

PARENT/STUDENT HANDBOOK

2019-2020 School Year

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Dear Commission Parents,

Commission Leadership Academy is a unique and exciting school, and we believe partnering with parents to shepherd the hearts of their children for God's Kingdom is a privilege. While not everything relevant to our school is contained in this handbook, it is an effective summary of information vital to understanding and navigating life at The Academy; therefore, it is important to read, understand, and be prepared to abide by the policies and procedures expressed.

Most importantly, it is essential that the reader comprehend the rationale for such a handbook—as a voluntary private educational institution we confidently convey our Christian beliefs, as well as the standard of conduct expected of students, parents, faculty and staff at Commission. This allows the reader to prayerfully count the cost of that education (in terms of financial, spiritual, and academic commitment) and to know that we desire everyone at Commission to understand, moving toward the common goal of glorifying Jesus Christ in all we do.

If you have any questions regarding the handbook, please feel free to contact us directly at admin@commissionleadershipacademy.com.

In His Service,

The Administrative Staff

Commission Leadership Academy

“These words, which I am commanding you today, shall be on your heart. You shall teach them diligently to your sons and shall talk of them when you sit in your house and when you walk by the way and when you lie down and when you rise up.

THE VITAL ROLE OF THE PARENT AT COMMISSION

Deuteronomy 6:6-7 is the Biblical mandate for parents to educate their children.

This verse shows that parents, not the state, are primarily responsible for the academic, moral, and spiritual education of their children. Parents can delegate that responsibility to different agencies to help them get the job done, but the ultimate responsibility for the children’s education belongs to the parents.

In this process of biblical discipleship, there is no more important role than that of the parent. From spiritual life to social skills, from intellectual awareness to self identity, the parent is *the* most influential person in a student’s life; this reality is the cornerstone of our educational philosophy. While parents may properly delegate portions of their child’s training to others, ultimately they are accountable to God for the *whole* of that training.

Consequently, at Commission Leadership Academy we take seriously the delegated responsibility placed upon us by parents—to provide students with a Bible-based, Christ-centered education that will prepare them not only for college but also promote a healthy relationship with Jesus Christ to do anything else He may call them to do. Still, we cannot do this without parents taking an active role in the discipleship of their children. Whether it’s working with a younger child at home when not in school, or closely monitoring an older child to ensure his or her success, Commission Leadership Academy works best when parents understand and accept the role given to them by God.

Working together, it is our hope to glorify the Lord, encourage the parent, edify the student, and influence the world for Christ. To that end, let us follow God’s word with joy!

Non-Discriminatory Policy

STAFF AND GENERAL

Commission Leadership Academy makes no distinction in its employment decisions and/or operating policies with regard to an individual's gender, physical handicap, familial status, race, color, or national and ethnic origin.

ACADEMY ADMISSIONS

Commission Leadership Academy admits students of any gender, physical handicap, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Use of Photographs in Promotional Material

Commission reserves the right to photograph/film students/other persons at any school-related events where there is no reasonable expectation of privacy. These photographs and recordings may be used for purposes including but not limited to: display on the school's website/social media pages, publications shown to the general public or used by the media for news reports presented to the general public. Any use of these materials will not include personal identifiable information such as the child's address, phone number, or social security number. It will also not include information from the child's academic, guidance, permanent, or cumulative record (i.e. grades or attendance records). Parents may contact the school to deny us permission for any particular photograph or recording. Parents may opt out of this policy by sending a letter signed by the child's parents/guardians to the school expressing this intent.

Foundations

MISSION

Commission Leadership Academy exists to partner with parents to prepare men and women who will be character witnesses for Christ through excellence in academics, global missions, worship, and servant leadership.

STATEMENT OF FAITH

1. We believe in one God, Creator of the Universe, who was and is and is to come. (Genesis 1:1; Matthew 28:19)
2. We believe in a triune God: God the Father, God the Son and God the Spirit. (John 10:3)
3. We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God. (2 Timothy 3:15; 2 Peter 1:21)
4. We believe Jesus Christ is the Son of God, who was born of a virgin, blamelessly carried out His Father's Ministry on this earth, and was crucified for the atonement of all mankind's sin. (John 10:33, Isaiah 7:14); (Matthew 1:23); (Luke 1:35, 1 Corinthians 15:3; Ephesians 1:7; Hebrews 2:9)
5. We believe Jesus Christ rose from the dead after three days and later ascended to heaven to be at the right hand of the Father. (John 11:25; 1 Corinthians 15:4); (Mark 16:19); (Acts 1:11; Revelation 19:11)
6. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and that men are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith alone we are saved. (John 3:16-19; 5:24; Romans 3:23; 5:8-10; Titus 3:5)
7. We believe in the resurrection of both the saved and the lost; that they are saved unto the resurrection of life, and they that are lost unto the resurrection of damnation. (John 5:28-29)
8. We believe God sent His Spirit to dwell in believers and carry out His work on this earth by gifting believers according to the purpose for which they have been called. (Romans 8: 13-14; Ephesians 4:30; 5:18).
9. We believe it is our purpose to honor God through a faithful, obedient life, and to spread the word of God across the entire world. (1 Corinthians 3:16; 6:19-20).
10. We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. (Genesis 1:26-27)
11. We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture. We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. (Genesis 2:18-25); (1 Corinthians 6:18; 7:2-5; Hebrews 13:4)

12. We believe that in order to preserve the function and integrity of Commission as part of the Body of Christ, and to provide a biblical role model to the members of the Commission Leadership Academy community, it is imperative that all persons employed by Commission in any capacity, or who serve as volunteers, agree to and abide by this Statement on Marriage, Gender, and Sexuality. (Matthew 5:16; Philippians 2:14-16; 1 Thessalonians 5:22)
13. We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ. (Acts 3:19-21; Romans 10:9-10; 1 Corinthians 6:9-11)
14. We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all human life. (Psalm 139)
15. The statement of faith does not exhaust the extent of our beliefs. The Bible itself is the sole and final source of all that we believe. For purposes of Commission Leadership Academy's faith, doctrine, practice, policy, and discipline, our Board of Directors is The Academy's final interpretive authority on the Bible's meaning and application.

WORLDVIEW AND POSITION STATEMENTS

A worldview is the framework through which someone sees and interprets the world around them. It forms their basis for understanding and responding to life and other people. It is our goal to impart a Biblical worldview to our students that is based upon God's Word – the Bible.

Our society is aggressive in its attempts to shape our thoughts. Many of the messages that we encounter on a daily basis through media and our culture are in direct opposition to God's design. Because we believe that parents are the primary spiritual guides for their child(ren), when key topics debated in our culture today arise in our Kindergarten and Grammar Level classes (levels 1-4), our teachers will share basic factual information and recommend that the child(ren) discuss the issue with their parents. As students approach and complete Grammar Levels 5 and 6, and the Levels of the School of Logic (levels 7-8) and the School of Rhetoric (levels 9-10), we understand that students will begin to develop their own personal opinions about key topics. Some of these topics may be controversial in nature or could potentially challenge the validity of the Christian faith. We want for students to feel free to articulate their questions and opinions, as we partner with parents to equip them with history, facts, truth, and rhetoric to capably and eloquently defend the Christian Faith. Ultimately, we continue to recognize parents as the primary spiritual guide for their children at this stage, even as controversial topics are encountered in a text and in discussion. We will attempt to be proactive in notifying parents of potential concerning topics, and will certainly communicate any key questions or thoughts to the parent and/or ask that the students engage with their parent on the topic.

Admissions

PARENT AND STUDENT RESPONSIBILITIES

Commission Leadership Academy is a University-Model Christian school whose mission includes a vital spiritual element. Both parent involvement and student cooperation are essential ingredients to the school's successful fulfillment of its mission. Therefore, as a condition of acceptance, all parents applying for admission for their children must be in agreement with the school's doctrinal position. In addition at least one parent must be a born-again Christian.

