



Louisville Classical Academy
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LOUISVILLE CLASSICAL ACADEMY

COMMUNITY HANDBOOK

2009 – 2010

The terms and policies set forth in this community Handbook are a part of each enrollment contract. Parents and students are asked to read each section and inquire about any provision that is in any way unclear. An orientation meeting for parents and students on the Handbook's content will be held prior to the start of the school year, after which parents and students will be asked to acknowledge and accept its provisions in writing.

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GENERAL INFORMATION

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School Address	6902 Wolf Pen Branch Road Prospect, KY 40059
Phone Numbers	Office 502-228-7787
School Office Hours	Monday through Friday 8:00 a.m. – 4:30 p.m.

Statement of Purpose

Using the great works of the Western heritage as a foundation, Louisville Classical Academy offers students a place in a noble tradition of inquiry, reflection, and creativity through a discussion-rich study of classical and modern languages, history, mathematics, modern science, philosophy, music and art.

Objectives

Louisville Classical Academy (the Academy) was founded in 2007 to provide a full curriculum of elementary and secondary education in the classical tradition in three days per week of classroom instruction with the option of two additional days of supervised study and extracurricular enrichment. The Academy offers a single, rigorous, college-preparatory course of study to all students that is welcoming to students of every faith tradition or philosophy. The Academy curriculum seeks to develop its students' general knowledge and intellect through clear and specific means:

- Teachers know their subjects well and are committed to teaching and ongoing self-education.
- Class sizes are limited to the students that can share a single table and engage in dialogue that develops thinking and speaking skills.
- Learning materials are models worthy of imitation and include books judged great by many generations.
- Mastery of written language is rooted in the study of Greek and Latin for their contributions to English vocabulary and for a deep understanding of language structure and usage.
- Math is taught so as to develop logic and reasoning, as well as accurate problem solving skill.
- Science instruction balances discovery through experimentation with rigorous theoretical foundations built through discourse and practice, as well as knowledge of Greek and Latin that facilitates learning of scientific terminology.
- History is taught chronologically and at a meaningful depth, providing coherence and order that enables even young students to exercise their minds in scholarly ways; a sustained focus on the history of Greece and Rome enables deep understanding of the foundations of western thought, arts, and sciences.
- Fine arts instruction and performance opportunities develop individual talent as well as an appreciation of human creativity and western intellectual history.
- Moral and ethical sensibilities are fostered as products of human reason, an approach that complements religious teachings without undertaking them.
- Blended-age classrooms enable students to work at ability level in each discipline so as to continually nurture and hone the intellect.

Academy Administration

The Academy is overseen by the Board of Classical Studies Institute of Louisville. Academy founder Marcia Cassady, as Head of School and Upper School, is responsible for all administrative functions with the assistance of co-founders Amanda Proietti as Head of the Grammar School and Gerald Proietti as head of the Middle School, and a Program Coordinator. In those roles, the founders employ additional teachers, consult on student placement decisions, make quarterly reports of student progress to parents, maintain academic records for each student, and facilitate communications between parents, teachers and students. The founders teach multiple courses in the Academy and participate in all facets of its program. As a result, the Academy's administration is readily accessible and directly accountable to students and families.

Faculty Qualifications and Continuing Education

Academy teachers are required to have, at a minimum, a bachelor's degree. Teachers are also required to have done post-secondary course work in the areas they teach or to be able to demonstrate alternative venues of education in such areas to a commensurate level of expertise. Academy teachers are expected to continue learning about the art and science of teaching, as well as their subject areas. Professional development in the form of webinars and faculty colloquia will be offered throughout the year on topics that relate closely to our curriculum and student body.

Admissions Policy

The Academy welcomes any student who is able and willing to embrace its purposes and participate in a program of its objectives. Such students tend to enjoy reading, reflection on ideas, the potential to progress without grade-level constraints, and the opportunity to learn with peers of like priorities.

The Academy faculty is not trained in meeting the needs of students with learning or behavioral differences. Applicants with special needs are advised that only minor accommodations can be made to instruction and that these must be discussed in advance with the Academy's administration.

The Academy admits students of any race, color, national or 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, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

On Education and Religion

The Academy is not affiliated with any faith tradition. We welcome and respect students of every faith or philosophical stance, approaching our diversity with mutual respect and friendship. While we are not a religious school, we are deeply concerned with morality and ethics. We use the tools of reason to study them, an approach that complements religious teachings without undertaking them. Religious instruction is reserved to families.

The Academy curriculum is generally aligned with that of the most rigorous college-preparatory schools. Our humanities curriculum includes study of the Bible as the most referenced 'great book' in western literature, one with immeasurable impact on our history, culture, and language. In the Upper School, such study is guided by a text developed for public schools called *The Bible and Its Influence*, which honors the legal standard that such study should "impart knowledge but neither promote or disparage belief."

While we use college-preparatory science education materials that include the theory of evolution, we share the concerns of those who see a tendency to extend theories of evolution beyond science and into human questions that may not lend themselves to the methods of science. We explore those issues in the study of human culture.

The Winter Holiday program celebrates the imagery, music, and literature inspired by each holiday represented among our families. While we celebrate the sacred dimensions of these holidays within our families and worship communities, we celebrate as a school our rich understanding of the historical context of the events we honor and an appreciation for the power of religious traditions and their place in our Western culture. Extended breaks are aligned with the Jefferson County Public School calendar and are not intended to privilege specific religious holidays. Students whose religious holidays coincide with instructional days may be absent without penalty beyond those that address excessive absence in the Attendance Policy.

Full-Time and Part-Time Enrollment

Full-time students are those enrolled in the full Core Program. Students who wish to enroll in individual classes are welcome on a space-available basis. However, with the increased number of classes being offered in our third year, we are no longer able to offer study halls, and we cannot accommodate students on campus during any Core Program gaps.

KRS Ann. 159.160 (see the Appendix) requires non-public schools to report information regarding enrolled students to public school superintendents. LCA will assume that responsibility for students enrolled in at least 15 hours per week of the Core Program. If students are enrolled in less than 15 hours of the Core Program, their parents are responsible for the required reporting and recordkeeping.

Application, Enrollment, and Re-enrollment Process

1. Students interested in application are encouraged to visit the Academy for a full Core Program day. If the student's visit results in continued interest in the Academy, parents complete and submit an Application for Admission with an Application fee of \$50.
2. Upon receipt of the Application, the student is invited to an interview with the faculty that includes evaluation of the student's reading and math levels, as well as prior course work. The faculty may request additional information in order to insure a placement decision in the child's best interest.
3. Within approximately two weeks of the student interview and receipt of any additional information that may be requested, the Academy notifies the family of a placement decision.
4. The Academy's Offer of Placement includes a Notice of Acceptance which the parents sign and return to the Academy within the requested time period with a Registration Deposit of \$100 for students in the full Core Program, or \$25 per class for students taking less than the full Core Program. The Registration Deposit is applied to the first term tuition.
5. Re-enrollment is not automatic; it is conditioned upon the student's academic and personal record. Given the bonds that our faculty forms with each student, decisions that require parents to find another school are a matter of great difficulty and distress. In most instances, we will not make final re-enrollment decisions until the end of the fourth quarter, allowing all possible opportunity for attempts to resolve student issues to bear fruit. Nonetheless, we appreciate that parents may need to make projections about that decision early in the third quarter in order to comply with the admissions process of another school. Our faculty will bring cooperation and candor to conferences about such projections, erring on the side of the student's best interests.

Tuition Policy

Most private school contracts commit parents to a full year's tuition, a position driven by budgeting needs and the fact that every student takes a place that is thereby denied to another student and that may not be readily filled after the start of the year. Such factors weigh heavily for a small school like the Academy. At the same time, its faculty empathizes with prospective parents who have concerns about such a commitment to a young school. Because the Academy has exceptionally low overhead costs, and because Academy teachers are confident in their ability to provide a program that is embraced by choice rather than contractual constraints, the Academy's policy concerning financial liability is unusually generous:

- The **application fee** covers the faculty's time in evaluating the applicant and is non-refundable.
- The **registration fee** reserves a place in the Academy and is non-refundable but credited to the first tuition payment.
- Tuition may be paid quarterly or monthly with no interest fee.
 - Quarterly tuition payments are due on **August 1, October 20, January 12, and March 16.**
 - Monthly tuition payments require an initial installment of two months tuition on **August 1**; the remaining installments are due on the first day of the month from **November** through **May.**
- In the event of withdrawal from one or more classes, tuition liability is limited to the quarter in progress at the time written notice of intent to withdraw is given. No tuition refund is made for any unused portion of a quarter, except as otherwise noted.

The Academy faculty offers this policy out of moral integrity, good will, a concern for each student's best interests, and a willingness to trust that families drawn to its program will respond in kind. That response includes parents' agreement to provide written notice of any issues that prompt consideration of withdrawal, to cooperate with the faculty in resolving the issue, and to allow a reasonable period of time and not less than two weeks for resolution to occur. In order for a student to be withdrawn in good standing, parents must have complied with that agreement, and the account must be settled in full.

Tuition Summary

Three-Day Core Program

*Language Arts (including Greek & Recitation) — Mathematics — Science
Latin or French (Upper School only) — History — Classical Foundations — Fine Arts*

Grammar School	\$5,265 per year / \$1,317 per quarter / \$585 per month*
Middle School	\$5,333 per year / \$1,334 per quarter / \$593 per month*
Upper School	\$5,468 per year / \$1,367 per quarter / \$608 per month*

**Full Core Program Tuition is based on \$7.50 per classroom hour.*

After School Electives

After school electives include *Studio Art* and *Music Explorations* for all grade levels on days to be assigned. For full-time students, electives may be added for a tuition of \$270 per year / \$68 per quarter / \$30 per month; fees for part-time students are noted below under Individual Course Tuitions.

An **Instrumental Ensemble** will be offered at no tuition charge to full or part time students.

