



HILLMAN CHRISTIAN ACADEMY

P_ARENT-T_EACHERH_ANDBOOK

2024-2025

Equipping Children Today to be God's Leaders Tomorrow

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*An independent, interdenominational Christian school serving
the Montmorency County community and beyond.*

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Guiding Principles

Our Mission

To bring God glory by providing an exceptional Biblical-centered education dedicated to developing leaders who are spiritually, personally, and academically prepared to impact their world.

Our Purpose

To impact lives by teaching children to discover their purpose before God in a culture where they are known and valued.

Our Core Values

Biblical World View

To view life and live life from God's perspective

Integrity

Commitment to honor, rightness, loyalty, and trust

Excellence

A dedicated pursuit of God-given potential

Honor Community

A commitment to treat everyone with love, respect, and dignity, and to recognize everyone as uniquely created in the image of God.

Equipping Children Today to be God's Leaders Tomorrow

Welcome to Hillman Christian Academy (HCA)

We are excited about partnering with you in your student's education. We appreciate your decision to join HCA. If this is your first time educating your student at home, we are here to answer questions you might have and help. It is natural to be apprehensive as it is a tremendous responsibility, and none of should take it lightly. Educating your child at home should also not be viewed as a temporary solution to problems your child might be having with their education.

We feel training your student at home is biblical and the best for your child. This is why we encourage you to take the time to read through the handbook completely and carefully. The more familiar you are with the procedures and the more closely you follow them, the better our curriculum works. Our desire is to not only help you train and teach your student, but to help you do your very best. Please pay close attention to every detail.

The Curriculum

To help you with this awesome responsibility we leverage the A.C.E. curriculum. We have found this program to have a great impact on the lives of young people, instilling a biblical world view. The curriculum's emphasis on Christian principles totally integrates the academic spiritual training of home and church. Every subject is taught with the biblical view.

The curriculum is customized to meet every student's needs. A student can move ahead faster or slower depending on their skills and abilities. The student is not locked into a learning schedule whether they master the material or not. This is the foundation of the mastery system.

The curriculum teaches the child to be an independent learner. It is self-instructional and teaches them to take responsibility for their learning. As their teacher, you do need to be present during study times to supervise, motivate, and occasionally explain instructions. You might even need to walk a student through a thought process to help them arrive at the answer.

The curriculum is set up with 12 levels of work with unit 1 -12 being level 1, unit 13-24 being level two, and so forth. The student should complete, on average, twelve units (PACEs) in each subject in a school year. Understand, some will do more and others less depending on the subject and capabilities.

Placement Testing

Placement testing is used to determine where to start the student in the curriculum. Proper placement of the student is critical to their success. The testing allows us to customize the curriculum to their needs and place them according to their capabilities. It will pinpoint any weakness or gaps in their past learning experiences and assign them work to fill in any gaps. Please make sure your student is comfortable while taking the tests. Don't put pressure on them. Have them do all they can do, give them plenty of time and encourage them to do their best.

Through the results of the testing and with the information you provide about your student, they may be working on different levels of work in each subject. For example, a 4th grade student according to their chronological age may be placed at 4th grade English but

3rd grade Math. Remember, this is based on their abilities not necessarily their chronological grade level, but this student would still be considered in the 4th grade.

Next Step

Once we have scored the tests, have tuition, and sufficient records (especially for these with previous high school credits), we will contact you by phone (5-10 days) after the placement test. At that time, we will go over placement in the curriculum and answer any questions you may have. It is important to read this book ahead of time so you will understand the procedures better and you will be well equipped to run your classroom at home effectively.

School Policies

The following is a copy of the agreement you signed with us when you enrolled with HCA.

I have, to the best of my knowledge and ability, answered correctly all parts of the Student Enrollment Application.

I understand that my student is not enrolled in a correspondence course and must be supervised during study time by a parent or responsible adult who will **not allow cheating, copying, or stealing answers from the Answer Keys, and Test Keys** by keeping them in a secure location.

I understand that I will be using the approved and prescribed curriculum of HCA, and that it is my (parent) responsibility to ensure that my student is following procedures correctly and learning the skills and concepts in the curriculum provided.

I further understand that my student may be expelled if HCA counselors detect cheating, copying, or stealing answers on any work or tests.

I agree to abide by the rules, procedures, and guidelines set forth in the Hillman Christian Academy Handbook.

I understand I am expected to pay fees when they are due and that such payments will determine when and the amount of curriculum I will receive with each shipment.

I understand there is no credit plan or deferred payments. Furthermore, I understand that post-dated checks will not be accepted for payment nor will checks be held by HCA beyond date of receipt.

Finally, I am aware that failure to sign this agreement is sufficient cause for denying enrollment in Hillman Christian Academy.

