



# **THE LUTHERAN ACADEMY**

## ***Student-Parent Handbook*** **2011 - 2012**

**238 Reese St., Scranton, PA**

**School Phone: 570-851-6744**

**Peace Lutheran Church Phone: 570-343-9828**

**[www.thelutheranacademyscranton.org](http://www.thelutheranacademyscranton.org)**

**[lutheranacademyscranton@verizon.net](mailto:lutheranacademyscranton@verizon.net)**

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## THE LUTHERAN ACADEMY GOALS

*"A Lutheran Classical Education with a focus on the Arts"*

### CHRIST-CENTERED

*In all its levels, programs, and teaching, The Lutheran Academy seeks to :*

- A. Teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17);*
- B. Provide a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40);*
- C. Encourage every student to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15)*

### CLASSICAL

*In all its levels, programs, and teaching, The Lutheran Academy seeks to:*

- A. Emphasize grammar, logic, and rhetoric in all subjects (see definitions below);*
- B. Encourage every student to develop a love for learning and live up to his academic potential;*
- C. Provide an orderly atmosphere conducive to the attainment of the above goals.*

**Definitions:** (see P.7 "What do we mean by Classical Education" for explanation.)

**Grammar:** The fundamental rules of each subject.

**Logic:** The ordered relationship of particulars in each subject.

**Rhetoric:** How the grammar and logic of each subject may be clearly expressed.

## STATEMENT OF FAITH

The following is the foundation of beliefs on which The Lutheran Academy is based. They are also the key elements of Christianity that will be unapologetically taught in various ways through all grade levels.

With the universal Christian Church, the Lutheran Academy teaches and responds to the love of the Triune God:

1. the Father, creator of all that exists
2. Jesus Christ, the Son, who became human to suffer and die for the sins of all human beings and to rise to life again in the ultimate victory over death and Satan
3. and the Holy Spirit, who creates faith through God's Word and Sacraments.
4. The three persons of the Trinity are coequal and coeternal, one God.

We accept and teach Bible-based teachings of Martin Luther that inspired the reformation of the Christian Church in the 16th century. The teaching of Luther and the reformers can be summarized in three short phrases: **Grace alone, Faith alone, Scripture alone.**

### **Grace alone**

God loves the people of the world, even though they are sinful, rebel against Him and do not deserve His love. He sent Jesus, His Son, to love the unlovable and save the ungodly.

### **Faith alone**

By His suffering and death as the substitute for all people of all time, Jesus purchased and won forgiveness and eternal life for them. Those who hear this Good News and believe it have the eternal life that it offers. God creates faith in Christ and gives people forgiveness through Him.

### **Scripture alone**

The Bible is God's inerrant and infallible Word, in which He reveals His Law and His Gospel of salvation in Jesus Christ. It is the sole rule and norm for Christian doctrine.

For more information on the Lutheran Church, its teachings and practices, please see [www.lcms.org](http://www.lcms.org) or speak with any of the Pastors of Immanuel, Peace, or St. Stephen Lutheran Churches.

## VISION STATEMENT

We aim to graduate young men and women, who think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate precisely; who are capable of evaluating their entire range of experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We desire them to recognize the Godly from the ungodly in the cultural influences that surround them. We aim to find them well-prepared for life in all situations, possessing both information and the wisdom of how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding, yet fully realizing the limitations and foolishness of the wisdom of this world. And all these we desire them to possess with humility and gratitude to God.

We likewise aim to cultivate these same qualities in our staff and to see them well paid so that they may make a career at The Lutheran Academy. We desire them to be professional and diligent in their work, gifted in teaching, loving their students and their subjects. We desire they clearly understand classical education, how it works in their classroom and how their work fits into the whole; that they possess a lifelong hunger to learn and grow; and that they have opportunity to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We look to see them mature in Christ, growing in the knowledge of God, their own children walking with the Lord.

We aim to cultivate in our parents a sense of responsibility for the school; to see them well informed about the goals of our classical and Christ-centered approach. We desire them to grow with the school, involved in and excited about the journey. We aim to help them to follow biblical principles in addressing concerns, to be inclined to hearing both sides of a story before rendering a verdict, and to embrace the Scripture's injunctions to encourage and stir up one another to love and good works.

Finally, in our relationship with our community, we aim to be above reproach in our business dealings and supportive of the local business community. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with the churches, and to bring honor to our Lord in all our endeavors.