To facilitate the acceptance of those students appropriately suited for a university-model format, we have compiled a set of parent and student guidelines. Those guidelines are as follows:

Parent Guidelines

- A. At least one parent must attend a Commission Leadership Academy Information Session.
- B. Parents must be willing to provide the school with a completed application packet for each child applying for admission.
- C. Both parents and all children in the household must participate in a Family Interview led by members of the Admissions Committee. An exception to this policy applies to the family of students in our a la carte program.
- D. Parents must be in agreement with, and supportive of, the school's procedures for handling student discipline.
- E. Parents must be willing to provide continually updated immunization records for each child or provide documentation of religious exemption.
- F. Parents must acknowledge that they have reviewed the "Code of Conduct" and "Dress Code Policy" sections of this handbook with their child and are willing to abide by those policies.
- G. Parents must be in agreement with the school's purpose and spiritual objectives, and be willing to abide by the school's rules and regulations.
- H. Parents must be committed to the responsibility of providing a quality, Christian education for their children in accordance with existing law.
- I. Parents must accept primary responsibility for their children's behavior at school and student supervision at home.
- J. Parents must become familiar with and consult the policies of the school as published in this parent/student handbook and other official means of communication.
- K. Parents must be willing to use a Christian Reconciliation Service if ever necessary.

Student Guidelines

- A. Students must be willing to adhere to the Honor Code (please see section on *Honor Code*)

- B. Students must be willing to adhere to ARMOR, the Student Code of Conduct.
- C. Students must be willing to adhere to the Dress Code Policy.

Class Size

For effective teaching in the University Model® reduced campus classroom, Commission Leadership Academy employs the following pupil-teacher ratios in academic core classes:

- Lower Grammar (K-2) 15:1
- Upper Grammar (3-6) 16:1
- Logic and Rhetoric (7-12) 18:1

Application Process

1. Attend an Information Session

Due to the unique nature of our school model, at least one parent of a prospective student is required to attend an information session prior to beginning the application for admission. Information Sessions typically last an hour and a half.

2. Required Reading

Before beginning the application for admission, we ask that both parents read the following texts on Classical education and University Model Schooling. These readings give a thorough overview of both our philosophy and structure of education, and assist parents in determining if Commission would be the right fit for their family.

(Required Reading Downloads) [*An Introduction To Classical Education, The Basics of a University Model School*](#)

3. Complete an Application for Admission

Please prayerfully consider if Commission is a fit for your family prior to applying. A \$90 nonrefundable fee per student will be collected at the time of application. Once one parent has attended an information session, your family is invited to begin an application for admission.

Applying is easy using our Online Application. We encourage families to apply online as it simplifies submission and provides parents a tool for tracking online the status of their admission after their application has been submitted.

After submitting the application, you will be able to track online your admissions status at the school by logging in to your account. There you will be able to print the completed applications,

monitor when the school receives supplemental application forms and, if necessary, reprint the supplemental forms.

Should you desire more information than is available on our website, please request more information and our Admissions Office will contact you. **The 2020-2021 application will be available January 29-August 30 2020.**

Commission will accept applications after the August 30 deadline on a case by case basis. Please contact the Admissions Office for more details.

4. Gather Additional Documents

The following documents may be required during the application if the student you are applying for falls into any of the respective grade ranges. You will have the opportunity to upload electronic copies of these documents during the Online Application process, or you can mail hard copies to:

Commission Leadership Academy
Office of Admissions
249 Holden Road
Youngsville, NC 27596

- Most recent standardized test scores for grades 3 and up.
- For applicants transferring from public or private school, a copy of most recent report card for grades 1 and up
- Copies of supplemental test results and/or educational plans (i.e. psychological or learning disabilities testing, I.E.P.'s) – only if applicable

5. Family Interview

Once an application has been submitted and all additional documents received, you will be contacted by Commission Leadership Academy to schedule a Family Interview. Both parents, as well as all members of the household, must be present at the Family Interview. This meeting serves as an opportunity for us to get to know your family and determine if the partnership between your family and our school would be an excellent one.

6. Admissions Decision

An admissions decision will be rendered by Commission Leadership Academy within two weeks of the family interview. Families will be notified of our decision by email. Due to a high demand

for admission in certain grades, Commission may place students on a wait list. The order of wait list placement is at the sole discretion of the administration.

7. Register to Secure Your Seat

Once admitted, you will receive an email with instructions on completing the Online Enrollment Process. Please follow the instructions in the email, and enroll your child within 10 days of receiving your Admissions Notification. A non-refundable registration fee will be due at this time to hold a place for your child at Commission. If your enrollment fee is received after the ten day registration window, we cannot guarantee your child's place in our school for the coming school year. Please see the [tuition and fee schedule](#) found on our website for rates and additional information.

8. Placement Testing

In order to ensure correct level and class placement, Commission will administer placement testing to students applying to all levels above Kindergarten. After the student has been enrolled, your family will be notified of available placement testing dates. You will receive information via email regarding the details for placement testing.

9. Required Parent Reading and Training

The primary co-teacher is required to attend certain curriculum training sessions. In addition parents will be required to attend mandatory orientation and training in the final week of the summer prior to the beginning of school. Please see our [academic school calendar](#) for details. Parents will need to purchase and read the required parent reading prior to parent orientation.

Financial Policies: Admissions

2019-20 TUITION & FEES

Annual Tuition

Commission's standard tuition is \$3850 for the Grammar School (levels K-6), \$5075 for the Logic School (levels 7-8), and \$5175 for the Rhetoric School (levels 9-10) for the 2019-20 school year. Commission offers three options for payment of tuition:

1. **Payment in full.** Families may choose to pay the tuition in full. Families will receive \$100 off of each tuition that is paid in full by May 24th, 2019.
2. **The Semester Plan.** Families may pay in two installments, once in August and in January.
3. **Monthly Installment plan.** If you choose the monthly installment payment plan you must pay by monthly automatic bank draft. We will provide you with the forms, and we must have the necessary information and a voided check returned to us within the next seven days to set up the automatic draft. The automatic draft will begin the first week of August and will be deducted each month through July 2020.

*The annual tuition for 7th-10th grade students includes CORE ACADEMIC CLASSES and ONE elective class (ie, art, drama, music, etc) per semester. The elective class may be offered on one or two of the campus days only. More details about the schedule and respective fees will be posted when available.

Delinquent Payments: Any delinquent payments will be subject to a \$35 late fee. If payments are delinquent by 15 days, a reminder letter will be sent to the family. If payments become delinquent by 30 days, the student will not be permitted to return to school until the balance is brought current.

ACH Withdrawal: Commission uses a bank draft withdrawal system for processing tuition payments. Each family who chooses to pay on our 12 month payment plan is required to complete the ACH Withdrawal form so that tuition payments can be automatically drafted from the family's account once school begins..

Application Fee: \$90 Per application

Enrollment Deposit. Each new family must pay a non-refundable enrollment deposit of \$350 per student, with a family max of \$800. The enrollment deposit is separate from tuition.

Testing Fee. All students beginning in Level 1 at Commission will take a standardized test in the Spring. There will be a testing fee assessed at that time.

Books: CLA does not charge a book fee. We provide families with a list of required curriculum resources and allow you to purchase them new or used, or even borrow them from friends, to minimize this expense. Parents will be required to purchase textbooks prior to the start of school. A list of required textbooks and materials will be provided before the start of the school year. Textbooks and materials will be kept at home. Teachers will notify parents what materials will be required to be brought to class each day. (*See below for more details regarding curriculum.*)

School Supplies: There will be minor costs associated with each student attaining certain necessary school supplies (pencils, erasers, etc.). These will be the responsibility of the parents to procure. A list of materials to purchase for the school year will be provided to you.

Uniforms: All students will be required to adhere to the Commission Leadership Academy Uniform Policy and purchase any necessary logoed items through our uniform vendor, Lands End.

SCHOLARSHIPS AND DISCOUNTS

Multi-Student Discounts: A multi-student discount will be offered to families enrolling more than two students. Families will pay full tuition for the oldest two children and receive a 5% discount on each additional child beyond the second.

1st Child (and oldest) — Full Price

2nd Child (second oldest) — Full Price

3+ Children — 5% tuition discount

North Carolina Opportunity Scholarship

CLA has partnered with the North Carolina Opportunity Scholarship to offer financial assistance to families in our community. Please visit <http://www.ncseaa.edu/OSG.htm> for more information.

Early Enrollment Tuition Discount: Complete enrollment and pay tuition in full by May 24 to receive **\$100 off** of each tuition paid in full.