Individual Course Tuitions for Part-Time Students

*The tuition for individual courses is \$7.75 per classroom hour
based on a 36-week academic year with four quarters.*

Classes that meet up to 1.25 hours per week <i>Fine Arts [All Grades] After School Electives [All Grades]</i>	\$349 per year / \$88 per quarter / \$39 per month
Classes that meet 2.25 hours per week <i>Science [Gr. 3 - 5]</i>	\$628 per year / \$157 per quarter / \$70 per month
Classes that meet 2.5 hours per week <i>Science [Grades 6 - 8] Classical Foundations [All Grades; includes Grammar recess]</i>	\$698 per year / \$175 per quarter / \$78 per month
Classes that meet 3 hours per week <i>Science [Gr. 8 / 9 - 12] Mathematics [All Grades] History [All Grades] Foreign Languages [All Grades]</i>	\$837 per year / \$209 per quarter / \$93 per month
Classes that meet 4.5 hours per week <i>Language Arts, w/ Greek and Recitation [All Grades]</i>	\$1,255 per year / \$314 per quarter / \$139 a month

Monday–Friday Program**

Full Monday–Friday Program	\$1,995 per year / \$499 per quarter / \$222 a month
Half Days (each)	\$ 499 per year / \$125 per quarter / \$56 a month

***Monday-Friday tuition is based on approximately \$4 per hour during a 36-week academic year.*

The Core Program

The Academy's Core Program includes the fundamental disciplines of **Language Arts, Mathematics, History, Science, Latin or French, and Fine Arts (Choral Music and Survey of Visual Art)**, with **Studio Art** and **Music Explorations** appended to the Core Program for ease of use. As a classical school, our curriculum also requires the study of ancient **Greek** as a component of Language Arts, a weekly **Recitation** for committing selected works to memory, and **Foundations**, a series of courses that cover elements of classical education that are compromised when embedded in other subjects. The Core Program is offered in three days of well-organized classroom instruction with the following approximate allocations of time:

- | | |
|--|------------|
| • Language Arts w/ Greek and Recitation | 4.50 hours |
| • Latin or French | 3.00 hours |
| • Mathematics | 3.00 hours |
| • Science | 3.00 hours |
| • History | 3.00 hours |
| • Classical Foundations | 2.50 hours |
| • Fine Arts: Choral Music & Survey of Visual Art | 1.25 hours |

Grammar school students also have a brief recess during on Tuesday and Thursday afternoons.

Foreign Languages

Every fully enrolled Academy student in grades 3 - 8 takes Latin as a full course that is taught daily in the Core Program. Upper School students choose between Latin and French. The Academy diploma requires three years of Upper School study, with two being of the same language.

Classical Languages: Greek and Latin For many centuries in the western tradition, the intellects of our finest thinkers have been honed by Greek and Latin. Because of their word structure and sentence patterns, the classical languages develop such habits of mind as perceptiveness, accuracy, sharp analysis, and logical reasoning.

Greek and Latin also develop English skills – the ability to read, write, and speak – by enriching vocabulary, sharpening grammatical sense, and instilling an organized approach to language. Latin provides about 80% of the vocabulary of the Romance languages. Thus, students of Greek and Latin score about 40 points higher on the SAT than students of other foreign languages.

While the best reason to study Greek is the ability to read works of Greek authors, including the New Testament, in their original language, Greek also supplies about 60% of Latin vocabulary and much of the vocabulary of modern science. Latin supplies the basis for most of the science vocabulary that is not rooted in Greek, as well as the language of the law.

By providing an understanding of structures possible in languages other than English, Greek and Latin also provide the strongest single foundation for mastering modern inflected languages, including French, Italian, Spanish, German, and Russian, and even non-related tongues like Arabic, Chinese, and Japanese.

Modern Language: French Upper School students may choose to study French as a full course taught daily in the Core Program. We choose French out of respect for the dominant role of French thinkers on the development of western culture in the 18th century and on America's founding, as well as for its beauty and the volume of words and phrases it lends to the English language.

French and English are also the only two global languages, the only languages spoken on five continents. French, along with English, is the official working language of international institutions such as the United Nations, NATO, and the International Red Cross, as well as the dominant working language in settings such as the European Court of Justice.

Recitation

Classical education aspires to 'furnish the mind' by committing to memory great works of western poetry and prose, especially those with deep cultural and historical significance, to promote personal eloquence and enriched cultural literacy. Academy students learn such works, as age appropriate, in a recitation session each Wednesday from 12:00-12:30. Using movement, rhythm, and mnemonic devices as aids to memorization, students learn to recite works such as the Declaration of Independence, the Preamble to the Constitution, the Gettysburg address, passages from Shakespearean drama, and other poetry. Students will also learn traditional mnemonic devices in the form of songs or poems for memorizing important core knowledge in all disciplines.

The Monday – Friday Program

While a three-day Core Program offers families flexibility and an opportunity to limit tuition costs, many families need a five-day program. Others need the support of teachers in developing the child's study skills. Designed to meet both needs, the Monday-Friday Program is offered during the same hours as the Core Program and staffed by Academy faculty. The primary goal for students in the Monday-Friday program is developing study and time management skills while completing all or most Core Program homework. Monday and Friday afternoons will be organized around well-defined enrichment offerings drawn from the wider community.

Homework Policy

The Core Program's efficiency makes compliance with homework expectations by all students a critical goal. Teachers aim for weekly homework based on the following guidelines:

<i>Level</i>	<i>Minutes per Classroom Hour</i>	<i>Approx. weekly total</i>
Grammar School	20 minutes	5 - 6 hours*
Middle School	30 minutes	8 - 9 hours*
Upper School	40 minutes	12 - 15 hours*

**Range is due to variances in reading ability, as well as time management skills.*

Academy students have about fourteen (14) hours on Mondays and Fridays available for homework. Thus, while math and foreign languages need daily practice, evenings and weekends can be largely free of homework.

Homework Assistance Guidelines Homework is assigned to help students master the skills and information needed for academic success. When homework is hard, students are encouraged to ask for help, so long as all understand that the goal and effect of any assistance should be to enable students to master the material. Family members, tutors, and even friends can be great resources, but there are limits to how much and what kinds of help students should receive from others. Students should indicate when they have received help on an assignment. Examples of appropriate help are:

- referring students to resources where they might find answers;
- identifying errors to focus students' efforts;
- asking questions about the assignment to help students clarify their ideas about approaches;
- explaining underlying rules or principles which would help students formulate their own answers; and
- listening to a student read a paper, offering modest amounts of constructive criticism.

Each teacher's policy may vary a bit, but in general, helpers should refrain from copy-editing a student's paper (proofreading and offering many suggestions).

Perhaps most important, it is critical that students become sensitive to the practice of citing sources. This includes "live" assistance, or even assistance from an on-line homework help service. A student who receives help on a piece of homework should, as a matter of course, include with the assignment a "bibliography" listing the names of those who have provided substantial assistance. This is both good manners and a matter of academic integrity. There's no shame in acknowledging that a tutor or a family member helped with writing a paper or solving a set of questions. There is a dilemma for all concerned when work is clearly not the students' own and yet there is no acknowledgment of help.

Homework should be a learning experience, and in the end the teacher must be able to see clearly what the student has truly learned; only then can the teacher continue to work to meet the individual learning needs of the student. The student who comes to rely on a helper for success is missing the opportunity for genuine success.

Homework Default Rx: Finishing School and Prep School

Consistent and high-quality homework is critical to a student's learning and classroom experience, as well as that of his classmates. Therefore, we take all possible steps to insure that homework is done well and on-time so that students do not fall behind nor impair the quality of a class.

Teachers will use a triplicate Referral Form to advise parents when homework is not brought to class or is of such poor quality that it must be redone.

- The pink copy of the form, listing the missing or unacceptable homework, will be given to the student for delivery to parents; any unacceptable homework will be attached.
- The yellow copy will be retained by the teacher as a record for follow-up.
- The white copy will be given to the Program Coordinator, who will e-mail parents that a Referral has been issued.

When the homework is satisfactorily submitted, the teacher's yellow copy will be so marked.

If outstanding yellow copies remain on Thursday OR a Referral is issued for work that was due on Thursday, the Thursday Referral Form may also include an assignment to ***Finishing*** or ***Prep School*** based on guidelines below. Assignments to ***Finishing*** and / or ***Prep School*** will be noted in the Program Coordinator's e-mail to parents on Thursday.

Finishing School: In addition to any penalties individual teachers may impose for late or missing homework, any student who, on Thursday, has missing work or who has submitted work that must be redone will be assigned to ***Finishing School*** in order to insure that the week's work is indeed finished. ***Finishing School*** shall be conducted at school on Friday morning from 8:30 - 11:30 and overseen by LCA staff.

Prep School: If a student is assigned to a second consecutive ***Finishing School*** session or to more than two sessions in any calendar month, each such ***Finishing School*** assignment and all those thereafter shall include an automatic assignment to ***Prep School*** on the following Monday morning from 8:30 - 11:30. ***Prep School*** sessions are designed to address homework default proactively so that the work is prepared in time for meaningful classroom contribution.

Students are expected to remain for the entire session to which they've been referred. If work is completed before the session is over, students will be directed in organizing materials, so as to address a commonly related student issue. A student's failure to cooperate with faculty during ***Prep*** and ***Finishing School*** can become the basis of disciplinary action.

The cost of each three-hour ***Finishing School*** or ***Prep School*** session is \$7.50 an hour, or \$22.50. Patrons of the Monday-Friday Program assigned to ***Prep*** and ***Finishing School*** will be charged the difference between the two programs of \$3.50 an hour, or \$10.50. The basis for the fee difference is that ***Prep*** and ***Finishing School*** students will be overseen more intensively and apart from regular users of the Monday-Friday Program to minimize distraction, resulting in increased staffing needs.

