is pressure in life and even pressure in the sports we love. Equipping students to perform in situations of assessment, public speaking, etc. is an LPA goal. Some students are more gifted in this area than others. The aim is to be developing a student to his or her fullest potential, over time.

Enforcement

Suspected instances of violations

Discovery and determination of academic dishonesty can be raised by an instructor, proctor, substitute, or other staff member, and may be reported by other students, parents, etc.

Supervisor is involved in all cases of suspicion

The grade level supervisor shall be notified in cases of suspected

dishonesty. Evidence shall be considered in discussion with the classroom teacher(s), to assess merit.

Cases of suspected or actual violations shall be brought to parental attention, and then discussed in conference with the teacher(s) and grade level supervisor.

Cautious application of evidence

Cases in which behavior appears suspicious, but in which there is inconclusive evidence should not be viewed as either false charges or a waste of time. Rather, these opportunities serve as a reminder of the importance of academic integrity and the need to take proactive measures to avoid even a hint of improper advantage.

To clear a matter, a student may be asked to sign a statement asserting his or her innocence.

Consequences for integrity violations

The intent of these consequences is three-fold:

1. act as a deterrent against such conduct
2. to protect the integrity of grades awarded by the academy
3. to provide a plan of response before an incident unfolds

Discretion in these penalties may be exercised by the teacher, in consultation with academy officials, in the event that a student voluntarily acknowledges academic dishonesty rather than being discovered. Otherwise, the penalties described below are to be given automatically.

1. First Offense:

- a. written warning from the teacher to both student and parents
- b. a grade of zero for the assignment(s) involved,
- c. a copy of the written warning sent to the school administration

2. Second Offense:

- a. a one-day suspension from school
- b. missed work must be completed, with a maximum grade of 50%
- c. a grade of zero for the assignment(s) involved
- d. placement on academic probation, which shall remain in effect until one full semester has passed with no further evidence of academic dishonesty

(5) removal of all participation privileges for extracurricular activities.

3. Third Offense:

A third offense will be automatically referred to the academy board for review of the student's options to continue in the program.

Appeals Process:

Should a family desire to appeal the determination, a parent must request in writing a formal meeting with the head of school, who will arrange for a conference with the pertinent parties.

Assessment: Evaluation, feedback, and grading

LPA desires to view and present grades as fairly accurate reflections of the quality of student work in a given subject at a given time, and not as a commentary on the relative worth and value of the individual.

While many in society do indeed use grades for the purpose of classifying students, we commit ourselves to avoid this tendency. At LPA, grades serve four basic purposes:

1. To help us teach, rebuke, correct, and train,
2. To help in placement of students at a level and in subjects responsive to their needs, background, and abilities
3. To provide us with a just and legitimate means of holding students accountable for the quality of their work.
4. To provide us with an ongoing and widely understood means of communicating a student's relative progress and achievement to his parents and other parties who have a legitimate interest in knowing such information.

In order to accomplish this, we purpose to establish reasonable and objective standards which are based on clearly stated expectations. Students will be graded upon their meeting expectations of the course, rather than upon a comparison to the accomplishments of their peers. The ultimate purposes of these standards will be to define what ought to be, as opposed to what is, and so give the student and parents valid and meaningful feedback.

Credit and scoring for assignments

Students receive a grade for each registered course, according to pertinent categories and methods for the grade level and course. There is no minimum grade. Students not engaging an assignment will receive a score of zero.

Accommodations and modifications

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

Any requested, mild accommodations will be examined, approved, and administered through the school, not the individual teachers.

If students are allowed to use electronic devices as an accommodation, must sit up front in a position to monitor.

Missed and make up assessments

Teachers will turn in tests and quizzes for absent students to the office, labeled with date, name, and deadline. These will be held until

the student (or elementary parent) schedules an appointment for an on campus make-up assessment.

Make up quizzes and tests are managed by the grade level supervisor, who is supported by admin staff. Therefore, appointments should be made through the front desk or supervisor, and not with the course teacher.

- Missed quizzes and tests are to be made up on campus. They will not be sent home as a take-home assessment.
- Please see "absence related missed assessments" under attendance for information on deadlines for make ups.
- Via email, the office will send the family a reminder to schedule a make-up for a missed test or quiz.
- A grade of "M" for missing will be entered for a missing assessment, which has a weight of zero. The score will be changed when the make up is graded and entered.
- The course teacher will not necessarily proctor make ups
- Especially in the secondary grades, teachers will not want a student to miss additional class time to take a make up assessment, although this remains an option.
- Available times to make up a quiz or test include:
 - Before or after school
 - During lunch or study hall
 - Students may also come to campus to make up assessments on at home days, by appointment.
- Any arrangement outside the normal make up process requires grade level supervisor approval.

Extra credit

While LPA does not usually offer extra credit on an individual basis, a teacher may offer extra credit assignments to the entire class. Approved by the grade level supervisor, such course work must be optional, given enough time to be completed with excellence, and directly related to a student's deeper learning in a course.

The time required for such additional work is not counted in the weekly at-home assignments. This optional, extra-credit work is to be done on the student's own time. The potential credit boost opportunity comes not from points added to the grade, but from additional grade score(s) in a category that may raise a student's category and composite average. An extra-credit assignment found to be performed unsatisfactorily shall not lower a student's grade and thus count against him.

Assessments: types, definitions, and uses

Grades! People love them when scores are high and dread them when numbers are low. Number and corresponding letter grades are a modern invention, meant to communicate individual and group academic achievement in simple data form that can be quickly analyzed by others who are removed from the learning itself. Grades also give a measurement between teacher and family, too. Since other transfer schools and colleges expect number and letter grades, Lake Pointe utilizes the same system. To know:

- How grades are formed and how assessment types are used varies by grade level, subject, and teacher.
- The academy utilizes several assessment types, for differing purposes. Progressive rigor
- Understanding these assessment instruments – what they mean at LPA, and what they don't – is important to all.
- So that students, parents, and teachers can be on the same page, the following general definitions are offered:

Routine (minor) assessments

At-home assignments

Assigned for completion in one particular at-home day, this type is the backbone of routine academic rigor. It includes exercises, short papers, and math practice, and also questions to answer, worksheets, parent discussions, etc.

- The student is responsible for having faithfully completed the assignment, whether it is collected or not.
- A parent is responsible for assisting and ensuring quality as stipulated in grade level and subject expectations.

Class assignments

This assessed activity is to be completed within one class session.

- The purpose may be to assess a skill, based upon what the student practiced at home.
- It may be used to see what the student can do independently, apart from parent and other helps.

Class participation

This assessment uses a rubric or checklist to measure a student's involvement and engagement in the classroom, especially considering the student's assigned preparation the previous day.

Quizzes

This short assessment should not exceed 20 minutes. Quizzes allow frequent checks of skills, knowledge, and engagement.

- The frequent short quiz (5-10 minutes) is the staple of LPA's alternating day University Model schedule and pacing.

Major assessments

Periodic Test

This familiar and formal assessment is taken on campus approximately four times per semester. Having a formal evaluation every four weeks or offers a reasonable report on student learning without "over-testing."

- Lasting 30-50 minutes, a test focuses upon core knowledge and skills. It may not be dropped or excused.

Formal composition

This written assignment takes longer than one at-home day, and showcases student effort over a period of time. Longer such compositions, such as research reports or papers, are often broken into several milestone measurements.

Project

This major grade is any extended, special work (not otherwise defined) that takes more than a week of at-home days.

- To be issued before the project start, a clear rubric allows students and parents to plan and engage appropriately.

Science labs and reports

- Labs are a vital part of certain sciences. For high school credit-bearing courses, state higher education requirements and colleges alike demand these to be a mandatory part of the science course.
- Lab reports are highly structured and vital assignments, even if done at home. Because of their importance to the science subject, these major grades are often set apart in a different category. A lab report may not be dropped.

Academic Presentation: Quality Points

from 01/10/2017

Based upon the expectations of LPA's program, it is certainly reasonable to expect a quality presentation of assignments

- Students are enrolled in academically rigorous courses (advanced or honors).
- A form of biblical training, quality presentation shows respect for instructor, academy, and course. Christians are called to give their best.
- Quality presentation will be assess according to reasonable standards:
 - By grade level
 - According to what the students already have learned and easily know (Sentences are capitalized & punctuated)
 - As reinforcement that students are practicing and demonstrating what they have learned
 - Noting that when students don't demonstrate quality and skill, the score should not receive quality points.

This expectation is not part of the assignment rubric – it is an assumed presentation standard.

- The academy caps the potential penalty at 20 points to protect students from overly harsh penalty from individual teachers.
- Once a student submits work, those points can be deducted – at teacher's discretion -- (with supervisor guidance)
- 20 points represents the loss of two letter grades – to a maximum of 80, the lowest B -- because a presentation that is deficient by 20-points should no longer be considered "above average" (B).
- If the presentation is worse than a 20-point penalty, in the teacher's judgment, that unacceptable assignment may be returned ungraded, for the student to redo and to resubmit. An accompanying late penalty may apply.

Standard	Description	Deductions (max points)
Formatting	Student complete name, course name, assignment title, date, etc.	10
Paper	Appropriate academic paper stock and color; Neat: clean edges, unrumpled, stain / rip free	10
Proper utensil	According to teacher expectation and course. Pencil: dark enough to be photocopied – OR --Ink: Black or dark blue, not pink, etc.	10
Penmanship	Neat, legible. Single line strikethrough cancelled words	10
Mechanics Spelling Grammar	According to grade level expectations: Basic spelling, grammar, punctuation, paragraph indentation; No Indefinite "you", 1 st or 2 nd person Subject-verb and other agreement	1 point per infraction
Sentence structure	Appropriate syntax, complete and grammatically correct sentence form, capitalization, punctuation, etc. No fragments or run-ons.	1 point per infraction
Paragraph format	Proper topic sentence and content flowing from topic, etc. (Different requirements for responsive paragraphs may apply).	10
Spacing	Create space between composition lines for reading ease and comments room Handwritten: Skip lines on lined paper. Computer: Double or triple space	10
Math work	Neat, arranged in straight columns, according to clearly expressed teacher standards	10
Computer prepared	Follow stated standards: One-inch margins all four sides. Black type on white paper. 12-point, un-manipulated font: Times Roman (serif) preferred -- or Arial (non-serif) – or equivalent)	10
E-mail submission	Allowing electronic submissions are at teacher's discretion. Student last name & assignment title in subject line	10

Grading standards: types, definitions, & uses

Numerical scale

Most courses are graded using a scale of 0-100. The course final grade aims to represent a percentage of content and skill mastery of the individual course's area of study.