Withdrawal Policy

Any student enrolled at Commission Leadership Academy (CLA) will be considered enrolled for the entire academic year and thus responsible for the full financial obligation for that academic year. CLA's budgets and teacher contracts are set according to these numbers. To protect the financial integrity and stewardship of the school, its resources, and community, the following policy on student withdrawal will apply to all students enrolled at CLA.

A student may withdraw and be released completely from their financial obligation should they withdraw prior to 60 days from the first day of school. From 60 days prior to the first day of school to December 31st of the academic year, a student may withdraw but will be responsible for 50% of their remaining financial obligation. If a student's total financial obligation was paid in full prior to the start of the academic year and they withdraw on or before December 31st then the difference between what they have paid in full and what they owe due to the above policy will be refunded.

Any student withdrawing on or after January 1st of the academic year will be responsible for 100% of their remaining financial obligation. The remaining obligation may be paid in full at once or spread out via monthly payments for the remainder of the academic year.

(Any student withdrawing may be reinstated upon family request at the discretion of the Executive Director and/or the CLA Board.)

CLA understands that extenuating circumstances may arise and necessitate the need for a student to withdraw and be released from all financial obligations. These may include but are not limited to, death of an immediate family member, family relocation due to employment or loss of employment. Should extenuating circumstances arise the family must petition the CLA board in writing for financial accommodation. These requests shall be reviewed and a decision made by the CLA Board within 30 days of submission. This policy is subject to change at any time.

School Administration Software

Commission Leadership Academy will utilize online school administration software called Class Reach. Class Reach will be used by teachers to post assignments and grades, and to send announcements and other communication to parents. Class Reach will also be used by the school administration to distribute report cards and notify parents of important announcements. Parents will be trained on the use of Class Reach at Parent Orientation.

Student Honor Code

Commission Leadership Academy operates on an honor system with its students. We do offer grace to our students, as our Heavenly Father extends it to us, but we also hold our students accountable for their actions. This means that students are expected to be truthful, honest, and upright in their words and actions as a matter of personal conscience and beliefs. Violations of the honor system (lying, dishonesty, stealing, cheating, impure speech or behavior) in matters pertaining to any facet of school life – academics, activities, and personal relationships – result in consequences that may lead toward expulsion (see Disciplinary Actions to Major Misconduct). The following section gives expanded examples of possible Honor Code violations. Please remember, however, that there are many other possible violations in addition to the examples below:

Lying

- Saying or writing something that isn't true
- Getting someone else to lie for you
- Intentionally deceiving someone else
- Not telling the whole truth - omitting or pretending to forget information
- Forging another person's signature

Stealing

- Stealing another person's property
- "Borrowing" without the owner's permission
- Plagiarism: Taking information from books or websites for class assignments without citing the source.

Cheating

- Gaining an unfair advantage over someone else
- Copying someone else's homework, quiz, test, lab assignment, or essay/paper
- Having notes or books out during tests (including tests at home)
- Taking extra time on tests without permission (including tests at home)
- Talking about tests you have taken but others haven't
- Plagiarism: Inappropriate copying from books or websites for class assignments
- Copying words or ideas or paraphrasing without giving the source

Student Code of Conduct

The purpose of Commission Leadership Academy's Code of Conduct is to promote a Christ-like attitude in its learning environment and to encourage the development of positive Christian relationships among its students. Therefore, it is important that specific guidelines regarding behavior while attending our school be set. While on-campus concerns are primary, Commission reserves the right to address any off-campus conduct deemed to be significantly affecting on-campus relationships and/or learning environment.

- Students should show respect to adults at all times. A title (Mr., Mrs., Coach, etc.) should, therefore, be used when addressing an adult. Students are expected to show prompt and cheerful obedience in the classroom the first time something is asked of them. No disrespectful words or actions, including non-verbal communication, are allowed.
- Students should treat each other with respect, kindness, purity and compassion just as God commands us in Matthew 7:12 and in 2 Timothy 2:22.
- Students must be in uniform at all times while on campus.
- The school facility and grounds should be kept clean, orderly, and in a manner that shows an attitude of gratefulness.
- No gum in the facility. Eating may only take place in designated areas and at designated times.
- Quiet talk and good manners are to be the standard.
- There will be no horseplay, running, or rough play during or between classes.
- Use of profanity, worldly slang, or vulgar colloquialisms in spoken or written form, or the use of offensive gestures is not permitted at any time, whether on campus or at Commission sponsored events.
- Public displays of affection such as inappropriate touching, kissing, etc. are not permitted.
- Students are to be in class or study hall while on campus. No loitering on school premises.
- Students should not bring cell phones, electronic devices, computers, laptops, video games, recorders, cameras, or laser pointers to school unless specific permission is given by The School Administration. Students of the Logic and Rhetoric program who have been given permission to bring to school their cell phones should bring the device to the office prior to their first class and leave it in the “cell phone and keys” box until school has concluded for the day. Students of the Logic and Rhetoric Program who are taking a Computer Science or other Technology class may bring the device to school and utilize it during and the for the purposes of the assigned class. Any property brought to school may, with cause, be subject to search and seizure.
- Tobacco products, illicit drugs, alcohol, or weapons are not allowed on campus or at any school-sponsored event.

- Speech and expression on blogs, websites, instant messaging, texts, etc. that is considered inconsistent with the Student Code of Conduct will be addressed by The Administration. Parents are encouraged to be aware of and monitor their child's electronic communication in order to not jeopardize the student's enrollment at Commission Leadership Academy.
- The teacher's desk, computer, purse, briefcase, grade book and other belongings are personal property and will be treated as such by students and may not be touched without permission.
- Use of phones or other electronic devices to photograph, videotape or obtain images of faculty, staff members, or other students without prior approval is not permitted.

Parental Code of Conduct

Just as students at Commission are held accountable for their words and actions, so too are the parents of those students – particularly regarding communication between home and school. Parents should model humility, gentleness, and spiritual maturity to their students by treating the Commission staff and faculty with respect, both publicly and privately. If a parent acts or speaks in an unkind or disrespectful manner to any faculty or staff member, the matter will be taken up by The Administration, who will work to resolve the matter and encourage grace and unity and if need be, reconciliation. If the offending party is unwilling to comply with these guidelines, the student(s) of that parent or parents may be withdrawn from Commission Leadership Academy, or barred from admission the following semester. In severe cases of slander or disrespect, a recommendation can be made to the Commission Board for immediate expulsion of the student(s) whose parents are unwilling to walk in a Biblical manner in their relationship with Commission faculty and staff members. This Parental Code of Conduct also applies to Commission sponsored events.

ON-CAMPUS DRESS

In addition to general conduct requirements, parents are also required to dress in an appropriate manner while on the Commission Leadership Academy campus and when attending Commission sponsored events. Parental dress should be modest and decent. It should not be flashy, showy, or intended to draw attention. Please adhere to the following general rules:

- Clothing should fit properly and be modest.
- Undergarments must be worn but should not be visible.
- Skirts/dresses must be of modest length.
- Shirts must be of a modest cut and length. Cleavage and the abdominal region should not be visible.

ASSIGNMENTS/ PARENT ACCOUNTABILITY

It is the responsibility of the parent to be prepared to teach and/or guide their student's lessons on the home days. This includes, but is not limited to, printing the assignment sheet off of Class Reach, reviewing all assignments listed, and preparing materials and books needed for the lessons. As partners in the teaching process, the classroom teacher will provide detailed assignment sheets for the home days and the parents will be responsible for ensuring that all of the assigned work is completed. Unless otherwise communicated, it is the understanding of the school that students are engaged in home/satellite classroom work as assigned by the classroom teacher on home/satellite classroom days as scheduled on the school calendar. Parents must

understand that work assigned by the classroom teacher for the home days is mandatory and is required to be completed and turned in by the due date listed on the assignment sheet. If the co-teacher should have a concern regarding workload or content, the co-teacher should go to the teacher first to express this concern. Please see below for a specific description of parent responsibility at the various levels at Commission.