Curriculum Policy

Concerning the use of the A.C.E. Curriculum:

The PACES and score keys are provided in the tuition. You are not purchasing them; however, the PACES may be kept by the student. The PACE tests, score keys, and test keys must be returned to HCA. All PACES and Keys must be obtained from HCA. You are not allowed to purchase or obtain them from other sources. HCA must issue them.

Concerning All Other Curriculums:

Your curriculum is provided in the tuition. All Textbooks provided are yours to keep, but all teacher's manuals, answer keys, and solution manuals

must be returned to us. All curriculums we provide through the school must be purchased and issued from HCA.

**SCORE KEY, TEST KEY, ANSWER KEY, TEACHER'S MANUAL,
SOLUTION MANUAL, and LITERATURE BOOK POLICY**

The score keys, test keys (please insert test keys back into score keys before returning. This is a big help to us.), teacher's manuals, solution manuals, and literature books must be returned to us when you are finished with them. We must keep account of all keys. You can return these items when you send in quarterly reports or at the end of the year, whichever is convenient for you. If you have a younger student who will use them in the future, let us know of your intent to hold them for this purpose. This will save shipping and handling. All these items must be returned to us before we can issue a transcript or diploma.

Attendance Policy

Our School is based on 180 days of attendance with a minimum of 160 days (80 days per semester). The boundaries of our year are from August 1st until July 31st. Within this time frame you are allowed to design your school year, days off, vacation, etc.. A day of attendance is defined as schoolwork, or special projects, and field trips. This attendance must be recorded on our Record Master Sheet and reported to us in order for us to record this in your student(s) school records.

Maximum Credits Earned Policy

The maximum credits a high school student can earn in one calendar year is 8. If a student is capable of earning more, this must be discussed previously with the School or Assistant School Administrator. Students must complete all work in their curriculum and pass final tests to earn credits. If a student is completing work at a rapid pace, the school reserves the right to not only see Tests of work accomplished, but to see the actual PACEs or work completed to prove work was accomplished.

School Privacy and Records Policy

We maintain all student data, student educational information and student files as confidential, and guard the privacy of our students and their families. We do not sell, share or disclose our Academy client or student database information. We have established strict security procedures to ensure that student files and information are never disclosed to unauthorized parties. All student/child information is secured.

All school records are confidential and shared only with school staff and parents or guardians who register their student with our school and sign our school agreement. We will not share a student's school records with divorced parents, separated parents, stepparents, and anyone other than those who signed the school agreement, unless the parent who registered the student gives authorization in writing to do so. Students age 18 or older have legal right to their records. If you transfer your student to another school, that school can request school records without written permission from the parent, but we prefer your permission before transferring records.

Inactive Status Policy

Students will be placed on inactive status and considered no longer enrolled in HCA, if no Record Master Sheet and tests are received in a five month period. Upon receipt of Record Master Sheet, tests, and tuition they will be considered active again with HCA.

Withdrawal Policy

For students needing to withdraw or transfer to another school, no records will be released until we have the students last report, all score keys and test keys, and all bills are paid in full. We will then need five working days in order to prepare records for release. When enrolling in another school have that school send a request for school records. If you live in Michigan never refer to yourself as having "homeschooled", but that your students were attending a non-public school, Hillman Christian Academy.

When withdrawing a High School student to enter a public High School, you need to be aware of some important factors. We cannot guarantee that public schools will accept our credits for your High School student. We do our best to make the transition. Finishing your subjects for credit on time, (By June) so we can complete and update the student's transcript before August helps. Then, enrolling your student in the Public High School three or four weeks before they begin allows the public-school time and HCA time to transfer records. Public schools have set days to attend school, so do not wait till the day before they begin school to enroll your student, or you will have major problems.

Refund Policy

If you must withdraw from Hillman Christian Academy, the following refund policy will apply:

Conditions: Refund Percentage

1. If withdrawn before curriculum is sent, 100% of tuition is refunded.
2. If withdrawn and curriculum is returned unopened and still in good condition, 80% of last tuition payment minus shipping.
3. If withdrawn after curriculum is received and opened, No Refund.

Application, Transcript Evaluation, and re-enrollment fees are non-refundable.

Policy Concerning A contact or Visit by a State Official

Most of the following information pertains to families living in Michigan. Families living in other states need to comply with that state's laws pertaining to home schooling. You can go to www.hslda.org to find out your state's laws. The section on "how to deal with a social worker" pertains to everyone.