Primary grades assessment (K5, 1st, & 2nd grade)

Assessment in these earliest grades is based upon mastery of focus skills, with heavy emphasis upon language arts and math. Students are formally assessed in one-on-one teacher sessions once per semester.

A skills-based report is created and attached to the report card, with the desired outcome of sharing what a student knows at formal assessment milestones. This information benefits parents, teachers, and other schools, if a student transfers. The letter grade system is simplified:

<u>Letter</u>	<u>Score</u>
M	Mastery
P	Progressing satisfactorily
N	Not progressing satisfactorily
I	Incomplete (no grade)

Elementary electives

Through 6th grade, non academic electives also use the simplified, primary grading scale, since limited assignments and assessments do not lend themselves to ABC grades.

Ten-point scale

Since August 2016, the academy has used a 10-point scale, the numerical scoring system adopted by the SC Dept. of Education that year. This switch from the previous 7-point scale helps LPA students to play on a level field with public school students for college admissions and scholarships.

The letter grade equivalents are as follows:

<u>Letter</u>	<u>Score</u>	<u>Letter</u>	<u>Score</u>
A+	98-100	C	73-76
A	93-97	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	0-59
C+	77-79		

Other letter grade designations used:

P	Passing (pass/fail courses)
W	Withdrawn
I	Incomplete (no grade)
WP	Withdrawn (Passing)
WF	Withdrawn (Failing)

Grades of I, WP, WF, and P are not calculated into the student's GPA.

SC Uniform Grading Scale

In order to participate in the SC Educational Lottery-funded scholarships, Lake Pointe follows the SC Uniform Grading Scale (UGP), which is established and administered by state law for high school credit bearing courses.

Each student's high school grade point average is based on a state-defined grading scale with corresponding grade point values for each numerical grade. The UGP also awards additional weight to courses taught at the Honors, Advanced Placement, and/or college dual enrollment.

Plus-Minus letter designations

LPA chooses to use plus-minus letter grades for two reasons.

First, it helps to prepare families for high school's SC Uniform Grading Scale, which weighs each numerical score earned in a course. The ten point numerical scale is broad, leading some students and parents to think that a 90 is an A, in the same way that a 96 is an A. In reality, the UGS assigns a weighted value, so that the GPA of a student earning a 91 in English is worth more than a student earning a 90.

The second reason is that the additional marks can offer a clearer representation of student achievement between the divisions between letter grades. It is a sharp fall from a "B" to a "C," for example, even though the actual division is one point. The plus-minus system allows a student with a high "B," to be rewarded with a "B+," rather than to receive the same letter grade as a student earning the lowest possible B.

Maximum score of 100

Numerical course grades may not exceed 100.

Excused (dropped) grades

The dropping of a limited number of lower weight assignment and quiz grades is an LPA practice designed to offer "academic grace" to students over the long semester. It is a privilege and not a student or parent right, and any discussion of the practice should be approached from a position of gratitude and appreciation.

Goals for dropping lowest grades include allowing a bit of grace, eliminating some "outliers" -- and acknowledging that sometimes things do get misplaced or that a student might occasionally do poorly on a quiz due to running late.

Teachers have some discretion, based on quantity of assignments and quizzes.

- Elementary: up to 4 assignments and 2 quizzes.
- Secondary: 2 assignments and 1-2 quizzes

There are no drops for major grades or in cases of academic dishonesty.

Grade reporting for dropped courses

Grade score recording on LPA's report cards and transcripts is determined by date milestones, as follows:

Course grade levels through 8th grade

- **By 4 p.m. on the 10th class day of the semester**
The course will not be recorded.
- **After 4 p.m. the 10th class day**
The course will be recorded as a W for withdrawn.

High school credit bearing courses

High school grade reporting is directed by the rules and expectations of the South Carolina Commission on Higher Education (SCHE), and the generally accepted practices of college admissions, scholarship issuing organizations, etc.

For more details, see "Add/Drop" and "Scholarship" in the "Academics" section.

- **By 4 p.m. on the 10th class day of the semester**
The course will not be recorded.
- **Before the end of the 8-week mid semester point**
The course will be recorded as a WP (withdrew passing) or WF (withdrew failing). In neither case no units of credit will be earned.
- **After the start of the ninth full week of classes**
The course will be recorded as non-passing (WF), and a numerical score of 50 will be recorded and calculated in the student's grade point average.

General academic policies: and goals

The following policies explain how academics are conducted.

GPA Grading Scale

For high students, Lake Pointe uses the SC Uniform Grading Scale (SCUGS) to calculate all grade point averages (GPA).

Academic Standing:

Students must achieve a GPA of 2.0 (SCUGS) or above in each semester of attendance at Lake Pointe in order to remain in acceptable academic standing.

Academic watch

A student whose GPA falls below 2.0 (SCUGS) at the conclusion of any given semester will be placed on academic

watch for the following semester, and monitored appropriately, to help ensure future success.

- A student on academic watch will be removed from the monitor list if he or she earns a GPA of at least 2.0 (SCUGS) the following semester.
- A student earning a GPA of less than 2.0 (SCUGS) for two consecutive semesters may be blocked from further enrollment in classes at Lake Pointe.

Lake Pointe does *not* use the "block system"

With only a few exceptions in electives and in senior courses all courses are year-long, two-semester courses. Each semester earns the student a half credit, or one credit for a year-long course.

Potentially sensitive academic content

Every parent and instructor has his own personal and biblical convictions about educational content and approach. To help parents train their children toward independence in an increasingly godless world, the LPA program will engage potentially difficult or controversial content and moral issues. According to the classical tradition of emphasizing the biblical, Greek, and Roman cultures' shaping of western civilization, materials, including a study of pagan literature and history, will be chosen for their time-honored educational merit. Potentially questionable material may include the following:

- Historical pagan literature, myth, and history as a basis for understanding the underpinning and knowledge progression of western civilization
- Topics and situations often labeled by movie raters as "adult or mature theme"
- Moral "hot potato issues," of great interest to God, but often labeled politically-charged to limit faith-based comment
- Ungodly language or situations in reading selections

Rather than encouraging students to retreat from contact with a sinful world, LPA will not shy away from difficult or controversial issues. Instead, the program will seek to strike the admittedly delicate balance of marinating students in the truth and goodness of God's Word and equipping them to recognize the moral lostness of the world around them. The curriculum will study other cultures, histories, and thought forms -- including godless ones -- for strategic purposes:

- Students will learn that all history is the account of man's interaction with his Creator-God and fellow man.
- Learners will acquire classically-affirmed knowledge, understanding, and wisdom as discovered through the ages, including those truths affirmed by pagan cultures.
- Students will be appropriately aware of the godless world system around them -- in the past, present, and future.
- They will learn the existence of certain pagan thoughts and behaviors -- and the specific dangers associated with them -- against the stark contrasting backdrop of the life-giving benefits of a life surrendered to God and His provision. The goal is to neither shock nor unduly shelter students from the reality awaiting them in their own culture.
- Learners will develop a better understanding of how non-believers think and develop values. That way, the students will develop abilities to build communication bridges with all people without compromising their faith. In this, Jesus' earthly ministry is our model.
- LPA will use opportunities presented by difficult topics to challenge students to develop critical thinking skills and to apply these skills to godly purposes.

Sensitive content is examined and approached within strategic protective boundaries:

1. A biblical worldview will be preeminent

LPA will teach students to evaluate difficult or controversial realities in light of God's Word, with the over-arching truth that Jesus Christ is sovereign, that He is the Way, the Truth, and the Life, and that He is superior in all things. (Col. 1)

2. Examination in tension and exhortations of the Bible

There is tension in God's Word and the commands of Jesus, and we must use prayer, discernment, and humility in navigating potential deep waters.

- In terms of citizenship, loyalties, and orientation, we are called to be "in" the world, but not "of" it. We are clearly warned not to love the world or to have friendship with it. (1 John 2:15; James 4:4)
- Relative to immorality and impurity, we are warned not to be deceived by the world or to be partakers with its followers. (Eph. 5:3-13)

In the same passage, the commands say have nothing to do with dark deeds, but rather to shine light to expose them --because it is shameful even to mention what the disobedient do in secret.

How to deal with this tension? Paul urges, "Be very careful, then, how you live—not as unwise but as wise, making the most of every opportunity, because the days are evil. Therefore do not be foolish, but understand what the Lord's will is."

- In relating to the immoral and idolatrous, we're told that we can't avoid sinners or we would have to leave the earth. (1 Cor. 5:9-10).

In relating to the world, Jesus calls us to live in the tension between being "innocent as doves" and "shrewd as snakes" (Matt. 10:16).

3. Consideration of age appropriateness

Developmental age and maturity is a key component in effective moral training. Suitably challenging topics for high school students and their parents may be wholly inappropriate for elementary students to engage.

Using God's clear commands and biblical truth for both basis and interpretation, students at every academic level will be engaged in knowing that God's commands and ways lead to blessing and that they are infinitely superior to the world's messages. Students will be taught that the world's

ways are often enticing, but that ultimately they give hollow promises that lead to destruction and death.

In the tension between being “innocent as doves” and “shrewd as snakes” (Matt. 10:16), students will be led to recognize biblical distinctions between good vs. evil, using the following grade-level emphasis guidelines.

- K5-2 Celebrate God’s goodness, provision, and ways, while shielding from evil
- 3-4 Focus on the good, while acknowledging the bad as it arises in studies and life
- 5-6 Emphasize the blessings and righteousness of following God’s ways, while learning to deal with sin, evil, death, etc.
- 7-8 Stress the importance of truth, while increasing awareness of good and evil and right and wrong -- and their origins -- through comparison and contrast
- 9-10 Explore “the state of man” in a fallen world through increasingly mature and challenging content. Scripture is used to illuminate and interpret God’s truth in comparison to various thoughts and actions presented through the content studied, especially through the survey of world history and literature.
- 11-12 Continue to explore “the state of man” in a fallen world by engaging more complex content and issues that offer glimpses of the world the students are about to enter in college and adult life.

The goal is for LPA graduates to be educated, encouraged, and equipped for the world and its ways, and to not be surprised by how worldly people and groups think and act.

4. **Staff shall tread intentionally and cautiously**
Teachers are instructed to approach delicate topics with humility, caution, and godly purpose, under the strong warnings of James 3:1 and Matthew 18:6.
5. **Classic materials will be used**
Materials will be selected for their time-honored educational merit and identity as “classics,” especially in light of university studies preparation.