Prep School and ***Finishing School*** are not intended as punishments. Rather, they are an incentive to honor homework assignments and a safety net for situations in which incentives aren't working. Because the homework issue is so critical to student success, failure to attend a prescribed ***Prep*** or ***Finishing School*** session, except in the most exigent circumstances, will be treated as a serious breach of Student and Parent Covenants.

Basic Conduct Guidelines

- Students are not allowed to run inside the school building.
- Men and boys do not wear hats indoors.
- All food must be consumed in the Dining Hall except with a teacher's explicit permission.
- Students may have water in class, but in an enclosed container rather than an open cup.
- Students must wash any utensils used at lunch and clean up their areas, including the floor.
- Classroom doors may not be closed except by a teacher.
- Students should never touch items that belong to another student without that student's permission.
- Any student staying after school must be part of a recognized school activity.

Classroom Decorum

Teachers and students are expected to share a common commitment to making the highest and best use of every minute of classroom time. To avoid missing course content and distracting classmates, students must arrive on time, avoid early departures, and leave the room during class only in an emergency. Classes will end on time for water and restroom breaks *between* classes. Food or drinks are not allowed in class.

Every student is expected to be in active pursuit of the learning goals of each class throughout the class period, although it is understood that individual temperaments and learning styles allow for a range of behaviors in meeting that goal. Where a student has an Individual Education Plan that recommends specific behaviors as supporting more engaged listening, the behaviors are accommodated so long as they do not unduly impair the attention of others. At the same time, students must be able to follow classroom discourse and references to written materials so as to be able to respond readily to teachers' questions. Any behavior that impairs such a response will be disallowed as counter-productive to learning priorities.

When in use, seminar-based learning includes these guidelines for productive discourse and learning:

- Recognize that discourse is restricted to those who have read the work under discussion.
- Beware of forming an opinion about a work too quickly.
- Relate all comments to the work being discussed.
- Support your opinions with specific content in the work.
- Strive for dialogue – conversation with others – rather than a monologue.
- Seek to include all others in the conversation.
- Consider questions as a good way to enter the conversation.
- Relate your comment to one that has gone before, affording those who follow a similar chance.
- Avoid dominating discussion with comments that are too lengthy or of little interest to others.
- Employ courtesy and civility in all communications.

These guidelines call students to develop a respect for the matters being studied and for each other. Students are encouraged to participate with teachers in holding all members of a class accountable to these guidelines within the bounds of courtesy and civility.

In addition to these general guidelines, students must also honor any additional classroom policies that a teacher may announce for a specific class.

Adding or Dropping Courses

A student may add a course after the beginning of the academic year with teacher approval if there is an opening in the class the student wishes to enter. If the addition is made later than three weeks after the beginning of school, the tuition is pro-rated. With respect to adding Upper School courses, such courses must be begun no later than the third week of a semester to be eligible for a semester's credit toward graduation requirements.

A student may also drop a course after the beginning of the academic year. With respect to dropping Upper School courses, the following transcript considerations apply:

- 1st two weeks of the first semester – A student may add or drop with no impact to records or GPA.
- 3rd –9th weeks of the first semester – A student may drop a class with his transcript reflecting his status as withdrawn passing (WP) or withdrawn failing (WF) with no resulting impact to GPA. The ability to add a course in its place is at the discretion of the teacher of the proposed new class.
- After 9th week of the first semester – The student may drop a class with permission from its teacher. If the student is failing the course at the time of the drop, the GPA will incorporate the failing grade.

If a full-time student becomes a part-time student as a result of the dropped class, tuition may be recalculated in keeping with tuition rates for part-time students.

Textbooks

The Academy strives for minimal textbook costs. If a lower price results from central purchasing, the Academy buys books and bills the actual costs. If there is no advantage in central purchasing, parents are provided ISBN's and direction to low-cost buying options. In some instances, books are owned in classroom sets and made available to students for a rental fee. Such books must be returned prior to the final exam. If a rented book is returned with excessive wear or markings, the student may need to purchase it at the cost of a used replacement.

Student Records

The Academy maintains complete and accurate permanent records for each student. The record reflects attendance and tardiness, grades, achievement test scores, written permission for emergency medical care, the child's health record, and identifying information. The file includes the narrative progress report to parents at the end of each quarter which provides an estimation of average scores in the first and third quarter reports and a semester grade based on the Academy's scoring rubric in the second and fourth quarters.

Immunization Requirements and Records

KRS 214.034 requires parents to have their children immunized against diphtheria, tetanus, poliomyelitis, pertussis, measles, rubella, mumps, hepatitis B, and haemophilis influenzae disease, as well as booster immunizations, in accordance with regulations of the Cabinet for Health and Family Services. KRS 214.034 also requires the Academy to keep on file a current immunization certificate for each student. Immunizations certificates forms are due on the first day of classes on August 12, and a failure to submit the forms by August 26 may result in a student being withheld from classes. KRS 214.036 permits exceptions to these requirements when, in the written opinion of his physician, such immunization would be injurious to the child's health, as well as when the child's parents object by a written sworn statement to medical immunization on religious grounds.

Community Covenants

As a learning community on the scale of an extended family, relationships between teachers, students, and parents have a profound impact on their experience of the school. We support those relationships with covenants that lead each member of the community to reflect on the reasonable needs and expectations of all others.

Teacher Covenant

Acknowledging that my position on the Academy faculty suggests to my students and their families that I am a model worthy of imitation, I pledge that I will

- show respect for the bodies of knowledge that I teach by continually seeking to learn more;
- prepare for each class so as to use every minute of the class time in pursuit of its learning goals;
- employ a range of teaching strategies that enables each of my students to learn to the fullest extent of his or her abilities;
- seek to discern the defining personal characteristics in each of my students so as to respect his individuality and to inspire his greatest efforts;
- honor the ultimate responsibility of parents in the education of their children by seeking to harmonize their insights with the Academy's philosophy, objectives, and teaching principles;
- communicate as needed with my students' parents so that they are fully equipped to support their children in meeting any challenges;
- collaborate closely with my faculty colleagues in discerning and honoring the best interests of our students and the Academy; and
- conduct my life, publicly and privately, with reflection and with intellectual and moral integrity.

Student Covenant

Acknowledging that my success as a student is largely due to my own choices, and that my choices affect all other members of my classes at the Academy, I pledge that I will:

- insure that I know the provisions in this handbook that concern my role as a student of the Academy;
- prepare for each class by doing my homework to the best of my ability and with integrity, managing my schedule so that I have as much time as I need to do my best work;
- contribute to the quality of each class by following my teacher's guidelines for productive discourse;
- accept my teachers' offers of help in the times that I struggle, recognizing that the time so offered is precious to my teacher and should not be taken for granted or abused;
- treat other students and teachers as I would wish to be treated so as to promote an atmosphere of courtesy and generosity at the Academy;
- honor the importance of sleep to my concentration and memory by getting at least seven hours of sleep before each school day;
- recognize my books and work papers to be my learning tools which, as with any tools, require caretaking and organization; and
- show respect to the Academy's campus and its furnishings by doing what I can to minimize wear and tear to them and by helping to keep our campus clean and orderly.

Parent Covenant

Acknowledging that I have enrolled my child in the Academy because I value its commitment to the classical philosophy of education and its objectives, I pledge that I will

- support the expectations of my child and family, as embodied in this Handbook, toward promoting an experience of the Academy that is rewarding and enjoyable for its whole community;
- help teachers to instill in my child an awareness of the Academy's policies as they relate to student responsibilities, as well as the principles of consideration and respect that guide them;
- provide timely feedback to my child's teachers about any elements of the program that are working well or poorly for my child;
- respect the attendance policy as a critical component of my child's academic success and the classroom experience of his classmates which also impacts his teachers' workloads and quality of life;
- monitor and support as needed my child's compliance with homework assignments and due dates until it is clear that his or her habits have become equal to teachers' expectations;
- monitor and support as needed my child's ability to organize his learning tools – his books and working papers – for timely and fruitful use;
- honor the terms and due dates within the Tuition Policy, as well as its guiding spirit of mutual respect and good faith;
- volunteer my time and capacities toward enriching the Academy experience for all its students while keeping the cost of an Academy education as low as possible.

Parent Volunteerism

The Academy's ability to provide excellent teachers at a student-teacher ratio of less than ten-to-one and at a remarkably low tuition cost is dependent upon the volunteerism of both teachers and parents. Academy teachers volunteer for many administrative tasks that are commonly assigned to paid staff, such as reception, guidance, bookkeeping, and custodial services. Parents are also asked to volunteer time and talents, as they are able, toward minimizing the need to hire support staff. Areas of need include:

- lunchtime monitoring for the campus playground so that teachers can have a lunch break;
- office / library aid throughout the day;
- technology maintenance and support;
- providing preparation, food, and clean-up assistance for special holiday meals;
- chaperonage at extracurricular events;
- campus grounds keeping; and
- basic custodial and maintenance services to the campus.

Student Safety Policies

LCA seeks to be a safe environment for every member of its community. To that end, we take steps to minimize known risks to students and teachers, including disasters, injury, illness, abuse and exploitation, or unwarranted allegations of wrongdoing against LCA staff or volunteers. Specifically, LCA teachers reserve the right to routinely inspect and specifically search school buildings and grounds and anything brought onto school property or school facilities in accordance with Kentucky law.

FIRE AND DISASTER SAFETY

- Fire and tornado drills will be practiced regularly in keeping with the recommendations of the Fire Marshal to develop preparedness.
- All entrances will be electronically and visually monitored by designated personnel to prevent anyone from entering or exiting the building without our knowledge or authorization.

INJURIES AND ILLNESS

Minimizing Risks of Contagion

Students with temperatures of 100 or higher without medication, as well as those experiencing sustained nausea and vomiting, should be considered contagious and should not be at school. All students are encouraged to wash their hands after restroom visits and before eating to reduce risk.

