

STUDENT AND PARENT HANDBOOK
HONEY BROOK CHRISTIAN ACADEMY
Motivating and equipping students to live a lifestyle of radical obedience to God

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SCHOOL MISSION

The mission of HBCA is to provide a Christ-centered traditional education including experiential learning, individualized instruction, and abundant teaching and discipleship in how to live Biblical, historic Christianity.

SCHOOL VISION

The vision of HBCA is to motivate and train students to love Jesus Christ, surrender their lives to Him, and live a lifestyle of radical obedience to God.

HBCA is committed to:

- **A Christ-Centered Education:** We believe that Jesus Christ is the King of all kings and Lord of all lords and is worthy of our unflinching love and obedience, and we seek to honor Him and bring Him glory in every word and action.
- **Authority of Scripture:** We believe God's Word is a message from the Creator of the Universe, and since God cannot lie, the Bible is absolutely true and is to be obeyed in every detail.
- **A Biblical Worldview:** We seek to study history, science, and every other subject from God's perspective as revealed in the Bible.
- **Excellence:** We recognize that we bring Christ glory when we strive for excellence.
- **Decorum:** We seek to bring the behavior of Heaven to earth, conducting ourselves with a dignity and respect that honors Jesus in our midst.
- **The Gospel:** We teach our students the Gospel as outlined below:

Creation: God created the first humans (Adam and Eve) perfect. God had an intimate friendship with Adam and Eve. Since God desired Adam and Eve's voluntary love, He had to give them a way to show that love. Love is ultimately shown by obedience, so God gave the first couple one commandment to obey: "Of the tree of the knowledge of good and evil you shall not eat, for in the day that you eat of it, you shall surely die" (Genesis 2:17). By obeying this command, Adam and Eve could demonstrate that their love for God was genuine and not just a robotic love that existed by default.

Sin: Besides creating humans, God also created angels. One of the most beautiful of these angels was Lucifer. Lucifer decided that rather than serving God, he wanted to BE God. In response to Lucifer's rebellion, God threw Lucifer out of Heaven. We now know Lucifer as Satan. When Satan was kicked out of Heaven, the first item on his agenda was to cause Adam and Eve to sin. He came to Eve in the form of a snake and convinced her to doubt God's Word—that eating the fruit from the tree of the knowledge of good and evil would cause death. Adam and Eve listened to Satan's lies and ate the fruit. They did not immediately drop down dead in the physical sense, but there was an immediate break in their relationship with God—a spiritual death. Adam and Eve were driven from the garden God had made for them, and since their bodies were now cut off from the source of life, eventually their bodies died. Adam and Eve's sin destined them for eternity in Hell, a place of torment that God created for the devil. Since all of Adam and Eve's descendants (including us) were born outside the garden to sinful parents, we are also sinners, at war with Almighty God and destined for Hell. "For all have sinned and fall short of the glory of God" (Romans 3:23). "If we say we have no sin, we deceive ourselves, and the truth is not in us" (1 John 1:8). "All our righteousnesses are as filthy rags" (Isaiah 64:6).

Other effects of sin: All of creation was affected by Adam and Eve’s sin. Sickness, disease, and death now riddle the natural world. All manner of physical and mental health problems, learning disorders, conflict in the home, anger, hatred, bitterness, depression, anxiety, eating disorders, suicidal tendencies, and self-harm are all results of sin in this world. “For we know that all creation has been groaning together in the pains of childbirth until now” (Romans 8:22).

Redemption: In His great kindness, God sent His own Son into the world to rescue us from the effects of sin. Jesus Christ took on the form of a human baby and was born to a poor Jewish family. He lived a sinless life. This was possible only because He is God. When Jesus was 33 years old, He allowed sinful men to crucify Him, even though He was perfect and had never sinned. He took the punishment for sins that we rightfully deserve. In doing this, He made a way for us to be forgiven for our sins and spend eternity in Heaven instead of in Hell. “For as in Adam all die, so also in Christ shall all be made alive” (1 Corinthians 15:22). “For the wages of sin is death, but the free gift of God is eternal life in Christ Jesus our Lord” (Romans 6:23).