Instead of using modern content to teach mature themes – works that often feature content that is gratuitous and crude, LPA will choose to teach more mature content through examples in the Bible and acknowledged classic literature.

Materials with gratuitous, questionable content will be avoided. The goal is not to have “shock value,” but to instruct biblical truth and the ugliness of its alternative.

6. **Informed parent involvement will be sought.**
Faculty and staff will be specifically charged and trained to alert parents in advance when potentially delicate and mature subjects will arise. In cases in which such a subject arises unexpectedly, teachers will be instructed to immediately notify parents as to the circumstance, handling, and outcome.
 - a. **Some issues will be taught through the parent**
The complete educational and training program includes some topics that are better engaged primarily by the parent. Parents will be alerted in advance as such cases arise in the normal flow of the curriculum progression. An instructor may create a parent-student assignment to facilitate discussion and study, and such assignment may offer options.
 - b. **Outside events seek to involve parents and to reduce attendance pressure**
The school may host discussions and events outside of normal class times. This move offers two helps to parents, personal involvement and flexibility over student attendance. With advance notice, parents will be encouraged -- or in some cases, required -- to attend and participate with a student, in order to experience the content and interaction first-hand.

7. **Concerns are addressed individually and respectfully**
Parents who have questions or concerns about subjects or assignments are urged to respectfully share their perspective with the instructor and grade level supervisor. The goal in raising questions and providing answers is to seek understanding, trust, and accountability between educational partners.

When parents have concerns about significant areas of a course’s study, it may be best for them to avoid registering for that course.

High School: Advising and Credits

Relating through verbal, written, and online, nonverbal, and other forms of transmitting meaning and questions.

And if one member suffers, all the members suffer with it; if one member is honored, all the members rejoice with it.

High School Classification

High school students will be classified by LPA as members of a certain grade level (i.e., 9th grade, freshman, through 12th grade, senior), based upon credits earned, expected graduation date, age, and courses registered, especially the student's English grade level. Classification has bearing upon such areas as standardized testing, scholarship opportunities, college admissions, and eligibility for athletics and academic and other school competitions.

In order to encourage academic advancement, 8th grade students may take a limited number of high school credit-bearing courses without being classified as a high school student.

Typically, a student entering the fall semester with the number of qualifying high school credits below will be classified as follows:

0-4 credits:	9 th
5-7 credits	10 th
10-15	11 th
16-18+	12 th

Once a student begins his 4th credit-bearing course (including transfer credits) the student will then automatically be classified as a high school student (ninth grade). From that point, the student will only have four years of high school eligibility in both academic and athletic competition.

An 8th grade student enrolled in high school level courses must have a course load of equal number or greater of courses classified as eighth grade level in order to receive the lower classification. Such classification must be noted on the student's high school transcript.

Students also face an age limitation that affects eligibility. Please note that any Lake Pointe students who turn nineteen by September 1st of their senior year are not eligible to participate in any of the competitive areas (athletics and academic).

Academic Advising

All students entering high school are required to undergo academic advising to establish a diploma plan. This must be completed before registration.

Current LPA Students

Group meetings for rising 8th grade students will be held during their 7th grade academic year. At least one parent and the student will be required to attend. One-on-one, follow-up appointments may subsequently be scheduled for parents to discuss items specific to individual students.

New high school students

New high school students must meet with an Academic Advisor prior to registration.

Copies of all high school grades or transcripts will be required at this meeting.

The purpose is to ensure the family and school agree concerning the student's incoming credits and the student's intentions and path toward graduation. Any requests for transfer credits may need to be assessed before a new student is allowed to register.

Students not planning to graduate from Lake Pointe

Students not planning to graduate from Lake Pointe must still confer with the Academic Advisor in order to clarify their home school diploma plan as it relates to attending Lake Pointe Academy.

Transfer Credit Guidelines

Lake Pointe will accept qualifying high school credits transferred from the following:

- Public or private high school
- Colleges
- Home school

The application for transfer will be reviewed and approved by the Academic Advisor before credit is granted. Any course submitted for transfer must be comparable in content, level, rigor, and instructor contact time to those offered by Lake Pointe Academy, as determined by the academic advisor.

Current families

In order for transfer credit to be awarded, families must meet with the high school academic supervisor to approve the following before initiating each particular course.

- Course record keeping
- Documentation of curriculum and coursework
- Credit hours

Students transferring credit(s) from another high school

1. The student must have received a passing final course grade, as determined by the issuing school.
2. The family shall submit an official transcript from the school where the student received the actual credit.
3. The student may be required to take an end-of-course-test (EOCT) (with a score of 60% or higher).

Additional needs for home school transfer credit(s)

For each course transferred, the family shall supply a course description that includes the curriculum resources used.

If the primary instructor is someone other than a parent, that person's name and contact information must be supplied.

In some cases, representative samples of the coursework may be required.

Additional notes:

- All transfer credit requests will be reviewed on an individual basis.
- Approved transfer credits will be added to a student's Lake Pointe transcript upon successful completion of one full year of classes at Lake Pointe and the student's completed registration for the following school year.
- Although Lake Pointe may accept this course for diploma credit, LPA is not in a position to validate this course for any other educational institution and will not do so.

High School: GPA, Rank, and SC Scholarships

Academic credits

In general, one Lake Pointe credit is equivalent to a full year's instruction in a given course of study. Properly enrolled students will earn course credits on a semester-by-semester basis. The Fall and Spring semesters for LPA will be scheduled for sixteen weeks of instruction. Credit, therefore, will not be awarded to students without meeting the proper attendance requirements.

Special circumstance

A variance to this requirement may be granted by the administration to a properly enrolled student when that student has been unable to meet the attendance requirements of the course or courses. This would be considered in circumstances beyond the family's control, provided that the student has, in the judgment of the LPA instructor

overseeing his or her work, achieved minimum mastery of the course content, as defined by curriculum policies and standards.

In cases of doubt concerning the appropriateness of granting a variance to this policy may be referred to the School Board for consideration. Any credit approved for courses taken at LPA will be handled as standard credit.

AP/Honors Courses and Honors Diploma

Advanced Placement and Honors level courses receive a weighted GP according to the SCUGS.

Qualification for second semester

A student must pass the first semester of a year-long course in order to continue to the second semester. A low grade, while passing, may signal trouble, if no adjustments are made. If a student earns less than 70 in the fall of a two semester credit bearing course, he must meet with the high school supervisor before beginning the spring semester.

A student failing the first semester of a course may appeal to continue. The high school supervisor will consult with the teacher, others, as necessary, and the student and parent to decide about continuance. For an approved appeal, the final course average for the year must be passing to receive credit.

Ranking

As a modest-sized academy with small graduating class sizes Lake Pointe chooses not to publish class ranking for college or scholarship applications.

LPA does nominate candidates for the Palmetto Fellows Scholarship program, which is administered by the SC Commission on Higher Education. Ranking of Lake Pointe's private school students (only) is required for nomination.

Rank calculation

To fulfill the requirements for the Palmetto Fellows Scholarship, rank is calculated after the completion of each academic year in 10th, 11th, and 12th grades by June 15.

- The SC Uniform Grading Policy (SCUGS) is used.
- Rank is based on cumulative high school GPA
- All courses taken for high school graduation credit are included in the calculation of class rank.
- Once a GPA has been computed for all students, all GPA's are numerically ordered from highest to lowest and each student's class rank is determined by the position of his/her GPA relative to all other students in a given grade.
- In instances of equal GPAs for more than one student, the same class rank is given and the following value in sequence will be omitted.

GPA Calculation

Grade Point Average is calculated using the following formula

$$\text{GPA} = \frac{\text{Sum of quality points x units}}{\text{Sum of units attempted}}$$

Retaking Classes

According to the S.C. Uniform Grading Policy, students may retake a course at the same difficulty level under the following conditions:

- Only courses in which a grade of a D or F is earned may be retaken.
- The course in which a D or F is earned may only be retaken during the current academic year or no later than the next academic school year. In addition, the student must retake the course before he/she has enrolled in the next sequential course (unless the student is granted approval by school administration to do so).
- A student's record will reflect all courses taken and grades earned. Those who repeat a course in which a D was earned will only receive credit for the repeated course.
- Students taking courses for a Carnegie unit prior to their ninth-grade year may retake any such course regardless of the grade earned (must be retaken during ninth grade year). In this case, only the retake grade is used in figuring the student's Grade Point Ratio (GPR) and only the retake attempt is shown on the transcript. This rule applies whether the grade earned is higher or lower than the pre-ninth grade attempt.

Physical Education (PE) Credit

As part of the high school experience and overall character training, LPA encourages students to participate in team sports. Not everyone is a top athlete, but teams offer a unique opportunity for learning and comradery that isn't duplicated in a typical PE course. LPA's approach gives all students the chance to participate on a high school team.

LPA has developed the tradition of awarding Physical Education (PE) credit through team sport participation. One half credit is granted for each successfully engaged sports season. Therefore, two seasons of participation – whether the same sport or two different ones – satisfies the diploma's requirement of one PE credit. Each team sport provides individual and team instruction, tested content in both the rules and strategies of the sport, assessment of progress, according to individual goals. In addition fitness and conditioning exercises are incorporated, as is a healthy lifestyle and nutrition component.

Alternately students may transfer in credit from a qualifying PE program, which is one that uses a qualified instructor and approved curriculum, and that satisfies the required actual instructional time. Such credit must be approved in advance by the high school grade level supervisor.

High School Athletic Related Credit

1. One half credit for the physical education graduation requirement will be awarded upon completion of one season of high school competitive LPA team sports, with a maximum award of 1 Carnegie unit for high school credit. This includes serving as a manager, statistics assistant, or trainer for LPA athletic teams.
2. For students earning P.E. credit through team sports participation, attendance and other course policies apply.

Graduation: honoring completion

A high school diploma is the culminating achievement for a K5-12 education. The certificate, or its equivalent, paves the way for undergraduate college studies, military, and many career opportunities.

Lake Pointe Diploma

A Lake Pointe diploma is designed to represent a student's meaningful engagement of the LPA program, including the accumulation of knowledge and skills and the development of applied understanding and wisdom. The diploma certifies the student has engaged comprehensive and challenging studies in the liberal arts and that he or she possesses solid base preparation for college studies. More importantly, the diploma represents the student has been exercised in biblical truth integration and practice to prepare for a life of ministry and service to others in the name of Jesus Christ.