Administering Medications to Students

Parents should complete a form upon enrollment that lists all medications that may be administered to their child or children by LCA personnel. The administering LCA staff person should relay notice of any administration of medicines pursuant to that authorization by e-mail by the end of the day.

First Aid / CPR Training

LCA should provide first aid and CPR training on an annual basis for all paid staff and regularly scheduled volunteers. A first aid kit will be maintained in the office.

Accident Report Form

If any student sustains an injury of any kind during any LCA offering, an LCA staff person or assigned volunteer should follow procedures for first aid and fill out an accident report form for the student's file, a copy of which should be given to parents on their arrival at the campus. These forms will be kept beside the first aid kit in the computer lab area.

ABUSE PREVENTION AND RESPONSE PLAN

Screening of all workers and volunteers who have significant contact with students

For all paid workers and regularly scheduled volunteers who have significant contact with LCA students, we will perform screening, reference checks, and criminal records checks. Applications for those positions are thorough in probing for relevant information.

Minimum Age

LCA's paid staff or regularly scheduled volunteers should be at least 23 years old. Persons under the age of 23 may only assist assigned adults who meet the age minimum in volunteer functions.

Annual Orientation for Paid Staff and Regularly Scheduled Volunteers

All workers and regularly scheduled volunteers are required to attend an annual orientation session in which they are informed of LCA's Safety Policies, including:

- a. preventive procedures,
- b. appropriate steps to report an incident of child abuse, and
- c. details of the state laws regarding child abuse.

Parent and Student Education

For the prevention of child abuse, parents are provided these tips from Prevent Child Abuse Kentucky (PCAK), a community partner of KY's Cabinet for Health and Family Services:

Child Abuse Prevention Strategies

- *Never discipline a child when your anger is out of control.*
- *Never leave a child unattended, especially in a car.*
- *Learn the signs of physical abuse. Take note of bruises, cuts, burns or other injuries a child cannot explain.*
- *Teach children the difference between “good touches,” “bad touches” and “confusing touches.”*
- *When a child tells you he or she doesn’t want to be with someone, this could be a red flag. Listen to the child, and believe what he or she says.*
- *Be aware of changes in a child’s behavior or attitude, and inquire about it.*
- *Teach children what to do if you become separated while away from home.*
- *Teach children the correct names of his or her private body parts.*
- *Be alert for any talk that reveals premature sexual understanding.*
- *Pay attention when someone shows greater than normal interest in a child.*
- *Make certain that your child’s school or day care center will release him or her only to you or someone you designate.*

Release of Students into Authorized Custody

Parents should complete a form upon enrollment that lists all persons who are authorized to pick up their child or children from LCA or one of its offerings. Students cannot be released to any other individuals except as authorized by the parent via prescribed modes of communication for a specific occasion. For all late arrivals and early departures, the student should check in at the office so that a staff person can maintain records and assure that the child is being picked up in accordance with parental direction.

Advance Notice to Parents

Parents should be given advance notice and full information regarding LCA offerings beyond the Core Program and Monday-Friday Program in which their child or children will be participating for purposes of independently evaluating any risks associated with participation.

The “Two-Adult Rule”

No fewer than two adults should be present at all times during LCA offerings to students, including Core Program days, extra-curricular offerings, the Monday-Friday program, and field trips. Whenever possible, these two adults should not be related. If the number of students engaged in an LCA offering and the nature of the offering results in one adult being primarily in charge of some students, the two adults should agree to regularly “roam” the entire area in use so that both adults are engaged in monitoring. For any offering in which the two-adult rule cannot be feasibly observed, parents should be so advised and the offering will be optional.

Open Door Policy

LCA classrooms, or any room being used elsewhere for an LCA offering, should be open whenever in use by a single student and a single adult or in use by any number of students without an adult.

Statutory Reporting Requirements

While LCA will take every feasible precaution to protect its students from abuse or exploitation while in the care of its staff or volunteers, no school can ever be an insurer of safety. In the event an LCA staff person or volunteer becomes aware or has reasonable cause to believe that an LCA student has been abused, whether that abuse occurs while at school or an LCA offering or elsewhere, that staff person or volunteer has a statutory duty to make a report to prescribed authorities as outlined in the following Table.

Code Section	620.010, et seq., 620.990, 600.020
What Constitutes Abuse	Interfering with child's right to adequate food, shelter, clothing, education, medical care and freedom from physical, sexual, or emotional injury or exploitation or abandonment
Mandatory Reporting Required By	Physician, nurse, teacher, school personnel, social worker, coroner, child-caring personnel, dentist, EMT, paramedic, health professional, mental health professional, peace officer, any organization or agency of the above
Basis of Report of Abuse/neglect	Knows or has reasonable cause to believe that child is dependent, neglected, or abused
To Whom Reported	Local law enforcement or Kentucky state police, commonwealth's attorney, cabinet or representative. The Kentucky Cabinet for Health and Family Services offers a statewide, toll-free hot line – 1-800 752-6200 – that citizens can call to make a report.
Penalty for Failure to Report or False Reporting	Intentional violation is Class B misdemeanor
Source of Table Contents: http://law.findlaw.com/state-laws/child-abuse/kentucky/	

The Faculty Handbook has detailed reporting procedures in keeping with the recommendations of the authorities.

Visitors

The Academy welcomes visitors, particularly parents of current students. Visitors are directed to enter at the front door. Upon signing in, visitors will be given a name tag that should be worn while on the premises. All parents and visitors should check with the office staff before proceeding to a classroom in order to avoid disrupting classroom instruction.

Playground and Parking Lot Safety

In consideration of the safety of Academy students, as well as pre-school students who are regularly escorted between First Christian Church and the playground, it is imperative that all drivers travel slowly with a sharp look out for children while on campus. All students are to be dropped off and picked up at the rear entrance of the school. Parents who park on the grounds are asked to avoid parking along the playground fence, as regulators of the pre-school program on the property consider such parking to be a safety violation.

The playground adjacent to the Academy was built for the use of the First Kids program operated by First Christian Church of Louisville, and its use by the First Kids program is subject to safety regulations that limit the simultaneous use of such a space to children of a limited range of ages. Academy students are invited to use the space at any time it is not in use by the First Kids program. For use of the playground between 8:15 and 3:45 on Mondays through Fridays, a teacher must authorize and monitor such use. Students may not enter the playground unless accompanied by a teacher or designated parent volunteer. Outside those hours, parents are responsible for authorizing and monitoring use of the playground, assuming any risks associated with that use.

Website

The Academy can be found on-line at <http://www.louisvilleclassicalacademy.org>. This website provides access to these policies and procedures as well as up-to-date information about school events. Permission to use a student's unidentified photo for publication and marketing purposes is implied unless the Academy is notified in writing that such permission is denied.

Computer and Internet Use on Campus

Students are allowed to bring portable computers from home and to use the Academy's wireless internet access, computers, and printers, subject to the following policies.

These usages are a privilege and not a right. Prohibited or inappropriate uses of either may result in a cancellation of the privilege. The student's Archon is the final arbiter of what is or is not an appropriate use.

Parents agree that any portable computer a student brings to school is equipped with software that minimizes the risk of exposure to obscene material. The student also agrees that computer use at school will be limited to educational purposes closely related to Academy-assigned work and subject to these guidelines:

- Use of a personal or school-owned computer must be authorized and supervised by an LCA teacher.
- Students should never:
 - share their password or account with anyone, as students are responsible for any violations of a policy that is traced to their account;
 - share any personal information or images of any member of the LCA community via the internet;
 - post or monitor personal communications or images in a public space or on-line forum such as Facebook, My Space, or Twitter;
 - download or install software on any school computer without first consulting an LCA teacher;
 - use LCA computers or internet access for any illegal activities, including but not limited to, unauthorized entry into computers, vandalism or destruction of others' computer files, or knowingly helping to spread a computer virus; nor
 - violate the rules of copyright.
- All computer-based communications formulated on campus are bound by the same standards of courtesy and civility as face-to-face communications on campus.

All provisions in this policy apply to all electronic devices that allow Internet access or electronic communications, including but not excluded to cell phones and personal digital assistants.

When off-campus, monitoring and discipline with regard to a student's electronic communications is the purview of parents. Nonetheless, if a student's electronic communications come to the attention of the school and provide notice of issues that could reasonably be expected to negatively impact other members of the LCA community, the student's off-campus conduct could become subject to the school's disciplinary procedures.

The Academy reserves the right to modify this policy as needed to meet its objectives of safe technology usages that are closely tied to educational purposes.

Use of the LCA Moodle Site

Moodle is a course content management site offered as a pass-word protected cyberspace for members of the LCA community. Here, teachers can set up sites for particular classes for facilitating students' access to class materials and on-line resources. The site also has a Community Forum through which any member of the Community may communicate with others via Bulletin Board posts. Here, we have provided Homework Bulletins for parents regarding Grammar and Middle School homework assignments. The site's functions include messaging capabilities between registered users of the site, although we have found this function to operate erratically. Direct e-mails are advised, using addresses provided in the Community Directory.

All users are required to use their own names when registering for the site. All users should also be aware that all registered users can see the content of any posts, and that transcripts of all chats and messages are recorded for review by the Head of School, who is also the site administrator.

The Moodle site is an extension of the LCA campus. As such, all guidelines applicable to Campus Computer and Internet Use are also applicable to use of the Moodle site. A failure to respect and honor those policies may result in a loss of Moodle access privileges.