## EDUCATIONAL PHILOSOPHY

Although most Christian schools would agree on certain fundamentals, it is imperative that parents scrutinize the foundational beliefs of any school in which they may enroll their child(ren). Therefore, below are the most important philosophical elements that we at The Lutheran Academy believe distinguish our approach to education.

1. We believe that the Bible clearly instructs parents to "bring children up in the discipline and instruction of the Lord." Therefore, under the delegation of the family, we seek to teach and discipline the mind, body and spirit in a manner consistent with the Bible and a godly home environment.
2. We believe that God's character is revealed not only in His Word but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated (integrated) and can instruct us about God himself.
3. God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore, we seek to individually challenge children at all levels and teach them how to learn, by using the centuries-old, proven classical method.
4. We want to help parents teach their children that all they do should be done "heartily, as unto the Lord." Therefore, we seek to encourage quality academic work and maintain high standards of conduct.

Above all, parents can be confident that their student, at every stage of his development in school, will be loved with Christ's love in The Lutheran Academy.

## WHAT DO WE MEAN BY CLASSICAL EDUCATION?

The following is an excerpt from Jesse Wise and Susan Wise Bauer's web site at [www.welltrainedmind.com](http://www.welltrainedmind.com) which is a companion site for their book "The Well Trained Mind: A Guide to Classical Education at Home."

Classical education depends on a three-part process of training the mind. The early years of school are spent in absorbing facts, systematically laying the foundations for advanced study. In the middle grades, students learn to think through arguments. In the high school years, they learn to express themselves. This classical pattern is called the trivium.

The first years of schooling are called the "grammar stage" -- not because you spend four years doing English, but because these are the years in which the building blocks for all other learning are laid, just as grammar is the foundation for language. In the elementary school years -- what we commonly think of as grades one through four -- the mind is ready to absorb information. Children at this age actually find memorization fun. So during this period, education involves not self-expression and self-discovery, but rather the learning of facts. Rules of phonics and spelling, rules of grammar, poems, the vocabulary of foreign languages, the stories of history and literature, descriptions of plants and animals and the human body, the facts of mathematics -- the list goes on. This information makes up the "grammar," or the basic building blocks, for the second stage of education.

By fifth grade, a child's mind begins to think more analytically. Middle-school students are less interested in finding out facts than in asking "Why?" The second phase of the classical education, the "Logic Stage," is a time when the child begins to pay attention to cause and effect, to the relationships between different fields of knowledge relate, to the way facts fit together into a logical framework. A student is ready for the Logic Stage when the capacity for abstract thought begins to mature. During these years, the student begins algebra and the study of logic, and begins to apply logic to all academic subjects. The logic of writing, for example, includes paragraph construction and learning to support a thesis; the logic of reading involves the criticism and analysis of texts, not simple absorption of information; the logic of

history demands that the student find out why the War of 1812 was fought, rather than simply reading its story; the logic of science requires that the child learn the scientific method.

The final phase of a classical education, the "Rhetoric Stage," builds on the first two. At this point, the high school student learns to write and speak with force and originality. The student of rhetoric applies the rules of logic learned in middle school to the foundational information learned in the early grades and expresses his conclusions in clear, forceful, elegant language. Students also begin to specialize in whatever branch of knowledge attracts them; these are the years for art camps, college courses, foreign travel, apprenticeships, and other forms of specialized training.

## **SCHOOL HISTORY AND GOVERNANCE**

The Lutheran Academy opened its doors in the Fall of 2007. It represented the concerted efforts and convictions of individuals from the three Lutheran Congregations of Peace, Immanuel (of Scranton, PA), and St. Stephen (of Dickson City). Their goal was to provide high-quality Christian education for children.

The Lutheran Academy School Board of Directors and the administration are planning and praying toward further growth of the school, both in facilities and the scope of the program, as more families become convinced of the necessity and advantages of a classical, Christ-centered education.

The Lutheran Academy School is owned by Peace Lutheran Church and governed by the principals of the Word of God as understood and applied by the school's Board of Directors and administration. The School Board of Directors is comprised of at least 8 members, including the permanent members of the pastors of the three churches and the school Principal, and the elected members which are made up of up to two elected representatives from Immanuel and St. Stephen's, and three from Peace. The board operates under the schools adopted by-laws, vision and goals statements, and provides policies to the principal for implementation in the school. More details on the board's operation and policies may be obtained from the school office.