Remember this: Whoever sows sparingly will also reap sparingly, and whoever sows generously will also reap generously. 2 Corinthians 9:6

Diploma types

Lake Pointe offers two diploma options: The College-preparatory Diploma and The Diploma with Distinction. Both are designed to exceed or meet the stated university entrance qualification requirements of the South Carolina Commission of Higher Education. For more information, visit www.che.sc.gov.

College-Preparatory Diploma

LPA's standard diploma requirements are intended to recognize a strong liberal arts preparation for college and life in general academics and associated skills, as well as in biblical understanding and ministry skills. It is awarded to students who satisfy the stated academic and other requirements. (See information following).

Diploma with Distinction

LPA's diploma is intended to affirm a student's preparation for college and life in general academics and associated skills. It is awarded to students who satisfy the stated academic and other requirements. (See information following).

Certificates of Completion

Home school students who attend LPA receive their high school diploma through their home school or association. For their efforts at LPA, home-educated students are awarded a Certificate of Completion, which in material and design has a similar appearance to the academy's diploma.

Diploma requirements

In order to receive either of the two LPA diplomas offered, all candidates must meet minimum standards.

Registered diploma plan

All high school students who intend to receive an LPA diploma must have a diploma plan on file with the academic office prior to 9th grade registration. If admitted to the academy after ninth grade, prior to their first semester registration.

To assist parents in creating the student's diploma plan, two diploma-planning meetings will be held annually for rising and incoming eighth and ninth grade parents and students. Families not attending one of these offered meetings may schedule a personal consultation with the academic counselor to create a diploma plan. A fee will be charged for this personal consultation. see "Financial Policies" section).

Standardized Testing

Diploma candidates must take either the ACT or SAT at least once during their junior or senior year. The resulting score must be sent directly to Lake Pointe. This is accomplished by the student noting LPA's College Board code in the test registration materials. LPA's College Board code is 411-229. Do not have to earn a certain score.

Requirements for an LPA diploma

In order to receive a diploma from Lake Pointe:

1. The student must satisfy the stated graduation requirements.
2. A minimum of eight (8) credits must be earned on the LPA campus during their junior and senior years, including the following specific courses at the 11th and 12th grade level:

Two (2)	English
One (1)	History
One (1)	Math
One (1)	Science
Three (3)	Others

Eight (8) Total in 11th and 12th grade

Graduation Requirements

For the class of 2020 and forward

Lake Pointe offers two college-preparatory diplomas. Both meet or exceed the requirements for state university qualification, as set by the South Carolina Commission on Higher Education (www.che.sc.gov). Each diploma has minimum requirements for credits earned.

Standards for Lake Pointe's Standard Diploma are designed to satisfy the basic admissions requirements of most public and private colleges and universities. In addition to these requirements, the **Diploma with Distinction** requires additional courses and a higher achievement in GPA.

Course Subjects	Standard Diploma	Diploma with Distinction
English/Language Arts	4 units	4 units
Mathematics Beginning with Algebra I	4 units	4 units
Lab Sciences Three lab sciences; one must be biology. The others can be in chemistry, physics or adv. biology.	3 units	4 units
History One must be U.S. History	3 units	3 units
U.S Government	.5 units	.5 units
Economics	.5 units	.5 units
Ministry/Life Prep Including the required Intro to Philosophy /Christian Worldview Course, encouraged in 10 th grade	2 units	3 units
Physical Education	1 unit	1 unit
Foreign Language *2 units must be in the same language*	2 unit	3 units
Fine Arts	1 unit	1 unit
Intro to Formal Logic	1 unit	1 unit
Elective	2 unit	--
Total Units	24 units	25 units
Minimum Grade Point Average (GPA)	2.0	3.5
Take SAT or ACT at least once	✓	✓

One credit unit is equivalent to a full academic year (two semesters) of study. A one-semester course earns a half credit. See "Transferred Credits" below for credits awarded to students transferring to Lake Pointe.

In addition to earned credits and GPA requirements, all students receiving a Lake Pointe diploma are required to complete either the SAT or ACT test at least once. There is no minimum score required.

Extra-curricular

Student life, arts, athletics

Extra-curricular means “outside of,” “beyond,” or “in addition to” the normal academic course of study. While certainly different from math or language courses, these non-academic areas are highly valued activities in support of the academy’s mission and training goals. Lake Pointe seeks to help develop the whole person in students, as it seeks to educate, equip, and encourage them. Extra-curricular opportunities are organized under three general divisions, each with its own areas of influence.

1. Student Life
2. Arts
3. Athletics

One academy with one mission, representing one Body

In order to best instill and to reinforce academy aims, each program and each activity is expected to operate according to Lake Pointe’s mission. From the field trip and the hosting of social events, to the stage and the ball field, LPA’s mission is the same:

*To partner with parents
to lead students into a growing relationship with Jesus Christ
by educating, encouraging, and equipping them
in intentional excellence
from a Biblical worldview.*

What this means is that how parents are included and informed in an activity must be considered. We must also carefully think through how an event’s operation might help to disciple its participants. Planners must give thought to how choices might teach students, properly encourage them, and also train them to engage, support, and even lead such activities in the future. And in all this, as choices and options arise, we ought to choose to do things well and in a godly manner. The academy wants the stage assistant to be equipped to be a director of students someday, and for the second-string athlete to learn skills to be able to volunteer to coach children later, when that need presents itself.

Planning for success

LPA’s increasingly robust menu of extra-curricular activities calls for strategic planning to maximize mission, student opportunities, and resources. Academic and extra-curricular leaders work together for the overall good of families and staff in three ways.

- To support all the academy areas
- To integrate and intertwine activities where possible
- To plan in such a way as to avoid schedule conflict.

Protecting family time

Various activities can consume the entire week, if allowed. Lake Pointe seeks to follow the philosophy of developing excellence within a reasonable amount of time. This is similar to LPA’s plan for academics, in which teachers, with a limited amount of time for assignments and class time, have to choose the “better” and “best” development activities, beyond the good. To intentionally protect family time, LPA leaders seek to limit activities in two ways. For these days, there are some exceptions, but these are rare.

1. Wednesday evenings are kept free.
There are no sports practices or events.
After-school arts, clubs, and meetings are completed by 5:30 to allow students to be home for dinner.
2. Weekends are unscheduled.

Participation is open to all qualified students

Any student enrolled in at least one course* is invited to participate in the various extra-curricular and co-curricular (mixed grade and subject academic) events for which their course(s) and grade level qualify. Students must be in right standing in academics, conduct, and financial status to do so. Differences in participation opportunities are perhaps best shown in contrasting examples:

Elementary Field Day
Open to all elementary students

5th grade science field trip
Limited to 5th grade students enrolled in the science 5 course

Debate Club
Open to all secondary students

Secondary history debates
Limited to students enrolled in secondary history courses

*Special SCACS Note:

The South Carolina Association of Christian Schools (SCACS) requires that all student participants be duly enrolled in at least one academic course, for which art and music do not qualify. This affects participation in athletics, fine arts and other extra-curricular competitions and events.

Important extra-curricular operations

Drop-off and pick up times

Extra-curricular activities have varied start and ending times. Families are responsible for keeping up with academy communications on times, to ensure that students are transported in a timely manner.

Communication

The goal for announcing extra-curricular activities is a minimum two weeks' notice, although this is not always possible. Communications are often used to remind families of the following: Supervision, expectations, appropriate dress, materials to bring, etc.

Student Life

Clubs and Groups

At various times, students will be allowed and encouraged to form interest groups or clubs. Any such groups that are related to the academy shall have an LPA staff member to serve as advisor, whose role is to attend meetings, provide leadership support, and ensure that the group operates within and in support of the LPA mission and core values.

Student Service Council

The council is a small group of students who register for a year of additional leadership training and discipleship, under the direction of the Student Life director. The students are responsible for serving other students through the planning and execution of various Student Life events.

Serving students are elected through an annual application and interview process that considers a student's prior leadership and influence demonstrations, personal conduct and support of academy mission and core values, and other factors.

Service and skill-building opportunities

At various times and situations, students will be offered opportunities to use their talents, skills, and interests to serve in serve and lead others. Such opportunities are designed to give students valuable experience. Participants will be expected to honor the academy's mission and core values.

Athletics

Lake Pointe offers three seasons of team sports. As in all schools, each sport requires considerable time, coaching supervision, equipment and facilities handling, and other logistical support. These investments are worthy, since team sport participation can be so valuable in teaching students important life and ministry lessons in ways not possible in the classroom. Just a few examples include:

- Working as a team against opposition
- Participating under pressure
- Understanding the costs of winning in an "everyone gets a trophy" culture
- The values of preparation, training, and their application
- Humility in learning from and responding to coaching authority and strategies

- Applying Gospel commands and teaching to sports and contrasting it with the worldly concept of sportsmanship
- Learning appropriate responses to the fact that life includes successes, failures, and apparent injustices

Competitive sports

Lake Pointe athletics represent a competitive sports program, under academy mission and core values and under the Lordship of Jesus Christ. While winning surely isn't everything, preparing and competing well enough to win is the goal of competitive sports. LPA's aim is in contrast to three other, different understandings.

1. Not a "rec" league opportunity

LPA team sports do not operate as recreational or instructional league youth sports, which guarantee playing time for each participant or which have special limitations added to the sport's rules for instructional purposes. Coaches are charged to develop and use the player talents and strategies available in any season to position the team for victory.

2. Not a private or travel sport league

A variety of private opportunities exist whereby individuals come together for competitions, for a variety of reasons and a host of quality expectations. Lake Pointe sports are not designed to develop elite players or to showcase a player for future opportunities. Each participant will be included within coaching strategies to accomplish team goals and the academy's mission and core values.

3. Not a "win at all costs" opportunity

Academy team sports seek to develop passionate participation, with victory in mind. This desire for the "fruit" of preparation and training must exist in proper tension with discipleship testimony and self-control, in order for players, staff, and families to keep proper personal identity and character formation in priority.

LPA coaches are charged with inclusion and development of all varieties of player talents, and these will be exercised according to the opportunities provided by various competitions during a season.

Athletic league and schedule

Lake Pointe's sports schedules are anchored in its league participation in the SCACS 2-A division. SCACS has both academic and character qualifications for players. In addition to competitions against these familiar Christian schools, other events will be scheduled, to give players exposure to varying competition styles and levels and to offer opportunities to display Christian testimony.

- Other private schools, both secular and Christian
- Charter schools
- Public schools
- Home school teams

Athletic Handbook

More detailed information about LPA team sports, mission application, and procedures, etc. can be found in the separate athletic handbook. Additionally, students and parents may contact the Athletic Director.