The bigger picture of redemption: Jesus not only died for our sin, but He was raised to life after being in the grave only three days. He returned to Heaven and sat down at the right hand of God the Father, but His Spirit now lives inside us if we give our lives to Jesus.

- We must believe that Jesus is God and that He died for our sins. “If you confess with your mouth that Jesus is Lord and believe in your heart that God raised Him from the dead, you will be saved” (Romans 10:9).
- We must accept God’s forgiveness for our sins and turn away from our sins. “If we confess our sins, He is faithful and just and will forgive us our sins and purify us from all unrighteousness” (1 John 1:9). “Let not sin therefore reign in your mortal body, to make you obey its passions” (Romans 6:12).
- We must surrender control of our lives to Jesus, letting Him be in charge of our every word and action. Jesus says, “If anyone would come after me, let him deny himself and take up his cross and follow me” (Mark 8:34).
- When we give up our lives to Jesus, He sends His Spirit to live in us. “Don’t you know that you yourselves are God’s temple and that God’s Spirit lives in you?” (1 Corinthians 3:16).
- As we obey the Holy Spirit, He gives us power to have victory over sin and its effects in our lives. “You, however, are controlled not by the sinful nature but by the Spirit, if the Spirit of God lives in you” (Romans 8:9a).

Although the medical world today diagnoses such things as depression and eating disorders as “sicknesses” and tries to medicate them, we recognize these things as being the results (directly or indirectly) of man trying to control his own life rather than surrendering to Jesus Christ. Jesus is the Healer. There are no exceptions, no special cases too hard for Him. As long as we see ourselves as helpless victims, we remain powerless, but if we confess our sin of trying to run our own lives rather than surrendering to the one who died for us, and if we cry out to Him for healing, He brings freedom from the things that bind us.

The exchanged life: All this can be summarized as the “exchanged life.” When we give Jesus our plans, our dreams, our schedules, our thoughts, our words, our actions, our free time, our eating and sleeping habits, our recreation, our friendships, and our families—giving Him utter and complete control of our lives and committing ourselves to live every moment to bring Him glory and pleasure—He gives us all He is: His power, His wisdom, His strength, His victory over

sin, His healing, His peace, His love, His presence, His comfort, His joy, His grace, and the fulfillment of every promise given in the Bible. It is a strange exchange: our paltry pile of plastic treasure for his limitless storehouse of gold.

CORE VALUES AND DISCIPLINE

Because children and young people are on a journey to greater and greater responsibility and independence, our emphasis in core values and discipline changes as students mature. Our expectations for our students are outlined below:

- Increasing maturity as students grow older:
 - Grades K-4: Obedience
 - Grades 5-8: Responsibility
 - Grades 9-12: Independence
- Good school spirit and willing participation in school events (field trips, etc.)
- Completion of all assigned work

We believe that students are not ready for responsibility until they have learned to be obedient, and they are not ready to be independent until they have learned to be responsible. We give greater and greater freedom to students as they demonstrate that they are ready for it.

Students who show patterns of doing work poorly or turning work in late are usually placed on academic probation. Terms of the probation will be reviewed in a meeting including the student's parents, the homeroom teacher, and the academy principal. If specified in the terms of the probation, failure to keep the terms of probation will result in the student being asked to leave the academy.

Teachers will deal with each student on an individual basis. The Gospel as outlined above will be the basis for all our dealings with student behavior. Patterns of failing to meet the expectations listed above will result in any or all of the following:

- Notification of the parent
- In-school suspension
- Out-of-school suspension
- Probation
- Expulsion

Discipline will not include corporal punishment. However, in cases in which a student may harm or endanger another person or damage property, the student may be restrained by a staff member. For younger students, this may include holding the child until he/she is no longer out of control. Criminal behavior may lead to the notification of the appropriate civil authorities (police, etc.).

Resolving Differences

Conflict will happen. Conflict helps us learn much about ourselves and our own selfishness. In the midst of conflict we must follow principles from Matthew 18:15-16:

If your brother or sister sins, go and point out their fault, just between the two of you. If they listen to you, you have won them over. ¹⁶ But if they will not listen, take one or two others along, so that “every matter may be established by the testimony of two or three witnesses.”

In following this model, we teach students to try to deal with any complaint against a fellow student first by going directly to the person who committed the offense and trying to work things out just the two of them. If this does not lead to restoration, we ask the student to take the matter to the homeroom teacher.