If you live in Michigan, your students are enrolling in a non-- public, private Christian school. We are registered as such with the Michigan Department of Education. We function under the statutes pertaining to non-public schools, which is why we keep school records, medical records, and have you record days of attendance. You are a part of Hillman Christian Academy. You are conducting a home-based classroom, and you are the parent/teacher over that classroom and student(s). The main office is here in Hillman. You, the teacher, report to us each quarter with the results of how your student(s) are doing with grades and attendance. We keep records of your reports and issue progress reports. We function the same as any school as most know it, but the classroom is home-based.

With the information above in mind for Michigan families, we want to make an important observation. **You are not "Home Schooling"**. You are part of a private Christian school. This is very important to differentiate between, especially when dealing

with county officials. Never refer to what you are doing as "Home Schooling", unless you are registered with the county superintendent of education and us at the same time, which is not necessary to teach your children at home.

The situation may arise where you are contacted by phone or through a home visit by a county school official, which can be a truant officer, police officer acting as a truant officer, or social worker, to see why your children are at home every day. This is rare, but the occasion may arise. We suggest that you be courteous and not act as if you are hiding something (you have nothing to hide as far as schooling your children through HCA, you are legal in Michigan as long as you are properly conducting school by our policies and procedures).

How do I deal with a social worker? Know your constitutional rights: The Fourth Amendment protects your right to be secure in your home and the Fifth Amendment protects your right to remain silent during an investigation, so be careful of what you say. Exercise your constitutional rights: 1.) Get their name and phone number or business card, if they come to the front door. 2.) Find out the allegation. They must by law tell you why they are there. If it concerns teaching your student(s) at home, refer them to our school office. Then, give us a call to let us know what has happened, so we are prepared for their call. We will try to answer any questions they may have. Should a question be asked that you cannot or would not like to answer concerning teaching your children at home, then direct the question to our school office. 3.) If the contact is made at your front door, you do not have to let them in. (The law says they must have a court order to enter your home, unless there is an emergency, so you can refuse to let them in). 4.) Do not let them talk to your student(s) alone without a court order. Be nice but know your rights. Be sure to call us immediately about the incident. Note: **See below** for a list of reasons social service investigations are conducted.

If anyone asks you where your children go to school, tell them Hillman Christian Academy. Train your children to say the same.

Top Ten Reasons Social Services Investigations Are Conducted

Across our nation, people can call a local 24-hour hotline and anonymously report what they believe to be a case of child abuse or neglect. Because we teach our children at home, some of these anonymous callers decide to call the hotline with their concerns creating problems for everyone. Become familiar with what to do in case someone turns you in for what they think is child abuse. Home School Legal Defense Association has compiled a list of the top ten reasons Social Service investigations are conducted:

- Parents spanking children in public or outside in their own yard or inside with the windows open.
- Parents permitting children to play outside during normal school hours.
- Parents permitting younger children to play outside unsupervised.
- Parents leaving younger children alone in the car.
- Parents permitting children to play outside without being properly dressed (more of a problem for parents up north in cold weather).
- Parents failing to bathe children sufficiently and to have them wear clean clothes.

- Families failing to keep their house and yard reasonable clean and uncluttered.
- Allegations of sexual abuse by an adult make in the home or by a make child babysitting children outside of the family.
- Parents failing to obtain recommended medical care for their children.
- **Patents failure to teach children diligently.**

Policy Concerning News and Media Wanting to Conduct Interviews Regarding How You Conduct School

We recommend that you contact our school office and get approval before conducting any interviews with the news media about what you do through HCA. This is a difficult topic to discuss, and the media does not have a good track record of getting information down correctly.

Nondiscriminatory Policy

HCA does not discriminate against parents, students, applicants, or others on the basis of race, color, national or ethnic origin. HCA is nondiscriminatory in the administration of all of its policies and programs.

State Health Records – Immunization Policy

To protect students from infectious childhood diseases, Michigan State law requires that all students enrolled in public and non-public schools in the state have signed certificates of immunization status forms on record with their prospective schools.

Each new student must provide immunization records and complete a physical examination by the first day of learning.

Michigan requires schools to report the immunization status of seventh grade students. Seventh grade students are only allowed to attend classes after their immunization records are received.

Nonmedical waivers for religious or philosophical objections will need to be obtained from a county health department and received in the academy office prior to attending. Contact the county health department for an appointment to speak with a health educator and request a nonmedical waiver.

HCA Property Care Policy

Students are responsible for all materials checked out to them. All textbooks/devices issued to students are to be covered/protected. Fines will be assessed for damaged textbooks/devices. Students who lose and/or damage books, materials, athletic equipment or uniforms, or devices will be obligated to pay for such items unless they have purchased the available device protection plan. Report cards and records are retained until payment is received.