2009 – 2010 Academy Calendar

YELLOW DATES: Special Events **RED DATES: Academy Days Out** **BLUE DATES: End of Nine-Week Term**

*LCA has 36 weeks of classes, starting on August 17th and ending May 20th.
Our days out generally concur with JCPS, but we do not include all its days out for elections or professional development. All JCPS days out are noted for families' planning convenience.*

AUGUST						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17 Orient./Opening	18 First Day	19	20	21	22
23	24	25	26	27	28	29
SEPTEMBER						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7 JCPS out	8	9	10	11	12
13	14	15	16	17	18	19
20	21 Parent Conf.	22	23	24	25	26
27	28	29	30			
OCTOBER						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2 JCPS out	3
4	5 JCPS out	6	7	8	9	10
11	12	13	14	15 End of Q1	16	17
18	19	20	21	22	23	24
25	26	27	28	29 Hallow. Lunch	30	
NOVEMBER						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19 Thanks. Lunch	20	21
22	23	24	25 JCPS out	26 JCPS out	27 JCPS out	28
29	30					
DECEMBER						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17 Holiday Prog.	18	19
20	21 JCPS out	22 JCPS out	23 JCPS out	24 JCPS out	25 JCPS out	26
27	28 JCPS out	29 JCPS out	30 JCPS out	31		

Special Events: All events are for the entire family except the Spring Formal Dance for Grades 8 - 12.

Opening Ceremony & Orientation	Monday, August 17 th	8:30 a.m.
Parent Conferences	Monday, September 21 st	
Halloween Lunch / Costume Party	Thursday, October 29 th	11:15 a.m.
Thanksgiving Lunch	Thursday, November 19 th	11:15 a.m.
Winter Holiday Program	Thursday, December 17 th	6:00 p.m.
WINTER HOLIDAY BREAK	December 19 th – January 3 rd	

J A N U A R Y						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1 <i>JCPS out</i>	2
3	4 <i>JCPS out</i>	5	6	7 <i>End of Q2</i>	8	9
10	11	12	13	14	15	16
17	18 <i>JCPS out</i>	19	20	21	22	23
24	25	26	27	28	29	30
F E B R U A R Y						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11 <i>Valentine Party</i>	12	13
14	15 <i>JC out</i>	16	17	18	19	20
21	22	23	24	25	26	27
M A R C H						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11 <i>End of Q3</i>	12	13
14	15 <i>JCPS out</i>	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
A P R I L						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2 <i>Good Friday</i>	3
4	5 <i>JCPS out</i>	6 <i>JCPS out</i>	7 <i>JCPS out</i>	8 <i>JCPS out</i>	9 <i>JCPS out</i>	10
11	12	13	14	15	16	17 <i>Formal</i>
18	19	20	21	22	23	24
25	26	27	28	29	30 <i>Oaks Day</i>	
M A Y						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18 <i>JCPS out</i>	19	20 <i>End of Q4 Last Day</i>	21 <i>Closing/Grad.</i>	22
23	24	25	26	27	28	29
30	31 <i>Memorial Day</i>					

Special Events:

Valentine Party / Lunch
 SPRING BREAK
 Spring Formal Dinner Dance
 Closing Ceremony / Graduation

Thursday, February 12th 11:15 a.m.
 April 5th – April 9th
 Saturday, April 17th 7:00 p.m.
 Friday, May 21nd 5:30 p.m.

Attendance Policy

With our three-day Core Program schedule, regular attendance is critical to the momentum and integrity of our instructional week. Families are asked to schedule travel and appointments, to the extent possible, on non-instructional days and to respect these considerations within Academy policies:

- *Class time is precious and critical to learning outcomes.*
- *Absences interfere with class cohesion and morale, as well as burden the teacher with accommodation and compensation for the missing student.*
- *Tardies are disruptive to an entire class, and a consistent pattern of tardies suggests disrespect for the teacher and other students.*

Tardies: A tardy is defined as missing class time up to fifteen minutes; missing fifteen minutes or more is considered an absence. Students who accumulate more than five tardies in any course per nine-week quarter must write a note of apology to the class in which he acknowledges the disruption he has caused. If tardies continue, the teacher's recourse to the Discipline Policy may include these escalating steps: 1) request a parent conference to discuss the tardies; 2) deny the student entrance to any further class sessions to which he arrives late; 3) withhold course credit.

Absences: An absence is defined as missing more than 15 minutes of a class session. Parents should call the school before 9:00 AM on any day that a child will be absent. A note explaining the absence must be sent in with the student or e-mailed to school for his file.

Excessive Absence LCA makes no distinction between excused and unexcused absences, but excessive absences are addressed in terms of their impact. Excessive absence is five or more sessions of any course in a semester. A student with excessive absence must appeal in writing to his Archon, explaining the reasons for absences and the measures taken to keep up with the work. In consultation with the teacher, the Archon determines whether the student can receive course credit for the quarter. *Except in extraordinary circumstances, no student who has missed ten or more class sessions per semester can receive a passing grade for the quarter.* Students with excessive absence in more than one quarter in a course may be dropped from the course. While LCA is flexible regarding extracurricular opportunities that incur absences, all must recognize that excessive absences, for whatever reason, make it impossible for a student to receive the benefit of instruction and discussion that are integral to the course.

Making Up Missed Work Students who are absent from class are responsible for ascertaining and making up all missed work or tests. Students should expect to take make-up tests and turn in all homework due in missed classes *not later than Tuesday of the week following an absence.* Parents may need to facilitate younger student's communications with teachers. Unless alternative due dates are arranged with the teacher, students should not expect work turned in later than the Tuesday following an absence to receive full credit. Missed work that is not made up by Thursday of the week following the absence can be the basis of assignment to ***Finishing*** and/or ***Prep School***.

Early Departures Students who leave school early must be signed out by a parent and make at least one staff member aware of his departure. No student can be released on his own without prior parent authorization. If a student leaves school early, he must turn in any assignments for classes he will miss. Assignments submitted upon his return are deemed late.

Inclement Weather Policy

LCA will follow decisions of Jefferson County Public Schools for school closings due to weather. Parents should honor their best judgment with regard to local road hazards, but students who do not attend school when in session will be counted absent.

Accommodation of Individual Learning Needs

LCA avoids inflexible policies with regard to classroom behaviors out of respect for our students' individuality and best interests. While few Academy teachers are trained in special education, the faculty makes every effort to accommodate individual learning needs in our classrooms, so long as those needs do not impair the learning environment for other students, disrupt the classroom atmosphere, or exceed teachers' skills and capacities. Each teacher is the final arbiter of those considerations.

Parents must fully apprise the school of all individual learning or behavioral management needs during the application process or as such needs are subsequently ascertained in consultation with health care providers or educational consultants. The school may condition admission or continued enrollment upon parents' grant of access to such service providers and consultants.

Discipline Policy

LCA is committed to educating each student as an individual and to providing a learning environment that is safe, congenial, and supportive for every student. Both commitments require discipline on occasion, with self-discipline as the ultimate goal. For optimal effectiveness, discipline is tailored to the individual student and circumstances. Discipline may be undertaken in every instance in which a student intentionally breaches a commitment within the Student Covenant or other LCA policy. Such behaviors include, but are not limited to:

- truancy,
- excessive tardiness,
- the use or possession of tobacco products on campus,
- profanity,
- insubordination,
- academic dishonesty,
- persistent failure to do assigned work,
- classroom disruptions, including unauthorized use of electronic devices,
- statements or actions which have the effect of creating reasonable apprehension of significant harm to another member of the LCA community, and
- bullying.

Bullying: While bullying is not a significant problem for a school of LCA's scale and make-up, our students are not immune from this capacity within human nature. Bullying occurs, by common definition, when a child is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and the child has difficulty defending himself due to having less power by reason of age, size, ability, or status. Bullying can take many forms, such as:

- derogatory comments and bad names,
- social exclusion or isolation,
- physical bullying such as hitting, kicking, shoving, and spitting,
- lies and false rumors,
- taking, misplacing, or damaging the possessions of others, and
- threatening or coercing others to do things.

A particularly insidious venue of bullying involves use of cyberspace for such actions.

When the school becomes aware of an instance in which a student feels bullied, the response will vary based upon the nature of the bullying. Physical bullying is subject to immediate intervention and discipline. With more subtle forms of bullying, the faculty is encouraged to draw upon personal and professional experience in determining the response most likely to attain our dual goals of developing greater empathy and conscience in the 'bully', as well as a greater sense of empowerment for the 'bullied.' At the same time, all conferences with a student or parents regarding incidents of bullying behavior will be documented for the student's file.

Disciplinary Actions: If a student engages in deliberate conduct that could reasonably be expected to result in physical harm to another student, teacher, or school guest, the student may be expelled immediately. A student may also be expelled if discovered to have been knowingly involved in illegal activities on school property, at any school-related activity, or involving any other member of the LCA community. Such illegal activity shall include but is not limited to the possession or use of alcohol, illegal drugs, or weapons. Otherwise:

1. For ordinary disciplinary matters, teachers may opt to devise a program of behavior modification, such as lunch recess detention as a consequence of disregarding lunch policies.
2. For more serious disciplinary matters, the student will initially be formally counseled by a faculty member and/or his Archon. All such counseling sessions will involve documentation that includes the student's acknowledging signature. If the seriousness of the matter warrants a request for parents to attend at this stage, the school's response may include at-home or in-school suspension.
3. If conduct persists that has previously been discussed with the student alone, the school will require a conference with the student's parents to develop a coordinated plan for addressing the conduct, which is also to be documented and signed by all parties.
4. If the efforts of both teachers and parents fail to address the conduct as evidenced by a recurrence, the student *may* be asked to find another school OR the student may be allowed to continue on the condition that the family consult appropriate counseling professionals. In such instances, the school must be granted permission to consult with the professional concerning recommendations for our faculty. If those recommendations involve accommodation that the faculty feels unable to offer or if the faculty proves unable to employ those accommodations successfully, the student *will* be asked to find a more appropriate school. In instances in which such a decision is made in consultation with health care professionals, the school will waive its right to unused tuition pro-rated to the date of the student's withdrawal.