When a student feels he/she has been wronged by a teacher, that student should wait until *after class* to bring the issue to the teacher’s attention. If this does not resolve the situation the administrator will then speak to both parties involved, as well as seeking parental input and/or involvement. If the teacher involved is the administrator, another teacher or a board member may step in as a mediator.

HBCA exists to serve its students and their families, and we recognize that we cannot always be sensitive to all the needs of our students or aware of all that occurs at school. Therefore, we invite parental input and involvement. When a parent has concerns about anything happening with his/her child at HBCA, he/she should call and ask for a meeting with the homeroom teacher and/or administrator so differences can be worked out in an orderly, appropriate manner and so that the school can strive to be a safe and nurturing environment for every student. A board member may also be asked to participate in such a meeting.

Students with Disabilities

We recognize that our small class sizes and individualized approach may appeal to students with learning disabilities or psychological and physical challenges. We welcome these students. We are committed to providing a safe and loving atmosphere in which to help these students reach their full potential. We stand on the promise in 2 Peter 1:3—“[Jesus Christ] gives us everything we need for life and for holy living. He gives it through His great power. As we come to know Him better, we learn that He called us to share His own shining-greatness and perfect life” (NLV). We believe that God provides healing for emotional wounds, post-traumatic stress disorder, depression, suicidal thoughts, addictions, etc. We endeavor to direct every student to the peace and wholeness that is found in repentance and a personal relationship with Jesus Christ. In directing every student to Jesus as the Healer we are not implying that students’ problems are their own fault or that they are not real; we are simply refusing to see our students as trapped in those problems.

We recognize that all students have unique needs and gifts, and we make no effort to treat all students identically. We may make concessions, give or withhold privileges, and adjust school activities to reflect students’ disabilities or gifts.

Godly Masculinity and Femininity

We promote men being men and women being women.

Men: We train our young men to be gentlemen and leaders. We expect a young man to open the door for a lady, to give up his seat for a lady, and to serve a lady in small things like clearing her dirty dishes after a meal. We expect a young man to be the first sufferer; in other words, if there is something dangerous or unpleasant that must be done, we expect the man to step up and volunteer to do it. The prototype of a godly young man is found in Job 29:

Job 29:11-17: When the ear heard, it called me blessed, and when the eye saw, it approved, because I delivered the poor who cried for help, and the fatherless who had none to help him. The blessing of him who was about to perish came upon me, and I caused the widow's heart to sing for joy. I put on righteousness, and it clothed me; my justice was like a robe and a turban. I was eyes to the blind and feet to the lame. I was a father to the needy, and I searched out the cause of him whom I did not know. I broke the fangs of the unrighteous and made him drop his prey from his teeth.

Women: We train our young ladies to be feminine and to be respectful followers. We expect a young lady to be a gracious receiver when a young man offers to assist her with things like opening a door or carrying a box. We expect a young lady to be feminine in the way she dresses and handles herself. We expect her to be tender and gracious and yet inwardly strong. A godly woman is described in 1 Peter 3:1-4:

Likewise, wives, be subject to your own husbands, so that even if some do not obey the word, they may be won without a word by the conduct of their wives, when they see your respectful and pure conduct. Do not let your adorning be external—the braiding of hair and the putting on of gold jewelry, or the clothing you wear— but let your adorning be the hidden person of the heart with the imperishable beauty of a gentle and quiet spirit, which in God's sight is very precious.

SCHOOL WIDE RULES (a.k.a. House Rules)

The purpose of HBCA is to partner with parents in guiding students in the pursuit of excellence through Christ in all areas of life, including self-discipline and decorum. HBCA carries out its role in the process by ensuring a stable, encouraging, and educational environment through a framework of school expectations. All the following expectations are considered house rules and will be enforced, but these rules do not necessarily deal with heart issues like the core values.

Dress Code

All students are expected to conform to the dress code from the first day of school as outlined in this section, and on all school field trips, unless otherwise specified. A student's conformity to the dress code is primarily the responsibility of the home.

It must be recognized that a dress code cannot address every area. For that reason, the administration reserves the privilege of interpreting the principles and specifics of the dress code.