Program operation

Believers are called to do all things as “unto the Lord” and our God is a Creator of order and beauty. To imitate our Father, we shall pursue procedures to encourage order, peace, and life in operation.

All things must be done properly and in an orderly manner. 1Cor. 14.40

Goals for operation include instilling a certain level of routines, rhythms, and practices that bring a sense of order, efficiency, and peace. These aims honor parents’ trust, and they both encourage and facilitate the kind of oversight for minors that parents expect.

General policies

Following this presentation of general policies and frequently-asked questions, longer sections are provided for areas of considerable interest to families:

- Vehicle operation
- Electronics policies
- Lunches
- Dress standards
- Visitors

Elementary (grades K5-6): closed campus

To ensure the safety of the younger children, the elementary operates as a “closed campus.”

- Students in K5 through 6th grade are received from their parents (or approved carpool driver) at drop-off
- They are returned to the parent (or approved carpool or other driver) at departure.

Late arrival or early departure

During the times between the student’s first and last classes, the parent or guardian or their designate must enter the building to sign out the student at the desk.

Elementary students are not allowed to leave the campus under other conditions.

Secondary (grades 7-12): modified closed campus

To acknowledge the increased maturity, mobility, and other needs of older students and their parents, the secondary program operates as a modified “closed campus,” as follows:

Vehicular transportation for arrival and departure are left to parental discretion. Parents must agree to give clear and specific transportation instructions to their students, including how they may travel, when, and with whom.

Secondary students are not allowed to leave campus during their normal, registered day schedule without the specifically expressed

Parents of secondary students are expected to notify the academy office whenever a student is operating outside of his normal, registered day schedule.

Student drivers

Student may apply for permission to drive and park on the campus. See Student Driver application, requirements, and permission forms.

Parking lot

Parking areas are not for lingering nor loitering, and vehicles do not serve as a locker. Students are to depart and enter vehicles directly.

Lobby student services

For student use and convenience, the lobby offers:

Courtesy phone

This landline provides direct access for outgoing calls and for receiving incoming parent calls.

Student business center

This area provides basic office supplies and equipment for general academic use, such as pencil sharpener, hole punch, stapler, tape dispenser, glue, paper clips, pencils and pens for incidental use.

Additionally, a printer is supplied for a student to make copies or to print from a USB flash drive. A modest charge is collected for this printing service.

Inclement weather

For the safety of all, Lake Pointe seeks to follow a conservative approach to school closings, delayed starts, and cancellations. The academy makes its own determinations about schedule changes due to weather, and will communicate these via Parent Alert text messages, e-mail, web site, and other means. The standard procedure for a weather closing is to convert a campus day to at-home assignments to prevent the need for make-up days.

Celebrations on campus

Holiday celebrations

Due to the limited UMS class time, only teacher-planned and grade level supervisor-approved events are allowed during class time.

Birthdays

Parents wishing to plan a student birthday recognition on a school day should follow a simple procedure:

- Ask permission of the grade level supervisor in advance
- Plan to celebrate during a recess, assembly, lunch, or other non-academic period.
- Plan to include all the children in the class or, perhaps, the larger recess group.

Campus vehicle operation and transportation

The number one concern in academy related vehicular operation is the safety of people. Please be careful.

General vehicle operation

Transportation to and from campus is by personal car and carpool arrangement. LPA does not at this time operate routine bus or van service. The school may arrange such transportation from time to time for special events such as field learning, and athletic events.

To ensure the highest level of safety, to ease traffic, and to honor all parties, parent and student drivers shall attentively follow these rules:

1. **Driving onto campus is a privilege.**
 2. **All must follow vehicle rules.**
- Vehicle operation should clearly communicate to all others that the driver is operating conservatively and safely.
 - Maximum speed on campus property is 05 miles per hour.
 - Approaching, navigating, and leaving the campus, drivers are to proactively anticipate pedestrians, especially young children who may not be looking out for vehicles. It must be assumed that small children are always on campus, as the children of staff and siblings of secondary parents are frequently present.
 - By state law, handicapped parking areas are to be used only for patrons possessing and displaying state-issued handicapped parking permits. It is not "I'll only be a minute" parking.
 - Drivers are strongly urged to use caution when exiting. The speed limit for Hands Mill Hwy. (SC 274), in front of the campus, is 55 miles per hour, but many drivers exceed this.

It is recommended that drivers exit right on Ferguson-Long Rd., and then turn right onto Concord Rd., in order to take advantage of the stoplight at Hands Mill Hwy.

- Risky vehicle use endangers drivers, passengers, and pedestrians. Drivers are responsible for ensuring that they and all passengers obey state traffic safety laws while on campus, including the following:
 - Seat belts and child restraints must be used whenever a vehicle is moving.
 - Risky activities such as riding on hoods, trunks, backs of pick-ups or leaning out of windows or doors is not allowed.
 - Spinning tires by accelerating rapidly is evidence the driver is operating with reduced control and is not allowed.

One-way entrance and exit

Lake Pointe has limited parking and access/egress space. A simple rule helps avoid confusion, delays, and accidents:

- Vehicles entering campus shall use the driveway entrance from Hands Mill Hwy. (nearest the power lines).
- Departing vehicles shall use the exit to the gravel road, Ferguson-Long Rd.

Student drivers

Licensed student drivers may operate and park vehicles on campus, as a privilege, according to these stipulations. Students must:

- Submit an application, including both parents' permission.
- Agree to fully observe and obey campus vehicle rules outlined in the student driver application and agreement
- Provide documents required on the application, including schedule, vehicle information, proof of insurance, etc.
- Maintain a clear record of proper campus driving / parking.

Drop-off / arrival

Because the safety and well-being of students, staff members, and families is paramount, the following govern carpool and driving.

- To welcome students, the main campus building will open at 7:45 a.m. on regularly-scheduled class days. Other buildings will be opened as staff members prepare, inspect, and open them for use. No student is to be dropped off before 7:45 a.m. without formal, prior arrangement with the administration.
- To protect all parties, parents are responsible for ensuring their children are not dropped off until two (2) staff members are on campus. While awaiting the arrival of a second person may pose temporary inconvenience, protecting all parties is the priority.
- Parents wishing to drop-off students should do so only at the concrete drop-off slabs in front of the main or primary building, and not elsewhere in the parking lot or yard. Again, temporary inconvenience must submit to safety.
- Students arriving on campus should immediately leave the parking areas and report to the inside of campus buildings. A parked vehicle is not a place for students to be without a parent
- Students must remain in designated common areas before classes start.
- The "three-buddy system" is especially expected to be observed during these transition times.
- Parents wanting to leave the vehicle to accompany students or to conduct business for any length of time should park in a designated parking space to avoid blocking the drop-off line. There is no "I'll only be a minute" parking area. Blocking is rude and can create an unsafe back-up of vehicles on Hwy. 274.

Pick-up / departure

Since LPA remains responsible for students until their safe departure, parents are urged to make arrangements to be prompt in picking up their students.

- To help staff to efficiently assist students into vehicles, parents shall post a large, boldly legible sign with the family name in their windshield or side window.

- While awaiting pick-up, students must remain in the main building lobby (auxiliary building for primary students) unless they have specific permission at that time to be in elsewhere.
- Because a student's safety trumps convenience, LPA staff members reserve the right to take all reasonable means to verify

a student's departure ride before releasing the student to a non-custodial parent. This may include:

- Verifying the action with a parent via telephone
- Examining and possibly copying the driver's identification

Drop-off and pick-up schedule for regularly scheduled class days

Day schedule	Early morning drop-off	Mid-schedule drop off (after 1 st period)	Mid-schedule pick-up (before 6 th period)	Final day pick-up
Mon. / Wed. / Fri.	7:45 a.m. to 8:20 a.m. For student to be on time to assembly	Within 15 minutes of student's class start	Within 15 minutes of student's class end	3:35* or as posted on Fridays, exams, or special days**
Tues. / Thurs.	7:45 a.m. to 8:10 a.m. For student to be on time to assembly	Within 15 minutes of student's final class	Within 15 minutes of student's class end	3:45* or as posted on special days**

* Excludes organized after-school activities and sports in which students are supervised by coaches or staff

** For schedules altered by weather, activities, Friday programs, or exams, modified drop-off and pick-up times will be posted.

Lunches

- Students are responsible for bringing their own lunches. Because of hard floors, no glass items are to be brought.
- Parents of students with known food-related allergies and sensitivities shall share these before the start of classes, or as soon as discovered. The academy will do what it reasonably can to help safeguard students in this area.
- Sealed ice packs should be used to keep any items cool. Refrigerators are not available for individual student items.
- Limited access to microwaves are available in the lunch area for responsible use by upper elementary and secondary students who clean. Foods not requiring warming are recommended. Kitchen units are for staff.
- Primary students (K5-2nd grade) will not have microwave access. This requires too much staff attention and cuts into recess. It's only two lunches per week. They can use non-glass insulated containers if warm items are desired.
- At various pre-announced times, students have the optional opportunity to participate in special meals, including "hot lunch" orders from local restaurants, fundraiser meals hosted by student groups, etc.
- **For reasons pertaining to oversight, cleanliness, and pests, students must eat in designated areas:**
 - Grades K5-2 Closely monitored by teacher / staff in classroom
 - Grades 3-6 Only in large multi-purpose room
 - Grades 7-12 Two options: multi-purpose room or outdoors in the front or side yards away from parking
- **Each student is responsible for what he does or does not eat, in obedience to parental authority and instruction.**
 - To avoid choking, students will not be allowed to have food, gum, or candy while running or playing.
 - While they may monitor and encourage, the staff is not responsible for what a student consumes.
- **Each student is individually responsible for tidying and cleaning his or her dining area.**
 - Student groups may be assigned rotating duty to ensure corporate cleanliness.
 - Students not able to demonstrate tidiness will be given extra time and practice to learn this skill by doing additional cleaning of meal areas.
- Recreational activities and equipment, regardless of owner, are not allowed for the first ten minutes of lunchtime. This is to encourage students to eat and to fellowship at tables.
 - Elementary students will be retained at lunch tables for ten minutes to ensure opportunity for eating.
- For students with known food and drink allergies, K5-2nd grade primary staff will take special care to police lunch interaction. Older students with allergies are personally responsible for not trading or sharing food and drink with others. Other students are to be respectful and cautious in dealing with those who have allergies.
- The final 5-10 minutes of breaks, recesses, and lunch are for bathroom visits, water drinks, and errands.
 - Elementary students will be closely led to follow this plan.
 - Secondary pupils are expected to manage their time. Prudent ones learn to use facilities in uncrowded times.
- Specially catered "hot" lunches are offered periodically.