Standardized Testing Policy

Each year Hillman Christian Academy administers standardized tests to each grade level as one means of helping the staff evaluate the curricular program, and as a way of providing students and parents with information regarding the student's academic success, potential, and areas of aptitude. Students take standardized tests at the designated grade

levels. Parents having questions about the standardized test results should contact the Administrator.

Picture Day Policy

Each fall, we take pictures of each student. The student may purchase picture packages, with cost information provided by the photographer prior to picture day. Since our school picture is a witness to our community and an advertising tool, students are expected to dress appropriately in dress code on picture day.

School Procedures

Setting Up Your Classroom

These simple suggestions for setting up your home before you begin schoolwork will be helpful and make it easier for you. There are two separate areas within the home that you need to set up. The first is the student's work area, a desk or table. You will need a separate work area for each student you have. These work areas should be a place in the home where there is minimal distractions and plenty of good lighting. We suggest, if you can, some kind of a bulletin board be placed at each work area so the students can display their individual Daily Goal Cards, and Star Charts.

The second place in the home you need to set up is your scoring and testing area. This needs to be a place in the home (kitchen table, game table, etc.) where you can visually supervise and control your students' scoring of the work, they do each day and can also administer tests. Daily, establish consistency in using the same areas for the work they do and the scoring they do.

Dress Code

Although your child will be working in the privacy of their own home, an element of care should be taken about their dress. Experienced educators have found a relationship between the way students dress and the way they perform academically. "Sloppy" dress often results in "sloppy" work.

This principle does not mean they should wear formal, "Sunday" clothes. However, they should be neatly, cleanly, and modestly dressed before beginning their work. Proper dress encourages responsible behavior and aids the academic area process. Your high expectations for your children in every area will encourage greater learning.

Daily Schedule

Consistency is one of the keys to a good home environment. Getting up at a regular time, getting dressed for school, doing chores (making bed), and eating a nutritional breakfast. A child functions best when the beginning of the day is established this way for them.

The following is a sample daily schedule:

Begin the academic day promptly at the same time each day. The informal setting of the home will tempt you to allow the students to be late or lazy about getting started. Laxness must not be allowed.

Remember: High expectations yield high results!

1. An explanation of special instructions concerning the daily schedule is needed each day. The student should be accountable for regular scheduled plans once they are established.
2. Begin by sharing some inspirational thoughts with the children. A brief discussion of a verse from Proverbs or a daily devotional booklet can be used. This can be a family time if schedules permit.
3. Begin each day with a brief time of prayer. Prayer is essential for the development of Godly character.

Curriculum studies should begin no later than 9 a.m. daily. With three to four hours of schoolwork a day approximately or more if required. The student should establish reasonable goals in each subject area in order to finish work in a reasonable time. Goals are essential for any student. Goals help maintain a balance in each subject, as well as develop character in the child. Each day's goals should be completed on that day.

After curriculum studies for the day are completed by a student, there should be ample time for domestic and vocational skills training. Such training should be a part of the student's education and recorded as "expanded studies" on the elementary level. There are blank spaces on your Record Master sheet to record these. For high school credits in these areas refer to the high school information section of this book.

Remember that no two children are alike: for one, English may be easier than the other subjects; for another math may be the least difficult subject; and for the third, all the subjects may seem difficult. Expect each child to be an individual. Help each one develop individuality.

Assisting the Student in Learning

Motivation is the positive element the parent initiates to inspire achievement. Your consistency, love, and interest build the student's self-image and confidence and inspire the student to further success. You must set rules to control the student; however, caution is in order. Sometimes controls are implemented in a "watchdog" manner which conveys to the student, "Be careful; I have my eyes on you." Without realizing it, the parent can communicate a distrustful attitude which discourages the student's confidence in themselves and you. Students need to feel that you trust them even if you dare not. An atmosphere of trust can be enhanced through subtle expressions of confidence in a student and appreciation when he shows good behavior; a pat on the shoulder; a smile; a request for the student to help you; or words such as "I sure am glad we are doing school at home" or "have confidence in you." A student who is told someone has confidence in him will tend to act accordingly. Praise, compliment, and encourage students in order to build character.

Answer questions by asking questions

Students are not accustomed to assuming responsibility for learning, nor are most children adapted to perseverance and struggle. The normal first reaction to a difficult equation or question is to ask for help. Learning is the student's responsibility. The parent must become a leader and an inspirer of learning. Most of the time the student's problem is lack of interest and confidence. The parent's greatest responsibility and most important function is exercised in these cases. Words of confidence, encouragement, reassurance, and sincere personal interest provide the plus factors. Opportunities for motivation come, especially when a student has an academic problem that demands additional help.

When a student calls for academic assistance, ask leading questions which focus the student's attention on the solution. If the question is immediately answered, his mental inquiry may stop short of a learning experience. Your responsibility is not to answer questions, but to determine the nature of the problem and help the student find the answer.