### **PARTICIPATING AND CURRENTLY SUPPORTING CONGREGATIONS:**

#### **Peace Lutheran Church**

2506 N. Main Ave. Scranton, PA 18508

570-343-9828 Rev. Kristian Bjornstad

[www.yourpeace.org](http://www.yourpeace.org) yourpeace@verizon.net

#### **Immanuel Lutheran Church**

238 Reese St. Scranton, PA 18508

570-342-3374 Rev. Anthony Mandile

immanuelscranton@verizon.net

## PARENT INVOLVEMENT

"Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord." Eph. 6:4

As a support and extension of the family unit, The Lutheran Academy School considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed, since He compares it to the relationship believers have with Christ and the Father. Therefore, at The Lutheran Academy we are continually seeking ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school.

Below are just a few of the more common ways we do this. Please feel free to ask if you would like to try additional ideas.

1. Visit the school/class at any time. (Simply call ahead out of courtesy to the teacher.)
2. Assist in the classroom, regularly or infrequently. (Again, arrangements should be made with the teacher concerned.)
3. Act as chaperone on field trips and/or library visits.
4. Serve as a story-reader, song-leader, guest artist or offer your special talents.
5. With permission and arrangements with the teacher, present your vocation to the class or invite them to your place of business.
6. Share your experiences, trips, vacations, as they may relate to the study in a class.
7. Volunteer your help in the preparations for the many tasks related to the annual fundraiser.
8. Help host class parties at home or in the classroom.
9. Attend all Parent-Teacher Conferences that are formally conducted after the first

and third grading quarters each year. Informal conferences may be held anytime at the parent's request.

10. Closely monitor and praise your child's progress by reading all teacher notes and student papers sent home!
11. Offer specific assistance to serve on board-appointed committees, or the board itself.
12. Invite the teacher (or principal) home for dinner.

## **STUDENT HEALTH RECORDS**

**1. All students attending The Lutheran Academy School must have on record with the school office, either a current immunization record or an exemption statement according to Pennsylvania Code, before entering school in the fall.** Standard immunization record forms may be obtained from the family doctor and a copy given to the school office.

**2. Before the school will issue any medication to a student, we must receive written parental permission.** In order to facilitate the general dispensing of non-prescription medicine (e.g. Tylenol & Tums), we have a form available for parents to grant a year's general permission to the school to issue non-prescription medicines to their student(s). This form will be kept in the student's file. No prescription medicines will be dispensed without written parental permission each time.

**3. Other forms necessary for student health records that can be obtained from the school office are:**

- a. Health History:** Describes the basic health/illness history of each student.
- b. Emergency Form:** Lists the emergency contact names and phones numbers of people who may need notification in a medical emergency. Includes signed waiver in order to facilitate necessary surgical action.

## ADMISSIONS

### **I. Admission Procedures:**

- A. Upon return of a completed application, if an interview with the family has not already been held, one will be arranged with the elementary principal.
- B. After the interview, and after reviewing all other required materials (as stated on the application form), the principal will make the decision whether or not to admit the student(s). Entrance exams are administered to new students.
- C. The principal will then notify the parents in writing with the decision regarding acceptance. If accepted, the parents will receive an Acceptance Letter and a Transfer of Records form, if the student attended another school previously.
- D. All financial arrangements between the family and the school must be understood before an admission is considered final.

### **II. Admission Requirements for the Student:**

- A. For the 2011-2012 school year, a child must show readiness for Kindergarten and/or not be entering into a grade higher than 6<sup>th</sup> grade.
- B. If a child has successfully completed the previous school year and his school-work and behavior compare favorably to the comparable grade at The Lutheran Academy, the child will likely be placed in the grade for which he is applying. However, if through the administration of the entrance exam or other evidence, it is determined that the child may not be adequately prepared for the next sequential grade level, it may be necessary that he repeat the previous grade. We will consult parents regarding our final recommendation. If it is determined, after the entrance exams, that the child would not be successful in our school environment, recommendations will be made for alternative placement or entry into a two-month trial period.
- C. In general practice, if the student and parents comply with the requirements outlined here, The Lutheran Academy School will admit students of any race to all rights, privileges, programs, and activities generally made available to all students. *The Lutheran Academy School does not discriminate on the basis of race, sex,*

*color, or national origin in the administration of its policies, admissions, scholarships, athletic, and other school-directed programs.*

### **III. Admission Requirements for the Parents:**

A. Though not required to be Christians, the parents of students in The Lutheran Academy should have a clear understanding of the biblical philosophy and purpose of The Lutheran Academy School. This understanding includes a willingness to have their child exposed to the clear teaching of the school's Statement of Faith in various and frequent ways within the school's program.