Dress standards

Through appropriate clothing choices, a student will practice honoring others. He or she will seek to demonstrate modesty, professionalism, gratitude, submission to authority, and respect for the institution and community.

For you were called to freedom, brethren; only do not turn your freedom into an opportunity for the flesh, but through love serve one another. For the whole Law is fulfilled in one word, in the statement, "You shall love your neighbor as yourself." Gal. 5.13-14

Important note:

If you turned to this policy first, or before reading other significant preceding ones, you testify to the power of clothing in today's culture. Some will turn here to see how much freedom they have, fearful they might have to surrender much in personal expression. Conversely, others will search the guidelines because it's important for them to know if others will be appropriately limited, so their family's convictions regarding modesty and dress will not be offended. Because the potential for divisiveness and misunderstanding related to this singular issue is high, extra space and explanation about dress are afforded here (and in the appendixes) to maximize the opportunity to encourage unity and community.

Some of these principles are duplicated from those introduced in the "Character Formation" section. They are repeated here since the dress standards section will be available as a stand-alone pamphlet and the principles are referenced.

Principles: Student dress will display:

- A professional appearance that denotes gratitude and respect for his or her occupation as a student
- An understanding and appreciation of personal modesty
- A willingness to honor others and to submit to their needs as more important than self
- A tangible display of obedience to authority through the conservative keeping of the spirit of the guidelines

Scriptural basis: For blessings and peace, believers are called to:

- Admit ownership of our bodies (and coverings) belongs to God and His instructions (1 Cor. 6:20 and 7:23)
- Seek modesty and propriety, not as pagans seeking to push the envelope (1 Pet. 3:3-4; 1 Tim. 2:9)
- Not be overly concerned about clothing and physical appearance (Luke 12:27-28)
- Honor others more than self. Submit to those weaker, not causing them to stumble; (1 Cor. 10:31-33; Ro. 12:10, Ro. 14:20)
- Recognize the opportunity to be "faithful in small matters" (Luke 16:10)
- Wholeheartedly submit to authority and community, knowing it is Jesus who is really served (Eph. 6:5-8)
- Realize the issue is so much greater than "mere clothes" – that all issues are heart issues. (Prov. 4:23)

Introduction: clothing is just a cover up

The guidelines below cannot satisfy everyone's personal convictions or desires. That is not their purpose. Rather, their goal is to acknowledge the diverse range among personal, denominational, and cultural norms, and to create a uniform range that seeks respectful compromise. As the Apostle Paul repeatedly communicated to the Corinthians, disputes about clothing or food, etc. are not the important issue, but just a cover-up for the real issue: the person's heart motives and love for others.

The dress standards are intended to give a practical witness to LPA's purpose to honor God and to biblically train students. Willing obedience to the spirit of the dress standards is a condition of the privilege of being an enrolled student, of being on campus, and of involvement in school activities.

Dress standard details

Interpretation: professionalism and modesty

- The administration reserves the right to determine what is appropriate LPA dress, relative to the standards.
- When any question exists about appropriate dress or its interpretation, the student or parent should proactively seek counsel from an administrative leader. Wearing questionable items without first asking, forcing staff to react and comment after the fact, can be perceived as presumptive, confrontational or haughty.

General: professionalism and modesty

- As an overarching guideline, attire should focus others' attention upon a person's face, which is man's glory.
- The occupation of student is an active one. Students participate in a wide range of indoor and outdoor tasks and situations, including bending, reaching, stooping, lifting, carrying, and sitting on the floor, etc. Clothing choices should reflect this need for multi-purpose garments that provide both comfort and modesty in all situations. Student attire will not be considered a valid excuse for not fully participating in any teacher or staff-organized activity.
- Clothing will be neat, clean, and free from holes, rips, handwriting, or conspicuous stains.
- All that can be seen by others must meet the dress standards.
- Attire will avoid being overly casual. For example, the following are deemed inappropriate: pajama bottoms, athletic wear -- such as sports pants and sweat pants, and sports jerseys. For footwear, slippers, inexpensive quality, plastic flip flops, plastic/rubber Crocs, and athletic "sliders" are inappropriate.
- Clothing must be opaque. Any sheer, translucent, or perforated accessories shall be layered over outer garments.
- No part of underwear, including straps should be visible. Retail stores label it "intimate apparel" for a reason.
- Clothing should be the person's appropriate size, neither fitting excessively tightly nor too loosely, to avoid an immodest design or a safety hazard.
- Excessively tight clothing is that which reveals more about body features than is appropriate, due to tight tailoring, elastic content, etc. As a simple guideline for appropriate fit, a parent should be able to easily gather a section of the fabric in his or her fingers. Examples of inappropriate wear would include extremely form-fitting jeans or active wear, bicycle shorts, and tights worn as an outer garment.
- Overly loose or flimsy garments pose their own issues. Garments should not allow immodest revealing through gapping, floating, and slipping, nor should their looseness cause safety issues by dragging or catching.
- Students shall dress traditionally according to their gender.

- Imprinted clothing is a method of speech, and therefore should contain wording and/or images that are positive, wholesome, edifying, and supportive of LPA's mission and core values. Humor is no excuse for inappropriate messages. Imprints may not be positioned to draw the eye to specific body parts.
- One's appearance should not draw undue attention by being overly flashy, gaudy, or distracting.
- Primary daily grooming is to be done at home, and so related materials such as hair curlers or combs left in the hair are inappropriate. Any light grooming, such as brushing hair and touching-up make-up is to be done in the restroom, and not anywhere else inside the buildings.
- Temperatures inside facilities can vary by day and by room, and students also often participate in unannounced outdoor activities. The student is responsible for considering appropriate layers for personal comfort and utility.
- Students anywhere on campus or at off-campus LPA activities must be dressed according to the standards at all times and in all places unless given clear instructions otherwise. Athletes and P.E. activity students may change into LPA athletic gear immediately before their activity.

Standard campus dress

Tops: Shirts, blouses, etc.

- All tops must have sleeves.
- No "off-the-shoulder" styles are permitted.
- If sweaters or other cover-ups are worn, these items may not be removed if they cause standards to become unmet.
- All tops are required to extend far enough below the beltline – or to be tucked in -- so there is no midriff or lower back skin exposed at any point of a student's extended movement or posture.
- Shirt tails for males should not extend past the bottom of normal pants hip pocket.
- The tailoring of ladies' tops should feature modest necklines so cleavage is not exposed.
- Boys shall wear shirts in the presence or possible presence of females, even in athletic activities.

Bottoms: Pants, shorts, skirts, and dresses

- Bottom garments should not drag the floor
- Bottom garments must be worn above the hips, and when loose they must be fastened with a belt or suspenders.
- Pants, slacks, khakis, and blue jeans are all suitable, assuming they meet the general conditions. Deemed overly casual, athletic wear, including athletic bottoms, sweat pants, etc. are not allowed.

Joggers, the popular genre that usually includes elastic cuffed pants are allowed, so long as the ones that most mimic khaki pants or slacks. There is a wide variety of styles and materials in the Joggers menu. Those styles that more closely resemble athletic pants in colors, stripes, and accents, are not suitable.

- Ladies are expected to choose modest dresses, skirts, and “skorts.” The minimum length of these is “at the knee,” regardless of tights or other garments underneath. Because of differing styles, body types, and the constant growth of young people, an acceptable range is within three inches of the kneecap. The intention of this allowance is that the garment be at or near the knee and not riding up the thigh. This allowance is meant as maximum grace and not to become a new standard, from which students seek further grace to exceed.
- Shorts may be worn by both genders if they honor the “at the knee” length and allowance as described above, and if they are constructed of reasonably thick material. Lightweight thickness such as in running shorts is inappropriate.

Elementary considerations

- The rate and proportion of body growth in elementary girls can challenge garment measurements. Through grade 6, young ladies may follow a “fingertip” guideline for shorts, whereby the length of the shorts should be at least at or below her fingertips when her hands are allowed to hang naturally by her side.
- Due to active play, activities, and floor seating, girls in K5-2nd shall wear modesty shorts under dresses and skirts.

Footwear: Shoes and sandals

- For safety, footwear must be worn at all times on campus and at school activities.
- Inexpensive quality, plastic flip flops, plastic/rubber “Crocs,” and athletic “sliders” are inappropriate. Nicer quality and appearance sandals and slip on shoes are acceptable.
- Elementary students -- must wear shoes that tightly surround the heel. Strapped river sandals, Crocs, etc. are acceptable if they firmly enclose the foot, and are worn with the straps engaged.
- Secondary students -- may wear shoes not enclosing the heel. Inexpensive quality, plastic flip flops, plastic/rubber “Crocs,” and athletic “sliders” are inappropriate. Nicer quality and appearance sandals and slip on shoes are acceptable
- Since high heels are not conducive to campus conditions and activities, two inches is maximum heel height.
- Shoes with fasteners, such as shoestrings, straps, Velcro, etc., must be fastened at all times.
- Rubber, non-slip soles are urged, as tile and vinyl floors on campus can be slippery in both wet and dry conditions.

Headwear: Hair and head accessories

- Hair shall be clean, neatly styled, and kept out of the eyes at all times -- to encourage eye-to-eye communication.
- Hairstyles that call undue attention to an individual student are immodest, and therefore inappropriate. Hair should be of reasonably conservative coloring and cut. The time to ask about acceptability is before the styling or dying.

- Appropriate head coverings and hats are welcome outdoors, but are not to be worn in the campus buildings. This includes hats, caps, visors, sweatbands, head scarves, bandanas, etc.
- Ear buds, head phones, etc. are inappropriate to community goals, communicating “I’m not listening or available”

Eyewear: Glasses and lenses

- Since the eye is the lamp of the body (Mt. 6:22-23), and because eyeball-to-eyeball communication is vital to the human connection sought in LPA’s community, no eyewear should interfere with seeing one’s eyes.
- Clear, vision-correcting lenses are the only glasses to be worn indoors, except for medically-documented and administration-approved reasons.
- Students may wear sunglasses/tinted lenses outside, but are to remove them, if asked, for conversation purposes.

Accessories: Stylish but non-essential

- A young lady’s use of cosmetics is a parent decision; Make-up should be worn in conservative amounts and application.
- Accessories should be limited and conservative in both appearance and size.
- For safety, items such as overly long or tight necklaces, clothes or wallet chains, spiked bands, etc., are not allowed.
- To maximize safety, teachers and coaches may require jewelry and accessory removal during specific activities.