If the student realizes he can get his questions answered without having to work at it, he will become lazy and resort to asking for help rather than taking responsibility to struggle through the problem himself. "One measure of that effectiveness of any teacher is the rate at which he makes himself unnecessary to his pupils." Dr. C.B. Eavey.

Our curriculum is designed to facilitate learning rather than teaching. The successful parent will become adept at assisting students in digging out answers and gaining insights into learning how to learn. When a student asks a question, they should be given help not the answer. Some examples are:

"What seems to be your difficulty."

"Read aloud the instructions for the particular sections or problems."

"Work out the problem while I listen to your explanation."

"Review the examples"

A positive response is very important!

Stay with the student until they demonstrate that they are pursuing the correct course toward an answer or until they respond with the correct answer.

HCA Curriculum Procedures

1. Issue one PACE in each subject.
 - a. Remove the final TESTs from only the first (lowest numbered) PACE of each subject and file for later use. The final tests are attached in the middle of each new PACE. Remove the test from each subsequent

PACE as they are issued to the student.

- b. Remove the TEST KEY from the center of the Score Key and file in a secure location. Score keys have all the right answers to every PACE. Keep all tests, test keys, score keys, and PACES not issued yet in a safe secure place where there is no temptation for the student to view them.
- c. Give the lowest numbered PACE in each subject to the student to examine. Allow the student to scan the material and familiarize themselves with the Self-Test in the back.
- d. The student should read the first page of each PACE to the teacher, before proceeding. Ask the students if they have any questions about how to work with the materials. Follow every instruction given in the PACE.

2. Goal Setting

- a. Daily goal setting for each PACE in each subject is critical. The daily goal card is a useful tool. **Do not skip this step!** This is a useful life skill, and it will help keep the student on track. The goal card should be pinned up in the student's work area.

3. Pencils vs. Pens

- a. All student work should be done in pencil, **NO PENS!**
- b. All scoring should be done in RED INK.

4. Daily Goal Card

- a. The daily goal card is a very valuable and useful tool in helping the student become more responsible for their own achievement. The student should enter his name in large letters at the top of the card. The student then enters the page numbers or sections, depending on the page arrangement, of the work they plan to do that day in each subject. Such entries as "Test" and "Review" are also acceptable; however, you must guard against the student delaying a test. Such entries should not be repeated two days in a row.
- b. Number of Pages: Students on the first four levels (PACE 1001 through 1048) should average about three to four pages in each subject every day depending on their ability. Students on levels 5 to 7 (PACES 1049-1084) should average four to five pages per day in each subject. Students in levels 8 and up (PACES 1085 through 1144) should average four to six pages per day in each subject.
- c. They should work on every subject every day. The student sets goals for only one day at a time. Each day, as they goal specific subject they score their work in the scoring area with your supervision. Then, after

they complete the scoring process, they mark through that goal and then enter the new goal for the next day.

- d. Students should be trained to set reasonable goals and accomplish them regularly. The Daily Goal Card helps the student maintain an orderly and consistent chart of their goals and their daily progress and achievement.
 - e. This procedure teaches the student to strive to accomplish their goals each day. As time passes, the student learns that they can accomplish large amounts of work by doing small amounts each day and being consistent at working through each day's goals on the Daily Goal Card.
 - f. The Daily Goal Card should be checked each day to make sure the student has actually completed the previous day's goals and has set reasonable new goals in each subject.
 - g. A special SCORING AREA should be set up. This area is visited only after permission has been granted by the teacher. The student should score their work when they come to the built in "score strips" or at the completion of each subject's goals for that day. They should, also, score before and after check-ups and self-tests. When the student has completed their goal in a subject, they come to you with only that PACE. You may want to look the work over to make sure their goal is complete for that subject. Then you can grant permission to score their work. All scoring is to be done in red ink. No pencils or ink pens are allowed in the scoring area and no red pens are allowed in the student's work area.
 - h. All student answers are to be checked against the SCORE KEY. Incorrect answers are marked with a red 'X'. After scoring the completed pages, (this is a brief process) the student returns to his/her work area to correct all incorrect answers. Assure the students that you will help them, but not give them answers.
 - i. Rescore: The student rescores their corrected work, with permission, and circles each red 'X' when the answer is correct. When the page has been fully corrected a red circle is placed around the page number.
5. CHECKUP is a mini test over a section of the PACE. If mastery in a subject area has not been achieved, the CHECKUP will reveal any weak areas. CHECKUPS are to be taken only after all previous material has been found to be correct. CHECKUPS should be taken like tests. The student should not look back in the PACE for answers while taking. They should score at least 90% on CHECKUPS before you let them go on in the PACE. Make sure they understand the material before going on.
6. Repeat the above steps until the SELF-TEST is reached. The teacher checks student scoring throughout the PACE. Then the student reviews the entire PACE, concentrating on CHECK-UPS and VOCABULARY. When ready, permission to take the SELF-TEST should be given.