Academic Probation

If a fully enrolled student is failing two or more classes at the end of a quarter, the student will be placed on academic probation for the following quarter. If a part-time student is failing half the number of classes in which he is enrolled, the student will be placed on academic probation for the following quarter. A score of '1' is considered failing in the Grammar and Middle Scores; a grade lower than a C is considered failing in the Upper School. Any student placed on probation will be asked, together with his parents, to consult with the student's teachers and to submit a written plan of remediation. If the student is not passing all courses at the end of the following quarter, he is subject to dismissal from the school.

Progress and Grade Reporting

Parents receive a progress report following the end of every quarter. In the first and third quarters, a narrative report with approximate average scores will be e-mailed. After the second and fourth quarters, a narrative report that includes the semester's grades will be e-mailed. Parents who wish to receive mailed hard copies should relay that request to the student's Archon in writing before the end of the first quarter.

The Academy Grading Rubric

In the Grammar and Middle schools, the Academy uses a qualitative grading rubric that is designed to keep the student's focus, to the extent possible, on the quality of his learning and understanding. In these formative years, we avoid traditional letter grades for their tendency to become, for many children, a preoccupation that can displace curiosity and pleasure in learning as primary motivations. The table illustrates the summary level of that rubric.

SUMMARY OF GRAMMAR & MIDDLE SCHOOL GRADING RUBRIC	
Score	Overall description
5	Superior work. A 5 is very rare. Such work goes significantly beyond expectations and has a distinctive quality that sets it apart as an outstanding performance.
4	Solid work that fully accomplishes the task.
3	Good work that accomplishes the task very well but might not be as thorough or accurate as 4 or 5 work.
2	Work that minimally accomplishes the task, showing weaknesses in understanding and execution. Can also indicate that assignments are missing.
1	Work that does not accomplish the task. It is deficient in understanding and performance. No credit can be given for 1 work. Can also indicate that assignments are missing.

In the Upper School, the grading rubric is more quantitative in keeping with the need to calculate a Grade Point Average for the college admissions process.

UPPER SCHOOL GRADING RUBRIC	
A+	100%
A	95 - 99.99%
A –	93 - 94.99%
B +	91 - 92.99%
B	87 - 90.99%
B –	85 - 86.99%
C+	82 - 84.99%
C	78 - 81.99%
C –	75 - 77.99%
No Credit	Below 75%

Teacher Conferences

Monday, September 21st, has been set aside for parent conferences at a mid-point in the first quarter. While no other conference days are pre-scheduled, Academy teachers enjoy frequent conversations with parents in the course of the school week, and such interactions may meet most communication needs. When an extended conversation or greater privacy is needed, parents should contact the teacher directly in order to schedule a conference. Parents may also contact their child's Archon for help in scheduling a teacher conference. The Archon may be invited to the conference by a parent or teacher.

Policy on Promotion and Retention

LCA supports every student in working at his or her level and rate of acceleration in each subject, a goal made possible by blending ages within each cohort. Placement decisions are made on a course-by-course basis for each student to the extent possible, and a recommendation to repeat a year in a particular course is discussed thoroughly by parents, teachers, the Archon of the student's cohort, and any family service providers. Factors to be considered include the extent to which course content is cumulative and the child's maturity and social adjustment. The final decision regarding retention or promotion of each student is made by the Archon of the cohort in which retention is being considered.

No Pass No Drive Law

KRS 159.051, also known as the "No Pass / No Drive" law, requires that a student's driving license be denied or revoked in circumstances of academic deficiency or dropping out of school as a result of unexcused absences. Academic deficiency is defined as failing to earn passing grades in at least four (4) courses, or the equivalent of four courses, in the preceding semester. A student is deemed to have dropped out of school when he/she has nine or more unexcused absences in the preceding semester.

Plagiarism

Plagiarism is using the ideas or words of another person in one's own writing without documenting or acknowledging the source properly. Plagiarism is cheating, a major violation of the Student Covenant. Given the potential of this issue to derail or blight academic and professional careers, our *Homework Assistance Guidelines* on page 9 and 10 are crafted to foster a sense of ethics and propriety in support of this critical aspect of academic and intellectual integrity. Examples of plagiarism include:

- turning in work that the student represents as original when it is, in fact, taken in whole or in part from another source;
- using information from any source without providing the proper citation even if the student has paraphrased the information;
- failing to use quotation marks for material taken directly from another source even if citations are provided;
- turning in a paper from any research service or term paper website;
- turning in an assignment that was previously used for another class.

How to avoid plagiarism in your writing:

- Cite quoted, paraphrased, or summarized information from another source using the documentation style (MLA, APA, Chicago Manual, etc.) required by the teacher;
- Document all direct quotations by using quotation marks and copying the information word for word, including punctuation and including the proper citation;
- When in doubt about whether to cite information, seek advice from the teacher.

Sources, in this context, include all print media such as magazines, books, newspapers, and maps; all electronic media such as Internet sites, radio, television, film, and CDs; and personal communication such as interviews, discussions, emails, and letters. The rule of thumb is that if the words or ideas come from a source other than the student, they must be cited. The only information not requiring acknowledgment and documentation is common knowledge, which is knowledge that can be found in several different sources, that usually exists in more than one subject area, and that many people possess.

Standards for Honors and Awards

Coursework of excellence may be acknowledged with the academic tradition of the book award. The teacher of each class awarding a book will announce the award criteria at the beginning of the class.

LCA GRADUATION REQUIREMENTS

To earn an Academy diploma, the student must have completed not less than six credits of qualifying coursework at the Academy with at least four of those credits, including Language Arts, being earned in the senior year. The student must also establish that he has completed courses that satisfy the Academy's remaining required graduation credits, except that if the diploma candidate enters the Academy in the junior year, the Foreign Language requirement will be 2 credits rather than 3 credits. Courses completed elsewhere must be approved by the Academy faculty before diploma credit is given. The faculty will consider factors such as the setting in which the course was done, teacher qualifications, the time devoted to the course, and work samples. In cumulative areas of study such as foreign language and math, successful work in upper level courses can help to establish successful completion of lower level courses. Except for Language Arts, high school work done in middle school, if verified by the Academy to be at a high school level, may be given graduation credit.

Language Arts, including Greek		4.5 – 6	<i>Greek requirement of .5 credit per year applies only to each year at LCA.</i>
Language Arts Year I	1.5		
Language Arts Year II	1.5		
Language Arts Year III	1.5		
Language Arts Year IV	1.5		
Foreign Language		3	<i>The French AP exam requires four years of French. The Latin AP exam may be taken after three years of Latin.</i>
Latin I or French I	1		
Latin II or French II	1		
Latin III or French III	1		
Latin IV or French IV	1		
Mathematics		4	<i>High school coursework done in middle school is eligible for high school credit toward graduation requirements.</i>
Algebra I	1		
Algebra II	1		
Geometry	1		
Pre-Calculus	1		
Calculus	1		
Science		3	<i>Advanced Placement electives will be offered on a rotating basis for students who desire a fourth science credit.</i>
Algebra-based Physics	1		
Chemistry	1		
Biology	1		
History		3	<i>All four history offerings, in this order if scheduling permits, are strongly recommended.</i>
Classical History	1		
European History	1		
U.S. History	1		
AP World History	1		
Classical Foundations (C–F)		4	<i>Requirement of one C–F credit for each year in the Academy's Upper School. For each year elsewhere, an elective credit requirement applies that may be satisfied by comparable academic coursework with faculty approval.</i>
Classical Mythology	1		
The Bible as Literature	.5		
Informal Logic	.5		
Citizenship Seminar	1		
Senior Seminar / Thesis	1		

TOTAL CREDITS **21.5 – 23**

Fine Arts and Technology Recommendations

The Academy urges all students to develop artistic abilities through private study or in our fine arts offerings. Many colleges expect a Fine Arts credit, and the Academy will grant credit based upon instruction time (either in Academy classes or other formal study of music, art, theater, or dance) of up to 1 credit per year. These credits do not satisfy other graduation requirements. Similarly, students are urged to undertake training, in commercial or informal venues, for competency in the use of computer technology. Students who produce independent certification of skill in keyboarding, word processing, the use of spreadsheets, and the use of PowerPoint will receive one credit in Computer Technology. This credit does not satisfy other graduation requirements.

Extracurricular Offerings

National Junior Classical League (NJCL)

Formed in 1936, NJCL is composed of chapters across North America and Australia with over 50,000 members. Its purpose is to encourage an appreciation of the language, literature and culture of ancient Greece and Rome. Students in the Academy's JCL chapter may attend JCL state and national conventions with an Institute teacher as the required sponsor. The Academy's chapter also undertakes projects throughout the community to foster appreciation of our debt to classical civilizations, as well as the academic and personal benefits of studying classical languages.

Kentucky Governor's Cup

LCA students in Grammar, Middle, and Upper School will be eligible to participate in the KY Governor's Cup Program for academic competition in the areas of written assessment, composition, quick recall, and future problem solving.

Newsletter

Students in all grades collaborate on a newsletter that provides publishing opportunities for our talented writers and artists.

Yearbook

Students publish a full-color yearbook that conveys the character and aspirations of the Academy and its individual students. Students on the yearbook staff develop creative and technical skills through the design of the yearbook and through coordination with a commercial publisher.

Music Explorations

Students will learn basic skills of reading notes and rhythms, sight-reading melodies, learning musical terms and concepts, and becoming familiar with the great literature of the past 1,000 years.

Instrumental Ensemble

The Academy tends to attract students with extensive study of musical instruments, particularly string instruments. The Instrumental Ensemble enables them to develop their ensemble skills and explore the rich canon of chamber music with friends, as well as the school and wider community.

Studio Art

The Academy's aspiring young artists are offered an opportunity to develop their skills through a studio art elective.

Author's Forum

Aspiring creative writers can develop their talents through sharing their work with others for constructive comment, a process that has honed the talents of authors such as J.R.R. Tolkien and C.S. Lewis. A faculty sponsor will attend all meetings to mentor students in the art of discriminate listening and constructive feedback.