Exceptions: Special dress-related instances

- At administrative discretion, dress exceptions may be made for a student’s legitimate faith or medical reasons.
- Students may be allowed or required to meet different standards for certain LPA-related activities, such as activities and athletic events sponsored by associations, sports leagues, etc.
- Hosts or operators of field trips and events may have unique requirements. In cases of special dress requirements, the event leader will notify participants in advance. Honoring the standards of the host is a requirement for participation.
- Administration may grant limited dress variance for special purposes, provided that standards of modesty are upheld. These might include special dress-up / spirit days, fine arts /drama events, work days, activities, formal dances, etc.
- Athletes and physical education (P.E.) students may have acceptably different dress parameters, as stated in the athletics manual and/or communicated by the athletic director through the coaches. LPA athletic wear is modest, compared to the world’s sports standards, but its acceptability at sporting events is not to be interpreted as permission to wear the articles to campus or other events outside game or practice use unless they satisfy normal dress standards.
- Any variance made for specific, special instances is not to be interpreted as permissible dress for other occasions.

Dress standards for activities

1. Regular dress standards

These detailed standards are not just for campus use, but are for a host of other activities as well, such as field trips, extra-curricular events, etc. Unless an alternate standard is clearly communicated, students are expected to follow the regular standards.

2. Active dress standards

These standards include athletic and movement-related and/or outdoors-oriented activities, such as field-day, informal sports opportunities (e.g., dodgeball event), work day, engaging elementary students at recess, and similar activities. These follow the standards as communicated by the student life director for SL events.

3. Formalwear standards

These standards would apply to situations in which students are to “dress up”. Examples would include fall debates and formal social events. Formal attire may have some variances for styles, but the general approach should equate “formal” with “conservative”

4. Special or Modified standards

These standards are often expressed as special modifications to one of the three other standards. Communications might include language such as the following: “Regular dress standards apply, except that all students must wear a red top for the field trip.”

Counsel and enforcement

When dress and appearance standards are not met, the following procedures will be observed.

As supported by Second Peter chapter 2 and Galatians chapter 5, dress standards provide a student an opportunity to demonstrate biblical obedience to honor authority and others.

- Students who violate dress standards will be referred to an administrative staff member, who will seek to evaluate both the dress concern and the student’s attitude about it.
- Teachers are asked to help monitor dress and appearance issues, but they do not have the duty to intervene in them. This helps to protect a student from being addressed by multiple people in multiple settings for the same issue.
- In questionable instances, the staff member will determine the appropriateness of a given student’s appearance and his or her attempt to comply with the standards.
- Violations will be treated as educational and character development opportunities. The administration will operate from a range of possible disciplinary options, in order to appropriately respond to the seriousness of the incident, the student’s responsive attitude, and the frequency of a student’s pattern of previous incidents relative to dress and other standards.

Procedures differ by grade level

Addressing dress standard issues will be approached differently between the elementary and secondary levels:

Elementary:

- Normal procedure will be for a staff member to discuss the matter with a parent.
- By keeping the matter between adults, parents may then choose an appropriate family method to translate the needed correction to dress or appearance and to then address it.

Secondary:

- An admin staff member will usually counsel the student on dress or appearance infractions.

Where possible, the staff member will be of the same-gender as the student.

- The staff member will normally provide the student a copy of the standards with the area in question indicated.
- Depending upon significance and pattern, the staff member may then contact the parent as necessary.

Consequences for dress standards violation

Staff may use discernment to issue a warning, in unusual situations. Correction is expected.

1. First occurrence:

- a. The student will be addressed on the particular issue and provided information necessary for correction.

In the elementary grades, the parent will be contacted instead of the student, typically through a simple email, so that the parent may correct and counsel as needed.

- b. The incident will be noted.
- c. The parent will receive simple notification.

2. Second occurrence:

- a. The student will be addressed and corrected.
In the elementary grades, the parent will be contacted.
- b. The incident will be noted.
- c. The parent will be notified and apprised of any trend and consequences of future occurrences.
- d. The parent will be contacted, according to the point of need, according to the discernment of the admin staff.

3. Third occurrence:

- a. The student will be addressed and corrected.
In the elementary grades, the parent will be contacted.
- b. The incident will be noted.
- c. The parent will be contacted to schedule a conference to discuss the trend, the motives, and resulting consequences.

Options for addressing infractions

Depending upon the infraction’s seriousness, LPA staff members may follow one or more of the following options:

- Direct the student to remove or replace a non-conforming item
- Request the student to change into school-issued clothing
- Have a student phone a parent to deliver replacement clothes
- LPA reserves the right to have the student remain out of class in a designated area until the matter is satisfactorily addressed.

Cell phones and electronics

As with many things, cell phones and electronic devices can simultaneously be helps and hindrances. Committing to wise uses, according to community needs, is an exercise in obedience and self-discipline.

He who is faithful in a very little thing is faithful also in much; and he who is unrighteous in a very little thing is unrighteous also in much. Luke 16:10

Purposes: relating to electronics to promote community and character

Cell phones and electronic devices can be helpful for communicating and connecting, but they can just as easily be distracting and divisive. They distract the group and isolate the user, and neither result benefits learning.

Today's young people have grown up with devices. They can be conditioned – addicted? – to device use. LPA focuses upon human interaction, a very different orientation than other education forms, and the ministry's core value of "community" seeks to redeem a humanity-honoring educational discourse through face-to-face interaction between teachers, students, and parents. To achieve uninterrupted human connection, disruptions must be minimized. Communications use is therefore prohibited during class times.

This means a student is required to "fast" from electronic and communication devices for the reasonable period of 2-4 hours. Despite what students say or believe, they can endure -- and even greatly benefit -- from this short deprivation. Parent support is vital, since much communication is between parents and students.

Important character principles exercised

- Contentment: Cell phone and device use on campus is a privilege and not a right.
- Focus: To focus on the people right in front of someone, it's important to block out the other distractions. (Lk 10:41-42)
- Patience: Messages and missed calls will wait. They're recorded. People do not need to be available 24/7.
- Self-control: "E-fasting" disciplines the will in voluntary denial of a "good," for a finite time, in order to grow (Mt. 6:16-17)
- Being above reproach: Since devices in can be used for cheating, a student should guard himself.
- Obedience: Overcoming habit and temptation requires prayer, purpose, and diligence.

Definitions

Cell phone -- refers to any personal communication device, including smart phones, smart watches, and pagers.

Electronic device -- refers to the host of computers, tablets, mp3's, e-readers, games, etc., many of which have cell and wi-fi capabilities.

Activated -- means a device is turned "on" or in "airplane" mode and/or is otherwise operable

Recording device -- is any device that include the included capability of photography, audio, and/or video.

Students are to use devices respectfully, in a way that communicates gratitude for the privilege, along with a demonstrated appreciation for the opportunity of community.

Usage: devices are highly limited

The two school divisions, meeting on alternating days of the week, have different policies regarding phones and other electronic devices. Elementary is more highly restricted.

Elementary policies

The younger the student, the greater a stretch it is to expect him or her to demonstrate self control in areas that call to their interest and affections. Electronic devices are that type of "attention magnets" to elementary children.

Very clear, concrete boundaries are needed in elementary grades:

- Elementary students are not allowed to use cell phones or electronic devices while on campus. This includes recess periods and time spent waiting on a ride.
- Possessing a device is strongly discouraged for elementary students. Recognizing the various reasons a family might want possession, such as the student riding home with another adult or having after school activities, LPA will allow a student to possess a device on campus.
- The device of an elementary student must be surrendered at the front desk upon arrival, where it will be placed in a sealed bag until the student retrieves it at time of departure.
- If the device is seen or heard, whether through intention or accident, it will be confiscated and addressed.

Secondary policies

While older students enjoy more liberty, their electronics use is also highly restricted. Clear boundaries are still required, since students struggle with self control in this area.

Cell phone use is highly limited

A secondary student may possess a cell phone on campus by meeting the following conditions:

Students have very limited allowance to use devices to call or text. This permission does not include use of internet, videos, or music, etc. For special permission, the student is to inquire of the staff member at the front desk or other staff leader:

1. Immediately upon arrival on campus, if not riding with a parent, to communicate safe arrival. (e.g., mom, I arrived safely). Such communication is to be quick and before entering the buildings.
2. During the first ten (10) minutes of lunch time, for the sole purpose of checking and responding to urgent messages. (e.g., dad are you picking me up today?) This limited lunchtime use must be conducted in the lobby or in the outside gravel area between the two buildings, in front of the playground.
3. After a student's final class period, for communication and coordination. (e.g. mom, are you on your way?)

Students are not allowed to use a cell phone at any other times during the school day, including assembly, breaks between classes, etc. without the expressed in-the-moment permission of an admin staff member.

During non-allowed times (class periods, class changes, etc.), student cell phones must be:

- Turned completely OFF – not merely vibrate or silent mode.
- Stowed in a book bag. It is not allowed in a purse on campus, since those enter bathrooms.
- Not carried in a pocket, holster, or elsewhere on the student's person where there might be access to use.

Locations for cell phone/ communications use

Cell phone use is limited to designated campus public areas, which are monitored.

- 1) Main building lobby.
- 2) The outside gravel area between the two buildings, in front of the playground.

Cell phones are specifically prohibited from use in restrooms and classrooms at any time.

Parent-student calls, incoming and outgoing

- Parents needing to reach a student during the academic day should telephone the school office. A message will be delivered to the student during the next break, unless the administrative team deems the message's urgency necessary to interrupt the class.
- Students may freely use the student courtesy land line phone, which is placed in the lobby for that purpose. Calls should be

kept brief to honor others who may be waiting a turn. During class breaks, lunch, and before and after school, students remain responsible for on-time arrival to class.

- Students are not allowed to leave class to use the school phone except in an emergency, as determined by faculty and staff. Thus if a student needs to call home, he or she must call before or after class (e.g., forgot lunch).

Use of electronic devices

Computers, tablets, i-pods, etc. are only allowed for academic and other approved uses, such as clubs or activities. In all cases, the intent is that they are used in wholesomeness and community. Since the desire for students is to connect to others in relationship, these devices should be used as a way to include others, and not to exclude them. For this reason, MP3 players and other devices should not be used with ear buds or headphones, since they cover the ears and communicate, "I'm not listening."

Gaming devices may not be used on campus during school hours without direct permission of a staff member.