- No low-cut shirts.
- Shirts must have sleeves.
- Shorts and skirts must be knee-length (with no holes above the knee).
- Leggings are not to be worn alone as bottoms.
- Clothes should contain no inappropriate messages, slogans, or pictures (e.g., symbols of death like prominent skull designs).
- Students may not wear hoods up while in class. Hats or hair which covers a student's face or eyes will be discouraged.
- Students must come to school with proper foot wear (shoes, boots, sandals etc. are all acceptable).

Students are encouraged to wear school-appropriate clothing rather than coming to school in pajamas.

Safety

Students are not to engage in excessive physical contact. Such things are described as jumping on each other's backs, pushing, shoving, tripping, holding hands, hugging etc.

Students shall not bring firearms, knives (including pocket knives, hunting knives, etc.), or other weapons to school.

Tobacco, drugs, and alcoholic beverages are absolutely prohibited on school grounds and in school-operated vehicles. If the school has good reason to suspect controlled substance use, a student may be required to undergo an assessment by a licensed drug and alcohol facility. HBCA does not provide the funds for a required assessment.

Food

Food and drinks other than water are only permitted in the dining area of the school. An exception is made for gum and hard candy but teachers may choose to limit or remove those privileges.

Dating

Students are to maintain relationships within school hours that do not give the appearance of being a dating relationship, whether or not the students are actually dating.

Parking

Students wishing to drive to school need to make arrangements with the administration.

All drivers dropping off or picking up students should observe the same traffic flow pattern as the buses: enter on the south side (closest to route 322) and exit on the north side (furthest away from route 322). Vehicles other than buses should stay out of the bus loading zone immediately after school has dismissed for the day. The bus loading zone can be avoided either by driving around the back of the building or by parking on the north side of the building if arriving before school has dismissed.

Visitors

We ask that all visitors make arrangements with the homeroom teacher prior to visiting. This includes parents, friends, and any students wishing to visit the academy.

TECHNOLOGY

Cell Phones and Electronic Devices

HBCA is a mobile device free zone. We define mobile device as any device which could be used to game, text or connect to social media. This will include smartphones, flip phones, smartwatches etc. Students will be required to hand any mobile devices at the beginning of each school day. Students will receive their phones back at the end of the school day. Parents may contact their students at any time during school hours using the school phone number in the case of an emergency.

Computer Usage

On-line use of computers broadens the students' reach for information supporting research work in many of the school's disciplines. It is, however, an area in which abuse can occur through the students' misuse of this capability. Any student found using computers in a manner deemed inappropriate by school faculty may have his/her computer privileges suspended.

ACADEMICS AND ATTENDANCE

Grades 1-4: Grammar Stage

In elementary school students will study fundamental and basic facts in the following curricular areas: English (including spelling, reading, and writing), science, geography, history of the world from ancient to modern times, civics, safety education (including fire safety), health, physical education, music, and art.

Grades 5-8: Logic Stage

In middle school students will study cause and effect and the way facts fit together in the following curricular areas: English (including spelling, reading, and writing), science, geography, history of the world from ancient to modern times, civics, safety education (including fire safety), health, physical education, music, and art.

Grades 9-12: Rhetoric Stage

In high school students will begin using logic to express their own conclusions. They will be encouraged to specialize in branches of knowledge that especially interest them by taking college courses, taking trips, and taking elective courses. The following curricular areas will be included: English (including language, literature, speech, and composition), science (including biology and chemistry), geography, social studies (including civics, economics, world history, US history, and PA history), a foreign language, mathematics (including general math, statistics, algebra, and geometry), art, music, physical education, health, and safety education (including fire safety.)

Yearly Theme

The entire school is on a cyclical four-year overview of world history:

1. Ancient (Creation to Christ)
2. Rome through Medieval/Renaissance
3. American (including Pennsylvania)
4. Modern World History/Geography

History, Bible, and literature course offerings may reflect the historical theme of any given year.

Assessment and Progress Reports

Report cards will be issued quarterly for grades 3-12.

Late Work

Assignments turned in late will be docked one letter grade per day late. Tests may be excepted per the teacher's discretion.