LEVELS K-4 | CO-TEACHER

In the early years of grammar education (levels K-2), parents are fully involved with the homework process Tuesdays, Thursdays, and Fridays as they educate their children from home, helping the students understand and complete assignments, and occasionally even grading work at home. There is also a need for parents to help students develop a plan for organizing their work and submitting all completed homework on time. Periodically, parents will be asked to teach a lesson at home, with a lesson plan or script provided by the classroom teacher. As students progress through the grammar levels, responsibilities are often divided between the classroom teacher and the parent-teacher at home. Parents are still completely engaged in the homework process, but while encouraging an increasing degree of independence in completing assignments. Parents are fully available to help drill facts and memory work, and to grade homework as required by the teacher.

LEVELS 5-7| TRANSITIONAL CO-TEACHER/PRIVATE TUTOR

During the upper levels of our Grammar program, the parent gradually and with great intentionality transitions from the role of Co-Teacher to that of a Guide for Dependent Study. When this transition takes place depends upon the individual student's level of maturity and responsibility. Parents and classroom teachers need to communicate effectively and work together to ensure that this transition takes place smoothly. Courses at this level are made successful because each student has a private tutor, the parent, at home, willing and ready to assist. Parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and any preparation or review needed for the next class. As the private tutor, the parent is still asked to grade some homework assignments.

LEVELS 7-10| GUIDE FOR DEPENDENT STUDY

This role *usually* applies to parents with children in grade levels 7 through 10 but may also apply to slightly younger or older students. The content of academic courses at this level becomes more complex and may be unfamiliar to some parents. At the same time, the student is at a dependent age where disciplined study habits are not yet mastered. Through the discipleship and positive encouragement of his/her parents, the student develops a growing awareness of personal academic responsibility. At this stage, the classroom teacher still relies on the parent to make certain that the student keeps up with the course assignments and communicates with the teacher

if difficulties arise. If a parent is unable to assist the student sufficiently at home, it may be necessary for the parent to enlist the assistance of a tutor. This circumstance might arise if a student is falling behind and unable to follow his/her class and teacher at an average pace, if the student has been chronically absent from class and has fallen behind, or if the student has other special learning needs.

LEVELS 11-12 | GUIDE FOR INDEPENDENT STUDY (COMING SOON TO COMMISSION)

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

PROBLEM SOLVING WITHIN OUR SCHOOL COMMUNITY

Specific guidelines will be followed in resolving problems as they occur. Parents and teachers agree to the following procedure:

- Parents should always talk to the classroom teacher first. Parents who attempt to talk to another teacher, board member, or parent should always be referred back to the teacher first.
- If the parent and teacher are unable to resolve a situation, the parent should be referred to the Executive Director. The teacher should contact the Campus Administrator to provide background.
- If the issue is both significant and unresolved after involving the Head Administrator, the matter should then be taken to the Board Chairman.

Under all circumstances, Christian communication principles should be exercised and confidentiality of the problem should be maintained.

Dress Code and General Appearances

Commission Leadership Academy's dress code is intended to reflect the school's stated aims to honor God and disciple students. It is designed to encourage modesty, decency, and propriety and to de-emphasize the use of clothing as a significant means of establishing self-identity or gaining attention or social status (Matt. 6:28-34; 1 Cor. 9:19-23; 1 Peter 3:2-4; 1 Tim. 2:9, 10; James 2:1-5).

PHILOSOPHY

There are many positive reasons for a standardized dress code at Commission.

1. Standardized dress instills in students a sense of loyalty and belonging to the school community.
2. Standardized dress allows teachers to use their time teaching instead of judging the appropriateness of student's dress.
3. Standardized dress allows The Administration to focus their time on leading the school with excellence instead of judging the appropriateness of student's dress.
4. Standardized dress helps to de-emphasize excess fashion consciousness and socioeconomic differences.
5. Standardized dress usually saves families money and time and decreases conflicts over wardrobe choices.
6. Standardized dress promotes safety on field trips and on campus where students are easily identifiable.
7. Standardized dress presents a neat appearance and helps create a positive impression of our school and our students within the community.
8. Standardized dress is an outward expression of respect to classmates, parents, teachers, and staff.
9. The standardized dress code will promote a sense of modesty for all students. As believers, seeking to follow God's plan for our lives, we should desire to reflect Christ in every aspect of our lives – including how we dress. (1 Tim. 2:9-10/Prov. 22:6)

STUDENT UNIFORM

GENERAL GUIDELINES

- Uniform should be neat, clean, and not torn. It should fit properly, not tight or overly-loose, and be of modest length.
- Visible undershirts should be solid white, gray or black, should be tucked, and not hang below the shirt.
- Undergarments must not be visible.

Polo Shirts

- Polo shirts must be loose fitting and appropriate in length.
- They must be tucked in at all times.
- Polo shirts must be in one of the following approved colors: black, white, heather gray, deep purple and must have the Commission Leadership Academy logo.

Skirts and Uniform Jumper (GIRLS ONLY)

- All skirts, skorts, and jumpers must be purchased from the CLA page on the Lands End website.
- Girls in K-10 may wear the below the knee skirt from the CLA page on the Lands End website.
- Girls in K-2 may purchase Jumpers from the CLA page on the Lands End website.
- Girls in Level 3 and older may purchase the top of the knee skort from the Lands End website in khaki, black, or plaid.
- Jumpers and skirts purchased from other vendors are not permitted.
- Approved colors: black, khaki, gray (jumpers only) and purple plaid (jumpers only)
- Modesty shorts, tights or leggings must be worn under all dresses and skirts - These items should be plain (no printed patterns), and in one of the following approved colors: white, gray, black, purple

Uniform-style pants, knee length shorts, bermuda shorts (GIRLS ONLY)

- Uniform-style pants, knee length shorts and bermuda shorts may be purchased from any vendor for girls.
- These items should be loose-fitting, but not baggy. No jeans, jean material, or stretchy material is allowed.
- Cargo and corduroy styles are NOT permitted. Please reference the Land's End website to view appropriate styles and fabric for pants.
- Approved colors: khaki, black.

Uniform-style pants and shorts (BOYS)

- Uniform-style pants and shorts may be purchased from any vendor for boys.

- Items should be loose-fitting, but not baggy.
- Cargo and corduroy styles are NOT permitted. Please reference the Land's End website to view appropriate styles and fabric for pants.
- Approved colors: khaki, black.

Sweaters or Fleece

- Items containing a CLA logo may be worn for warmth over a school polo in class; A non-logoed fleece that is approved by the school administration may also be worn.
- These items may be worn in the following approved colors: black, heather gray, deep purple.

Socks - Grammar Level

- Socks should not contain a logo larger than a dime, or any type of design.
- Socks should be worn in approved colors only: black, gray, or white.

Socks - LOGIC and RHETORIC Levels ONLY

- Students in the Schools of Logic (Level 7-8) and Rhetoric (Levels 9-10) may wear non-offensive socks of their choosing, subject to the approval of the Administration.

Shoes

- Closed-toed shoes of any color may be worn.
- We strongly advise tennis shoes for all students in K-5th.
- Students wearing hard-soled or other styles of shoes that may damage the gym floor will not be allowed to participate in indoor recess time.
- Flip flops and sandals are not permitted.

Belts

All students, with the exception of Kindergarten and Level 1, must wear a belt when pants or shorts have belt loops, in one of the following approved colors: gray, black, brown.

Outerwear

- Outside coats may be of your choosing, but may not be worn in class at any time.
- Sweaters that are worn in class must be purchased at Land's End or be a Board approved alternative.

Headgear

- Hats and sunglasses are not to be worn at school.

Hair

- Hair must be neat and well groomed. Extreme styles are not appropriate at Commission.

Jewelry

- Girls will be allowed to wear earrings not larger than a nickel. No other visible body piercings are permissible.
- Boys are prohibited from having any visible body piercings.
- Conservative jewelry is permitted.

Jeans-LOGIC AND RHETORIC Students ONLY

- Logic School (Levels 7-8) and Rhetoric School (Levels 9-10) students may wear Jeans and a CLA issued t-shirt during the third on campus school day (Fridays) ONLY. The jeans must be loose fitting, but not baggy. During warmer months, boys and girls may wear knee length denim shorts. Girls may also wear bermuda length denim shorts. Jeans should not be ripped.

DRESS CODE ENFORCEMENT

In an effort to enforce Commission's Student Dress Code in an impartial manner, the outlined process will be followed. We hope that this clarifies our student expectations and motivates students and parents to avoid the hassles that come with dress code non-compliance.