B. The parents should be willing to cooperate with all the written policies of The Lutheran Academy School. This is most important in the area of discipline (see Discipline Guidelines and School Rules, p. 27) and school work standards, as well as active communication with the respective teacher(s) and administration.

## **ELEMENTARY CURRICULUM GOALS**

The Goals are those basic principles we seek to achieve throughout the elementary years.

These are formulated in keeping with our understanding and practice of the Grammar stage methodology (see School Goals) and its approximate correlation to the elementary years.

### **I. BIBLE:**

GOALS: We seek to:

1. Have the students read the actual text for themselves vs. only prescribed verses.
2. Have the students read at least one Gospel account, one Epistle, and one Old Testament book each year.
3. Encourage the students to understand the verses in context, along with other good interpretation principles.
4. Let the scriptures speak for themselves with clarifications and illustrations by the teacher.
5. Show the students the richness and requirements of the Bible.
6. Teach the biblical pattern of salvation; Law before Grace.
7. Encourage each student to come to the Father, through the Son, and grow in their knowledge and love of Him.

### **II. ENGLISH:**

GOALS: We seek to:

1. Equip every student with the skills necessary for good writing, including correct spelling and grammar, pleasing style, clarity of focus, proof-reading, and self-correcting.
2. Put a major emphasis on good writing by requiring the students to write often and correctly in each subject area.
3. Encourage clear thinking by the students through requiring clear, focused writing.
4. Introduce the students to many styles of writing using the Bible and other high quality literature.

### **III. READING:**

GOALS: We seek to:

1. Use phonics (the Grammar of reading) as the primary building blocks for teaching students to read.
2. Encourage the students to read correctly as soon as possible (normally in Kindergarten or first grade).
3. Introduce the students to high-quality children's literature as soon as possible through our literature program.
4. Carefully monitor the student's reading abilities to ensure he is at a reasonable level, is comprehending adequately (the Logic of reading), and is reading fluently, both orally and silently. This includes the proper use of word-attack skills.
5. Integrate, wherever possible, other subjects into reading, such as history and science.
6. Foster a life-long love of reading and high quality literature, especially the Scriptures, after being taught to recognize the characteristics of such literature (the Rhetoric of reading).
7. Build and maintain clear, specific, but broad criteria for the selection of a good number of varied, high-quality titles to include in our reading lists for each grade. The classes also should maintain titles with a range of difficulty from grade-level to above grade-level. These titles are to be logically sequenced in difficulty from first through the sixth grade.

### **IV. LATIN**

GOALS: We seek to:

1. Instruct the students in the fundamental vocabulary and grammar of Latin to better their fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.
2. Reinforce the student's understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English grammar class work, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.
3. Cultivate study and logical thinking which are inherent in the study of Latin.

**V. MATHEMATICS:**

A. GOALS: We seek to:

1. Ensure that the students have a thorough mastery of basic mathematical functions and tables.
2. Put an emphasis on conceptual, as well as practical, understanding of math through the frequent use of story problems.
3. Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of reason.

**VI. HISTORY/GEOGRAPHY:**

A. GOALS: We seek to:

1. Teach the students that God is in control of History and He will determine its ultimate outcome.
2. Enable the students to see God's hand in the history of the world and the United States, specifically by illustrating the effect His people have had on history.
3. Broaden the students' understanding of history and geography as the students mature, specifically by deepening the level of exposure and research into various topics kindergarten through sixth grade.
4. Make history and geography "come alive" for the students through the use of a unit approach to history and its related areas and by using many forms of information and research, e.g. biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, etc.

**VII. SCIENCE:**

GOALS: We seek to:

1. Teach that the biblical creation account is true and that the theory of evolution is false.
2. Teach the students the basic elements of both accounts and that both systems are based on either sound or unsound faith.
3. Show the students that, because God made the universe, it has inherent order which in turn makes it possible to hypothesize and experiment (scientific method), as well as to identify, classify, and categorize elements of Creation. This is

particularly practiced with local plant and animal life.