Chess Club

This ancient and revered game of skill is said to be a medieval history lesson in miniature, and Academy students will be afforded the opportunity to develop their skills through recreational and competitive play.

Extracurricular Activities Policy

Students must be in attendance on the day of an extracurricular event in order to attend the event. If the extracurricular event is on a weekend following a week in which the student has been absent, the student will need the express permission of the teacher sponsoring the extracurricular event in order to attend.

Field Trips

Field trips will be scheduled on Mondays and Fridays to the extent possible. Any field trip scheduled during a Core Program day is regarded as an extension of the classroom in that the intent is educational and relates to the subject area that the class is studying. All expenses of field trips are the responsibility of those participating. Written parental permission must be received in order for students to participate.

- Students may not leave a field trip with a parent or another student without written notification.
- Students MAY NOT ride with other student drivers on any school field trip.

Standardized Testing

Students in all grades may elect to have the Iowa Test of Basic Skills and the companion Cognitive Abilities Test administered at the Academy by its faculty in the spring of each year. The Archon of the Upper School assists Sophomores and Juniors in preparing and registering for the PSAT, PLAN (pre-ACT), SAT, and ACT. Upper School faculty also advises and prepares students for AP exams in some courses. Upper School students are encouraged to take an occupational orientation survey to be determined. Students pay the cost of these tests.

Dress Code

The Academy asks students to exercise *good taste* in their clothing choices, defining taste as the instinct for what is appropriate with an awareness of limits. In the world for which students are preparing themselves, every place of employment or common endeavor has standards for propriety suited to its purposes that limits personal style. The Academy's dress code is preparatory in that respect.

Academy students are asked to recognize that its purpose is learning, with language as the primary venue of self-expression being developed. Clothing inappropriate to that purpose includes garments that are immodest or otherwise distracting to teachers or classmates. Such clothing includes, but is not limited to:

- items that reveal undergarments,
- items that are skin tight or made of semi-transparent fabrics,
- tops with spaghetti straps or that reveal the back or midriff, or
- items with lewd or disparaging images or messages.

Solid colored slacks or jeans are preferred, but skirts, culottes, and shorts are permitted so long as their length and wearer's activities do not allow a risk of revealing undergarments. A target for skirt, culottes, and shorts lengths should be a length measured by the student's fingertips with arms at his or her side. All garments should be clean, neat, hemmed, and without tears or cut-outs.

For safety, shoes must completely and securely enclose the feet; specifically not permitted are sandals, roller shoes, and shoes with heels higher than an inch. Hair must be cut or styled to insure that vision is unimpaired and to avoid the need for frequent manipulation. Earrings are limited to two per ear; jewelry for any other piercing is not permitted.

Many students enjoy the ease of uniforms in the college-preparatory academic tradition, as well as the sense of identity that uniforms help to forge. A number of garments, ranging from sweatshirts to polo shirts, will be available with the Academy logo, and the Academy will choose a plaid for skirts, culottes, headbands, etc. Use of such uniform items is elective.

The faculty reserves the right to further refine the dress code as needed to maintain a primary focus on students' common learning goals.

Lunch

The Academy does not provide food services. Students bring a packed lunch and have access to refrigeration and microwaves. Students are expected to observe table etiquette at lunch and to eat only in designated areas. At the end of the lunch period, students must dispose of any trash that is generated, to clear their table space of crumbs, and to return all lunch items to the storage spaces provided.

Students with classes *before and after* the lunch period are to remain on campus for lunch. Part-time students with a class just before or following lunch are welcome to remain on campus for lunch.

Students with food allergies are asked to provide notice to the Academy in writing for dissemination to the school community. The responsibility for inquiring about the ingredients of food provided by parent volunteers must remain with the student.

Library Usage

The Academy library of carefully selected volumes, reference materials, videos, and Teaching Company courses may be checked out by Academy students and their families. Students are responsible for creating a card that identifies the borrower, the items borrowed, and the check-out date, as well as for removing the card when returning the item to the library. Students are asked to return borrowed items as soon as their purpose is served, and all items are due back before the final week of school. Items that are not returned will be replaced and the replacement cost billed to the student.

Personal Item Storage

Space is provided in the Great Room on the ground floor for student ‘cubes’ available at Target. All school materials and personal items should be kept in a cube when not in use, except for lunch items, which are stored in the Dining Hall. Outerwear must be hung up on the foyer coat racks when not in use.

Backpacks are permitted, but a problem: they clutter our floors so as to be a tripping hazard, and they tend to become a ‘black hole’ for materials so as to exacerbate organization issues. We ask families to consider instead transporting materials in a sturdy handled tote that folds flat when empty for storage in the cube. The cube offers 15” of shelf space for lining up books, binders, and folders so that all can be seen at a glance – by students, parents, and teachers – in addressing the problem of loose / lost papers. (At Orientation, teachers will share a new unified system of organizing materials to streamline these items.) Using the cube as recommended will enable students to quickly switch out learning materials between classes, as well as encourage students to be more intentional about what to transport to and from school.

Backpacks, if used, must be stored under cube platforms in the Great Room; none will be permitted in other classrooms.

Personal Electronics

Personal electronics, including cell phones, cameras, iPods, and gaming devices, may not be used on campus during the school day between 8:15 a.m. and 3:45 p.m. Teachers may make exceptions such as the use of personal cameras for school projects; parents may request exceptions when an electronic device relates to learning needs. Any such items brought to school must otherwise be stowed in a secure designated area in the school office during school hours. Such items discovered in a student’s possession without authorization during the school day will be confiscated for return to parents.

Messages

Messages for students during the school day should be called in to the school office which will be regularly staffed by the Head Archon and Program Coordinator. The student will be given the message at the earliest convenient time. Except in serious emergency, classes will not be interrupted to deliver a message or to have a student return a phone call. Student may make calls out on the school office phone during lunch or as needed in the case of illness or other urgent matter.

Legal Status of School

Louisville Classical Academy is a non-public school founded in 2007. The Academy is a part of Classical Studies Institute of Louisville, a non-profit corporation in Kentucky that has been granted tax-exempt status under Section 501(c)(3) of the Internal Revenue Code effective November 30, 2006.

Compliance with Regulatory Agencies

The Academy complies with KRS 159.160 by reporting the name, age, and place of residence of all students enrolled in at least fifteen (15) hours of the Core Program to the Superintendent of Public School in the student's county of residence unless otherwise directed by parents. Students enrolled in less than fifteen hours of the Core Program are regarded as home schooled, and their parents remain responsible for the statutory reporting requirement.

The Academy is also in compliance with directives of the State Fire Marshal, the Louisville Metro Health Department, and the Kentucky Department of Environmental Protection's Division of Air Quality with respect to inspection for asbestos hazards.

Insurance

The Academy maintains insurance for both general liability and educator's liability.

Non-discrimination Policy

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

Certification

The Academy plans to seek certification by the Kentucky Non-Public Schools Commission at the earliest possible date. The Commission is an accrediting agency for more than half the accredited independent schools in Kentucky, including its parochial schools. The Academy program will be eligible for accreditation review following the 2009 - 2010 academic year. These plans are contingent upon confirming that the certification process does not involve an unreasonable expenditure of time and resources nor a compromise of the Academy's mission and core principles.

APPENDIX

KENTUCKY CONSTITUTION AND STATUTORY REQUIREMENTS FOR NON-PUBLIC SCHOOLS

In Kentucky, private, home, parochial and church schools are all considered non-public schools.

Kentucky Constitution Sec. 5 and *Kentucky State Board for Elementary and Secondary Education V Rudasill*, Ky. 589 S.W. 2nd 877 (1979) establishes the prerogatives of the parents to choose the formal education for the child.

Kentucky Constitution Sec.170 declares nonprofit educational institutions to be exempt of taxation.

Kentucky Constitution Sec. 189 prohibits the appropriation, use or aid of any non-public school through state taxes levied for education purposes.

KRS 159.030 requires compulsory school attendance for every child between the ages of 6 and 16 and exempts a child from attending public school who is enrolled and regularly attending a non-public school.

KRS Ann. 159.010(2) requires that an unmarried child between the ages of 16 to 18 who wishes to terminate his public or non-public education prior to graduation from high school shall do so only after a conference with the principal/designee, and the principal shall request a conference with the parent(s), guardian or other person residing in the state and having custody or charge over the child. The parents and child shall be required to attend a one-hour counseling session with a school counselor on potential problems of nongraduates.

KRS Ann. 156.160(3) provides optional certification for non-public schools that comply with curriculum, certification and textbook standards established by the Kentucky Board of Education. For detailed information on the certification process, go to Certification of Non-Public Schools on the Non-Public School Overview page.

KRS Ann. 159.160 requires non-public schools to report to the local school superintendent the names, ages and place of residence of all pupils and any other information the superintendent requires to comply with the laws related to the compulsory attendance and employment of children.

KRS Ann. 159.030(1)(b) requires that if a non-public school declines to notify the local board of education of these students in attendance, the school must notify each parent /guardian in writing and it becomes the duty of the parent/guardian to notify the local board of education.

KRS 159.040 requires non-public schools to keep accurate records of pupil attendance be kept. Attendance may be recorded in a notebook or on a computer list.

KRS 159.040 requires non-public schools to record and maintain scholarship reports of each student's progress at the same interval as in the local public school, grading all subjects taught.

KRS 159.040 requires that all non-public schools be open to inspection by directors of pupil personnel.

KRS 158.080 requires non-public schools to provide instruction for a term at least as long as the term in effect for the public schools in the district where the child resides.

KRS 158.070 requires the minimum school term to be 185 days that includes no less than the equivalent of 175 six-hour instructional days.