First or Second Violation

For a first or second violation, a notice will be sent to the parent to communicate that there has been a dress code violation.

Third Violation

The parents will be asked to bring appropriate clothing to campus for the student to change into in order for the student to be able to remain at school for the remainder of that campus school day.

Subsequent Violations

Upon the fourth violation, the parent will be asked to come to have a conversation with The Administration.

Student Discipline Procedures

**Train up a child in the way he should go, even when he is old
he will not depart from it. (Proverbs 22:6)**

The keys to discipline are that the child must feel loved, that he/she knows and accepts the boundaries of behavior, and that he/she sees the proper direction in which to head to avoid repeated wrong decisions. The key to discipline for a school is that it gives its children support and direction while also working in harmony with the home.

The primary goal of the Commission staff will be to target the heart in misconduct, and to practice "preventative" discipline through the use of good teaching techniques. As a

University-Model School, The Administration feels that the school staff is primarily responsible to utilize mild forms of reproof, rebuke, and correction for the purpose of sound classroom management and that the parents are primarily responsible for dealing with discipline problems of an ongoing or more serious nature. Commission Leadership Academy will control the impact of serious discipline problems by limiting or withdrawing the participation privileges of consistently uncooperative students.

Behavior that needs to be corrected usually falls within these five categories:

Disrespect shown to any staff member or peer, whether in the form of a look, a response, or an action. The staff member will be the judge of whether disrespect has been shown. (Ex. 20:12, Prov. 6:16-17, Rom 13:1, 7)

Dishonesty in any situation, including lying, cheating, forgery, or stealing. (Ex 20:15-16, Proverbs 6:16-17, 19)

Disobedience whether through outright rebellion or passive disobedience in response to instructions. (Col. 3:20 and 1 Sam 15:23)

Disruptive behavior through the use of obscene, vulgar, profane or malicious language or action, including swearing, taking the Lord's name in vain, name-calling, or foul talk/jokes, etc. (Exodus 20:7, Eph 4:29-31 and 5:4)

Dangerous behavior that shows malice or intent to harm another person or self, including fighting, shoving, tripping, etc. (James 4:1 and 1 Cor. 13:5)

GENERAL DISCIPLINE POLICY GUIDELINES

1. Any discipline matter deemed to be of an urgent or potentially dangerous nature shall be brought immediately to the attention of The Administration. It will not be necessary to notify The Administration immediately of discipline problems of a routine or non-serious nature. These matters will be handled within the classroom by the classroom teacher and using our Classroom Discipline Policy (see below).
2. The student shall be given an opportunity to correct his/her own behavior following the first offense of a routine or non-serious nature, and the parents shall not be notified unless the student or staff member involved specifically requests that they be notified. The parents shall be notified of any subsequent offenses.
3. An administrative staff member will personally attend to serious, urgent, or potentially dangerous discipline matters, and the parents will always be notified in such cases. The administrative staff member shall have a broad range of personal authority to act in such

cases, including but not limited to suspension of the student from regular school activities.

4. Should repeated or serious first-time violations of the student code of conduct occur, a student may be suspended or expelled.
5. Conduct will be noted in the student's file in Class Reach.

DISCIPLINARY ACTIONS TO MINOR MISCONDUCT

Classroom Discipline

The classroom teacher is normally the closest to any discipline issue that arises. While teachers have the opportunity to exercise discretion with each occurrence of a discipline issue in class, they should normally and regularly apply the following procedure to maintain consistency in their own classroom and throughout the school, according to our Code of Conduct.

(This procedure is also to be followed by any substitute or volunteer teacher or assistant when they are acting with the delegated authority of Commission).

1st Offense: Firm and loving rebuke that identifies inappropriate behavior, while also addressing any heart issue. Parents may be notified by the teacher as a means to maintain consistent communication.

2nd Offense: Repeat steps in 1st offense, along with notice that the next offense for the same or similar discipline results in a visit with The Administration. Parents shall be notified by the teacher as a means to maintain consistent communication.

3rd Offense: Repeat steps from above in first and second offense and the student will be sent to The Administration. Parents will be notified as a means to maintain consistent communication.

This initial rebuke in the classroom offers the student the opportunity to demonstrate that he/she is “wise” and desires to honor his/her parents and the Lord with his/her obedience and a good response to correction. (Prov. 17:10). It also alerts parents to potential problems, especially in regard to attitude, and helps them assume final responsibility for the correction of their child (Eph. 6:4).

Administration Discipline

Normally during a discipline visit, The Administration will:

1. Investigate and determine the nature of the offense.
2. Seek to give godly and biblical counsel to the student. (1 Tim 3:16)
3. Contact the parent through phone.
4. After the parents have dealt with the offense at home, the parents should notify The Administration (by phone or email) that they have done so, and share how we can partner with the parents and student to avoid similar behavior.
5. Should there be repeated discipline issues, parents will be contacted to meet with The Administration, seeking support in averting further problems.
6. Continued discipline issues will result in suspension or expulsion as described in Major Misconduct (see below).

DISCIPLINARY ACTIONS TO MAJOR MISCONDUCT

Suspension

- Suspension will be administered by The Administration or the Commission Board.
- Suspension may or may not include permission to make up work (left up to the discretion of The Administration/Board).
- Suspensions may carry with them any number of requirements that The Administration and/or Board deem appropriate. Failure to meet these requirements may extend the duration of the suspension or lead to expulsion considerations.

Expulsion

- Expulsion can only be administered by the Commission Board.
- Two types of expulsion:
 1. Expulsion without permission to appeal. Expulsion must appear on the student's permanent record.
 2. Expulsion with permission to appeal.
 - Student is suspended immediately from all classes and activities.
 - The family's admissions agreement with the school is declared null and void.
 - If the family does not wish to appeal, then the student is officially no longer a student at The Academy and the record of expulsion will appear on the student's transcript.
 - If the family wishes to appeal, they must submit their formal request for readmission in writing, stating their reasons for wanting to negotiate a new and more restricted admission agreement with Commission.

- If the formal request is accepted, the student may continue to receive class assignments while the appeal is pending. Both parents (unless the parent is single) and the student must schedule a time to appear before the Administration to discuss the appeal.
- Re-admittance, if granted, may only be on the 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 admission status with no permission to appeal.
- If the new agreement is kept faithfully and without incident, the student may apply to have the record of expulsion deleted from the permanent record at the end of that school year or at a later time if the Board deems it appropriate to the situation.

Daily Operations

ATTENDANCE POLICY

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

A variance to this requirement may be granted by the administration to a properly enrolled student when that student has been unable to meet the attendance requirements of the course or courses in which he or she is properly enrolled due to circumstances beyond the family's control (such as an extended illness), provided that the student has, in the judgment of the instructor overseeing his or her work, achieved minimum mastery of the course content, as defined by the relevant school and curriculum policies and standards. Any cases in which the administration is in doubt concerning the appropriateness of granting a variance to this policy may be referred to the Dean of Academics, who will consult the Campus Director, for consideration. Any credit approved for courses taken at the academy will be handled as standard credit.

LATENESS

- Commission relies on parents to communicate accurate information regarding student absences during home days, but ultimately retains the final decision as to whether an absence is excused or unexcused.
- All home day assignments are due within two on-campus days from the student's return to school unless prior arrangements have been made with the teacher.
- In any case, all late work must be received within one week of returning to school in order to count for a grade.
- Please plan doctor's visits and trips on the ample non-school days provided by the school's calendar whenever possible.
- Unless the school is notified otherwise, all students are expected to be present in class. If a student is not accounted for, The Administration will be notified and parents contacted.

TARDIES

It is the responsibility of the parents for the students to arrive to class on time. Tardies interrupt the learning environment of the classroom, and should be avoided. For purposes of accuracy and uniformity, a grammar (Levels K-6) student is **tardy** when he/she is not in their classroom when class begins at 8:45. In the Schools of Logic (Levels 7-8) and Rhetoric (Levels 9-10), students will be considered **tardy** if they are not present at the beginning of “First Things First” at 8:30.

LATENESS IN KINDERGARTEN AND IN THE GRAMMAR SCHOOL (LEVELS 1-6)

Students must arrive to campus by 8:45. CarPool Duty Staff will be present at the door until 8:45, and at that time, the doors will close. Parents dropping children off after 8:45 must park their vehicle, and escort the student(s) into the building and to their classroom.