Grading Scale

100-99 A+	92-91 B+	84-83 C+	76-75 D+	69-0 F
98-95 A	90-87 B	82-79 C	74-72 D	
94-93 A-	86-85 B-	78-77 C-	71-70 D-	

Standardized Testing

Students will take a standardized achievement test in at least grades 3, 5, and 8.

Unfinished Assignments

Students are required to complete every assignment given in a class to receive a grade for that class.

High School Graduation Requirements

In order to **graduate** from HBCA, students must earn **22 credits**, including the following, in grades 9-12:

- 4.0 credits in English
- 3.0 credits in social studies
- 3.0 credits in science
- 3.0 credits in mathematics
- 3.0 credits in arts and humanities (minimum of 2 Bible credits and 1 additional credit to include art and music; students must earn 1 Bible credit each high school year they are at HBCA)
- 1.0 credit in PE/health/wellness/safety

Each credit of high school English must include all the following:

- Writing a term paper
- Giving a speech
- Reading at least 10 books

A student must satisfactorily complete the checklist listed in Appendix A in order to graduate.

Parent-Teacher Conferences

A parent-teacher conference will be scheduled after the first and third quarters. The purpose of a conference is to discuss the student's academic progress and character development.

ATTENDANCE

School attendance is a legal requirement, not a parental option. It is important to understand that absences do have an impact on students' learning.

An absence will be excused under the following conditions:

- Illness or medical and dental appointments if a doctor's note is submitted
- Death of a family member if an obituary or other evidence is submitted
- Illness with a parental note but no doctor's note (not to exceed 10 days in the first semester and 15 days for the entire year)
- Educational trip days with prior written request and approval by the administration (sufficient explanation must be provided to the administration to demonstrate the trip will be educational; trips the first two and last two days of the school year will not be excused)
- Other reasons as specified in the Twin Valley School District handbooks

An absence will be unexcused under the following conditions:

- Failure to provide a note/obituary etc. as described above within two weeks of the absence

- Excessive absences with only parental notes (as described above: more than 10 days in the first semester or more than 15 days in the year)
- Days missed for reasons other than those listed above
- Failure to login to classes and/or failure to complete work on a virtual school day may result in an unexcused absence.

Students arriving after the tardy bell at 7:45 at the beginning of the school day but before the end of the first period will be counted tardy. However, if a student rides a bus and the bus is late, he or she will be recorded as being on time to school. Other students arriving late to school need to submit a parent note explaining the reason for the tardiness before an excused tardy will be considered. Students driving to school are not entitled to an excused tardy due to traffic conditions or problems related to their vehicle, passengers, or road conditions. One hour after-school detention will be required after 4 unexcused tardy arrivals.

Other arrival and leaving times will be designated as shown below:

<i>Arriving late</i>	Arriving between 7:45 and 8:38 (before second period)	Arriving between 8:38 and 12:10 (after first period but before lunch)	Arriving after 12:10 (during or after lunch)
<i>Leaving early</i>		Leaving between 9:25 (after second period) and 3:00*	
<i>Early dismissals</i>			Missing a day with a 12:15 dismissal
	Tardy	Half-day absent	Whole-day absent

*The principal may grant permission for a student to leave between 2:15 and 3:00 with no absence counted. A student arriving late and leaving early on the same day must be present for at least two full instructional periods to be counted present at least a part day.

For unexcused absences:

1. After the first unexcused absence, a letter of notification will be sent to the parents by regular mail.
2. After the second unexcused absence, another letter of notification will be sent to the parents by regular mail. In addition, a conference to include the student, family representative, school administrator, and homeroom teacher will be scheduled. The purpose of the conference is to address the attendance situation and to form a plan to improve attendance (School Attendance Improvement Plan, or SAIP).
3. After the third unexcused absence, a letter of notification will be sent to the parents again, this time by certified mail. The SAIP will be evaluated and another meeting may be arranged as well.
4. If a fourth or subsequent unexcused absence occurs:
 - a. HBCA is required to report the absence to the student’s school district.
 - b. In some cases HBCA is required to report the absence to the student’s county Children and Youth Agency as well.

- c. For high school students, the transcript letter grades for the year will be lowered by one increment for the fourth unexcused absence. Grades will be lowered by one additional increment for the fifth unexcused absence as well. If the sixth unexcused absence is reached a conference will be called and the student will likely be required to transfer elsewhere to finish the term.