7. When the student takes the SELF-TEST, they should not look back at previous pages. This is NOT an open book test. After the SELF-TEST has been scored and corrected, review the student's work. If a score of 90% or better is not achieved on the SELF-TEST, this indicates that more review is needed to obtain mastery. Spend whatever time is necessary to insure understanding and mastery of the concepts. When the review is complete, take the PACE from the student and issue the PACE TEST to the student the following day.
8. The teacher should determine the student's readiness by reviewing the missed questions on the SELF-TEST. Have the student write notes from important areas of the PACE. Should the student find it difficult to remember orally, encourage him to write or type out questions and answers to all missed questions on the CHECKUPS and SELF-TEST. Check to see that the required Scripture (if applicable) has been memorized. When satisfied the student is ready, the PACE TEST should be issued the following morning. Never give the Final PACE TEST the same day they finish the PACE. Try not to schedule more than two PACE TESTS on the same day.
9. Have the student take the TEST at the designated testing area. Make sure you can observe the student while testing. The student should not leave the testing area until the PACE TEST is completed. The teacher scores the PACE TEST. It is best to score the test when the student is on break or after school. This discourages arguments with the student and distractions when checking answers. The test will state the point value for each question or answer. (If a question is worth 3 points and has three parts, you are allowed to take 1 point off for each part missed.) Always subtract points missed on a test from 100, even if they sometimes only give a possibility of 99 points on a test. A minimum score of 90% is required for PACE's 1-36 and a minimum score of 80% is required for PACE's 37-144 in order for the student to advance to the next PACE.
10. Review the PACE TEST results with the student. Praise the student for their successes. Challenge them to do their best and give constant assurance that they will excel when they apply themselves.
11. What happens if the student scores less than the minimum scores (90% for PACEs 1-36 and 80% for PACEs 37-144)? We cannot accept any scores below these percentages for final tests. The teacher should review the "old Pace" with the student and help them grasp the concepts he/she doesn't understand. Then do the following:
 - a. For PACE's 1-36, the teacher should have their student restudy the entire PACE they scored low on; and when the parent/teacher is assured that the student is ready, he/she should retake the PACE TEST (this is why work is done in pencil). If the student scores less than the minimum score of 80% for PACE's 37-144, you should contact our office about reordering that particular PACE to be done again by the student.
12. Record all the PACE TEST scores above 90% for PACEs 1-36 and the 80% for PACEs 37-144 on the Record Master Sheet.(refer to section on Record Master Sheet on page 25). Remember, it is the parent/teacher's responsibility to see that the student achieves his/her maximum potential. The teacher should be careful to NOTE difficulties the student might have. HELP the student through the problem in a caring, friendly way. ENCOURAGE the student to excel and achieve.

13. The long-range goal of completing at least a year's work during a normal school year needs to be remembered. A student MUST TRY TO COMPLETE 12 PACES in each subject to fulfill academic expectations. Most students will be able to do more PACES with parental motivation and incentives offered for achievement.

Tips for Achieving Higher Test Scores

There are a few things that you can do to assist your child in achieving scores of 80% plus.

1. Require students to read aloud the "Objectives" and "Words to Know" (or "Vocabulary") to their teacher. The student should be able to define the vocabulary words in his own terms. Require students to memorize definitions of vocabulary words before taking the final test.
2. Make sure all answers have been corrected by the student. If not, he may study incorrect answers.
3. You, as the teacher, can preview the final test before the student takes test to make certain that the student has mastered the concepts to be tested.
4. Instruct students to read the text for that day's goals before working activities. Then read text again and answer the questions. If student reads only enough text to find the answer, his ability to do his best will be hindered.
5. Minimize noise and distractions in the learning environment.
6. Arrange good nutrition. (Cut back on foods with a lot of sugar, caffeine drinks, sodas, and candy) Poor nutrition may minimize alertness.
7. Arrange for visual screening at least once a year. Some learning difficulties are related to a vision problem and a lack of developing good coordination skills.
8. Have children involved in some kind of physical activity.
9. Check the anxiety level of the student on testing day. If the student is emotionally upset, he may not perform well.

How to Report Your School Work to H.C.A.

THE RECORD MASTER SHEET

The Record Master Sheet contains two sections for keeping records. This section is very IMPORTANT:

TEACHER'S PROGRESS CARD:

The first section is the Teacher's Progress Card on which you should enter your student's name, grade level, the date you began school, and the name of the parent/teacher supervising the student's school hours.