4. Treat the study of science as a part of the study of history. That is, show the students the natural integration between the advances, individuals, and applications of science, with the development of historical events within the cultures studied

5. Use many forms of instruction to teach science, particularly identifying, classifying, categorizing, integrating with history and math, as well as some experiments, demonstrations, collecting, illustrating, field trips, and guest speakers.

### **VIII. ART:**

GOALS: Through private and corporate instruction, we seek to:

1. Teach all our students the basic fundamentals of a variety of visual art techniques including drawing and painting and sculpture.

2. Encourage the students to appreciate and imitate the beauty of the creation in their own works.

3. Introduce the students to masters' works of the Western culture.

### **IX. MUSIC:**

GOALS: Through private and corporate instruction, we seek to:

1. Train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.

2. Systematically instruct the students in the fundamentals of vocal and instrumental music.

3. Enrich the teaching of scripture through the teaching of many classic, meaningful hymns.

4. Encourage (through a variety of options) the students to select some area of music, vocal or instrumental, to pursue on their own.

**X. PHYSICAL EDUCATION:**

GOALS: We seek to:

1. Systematically work with the students to teach them basic exercises and game skills (e.g. throwing, hitting, kicking, catching, etc.)
2. In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits.
3. To enhance biblical patterns of behavior through activities requiring cooperation, team work, and general good sportsmanship.

**SUBJECT LISTING BY GRADE**

**KINDERGARTEN:** Phonics training (early reading), math properties (patterns, adding, graphing), science units, community helpers/jobs/locations, Bible stories/characters/songs, integrated art projects, PE skills/games, integrated music

**FIRST GRADE:** Phonics training/literature reading, math problem solving/properties, integrated (with reading, math, art) science quarterly units, spelling rules/memorizations, parts of speech, history units (famous places in the world & U.S.,etc.), Bible reading/memorizations, integrated art, PE skills/games, thematic music

**SECOND GRADE:** Guided independent reading of books, math properties/problem solving, science quarterly units, spelling rules/patterns/memorization, cursive handwriting, basic English grammar, history units in early U.S./NW History, Bible readings/memorizations, integrated art projects, PE skills/games, thematic music

**THIRD GRADE:** Guided independent reading of books, math skills/problem solving/integrated, science quarterly units, spelling rules/patterns/lists, cursive/essay

practice, English grammar, Latin I (vocabulary/chants), U.S. geography/early U.S. History units, Bible readings/memorizations, integrated art projects, PE skills/games, thematic music

**FOURTH GRADE:** Monitored, independent reading of books (integrated with history, science), math skills/problem solving/integrated, science quarterly units, spelling lists/patterns/rules, writing assignments, English grammar (integrate with Latin), Latin 1b (vocab/early grammar), U.S. History units (War for Independence to present), Bible readings/oral presentations, integrated art projects, PE skills/games, chorus/band

**FIFTH GRADE:** Monitored, independent reading of books (integrated with history, science), math skills/problem solving/integrated, science quarterly units, spelling lists/patterns/rules, writing assignments, English grammar (integrate with Latin), Latin II (grammar/translation), World geography/Early World History units, Bible readings/oral presentations, integrated art projects, PE skills/games, chorus/band

**SIXTH GRADE:** Monitored, independent reading of books (integrated with history, science, Bible), math skills/problem solving/integrated, science quarterly units, spelling lists/patterns/rules, writing assignments, English grammar (integrate with Latin), Latin IIb (grammar/translation), World Geography/Post-Medieval World History units, Bible readings/oral presentations, integrated art projects, PE skills/games, chorus/band

## LATIN

Considering the sheer number of years and amount of quality schools wherein the teaching of Latin was an integral part of any good academic training, the instruction in Latin at The Lutheran Academy School should need no explanation or defense. However, like many traditional particulars of good education lost in the name of "modern" or "progressive" education, Latin's advantages have been neglected and forgotten by a couple of generations. Latin was regularly taught even in American high schools as late as the 1940s. It was considered necessary to a fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.

The Lutheran Academy School teaches Latin, therefore, for two major reasons:

1. Latin is not a "dead language", but rather a language that lives on in almost all major western languages, including English. A training in Latin not only gives the student a better understanding of the roots of English vocabulary, it also lays the foundation for learning other Latin-based languages (French, Spanish, Portuguese, Italian and Romanian).

2. Learning the grammar of Latin reinforces the student's understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English class work, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.