LATENESS SCHOOL OF LOGIC (LEVELS 7-8) AND RHETORIC (LEVELS 9-10)

1st-3rd Offense of the Semester: Upon arrival, the student will sign the “Late Arrival Log,” will check in with his/her teacher, and quietly and without interruption join his/her class. Teacher and student will later discuss the importance of punctual arrival.

4th Offense of the Semester: Repeat steps in 1st offense, along with notice that the next offense for the same or similar discipline will result in a visit with The Administration.

5th Offense of the Semester: Parent will accompany child to check in with The Administration in the front office. Parent, Student, and Administrator will schedule time to work together to develop a strategy to assist family in punctual attendance. If parent does not accompany child into school, an administrator will discuss the matter via phone call.

6th Offense: Parent will accompany child to check in with the Administration in the front office. The Administration will assign the student to the next detention period, to take place before school on a campus day.

The initial rebuke in the classroom (1st-3rd offenses) offers the student the opportunity to demonstrate that he/she is “wise” and desires to honor his/her parents, teachers, fellow classmates and the Lord with his/her punctual attendance, and that he/she understands the importance of school and respects the time of his/her teachers and fellow classmates. It also allows The Academy to come alongside and partner with family in educating and holding the student accountable to an important life lesson.

EXCUSED ABSENCES

- An absence is considered excused for the reasons listed below:

- Illnesses including: Fever over 100.4 without fever reducing medication; suspected contagious disease (including head lice); vomiting or diarrhea; severe stomach ache; headache or earache; inability to remain in class due to illness or injury. See *Illnesses Requiring At Home Care* section for more information.
- Chronic or long term illness or severe health concerns from which there is a doctor's notification; surgery or hospitalization.
- School sponsored athletic, academics, or fine art competitions, or other school sponsored events.
- Doctor's visits when unable to schedule them on off-campus days and if pre-approved.
- Limited 1-2 day absence due to special events, if pre-approved.
- Death of a family member.
- Any incident or emergency outside of the parent's or student's control, subject to administrative approval.

UNEXCUSED ABSENCES

- Students whose absence does not fit into one of the categories above are considered to have an unexcused absence and may result in zeros for the days' work or test.
- Classwork or tests from unexcused absences cannot be made up for a grade. At the discretion of the teacher, makeup work may be provided.
- Unexcused absences include:
 - Staying home to complete homework, study for a test or prepare for a presentation/class.
 - Skipping school or classes with no parental notice prior to the absence.
 - Being tardy more than three times.
 - College or school visitations other than those listed above as excused.
 - Any absence (not mentioned above) for which the parent does not contact the school prior to the absence to seek approval.

PARKING AND DROP-OFF/PICK-UP POLICY

It is imperative that the parking lot be a place of safety. Please observe the following rules/guidelines:

- **Drop-Off:** Parents should drop children off at the covered entrance to the school after waiting in the drop off lane, and only after a school official has given the sign to do so. Parents can drop students off between 8:20 and 8:45 am. Students should go to their classroom and do any work that their teacher has prepared for them at time of drop off. Students should remain in their classrooms until their teacher begins the first lesson. Students who are dropped off after the first lesson begins should place their belongings in the back of the room and join their class. Parents should enter the building with students in the morning only if they are escorting a student into the building because the child is

late (see lateness policy above). This is NOT a time to visit with a teacher. If a parent needs to visit with a teacher or the Administration, they should visit during their after school office hours (LRS) or during the day at a scheduled time agreed upon by both the parent and the teacher/administration.

- **Pick Up:** Commission will utilize a student drop off and pick up lane. A Commission Car Placard will be issued to each family. Children will only be allowed into vehicles with a valid placard, AND with a driver who is on the approved pick up list that parents completed on Class Reach during enrollment. If a placard is missing or forgotten, the identity of the driver will be verified and checked against the student's record to ensure they are authorized for pick-up. Parents should arrive to the carpool line to pick up students no later than 3:50 pm. If a student needs to be picked up by someone other than a mother or father (or individual who normally picks up student(s)), EVEN WHEN that person is on the authorized pickup list, written notification must be sent in by email or letter to The Administration notifying us that there will be a change in normal pick up procedure for that student. We will verify the ID of a person picking up a child other than mom and dad to confirm that they are the person on the written notification and authorized pick up list of a student. Under no circumstances will a person, other than those listed on the authorized pickup list, be allowed to pick up a student.

- **Early Pick Up:** If a parent or guardian needs to collect their student early from school, the parent or guardian should do so prior to 3:35pm. Commission strives to maintain a safe and efficient carpool process, and therefore requests that parents do not enter the building between 3:35 and 4:10 to collect their children on foot, but instead enter our carpool line where we can keep your child and other children at the school safe.

- **Parking:** Parents, teachers, or visitors may park in any parking space in the parking lot adjacent to the Faith Baptist Church KidzTown entrance. Care must be taken not to impede the flow of traffic for drop off/pick up.

ADDITIONAL DROP-OFF/PICK-UP INFORMATION

- Commission is not responsible for students dropped off more than 15 minutes before the scheduled drop off time or for those not picked up more than 15 minutes after the carline has ended.

- Do not allow a student to be present at Commission without faculty or staff member present.
- Please call the school office if you will be more than 10 minutes late to pick up a child.
- Should a parent be more than 15 minutes late without prior arrangements, a fee of a dollar per minute for every minute beyond 15 may be applied.
- Habitually late pickups may result in additional fines up to \$50 month.
- If you should need extra time to buckle children, or speak with someone please either park or pull around to the side of the building so as not to impede the flow of the pick up line.
- If the people in your vehicle need to be rearranged after picking up your children, please put children in the car and pull around to the side of the building so as not to impede the flow of the pick up line.
- All children should enter the flow of carpool traffic under the supervision of an adult. Under no circumstances will children be permitted to walk into a vehicle without a staff member on carpool duty or a parent.

STUDENT DRIVER POLICY

In the interest of student safety, the school requires that all students are transported to school by a parent or a person on their authorized pick up list, found within their ClassReach record. This Student Driver Policy serves as an exception to that requirement. Student driving contributes to the possibility of accidents, parking problems, tardiness, and truancy. Therefore, students will not be permitted to drive to school without permission from school administration. If a parent desires that their student drives to school, the parent or guardian must fill out the driving request form provided by the administrative office staff in advance, before the student is given permission to drive to school, and hand-deliver to the administrative office.

LUNCH/SNACK

Students will bring their own lunch to school. Items should be labeled and children should be able to manage their own lunches. Commission will not be able to refrigerate or heat up items for the student. If students desire, they may bring a snack to be eaten during the morning. Students are encouraged to bring a water bottle in addition to a drink for lunch, especially when the weather is warm.

ILLNESS/ACCIDENTS/MEDICATIONS

Illness Requiring At Home Care

Guidelines have been set up for the health and protection of all students. Parents will be contacted to pick up their child from school for the individual student, as well as the safety of our

school environment. Symptoms including the following will require a child to be picked up by a parent or emergency contact:

- A fever over 100.4*
- Suspected contagious disease (including head lice**)
- Vomiting or diarrhea
- Severe stomach ache
- Headache or earache
- Inability to remain in class due to illness or injury

***Due to the immature immune systems and the occasional ineffective sanitary habits of our younger students, we ask that any major sickness (ie. stomach bug, flu, diarrhea) within the family of students in the lower grammar levels (K-level 2), that children stay at home even if they are not presenting signs of illness until everyone in the family is symptom free for 24 hours.

Returning to Campus

- Students may not return to school until they have been free of fever for 24 hours without fever reducing medication.
- If a student has had lice, it must be reported. Family must use an effective and preferably medicated lice treatment (Rid, Nix, or Rx treatment) and be sure that their child is lice-free for 3 days before returning to school. All medical matters including lice are kept confidential among The Board/Administration and teachers.

Student Medications

Any required EpiPen, inhaler, or diabetic supplies, must be turned into the main office for emergency use. ALL medicines, including over the counter medications, must be brought to the office by an adult, with the proper form signed by a doctor, and may not be carried around in the student's backpack. Medical supplies must come in pharmacy packaging with the student's name on the prescription label. A parent must turn in a Parent Request and Physician's Order Form for Medication form with the supplies to The Administration to be kept in the main office. Parents should note if they prefer for Benadryl to be attempted first, before an EpiPen, in the case of an allergic reaction. The parent will be contacted if an allergic reaction occurs.