RECORDING ACE CURRICULUM GRADES:

The number of each PACE your student will be working in should be written in the upper half of the box of each subject under the numbers 1 through 12, or however many PACEs you have to start with. We normally write only the last two or three digits of a PACE number to save space. Then when your child completes a PACE test with a score of 90% or better for PACES 1-36 or a score of 80% or better for PACES 37-144, record the score under the appropriate PACE number in the box for that subject.

Test scores below 90% for PACES 1-36 and below 80% for PACES 37-144 should not normally be entered on the permanent record. The student needs to repeat the PACE and take the test again to achieve the minimum test score of 80% or 90% or above. For PACES 1-36 the teacher can use their own judgment, we suggest going through the Pace again and studying areas missed then taking the test again. This is why your student uses a pencil. For PACES 37-144, you should reorder the failed Pace and have your student do the Pace again and retake the test. Contact us to order another PACE.

Note: (Use ball-point pen and press hard when writing on Record Master Sheet. Example see above.)

ATTENDANCE LOG

The second section of the Record Master Sheet is the attendance Log. The attendance Log gives you a place to record the dates you have school.

A school year consists of 180 days or 4 quarters of 45 days each. You will find 5 quarters under the Attendance Log with dates beside each that tell you when that quarter begins and ends in any given year. Start keeping the dates you have school in the appropriate quarter you began school with us. Only write in dates (8/31, 9/1, etc.) for high school is in session, including field trips (start parks, museums, a working farm, etc.) and special projects with educational value. Do not leave any blank spaces; fill every space with a date for when school was in session. Of course, *Do Not* write in dates for when your student was sick, or for holidays.

When Do You Send Progress Reports to Us

Please do your best to get reports to us on time. Every time you record 45 days of school (a quarter) you should send us a report, no matter how many PACEs and tests your student(s) have completed. Naturally, we would like to see at least 3 PCEs in every subject

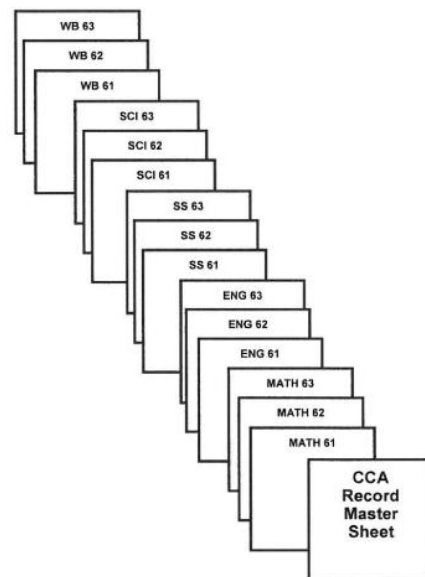
completed for the quarter. This should be your goal, but we still need a report every quarter.

When sending a report, include the last page of your Record Master Sheet and all of the final tests of any curriculum being used. We do not need the PACE or curriculum book back, only the final test. We must see the original final tests.

Please follow these steps to make recording grades easier here at our office.

When putting your tests together, put all of your Math tests together in numerical order, and all of your English tests in numerical order, etc. Then put the bottom page of your signed Record Master Sheet with the tests. This is very helpful! (DO NOT put final tests inside Test Keys or Score Keys like a file folder). When returning Score Keys and Test Keys, please put the Test Keys back in its appropriate Score Key. This is a Time Saver! Example of report: Put all the tests together by subject in numerical order. Put the bottom copy of Record Master Sheet on top of Tests and send to us.

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Before you record a final grade on the Record Master Sheet, take time to check your scoring. We find many final tests that are scored wrong. **Don't be late with a report!** If we don't hear from you for 2 quarters, you are considered inactive! Keep us informed!

Be sure each Record Master Sheet you turn in is signed by the Parent/Teacher. Upon receiving your quarterly reports and tests each quarter, we will send you a computerized progress report to verify that your information has been recorded in approximately 2-3 weeks.

High School Information

Our Standard High School diploma/transcripts are accepted by colleges and universities. In order to receive a diploma of graduation, a student must meet all graduation requirements as follows:

1. Must be enrolled for at least one year in HCA.

2. Must complete a minimum of 6 credits through HCA.
3. Must have a 2.00 GPA or better.
4. We require 24 credits to graduate.
5. Take either the SAT or ACT one time.

A prescribed program leading to graduation must be established. The program will vary, depending upon such factors as the student's previous course of study, academic achievement and ability, and future plans. When all essential information is received, the staff will recommend a course of study. This program will be discussed with the parent/teacher for their approval. A minimum of six credits must be earned through HCA before receiving a diploma, regardless of how many credits the student may have earned before enrolling.