## **HOMework PHILOSOPHY AND GUIDELINES**

### **I. PHILOSOPHY:**

The Lutheran Academy School may assign some amount of homework to many of its students at any given time. Below are the primary reasons or causes for homework being assigned:

1. Students often need some amount of extra practice in specific, new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
2. Repeated, short periods of practice or study of new information is often a better way to learn than one long period study.
3. Since The Lutheran Academy School recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.
4. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation, serves a corrective, as well as practical purpose.

## **II. GUIDELINES FOR ASSIGNING HOMEWORK:**

Since homework, by its nature, takes time at home, it is not to be assigned due to the teacher's poor planning or in place of an assignment, which could have been completed in school.

The necessity for doing homework will vary from grade to grade and even from student to student. The guide below should be regarded as maximum times, not as required minimum times, and then only if homework is assigned. In any event of homework normally being assigned, a Weekly Homework Assignment Sheet should be used in the elementary grades and a student-owned assignment book should be used in the secondary grades.

<u>GRADE</u>	<u>MAXIMUM APPROX. TIME PER WEEK NIGHT*</u>
K	NONE
1ST- 2ND	20-40 MINUTES (infrequently)
3RD	30-45 MINUTES
4TH- 5TH	45 MINUTES
6TH	45-60 MINUTES

\*Normally homework will not be assigned over the weekend or over holidays and vacations. Students who are new to the school and/or are Acatching up@ in their studies may need to invest more time as they transition into the school.

## LEARNING DISABILITIES POLICY

This policy applies to all students and teachers in all the classrooms of The Lutheran Academy School.

**Severe Learning Disability:** Any condition in a potential student which would require a separate classroom, program, and staff in order to provide the educational services desired by the parents. *E.g.* Down's syndrome, hearing and speech impaired, blind, *etc.*

**Learning Disability:** Any condition in a potential student or student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents. *E.g.* Hyperactivity, Attention Deficit Syndrome, dyslexia, *etc.* For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed and is a genuine learning disability.

*Guidelines:*

1. Children with a severe learning disability will not be admitted to The Lutheran Academy due to the lack of adequate staff, funding, and facilities.
2. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.
3. Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.
4. Children with emotional/behavioral/psychological issues will not be admitted to the Lutheran Academy due to the lack of adequate staff, funding, and facilities.

## PROMOTION POLICY

Elementary students currently in The Lutheran Academy must meet all the following basic criteria for promotion to the next successive grade:

1. Pass at least three quarters of *reading, math, grammar* (1<sup>st</sup> -2<sup>nd</sup> grades), and *composition* (3<sup>rd</sup> -6<sup>th</sup> grades), and have at least a 70% average for the entire year.
2. Pass at least three quarters each of *history* (geography), and *science*.
3. Failure to pass at least two quarters each of *Latin, Bible, spelling, art, music, or PE* will necessitate some make-up work in summer school, at the recommendation of the teacher and principal.
4. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery (see the Curriculum Guide Objective) of the following skills/subjects in the grades noted:

**First Grade to Second Grade:** Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Able to write complete sentences with neat lettering. Able to add and subtract single digit numbers with at least 70% accuracy.

**Second Grade to Third Grade:** Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books of a second grade level. Able to write neatly and correctly identify the basic parts of a sentence. Able to spell correctly with at least 70% proficiency. Able to add and subtract two-digit numbers with at least 70% accuracy.

**Third Grade to Fourth Grade:** Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

**Fourth to Fifth Grade:** Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

**Fifth to Sixth Grade:** Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

**Sixth to Seventh Grade:** Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

## SCHOOL RULES

The following list of school rules are those essential policies that we require all our students to be aware of and adhere to.

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
3. No chewing gum, electrical music devices, guns, or knives are allowed on the school grounds or buses.
4. It is our strong belief that the elementary school is not the place in which romantic relationships between students should be cultivated or initiated. Public displays of affection are unacceptable and completely discordant with the goals of the school.
5. Students are expected to treat all of the school's materials or facilities with respect and care. This includes all books distributed to the students. (Students will be charged for lost or damaged books.)
6. Cheating is widespread in academia today. We believe that teaching students to do their own work and keep their eyes on their own papers should begin in the elementary years. Cheating is unacceptable at The Lutheran Academy and is defined as...
  - copying an answer
  - working together on an assignment that was intended to be completed individually
  - looking on another student's paper during a test
  - plagiarism of any kind

## DISCIPLINE POLICY

The kind and amount of discipline will be determined by the teachers, and if necessary, the principal. The discipline will be administered in the light of the student's problem and attitude. The vast majority of discipline problems are to be dealt with at the classroom level. The teacher will notify the parents and principal of any ongoing behavioral issues. **It is the explicit policy of The Lutheran Academy to prohibit the use of corporal punishment.** Love and forgiveness will be an integral part of the discipline of a student.