Special uses and circumstances:

- While cell phones and devices contain useful tools and applications (calculator, calendar, Bible reader etc.), this is not an excuse for having the device out during unauthorized times. Students should make provision for alternate tools.
- Teachers are granted latitude to interpret the electronics policy in light of their specific class needs. The teacher's direction in the classroom may therefore override other limitations, according to the spirit of the policy, which seeks to maximize human interaction and to minimize distractions from it. At the discretion and specific directions of the instructor or staff member, students may be allowed to use their cell phones or e-devices in special cases, such as to use the camera capabilities to capture a class activity or lab.
- Consequently, a teacher or staff member may require students to not use their cell phones at a time when they might ordinarily be used. The direct instructions of the supervising staff member shall be followed.
- For emphasis, although redundant, students are warned that all messaging during class is strictly forbidden.
- Because most cell phones and devices have camera and video capabilities, devices are expressly forbidden in restrooms, locker room, and dressing areas, whether or not those capabilities are used.
- A student in good conduct standing may apply for written administration variance permission to use a device for a one-time or reoccurring specific academic or student life purpose.

Study hall device usage

At the discretion of the staff monitor, students in study hall may be extended the privilege of the following uses:

1. Mp3-style devices (with ear phones) may be used to cancel surrounding noise for better concentration.
2. Laptops, tablets, and e-readers may be used for academic work only. Communication, social media, e-mail, games, etc., are not allowed.
3. Noise-blocking headphones for use alone or with lap tops are available.

Audio, video, image, and text content

It is the parent's responsibility to oversee the content on a student's electronic and communication devices. The expectation is that any content on a student's device would represent a student's desire to pursue godliness, according to Philippians 4:8-9 and other Scriptural admonitions of holiness, beauty, and wholesomeness. When questionable content is observed, especially when a student shares content directly or indirectly with other students – then the matter becomes the school's business. LPA reserves the right to examine content on any device brought to campus.

Audio and image recording

Nearly every electronic device now seems to have audio, photo, and/or video recording features. This versatile capability must be handled with careful discretion. As the saying goes, "Just because you can doesn't mean you should." The following policies govern any recording of LPA activities both on and off campus, including audio and photographs, video or other images: All recordings are expected to be used for wholesome purposes and to support LPA's stated mission, including the encouragement of others, which would include portraying them in a positive light.

- No recording is allowed in any class session without the expressed permission of the teacher of record.
- No recording is allowed of any one-on-one or small group conversation or activity without the expressed permission of all parties involved.
- Students desiring to record broader, more common events should seek permission of the leader. It is rude to record a speaker / presenter without first asking permission.
- Cell phones and electronic devices with camera and video capabilities are expressly forbidden from being carried into restrooms, locker room, and dressing areas, whether or not those capabilities are used.

Consequences for electronics violation

Staff may use discernment to issue a warning, in unusual situations. This will be recorded. Correction is expected.

4. First offense: The device will be confiscated and held at the school office until the student's time on campus for the day is complete. It is up to the student to politely request its return at that time. The offense will be recorded. An administrative team member may choose to discuss the issue with the student. Parents will be notified.
5. Second offense: The device will be confiscated as above and held until the student's parent/guardian chooses to pick it up at his/her convenience. The student will meet with an administrative team member to discuss the issue. Parents will be notified of the consequences and, depending upon the situation, an administrative team member may choose to discuss the issue with the parent.
6. Third offense: The device will be confiscated as above and held until the student's parent/guardian chooses to pick it up at his/her convenience. The student loses his or her cell phone privileges for the rest of the school year. Parents will be notified and an administrative team member will meet with the student and parent to discuss the trend of disobedience and to explain the consequences. Suspension from classes shall be considered.
7. Further violation: If the student without privileges is found in possession of a communications device on campus, the device will be confiscated as above and held until the student's parent/guardian chooses to pick it up at his/her convenience. The student will be suspended indefinitely, pending a meeting with parents and student and a review to determine if the student should be allowed to return to classes.
8. Because of the serious implications involved, students found to possess an activated recording device will be automatically reviewed for suspension.

Visitors

Accommodating visitors with Christ-like hospitality must be done with an appropriate combination of safety protocols and respect for the operation of the planned program of the day.

Do not forget to entertain strangers, for by so doing some people have entertained angels without knowing it. – Hebrews 13:2

I am sending you out like sheep among wolves. Therefore be as shrewd as snakes and as innocent as doves.-- Matthew 10:16

Campus visitors

For policy purposes, a “visitor” is defined as any individual, other than staff or student, who is present on any part of the campus other than incidental time spent in main building lobby or parking / pick up area.

The LPA staff and faculty enjoy visitors, and seek to welcome and to accommodate them safely. At the same time, LPA’s program goals and the safety and needs of current students are a higher priority. All visitors, by nature of their being outside the routine, are more unfamiliar to staff members and provide some level of disruption.

These qualities demand that general care is taken in hosting visitors, especially in the classrooms. While it may seem to inconvenience or offend some people, the staff is directed to use caution with unfamiliar people, which may include loving grandparents and older siblings.

For safety and operational efficiency, the following guidelines govern the presence of visitors:

- Visitation to the academic program at LPA is considered a privilege.
- All visitors during school program hours must register through the welcome desk in the main building lobby. Staff members should escort any visitors who have not done so to the lobby. This register maintains a record of the visitor’s name, intended business, and expected departure time. In addition to campus security, this information is needed to satisfy local fire and emergency evacuation codes.
- Visitors shall also sign out at their departure.
- Visitors will be issued a name badge and will be expected to wear it prominently on the left chest of their outer garment for easy identification by LPA staff.
- Visitors with children are expected to remain with their children at all times while on campus unless during the child’s solo visit to a classroom, at which time he or she will be under the oversight of a staff member.
- Non-family members (e.g., youth pastors) seeking to visit a particular student must first obtain parent permission. Permission must be received via parent letter, e-mail, or phone call, and verified through the school office in advance.
- All visitors must be willing to comply with all campus rules and guidelines, including appropriate dress.
- Anyone failing to abide by these provisions may be denied access or be asked to leave campus. Exceptions to visitor policy require approval from the head or acting head.

Classroom visits:

Instructional time is both important and limited. Since any visitors -- even the most positive ones -- represent a change in classroom dynamics, visitation privileges will be granted formally and conservatively.

- Individuals, including parents, who wish to visit classes, must first contact the office to obtain administration approval. Parents may first raise the question of a classroom visit with their student’s teacher directly, for appointment purposes, before also getting approval.

Visitor types and parameters

- **Parents and siblings** are welcomed, since LPA’s very nature and mission encourage a high level of parental participation and family support in education. During LPA operating hours, however, parents and siblings are positionally “visitors” in function, and are required to abide by visitor policy. As the academy continues to grow, parents are encouraged to understand that student safety and minimized interruption are in the best interests of all parties.
- **LPA graduates and former students in good standing** are welcomed to visit, as it is a joy to see how the Lord is growing students after they leave the academy. For visits beyond the common areas during class times, former students will need administrative approval.
- **General public and business-related visitors** shall be greeted, approved, and registered by administrative staff. They shall be escorted to other parts of campus as needed to conduct their business.
- **Prospective parents, students, and faculty** must have prior administrative permission and a scheduled appointment to stay on campus or to visit classroom areas beyond incidental time spent in the lobby.
- **Prospective students**, as non-enrolled minors, must either be accompanied by a parent or guardian while on campus or have a parent-signed LPA visitor permission form and emergency medical release. To qualify as a prospective student, the family must have attended a formal information presentation or have obtained administrative permission to verify prospective student status.
- **Other non-enrolled students** from other schools may not visit LPA’s program on their school’s holidays, for example, anymore than LPA students would likely be welcomed into their school’s classrooms during LPA breaks.

Safety & security

A student's physical and emotional safety and security are essential to parents and the base from which a student may learn.

Student role

Because of their direct involvement, students play a significant role in their own safety and the safety of others. In large part, that role is one of strict and swift obedience in key areas. (See student expectations in the character development section).

Students are to:

- Obey policies, procedures, and staff direction at all times.
- Be in the expected places at the expected times doing the expected activities
- Wear protective eyewear, gloves, aprons, etc. at all times during science and other activities according to staff instructions
- Alert faculty and staff members of a need. The supervising adults are authorized and trained in proper notification of authorities.
- Refrain from acting without authority. A student's possession of a cell phone does not entitle him to dial emergency officials or to contact others about a need on campus.

Staff role

Staff members are to put student safety first, and to follow known safety policies.

In case of emergency, staff will immediately seek to contact parent(s) and other contacts via the emergency contact numbers on file.

If in the opinion of the supervising administrator, a student's medical need is serious, 9-1-1 will be contacted to dispatch an ambulance.

Parent role

Ensure that the student knows to take safety policies seriously and to obey teacher and staff directions.

When on campus, support school officials when they are executing planned safety procedures.

Report any student allergies, including their seriousness, doctor instructions.

Review with the grade level supervisor – or his or her designate -- any prescription medicines needed by the student on campus.

If the student is to have medicines stored in the school office, supply the exact emergency treatment, such as EpiPen, etc. Provide clear

instructions for use and any training or other steps to be taken by the school.

EMERGENCY SITUATIONS

Parent notification

In emergency situations, parents will be notified via the academy's text or robo-call service, which may direct parents to additional sources of information.

Fire

Students are to follow staff instruction, evacuating the building to the designated meeting location in the southeastern property corner, according to practiced drills.

Tornado

Students are to follow staff instruction, moving to the center classrooms of the main building.

Campus evacuation

For situations in which students must be removed from the campus, the assembly point is the parking lot of Salon 108, the beauty salon which is at the corner of Ferguson-Long Rd. and Concord Rd. The address is 5303 Concord Road, York, South Carolina 29745

Violence

The York County emergency call center (9-1-1) will be notified for assistance through the York County Sheriff's office.

Nuclear

In case of authenticated emergency, students will be evacuated to the location designated by the York County Office of Emergency Management. This location is: Bowling Green Presbyterian Church, 250 Ridge Rd, Clover, SC 29710

Planned emergency response siren tests

Once per quarter, on a Wednesday, a loud siren can be expected between 11:45 and noon. This alarm is a test of the York County emergency response system, which is used for tornado warnings, for example. The system would also alert the area in case of emergencies at the nearby Catawba Nuclear plant.

There is no danger signaled by this test, and no response is needed to this regularly scheduled exercise. The momentary alarm is loud due to the campus's close proximity to the siren pole, which is located at the corner of Concord Road. For more information, visit the web sites of Duke Energy / Catawba Nuclear Plant and /or York County Government.