KRS 158.080 and *Kentucky State Board for Elementary and Secondary Education V. Rudasill*, Ky., 589 S.W. 2d 877 (1979) requires non-public schools to teach those subjects that will educate children to be intelligent citizens. The General Assembly requires that the instruction be offered in English and in the branches of study that are taught in the public schools. This has been interpreted to include at least reading, writing, spelling, grammar, history, mathematics and civics.

KRS 211.180 and **KRS 212.210** authorizes the Cabinet for Health Services to regulate certain public health matters relating to the detection, prevention and control of communicable diseases and health hazards relating to sanitation and safety in schools.

KRS Ann. 165A.310, 165A.370 requires privately owned educational institutions offering instruction in business, trade, technical, industrial or related areas, but not including the above described non-public schools, are subject to state minimum standards. The standards cover, but are not limited to, the school's facilities, quality and content of courses, qualifications of instructors and administrators, and finances. Student and faculty records must be available for inspection.

Non-public schools must comply with the accessibility regulations of the Kentucky Department of Housing, Building and Construction.

KRS Ann. 157.280(1), (2); 707 KAR 1:350 allows public school districts to place students in non-public schools that maintain special education programs if the local district does not provide a special education program that follows the Kentucky Program of Studies for that child. The total cost for this education will be borne by the local school district.

KRS Ann. 438.050 superseded by Federal law, which inhibits smoking inside educational facilities.

KRS Ann. 224.20-300 provides the Kentucky Department of Environmental Protection, Division for Air Quality, will maintain a comprehensive statewide asbestos assessment and response program that identifies and controls asbestos hazards in public and non-public schools. Under this program, the Division reviews non-public school asbestos management plans and inspects school buildings for compliance.

KRS Ann. 339.430 requires the use of machinery for mechanical arts classes in non-public schools be subject to the approval of the local board of education and the general industrial safety standards.

KRS Ann. 157.360(2) allows that any school district which contracts to furnish transportation to students attending non-public schools may adopt any payment formula which assures that no public school funds are used for the transportation of nonpublic school students.

KRS Ann. 156.495 allows the Kentucky Department of Education to operate a program to identify and locate missing children. The Department must distribute a list of missing Kentucky school children to non-public schools monthly. Non-public schools must notify the Department at its earliest known contact with any child appearing on the list.

KRS Ann. 116.046 updated January 2000 allows that voter registration forms are available to non-public schools upon request from the county clerk. The school may designate an individual to inform students and employees of the availability of the forms and assist them in properly registering. The completed forms must be returned to the county clerk for official registration.

**FOR REFERENCE ONLY:
KENTUCKY PUBLIC SCHOOL GRADUATION REQUIREMENTS**

		Minimum Graduation Requirements (Through Class of 2011)		Minimum Graduation Requirements (Beginning w/ Class of 2012)		
Subject	Cr.	COURSES		CR.	COURSES	
Language Arts	4	English I, II, III, IV		4	English I, II, III, IV (To include the content strands of reading, writing, speaking, listening, observing, inquiry, conventions, analysis, and using technology as a communication tool. Language arts shall be taken each year of high school.)	
Social Studies	3	Credits to incorporate U.S. History, Economics, Government, World Geography and World Civilization		3	Credits to include the content strands of historical perspective, including U.S. History, Geography, Economics, Government and Civics, and Cultures and Societies.	
Mathematics	3	Algebra I, Geometry, and one elective		3	Algebra I, Geometry and Algebra II (An integrated, applied, interdisciplinary or technical/occupational course that prepares a student for a career path based on the student's Individual Learning Plan may be substituted for a traditional Algebra I, Geometry or Algebra II course on an individual student basis if the course meets the content standards in the program of studies. Pre-Algebra shall not be counted as one of the three required Mathematics credits for high school graduation but may be counted as an elective.) Mathematics shall be taken each year of high school.	
Science	3	Credits to include Life Science, Physical Science, and Earth and Space Science as provided in the Program of Studies		3	Credits shall incorporate lab-based scientific investigation experiences and include the content strands of biological science, physical science, earth and space science, and unifying concepts.	
Health	1/2			1/2	Credit to include the content strands of individual well-being, consumer decision, personal wellness, mental wellness, and community services	
Physical Education	1/2			1/2	Credit to include the content strands of personal wellness, psychomotor, and lifetime activity	
Visual and Performing Arts	1	History and appreciation of visual and performing arts or a performing arts course which incorporates such content		1	History and appreciation of visual and performing arts or a performing arts course which incorporates such content (Credit to include the content strands of arts, dance, music, theatre, and visual arts or a standards-based specialized arts course based on the student's Individual Learning Plan.)	
Foreign Language	0			0		
Electives	7			7	Academic and career interest standards-based learning experiences (to include four (4) standards-based learning experiences in an academic or career interest based on the student's Individual Learning Plan; and Demonstrated performance based competency in technology.)	
Total	22			22		

		Pre-College Curriculum Requirements	Commonwealth Diploma Requirements	
SUB.	CR.	COURSES	CR.	COURSES
Language Arts	4	English I, II, III, IV (or AP English)	4	English I, II, III, IV and AP English
Social Studies	3	Same as High School	3	Same as High School
Mathematics	3	Algebra I, II and Geometry	3	Algebra I, II and Geometry and one AP Mathematics OR AP Science
Science	3	Same as High School plus at least one lab course	3	Three credits to include Biology I or Chemistry I or Physics I and one elective and one AP Mathematics OR AP Science
Health	1/2		1/2	Same as High School
Physical Education	1/2		1/2	Same as High School
Visual & Performing Arts	1	Same as High School	1	Same as High School
Foreign Language	2	Credits required or demonstrated competency (effective fall 2004)		One AP Course selected from Spanish, German, Latin or French (taking AP exam requires 4 units of French, German or Spanish and 3 units of Latin)
Electives	5	3 rigorous; one or more courses that develop computer literacy strongly recommended		Same as High School
Total	22	17 required; 5 elective		Successful completion of at least 22 approved units of credit, including all the Pre-college Curriculum Requirements Successful completion of at least four AP courses with a grade of C or better. Completion of AP exams in at least three of four AP courses.

FOR REFERENCE ONLY: Kentucky's New Mathematics Requirements for High School Graduation

On February 1, 2006, the Kentucky Board of Education approved the amendment to 704 KAR 3:305. Minimum requirements for high school graduation.

The new high school math requirement requires students to take one mathematics course each year of high school beginning with the graduating class of 2012.

Question: What mathematics courses are required for the graduating class of 2012?

Answer: Students are required to have three credits in mathematics and to take mathematics every year. Required courses include: Algebra I, Geometry, and Algebra II. An integrated, applied, interdisciplinary, technical or occupational course that prepares a student for a career path based on the student's Individual Learning Plan may be substituted for a traditional Algebra I, II or Geometry course. This decision is made on an individual student basis. These courses must meet the content standards in the *Program of Studies*.

Question: If Algebra I is taken in middle school, is high school credit given for Algebra I?

Answer: The regulation states that high schools must accept credit toward high school graduation for high school coursework taken by students in grade five, six, seven or eight if the content of the course is the same as that in the Program of Studies, the teacher is certified in the subject area at the middle grades or secondary level, and the district has criteria in place to make a reasonable determination that the student is capable of success in the high school course. This regulation covers other high school courses as well, not just mathematics courses. That would mean that if a student can demonstrate that they understand Algebra I (or another HS class) the school district must allow them to move on to a higher level of mathematics. This might include classes taken in a special university summer program or information learned by independent study if it fits the above regulations. The district is not required to include a grade on the transcript, but must allow the student to move to higher-level mathematics classes. Once a student is in HS, if a student has only higher level math courses on the HS transcript such as Algebra II and Geometry or Pre-calculus and Calculus, it is assumed that they have mastered Algebra I or any lower course and it does not need to show on a HS transcript.

A school must accept for credit toward graduation any course a student successfully completes through the Kentucky Virtual High School and incorporate the grade the student receives in a Kentucky Virtual High School course in calculating that student's grade point average without distinction between the grade received in the Kentucky Virtual High School course and courses taught within the school district for which the student receives a grade.

Question: If students receive credit for Algebra I or Geometry in middle school, do they still need to take mathematics every year in high school?

Answer: 704 KAR 3:305 states that students must take mathematics every year of high school. That is different than a requirement that students receive four years of high school math credit. If a student is enrolled in a high school for any given year, he/she must take mathematics that year. That could mean that a student has taken all of Algebra I, Geometry, and Algebra II before ever entering high school. If that is the case, the student must then take four more years of mathematics while enrolled in high school. These courses could be a variety of Advanced Placement courses or other mathematics courses such as discrete mathematics or statistics. If a student happens to graduate in only three years, he/she would just need the three years of mathematics. Other students may need four years to master the content of Algebra I, Geometry and Algebra II. The regulation still only requires three mathematics credits as provided in the *Program of Studies*.

Question: If students take integrated mathematics courses rather than courses labeled Algebra I, II, and Geometry, will these count towards graduation?

Answer: A local board of education may substitute an integrated, applied, interdisciplinary, technical or occupational course or higher-level course for a required course if the alternative course provides rigorous content and addresses the same *Program of Studies*. Again, this applies to other subject areas as well.

Question: Will a student graduating in 2012 and beyond be able to count a pre-algebra course as one of the three required mathematics credits?

Answer: No. A pre-algebra course shall not be counted as one of the three required mathematics credits for high school graduation but may be counted as an elective.

Question: Do these new minimum mathematics requirements apply to students graduating from high school before 2012?

Answer: No. These graduation requirements do not apply to students graduating prior to 2012 unless a school district has adopted a graduation policy that requires additional mathematics courses beyond the current minimum requirements (Algebra I, Geometry, and a third mathematics course). Local school districts increase the graduation requirements beyond the minimum requirements set by the Kentucky Board of Education.

Kentucky Department of Education
Office of Teaching and Learning
Division of Curriculum
Ann Bartosh, Mathematics Consultant