I. These are examples of serious misbehaviors:

1. **Disrespect** shown to *any* staff member. The staff member will be the judge of whether or not disrespect has been shown.
2. **Dishonesty** in any situation while at school, including lying, cheating, and stealing.
3. **Rebellion**, i.e. defiance and outright disobedience in response to instructions.
4. **Fighting**, i.e. striking in anger with the intention to harm the other student(s).
5. **Obscene, vulgar or profane language**, as well as taking the name of the Lord in vain.

If for any of the above, or other reasons, a student receives discipline from the principal, the following accounting will be observed.

1. The first *two* infractions, the student's parents will be contacted immediately afterward and given the details of the problem. The parents' assistance and support in averting further problems will be sought.
2. The *third* infraction will be followed by a meeting with the student's parents, teacher, and principal.
3. Upon the fourth infraction, a **two-day discipline** will be imposed on the student in which a parent or caregiver will be required to attend classes with the student during the school day.
4. If a *fifth* serious infraction is committed, the student will be **expelled** from the school.

II. **Expulsion:** The Lutheran Academy School Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-

by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student will be expelled.

**III. Serious Misconduct:** Should a student commit an act with such serious consequences that the principal deems it necessary, the office-visit process may be bypassed and **suspension** or **expulsion** imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence/vandalism to the school facilities, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours.

**IV. Re-admittance:** Should the expelled student desire to be readmitted to The Lutheran Academy School at a later date, the school board, or its delegated committee, will make a decision based on the student's attitude and circumstances at the time of re-application.

## **THE LUTHERAN ACADEMY SCHOOL ELEMENTARY CLOTHING GUIDELINES**

### **Boys School Clothing:**

- Pants: Navy slacks or dress shorts
- Shirts: Burgundy or navy polo shirts, or white button-down shirts
- Sweaters: Navy sweaters
- Shoes: Brown or black leather shoes, tennis shoes for gym only

### **Girls School Clothing:**

- Pants: Navy slacks or dress shorts
- Skirts/jumpers: Plaid or navy skirts or jumpers (plaid must be Scottish tartans, i.e. dark greens, blues, reds - not pastels)
- Blouses: Burgundy or navy polo shirts or white blouses
- Sweaters: Navy sweaters
- Shoes: Brown or black leather shoes, tennis shoes for gym only

**Clarifications:**

1. All skirts and jumpers must be knee-length or longer. Shorts must not be shorter than one student's hand width (measured across the palm), above the knee.
2. All pants and shorts must have a belt, and all shirts must be tucked in.
3. Sweaters may be pull-over, cardigan, vest, or long sleeved.
4. All clothing, except plaids, must be solid colors: this excludes stripes, flowers, decorative patches, off-color collars or embroidery, etc...(embroidered Lutheran Academy emblems are welcome).
5. The following items are excluded from the dress code: denim, skorts, cargo pants/shorts, hats, turtlenecks, dyed or bleached hair, distracting apparel or styles (e.g. body piercing, boys= earrings, unkempt hair, chartreuse socks, etc.).
6. Clothes are to be clean, in good repair, and appropriately sized.
7. Shorts may be worn August-October and April-May.

**ATTENDANCE REQUIREMENTS**

A student enrolled in The Lutheran Academy School is expected to be present and on time in school every day school is in session. The actual number of days school is in session will be determined by the yearly school calendar. Students are also expected to attend and complete all requirements for every course offered. Attendance records for the elementary students are kept by the individual classroom teachers and reported on the student's report card each quarter.

**I. Short-Term Absences:** If a student needs to be absent from school for one to two days, for any reason, the parents should contact the school office by note or phone as soon as possible.

**II. Long-Term Absences:** If a student needs to be absent for three or more consecutive days, the parents should notify the school in writing explaining the circumstances. This will permit the office to inform the appropriate teacher(s) and to compile the necessary school work which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork.

**III. Extended Absences:** We will gladly cooperate with families taking their children from school for vacations, hunting trips, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed prior to the absence.

**IV. Maximum Absences:**

In the event the total number of *planned (that is, parent-approved) absences* for one quarter is equal to or exceeds five days in one quarter or ten days for the semester, the student will not receive credit for that time period.