Communication with parents regarding all students' health needs is imperative and encouraged. Teachers in the appropriate classrooms are made aware of students with Special Medical Conditions.

First Aid

Fully stocked First Aid kits are available in the Commission Main Office and in each classroom. Parents will be notified in any situation needing further care or assessment after simple First Aid

is administered. Parents will be notified in any situation where the student has sustained an injury to the head or face even if it is minor. Commission does not have an on-site clinic and will defer all further treatment and decision making to the parent of the child with a situation or question regarding need for further care.

MEDICAL RECORDS

Private and confidential health records are maintained in a separate folder within a student's permanent file. Files are kept audit ready for the North Carolina Department of Public Health, but confidential to all other persons on campus except for the administration. HIPPA rules apply and are strictly enforced.

LOST AND FOUND

The school will not be responsible for the loss of any personal property. Parents should label all articles of clothing and any personal possessions with the student's name. A lost and found area is maintained in the main office. Please see a teacher before or after class to recover any lost items. Unclaimed lost and found articles may be donated to a local charity at the end of the year.

Academics

Progress reports will be issued once a quarter for students in all grammar school grade levels (K-6). Report Cards will be issued once a semester for students in Logic/Rhetoric levels (7-10). Release dates will be sent home to parents and reminders sent via Class Reach. Teachers will provide real time updates on student's progress via Class Reach regularly.

GRADES: THE GENERAL PERSPECTIVES

We will strive to view and publicly present grades not as a commentary on the relative worth and value of the individual but rather as accurate reflections of the quality of his/her work in a given subject at a given time. While many in our society do indeed use grades for the purpose of classifying students, we commit ourselves to avoid this tendency. At Commission Leadership Academy, grades serve four basic purposes:

1. to help us teach, rebuke, correct and train,
2. to help us in the on-going (and, hopefully, progressive) placement of students at a level and in subjects responsive to their needs, background, and abilities,
3. to provide us with a just and legitimate means of holding students accountable for the quality of their work, and
4. to provide us with an ongoing and widely understood means of communicating a student's relative progress and achievement to his/her parents and other parties, such as

college entrance boards or other schools to which the student may transfer, who have a legitimate interest in knowing such information.

In order to accomplish this, we purpose to establish just and objective legitimate expectations. This means that students will be graded by comparing their level of accomplishment against reasonable expectations of what they should be able to accomplish. It also means that we will make every reasonable effort to place students properly, basing such placement upon their knowledge and abilities rather than any social criteria (such as age).

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

GRADING AND LATE WORK: GRAMMAR SCHOOL (LEVELS K-5)

Students in Kindergarten through Grammar 5th level will receive skills based report cards and progress reports. They will also receive updates on their progress using the following grading scale.

Grammar School Guide for Evaluation

PA	Student is progressing above expectation. Student consistently and independently completes tasks correctly with 90%-100% accuracy.
P+	Student is progressing on pace with some independence. Student demonstrates understanding with 80%-89% accuracy.
P	Student is progressing on pace with some independence. Student demonstrates understanding with 70%-79% accuracy.
PB	Student is progressing below expectation. Student can only complete the work with 60%-69% accuracy without help.
NP	Student is not progressing. Work is completed with 0%-59% accuracy.

LATE WORK GUIDELINES

Commission Leadership Academy, desiring to promote both Godly character qualities and high academic standards, has adopted the following general principles concerning student assignments turned in at some time beyond their due date. Commission believes that it is important to complete the work assigned in order to facilitate learning and build character.

Students must complete **all assignments** designated as required by the on-campus teacher and/or co-teacher in order to receive credit for the course. Even if the assignment is too late to be given credit as outlined below, the assignment must be turned in or the student will receive an **Incomplete** on the report card. This policy is designed to promote the development of godly character qualities such as responsibility, work ethic, self-discipline, diligence, and self-control in the lives of our students.

Each teacher will establish and publish in the class syllabus the details of receiving late work. These standards will be used without partiality.

Exceptions

Exceptions to the late work policy are granted for excused absences as outlined in the *Attendance/Lateness* section of this handbook. All missed assignments are due within two on-campus school days from the day the student returns to class after an excused absence unless other arrangements have been made with The Administration/teacher. If the absence is due to a pre-arranged trip, any work that can be completed prior to the absence must be turned in on the school day before the absence begins.

GRADING: GRAMMAR LEVEL 6 and LOGIC LEVELS 7-9

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

There are four categories in which a student's work can qualify. They are as follows: Daily Practice Work, Formative, Summative, and Exams. Whether an assignment is given to complete in the campus classroom or at home, it fits into one of these four areas.

Daily Practice Work:

In accordance with the rigorous, Classical educational program at CLA, we expect that students come prepared to fully participate in our on-campus days. If a student does not complete assigned daily work prior to class it significantly limits his/her ability to engage in the lesson. Therefore, no late daily work will be accepted. It is, however, still important that students complete the assignment, as the information will be pertinent to future lessons. Parents are responsible for checking any late assignments. This policy is also meant to help develop personal responsibility and the virtue of habit. Daily work assignments account for 20% of the overall grade.

Formative Tests/Assignments:

Students will be allowed to turn in formative assignments late, however there will be a penalty of 5 points per day for up to 3 on-campus days. Work will not be accepted after three days. Formative assignments account for 30% of the overall grade.

Summative Tests/Assignments:

Students will be allowed to turn in summative assignments late, however there will be a penalty of 10 points per day for up to 3 on-campus days. Work will not be accepted after 3 days. Summative assignments account for 40% of the overall grade.

Exams

Students will be asked to complete a midterm and/or final assessment during the course and at the end of the school year. This assignment may take form in the format of a paper, project, or test. Exams account for 10% of the overall grade. Students are expected to plan well in advance for exams. Only under extreme circumstances will a student be allowed to make up an exam.

STANDARDIZED TESTING

In the spring of each school year a nationally standardized test, such as the TerraNova, will be administered for all students beginning in Grammar Level 1. Parents will be provided with a copy of their student's test scores. It is important to understand that Commission does not teach to the test. A nationally standardized test is beneficial in several ways.

1. It fulfills the state requirement for students in 3rd, 6th, 9th, and 11th grades to be tested.
2. It provides valuable practice to students who will one day take other standardized tests such as the PSAT, SAT, ACT, etc.
3. Over time, it is a tool that may be useful in evaluating the success of our chosen curricula, the effectiveness of our teachers, and the ability of our students

Annual Registration: (New Students/Current Students)

Students register at Commission Leadership Academy each year. Registration for courses opens in January and closes at the end of August for the coming school year. Commission Leadership Academy courses are offered annually and are taught on a trimester schedule. New students and current students must use the “Commission Leadership Academy Enrollment/Re-Enrollment Form” via Class Reach in order to successfully complete the registration process. Students and parents are required to read the Student Handbook prior to each registration period.

*Mid-year enrollment can be difficult (though not impossible) for prospective families due to the necessary transition, as well as disruptive to the already acclimated class. However, the admissions committee will accept mid-year applications, usually at the beginning of a semester. The Administration, in collaboration with the admissions committee, reserves the right to deny a student based on the specific case and circumstance (ie. a child requesting transfer whose educational experience involves utilizing curricula that does not align with the curricula and philosophy of education at CLA).

Course Progression and Grade Promotion

Upon admission, new students in levels 1 and above are required to participate in placement testing. If the results of placement testing for a given course indicate a need for the student to be promoted or remediated for a specific subject, and it is unlikely that accommodations can be made for that child on campus or in the satellite classroom, then the Administration may enroll the student at a different grade level for that specific class.

CLA strives to offer a consistent and comprehensive grade progression for students. With this in mind, teachers work closely with co-teachers to provide assistance when individual needs vary. Should a student require additional support within a grade level for a specific course, after accommodations have been made within the campus and/or satellite classroom, then the Administration, with the support of the campus teacher(s), may promote or remediate the student to a different level for that specific course.