We follow Michigan State guidelines for courses needed for graduation. We use the traditional 24 credit route which can be used for college bound or general students. Students who are capable should follow the College Preparatory course. Some qualified students will choose to pursue a less demanding program, insisting they have no plans to enroll in college. However, these students frequently can be their minds, and then regret not having prepared themselves better for college.

Earning Non-Curriculum Credits:

Credits may be earned for Personal Fitness and Team Sports (PE), Practical Arts/Vocational (work experience, volunteer work, community service), Fine arts (Music: voice lessons, piano lessons, art classes, etc.). Since these areas do not necessarily involve book work or Pace work, we need to define how much time you need to document for us in order to give your student credit. According to Michigan State definitions, to earn one credit is to spend at least 135 to 150 hours of instruction in that area of learning. To earn a .5 credit would need to spend 70 to 75 hours of instruction. So, you will need to document your hours involved in each area mentioned. Working a job for work experience credit is the exception to this. Students working a job for credit will not get a credit for every 150 hours of work: Their credit will be earned over a time period of working for a whole school year or .5 credit for half of a year.

We have special forms that must be filled out for each of these areas. These forms must be requested by the parent, filled out by the appropriate people, and submitted to our office. We will evaluate and confirm information before awarding credit. Each area of potential credits is explained in the following:

PERSONAL FITNESS, INDIVIDUAL TEAM SPORTS:

One credit in Personal Fitness is required. We have a special form for Personal Fitness that must be filled out by the parents which they will keep a log of three categories for verification purposes. The date of the activity, the activity they performed (aerobics, running, lifting weights, etc.), and how much time they spent doing the activity. Then each

quarter the parents will attach a copy of our school form to the Record Master Sheet. The parent will have to evaluate and assign a grade.

We give credit to students involved in organized sports such as basketball teams, baseball teams, etc. We have a form that the coach or instructor must fill out to evaluate the student, plus the parent must keep a log of time spent in the activity. The same as above.

PRACTICAL ARTS & VOCATIONAL:

Practical Arts and/or Vocational, in addition to the courses we have, volunteer work at a hospital or library for example, or work experience through a paying job, etc. will be accepted for credit. We have a special form for the supervisor of the volunteer work or for the employer to fill out. The parent must request this form and give it to the employer. It will only need to be filled out once a year. Please wait until a student has been working for at least half a school year. They will be asked to submit the form directly to our office. They will be asked to evaluate the student's work, how much time the student has spent doing the volunteer work or has been employed and what they have learned.

FINE ARTS: MUSIC LESSONS:

We have a special form that the music instructor involved must fill out. They will be asked to evaluate the student and to tell us how well the student is progressing (Level of Achievement), along with how much time was spent in practicing. This form will only need to be filled out one time for each year involved, near the end of the school year. The instructor will be asked to submit the form directly to our office.

MISC. CREDITS:

There may be other areas in which we can give credit. Karate, Drama Classes, etc. We will need some kind of written verification from those involved.

Diplomas

Diplomas will be issued upon completion of required courses and when they have earned 24 credits. Our diploma fee is \$75.00. Completion of required work can take place at any time during the year, but diplomas will only be issued with graduation dates in January, May, and June. We do not offer a graduation ceremony. This is left up to each graduate's family to arrange. We have sources for caps, gowns, and invitations.

Obtaining PACES For Extra Work or a Failed One

We have established a flat fee price for any extra PACES you may need over and above the amount of PACES your tuition will provide. We prefer that when you need more books, you pay your quarterly fee to do so. But, after the 4th quarter, if you still need Paces to

complete the year, then you may order more at a per Pace cost. The fees include shipping/handling, tax, and record keeping.

PACES 1-48: \$6.00 each

PACES 49-84: \$6.50 each

PACES 85-144: \$7.00 each

Just call us with your request for the Pace's you need extra of. This applies to expanded courses too. We will loan to you any score keys you need for extra PACES. (These fees are subject to change without notice)

Immunization Records and Photos

By law, we must have on file the students' up-to-date Health Records - which includes Health Exam Form and Immunization Records recorded on form 680. These should be included in their school records, which we are requesting. However - All 7th - 12th graders entering school must now receive a Hepatitis B Vaccine, a second dose of MMR, and tetanus-diphtheria booster. This must be recorded on new form 680 by a doctor or health clinic. We cannot accept 7th - 12th grade students without this original form or a temporary medical exemption from the doctor or health clinic showing you are in the process of completing shots.

Please send us copies of updated shot records and once a year try to send us a recent photo of your student(s).

School Mascot and Colors

Our school mascot is the Lion. Our school colors are Royal Blue, Grey, and White.