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

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

Upon a *written* request from parents, the school board is authorized to waive requirements set by other provisions of this policy. In doing so, it shall take into account the student's mastery in all subjects, attitude toward work and study, and disciplinary record at school.

## GRIEVANCE POLICY

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

*Definitions:*

**Dispute:** Any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of The

Lutheran Academy objectives and goals.

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

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

*General Guidelines:*

1. It is understood that if any disputes arise which are not covered by this policy, the board will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy.
2. It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 will be followed.

Students/parents to teachers:

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
2. If the problem is not resolved, the parents or student may bring the concern to the appropriate administrator. If the student brings the concern, he must have permission from his parents to do so.
3. If the problem is still not resolved, the parents should appeal the decision to the school board superintendent.
4. If there is still no resolution, they should request a hearing from the Lutheran Academy School Board.

Parents/patrons to administrator:

1. If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the principal.)
3. If there is still no resolution, they should request a hearing from The Lutheran Academy School Board.
4. This procedure applies to board members who are acting in their capacity as parents/patrons, and not as representatives of the Board.

Volunteers to Staff/Administration:

1. If any volunteer has a concern about the volunteer work, he will present that concern to the staff member responsible for his oversight (teacher, development director, etc.).
2. If the problem is not resolved, then the concern should be presented in writing to the principal, followed by a meeting with him to discuss the concern.
3. If the problem is still not resolved, the volunteer may request a hearing from the board in writing. The request will be passed through the principal. The principal is required to pass the request on to the board.

### **PREPAID TUITION POLICY**

#### 1. Financial:

For one year of prepaid tuitions, a discount of 5% will be granted. This discount will apply only to a full year's tuition prepayment.

#### 2. Selection:

1. For any prepayment of tuitions, the family must sign a document stating their understanding of the conditions under which the monies are accepted.
2. Before a family may prepay for more than one year, the school board's approval must be obtained, along with the recommendation of the superintendent.

#### 3. Cancellation:

1. All prepaid tuitions are non-refundable and non-transferable regardless of the circumstances.
2. Any unused funds will be calculated and acknowledged with a gift receipt to the donor.

### **SNOW DAYS**

The general rule will be that if the Scranton School district cancels the school day because of weather, The Lutheran Academy will automatically follow unless otherwise notified.

## SPECIAL EVENTS AND PROGRAMS

The following list of events, holidays, and programs is not meant to be entirely comprehensive. New ideas may be introduced at any time. These guidelines are presented to illustrate what is intended to be a consistent approach to the school's involvement or non-involvement in special events and holidays.

*"Examine everything; hold fast to that which is good." (I Thes.5:21)*

<u>PROGRAM/EVENT/HOLIDAY</u>	<u>DATE(S)</u>	<u>SCHOOL INVOLVEMENT</u>
2. <b>BACK-TO-SCHOOL NIGHT</b>	Sept.	Parents meet w/teachers
3. <b>COLUMBUS DAY</b>	Mid Oct.	No School; Encourage emphasis on Columbus' work.
4. <b>REFORMATION DAY</b>	Oct. 31	No time off, short teachings on historical, spiritual importance of this event
5. <b>VETERAN'S DAY</b>	Mid-Nov.	No time off; Teachers free to emphasize meaning of day.
6. <b>THANKSGIVING</b>	Late Nov.	Three days off. Emphasis and education on historical and biblical purpose of holiday.
9. <b>CHRISTMAS</b>	Dec. 25	One to two weeks off. Major emphasis on Christ's birth and mission. Special class programs given at local churches...
11. <b>PRESIDENTS' DAY</b>	Mid-Feb.	(Mon) Two days off. Encourage knowledge of Washington and Lincoln
13. <b>RE-REGISTRATION MONTH</b>	Mar.	Current families re-register for next year
14. <b>GOOD FRIDAY/ RESURRECTION OF OUR LORD</b>	Mar. / Apr.	No school Good Friday or Easter Monday

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|-----------------------------|--------------|---|
| <b>15. OPEN HOUSE</b>       | April        | Displays in classes and auditorium  |
| <b>16. MEMORIAL DAY</b>     | Late May     | Monday off. Education as to holiday   |
| <b>17. YEAR END PROGRAM</b> | Wed/Last day | Year-end performances, awards, thanks given to students, staff, parents, others |