Grade Level Promotion: Current Students

Students must meet all the following basic criteria for promotion to the next successive course:

1. Pass all coursework
 - with at least a 70% average (2.0 GPA) for Logic and Rhetoric Levels (Levels 7-12).
 - with a “progressing on pace” or higher mark of assessment for at least 70% of the course objectives for all grammar level (levels K-6) courses.
2. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery of the following skills/subjects in the grades noted:

All Students, Grammar, Logic, and Rhetoric school, will be promoted to the next course in sequence when they achieve a passing grade (70%) in the current course. Student promotion is on a course-by-course basis. Students are not promoted on grade level.

Kindergarten to First Level: Students must show behavioral maturity and reading readiness for First Grade. Students must have mastery of primary sounds and all letters of the alphabet as well as a sound base of high-frequency words as predetermined by the phonics instruction. Students must have mastery of the order of numbers as well as patterns and basic addition and subtraction knowledge.

First Grade to Second Level: Students should be able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Students should be able to write complete sentences with neat lettering. Students must have mastery of sorting and pattern rules as well as basic subtraction facts. Students must be able to compare volume, measure mass, perimeter, and area as well as tell time to five-minute interval. Students must be able to add and subtract single digit numbers with at least 70% accuracy.

Second Grade to Third Level: Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books of a second grade level. Be able to write neatly and correctly identify the basic parts of a sentence. Be able to spell correctly with at least 70% proficiency. Students must have mastery of all addition, subtraction, and multiplication facts as well as a good foundational knowledge of volume, fractions and decimals, mass, place value, and division. Students must have mastery of telling time to the minute, counting money, and making change.

Third Grade to Fourth Level: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level. Students must have mastery of identifying and classifying sentence parts as well as a sound base in one and two point expository paragraph writing. Students must be able to read and communicate through rich literature discussion at the third grade level. Students must have mastery of prime and composite numbers, addition, subtraction, and multiplication as it relates to mental computation. Students must also have a sound base in fractions, estimation as it relates to distance in feet, yards, and meters as well as perimeter, circumference, and simplifying expressions.

Fourth to Fifth Level : Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level. Students must have mastery of identifying and classifying sentence parts as it relates to two and three point expository paragraphs. Students must have mastery of writing two point expository paragraphs as well as a sound base in writing three point expository paragraphs. Students must have mastery of estimation, patterns and sequencing as well as percentages. Students must also have a sound base in square roots, measurement and unit conversion as well as statistics, probability, and data display and analysis.

Fifth to Sixth Level: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level. Students must have mastery of grammar and writing techniques as predetermined by the grammar instruction. Students must have mastery in composing expository paragraphs as well as other stylistic writing. Students must have mastery of simplifying expressions containing parenthesis, graphing functions as well as understanding ratios and proportions. Students must also have a base knowledge of how to read

and interpret frequency tables, collect, display and analyze data as well as identify complementary and supplementary angles.

Sixth to Seventh Level: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level. Students must have mastery of using sentence writing, structure and style as part of daily instructional technique as well as have mastery of creative exemplary writing and pose. Students at this level must have mastery of applied arithmetic, pre-algebra, and pre-geometry as it relates to arithmetic operations and real world. Students must also have a sound base in using variables as part of pattern generalizers, abbreviations in formulas, and unknowns in problems.

Seventh to Eighth Level: Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level. Students must have mastery of stylistic as well as expressive writing techniques as predetermined by the course syllabus. Students must have a sound base of the elements of style as it relates to cleanliness, accuracy, and brevity in English composition. Students must also have mastery linear equations and inequalities as well as a sound base in probability concepts as in conjunction with algebraic fractions.

Academic Status for Students

The University-Model Classical education model at Commission Leadership Academy is designed as a fast-paced partnership between parents and educators to achieve high standards in academics for students who want to excel in life. As a result of this design, students are not “just moved through the system.” Students must continually perform at a satisfactory level of performance, or they will not be successful in the model. Students each year receive a classification that outlines for the parents their past academic performance at the Academy. Listed below are the four student academic standings:

1. “Academic Good Standing”: Achieving a 70%+ in all courses at the academy for the current school year.
2. “Academic Warning”: Failing a maximum of 1 class in the past semester at the academy. The student must retake the course if a 70%+ grade is not achieved by the end of the course.
3. “Academic Probation”: Failing 2 or More Classes in the past semester. This student will be given the balance of the school year to achieve a 70%+ grade in the courses. If the student is not successful in raising the grade in the courses to 70%+, the student will be required to retake the course. If the student is not successful in achieving a 70%+ in the course when taking it a second time, they will be placed on “Suspended” status.
4. “Suspended”: A student who is not eligible to register at the Academy due to not achieving the necessary grades to continue.

Students who are placed on academic probation, and their parents, will be required to attend a conference with the Dean and/or Campus Director and classroom teacher within the first two weeks of the probation semester. The purpose of this conference will be to develop an individual academic improvement plan for said student. If a student is unable to take the course that is failed the following semester, the student will be required to make up the course using an approved correspondence course. Please see the Campus Director or Dean of Academics for a

list of approved correspondence schools. The student will be required to turn in the registration form, as well as the official transcript from the school.

Advancing in Classes

A Commission Leadership Academy student may advance up to two classes. To be eligible for advancement, a student must be in good academic standing and have completed the prerequisite for the course listed in the course descriptions section of the handbook. Diploma requirements must still be completed.

ExtraCurricular Activities

The purpose of extra-curricular activities at CLA is to develop Christian character and strong work ethic in our students and to broaden their horizons, offering them experiences outside of the academic classroom.

Athletics

The purpose of athletic activities at CLA is to develop Christian character and strong work ethic in our students and to broaden their horizons, offering them experiences outside of the academic classroom. Our goal is to develop Kingdom principles throughout our program and change the culture of sports in our community.

Eligibility Requirements for Extra-Curricular Activities

All students who desire to participate in extra-curricular activities must meet the following requirements to remain eligible for participation. Participation in these activities requires additional time and effort that does not supersede the student's responsibilities to:

1. be enrolled as a student at CLA
2. represent the school and their fellow students with excellence and
3. not jeopardize academic preparation and success. **Extra-curricular activities do not, at any time, take precedence over the academic program. Please see below for specific performance standards related to eligibility.**

Performance Standards Related to Eligibility

Commission Leadership Academy students must meet the following criteria to participate in sports or extra-curricular activities:

1. A student must have a 2.0 GPA in the last recorded semester or must be progressing on pace for at least 70% of the objectives for his/her class.
2. A student must be passing 4 academic courses in the current semester.
3. A student must not have failed more than 1 course in the past semester.

Students of Commission Leadership Academy are encouraged to participate in various club, church, and civic organizations outside of the school's offerings.

Campus Safety

ON CAMPUS VISITORS

The Commission Leadership Academy campus is a closed campus. All doors to the building are to remain locked or have staff from Faith Baptist Church attending the door during school hours.

- All visitors, including parents, must check in upon arrival.
- Classroom visits are welcome but need to be scheduled in advance and may not always be possible due to space limitations and the disruptions visits cause.
- Students are not allowed to leave campus without administrative permission for lunch or in between classes.
- Students with schedules that end prior to the school day are expected to sign-out and leave the campus immediately.

Visitor Check-In Procedure

All visitors to the campus must enter through the school entrance. Parents must call the school phone prior to a visit, and a school official will meet him/her at the entrance. All visitors (including parents) must sign in and receive a visitor badge/sticker.

Campus Visit Procedure

A visitor badge/sticker must be visibly displayed at all times while the visitor is on the Commission campus.

Visitor Check Out

Visitors check out before leaving campus.

DISASTER PREPAREDNESS (FIRE, TORNADO AND INTRUDERS)

Commission prays and hopes for protection from fire, tornadoes, and intruders. However, the school regularly drills for such occurrences.

INCLEMENT WEATHER

In case of inclement weather, the Commission administration will provide information about campus closure as soon as a decision can be reached. Once a decision is made, parents will be notified via the Class Reach announcement system (or other communication method) and/or the

main page of the parent website. Please note that if Faith Baptist Church is closed for inclement weather, Commission cannot operate a campus class day and will close as well.

Missed days will not be made up. Teachers are responsible for adjusting their schedules accordingly to cover the missed campus day, which may include providing work to be completed at home during the school closure.