Attendance after age 17: High school students older than age 17 are no longer required by state law to attend school and so will not be reported to the local district for truancy. However, a student cannot earn a diploma if he or she is excessively absent. Therefore, for students aged 18 or older, the following actions will accompany unexcused absences:

- 3 unexcused absences (no penalty—same as for all students)
- 4th unexcused absence: all final grades for the year drop by one increment (see grading scale: an *A* would become an *A-*, an *A-* a *B+*, etc.); a meeting with the administrator will likely be scheduled
- 5th unexcused absence: all final grades for the year will drop by two additional increments; a meeting with the administrator must be attended; plans will be put in place for a possible 6th unexcused absence (the student will likely need to finish school elsewhere)

Students older than age 17 are frequently given the option to attend school for less than a full day if they do not need full days to complete their credit requirements for graduation and school work is up-to-date. The privilege of attending less than a full day is forfeited if a student's course work is not kept up-to-date. Field trips for these students are optional when the trip is not a part of a course in which the student is enrolled. The student will be counted as excused absent for any day or part-day not present due to a field trip not attended.

Virtual Schooling

- HBCA has traditional snow days with no virtual schooling **IF** the snow cancellation occurs before a built-in snow-makeup-day.
- If there are no remaining snow-makeup-days on the calendar, HBCA will hold virtual classes for grades 6-12 on storm days (the needed school materials and equipment will be sent home with students the day prior).
- Virtual school day schedules are developed in the fall.

Field Trips

Field trips are planned to enhance classroom curriculum and to promote class unity. A permission form will be sent home explaining the details of the trip. The signed permission form must be returned and any student without a signed form will not be permitted to go on the trip.

Nondiscriminatory Policy

HBCA admits students of any race, color, national, and ethnic origin to all the rights, privileges, programs and activities generally made available to students. HBCA does not discriminate on the basis of race, color, national, and ethnic origin in the administration of its educational policies, admission policies, scholarship and sponsorship programs, and athletic or other school administered programs.

SCHOOL PROCEDURES

Fire Drill

Fire drills are held regularly throughout the school year. Students will be instructed in safe procedures for leaving the building and given a meeting place outside the building.

School Nurse

The Honey Brook Elementary Center Nurse is responsible for doing yearly height, weight and vision screening on all students.

HEARING SCREENINGS: Hearing screenings will be done in Kindergarten and grades 1, 2, 3, 7, and 11.

DENTAL EXAMS: The Pennsylvania Department of Health requires Kindergarten, first and third and seventh grade students to have dental exams. This is the responsibility of the parent.

SCHOLIOSIS SCREEN: Scoliosis Screens are required in grades 6 and 7. This is the responsibility of the parent.

PHYSICAL EXAMS: The Pennsylvania Department of Health requires Kindergarten, sixth and eleventh grade students to have physical exams. This is the responsibility of the parent.

School Supplies

A list of necessary supplies will be given to each student. Parents are responsible to purchase those supplies and the student is to have them with him/her on the first day of school.

Appendix A Graduation Checklist

The following courses are required in grades nine through twelve to graduate from HBCA.

9 th	10 th	11 th	12 th	
—	—	—	—	Four credits of English
—	—	—	—	Three credits of mathematics
—	—	—	—	Three credits of science
—	—	—	—	Three credits of social studies
—	—	—	—	Three credits of arts and humanities (minimum of 2 Bible credits and 1 additional credit to include art and music; students must earn 1 Bible credit each high school year they are at HBCA)
—	—	—	—	One credit PE/health/wellness/safety
—	—	—	—	Half credit of finance
—	—	—	—	Five credits of electives

These subjects must be covered sometime between seventh and twelfth grades.

- Geography
- Civics
- World history
- History of the U.S. and Pennsylvania
- General mathematics
- Algebra
- Geometry
- Safety education including fire safety
- Health and physiology
- Physical education
- Music
- Art
- Keyboarding (1/2 credit minimum)



Honey Brook Christian Academy

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I have received Honey Brook Christian Academy's *Student and Parent Handbook* and agree to follow the policies and procedures contained therein. Honey Brook Christian Academy (HBCA) reserves the right to change this handbook without notice.

Date

Printed Name of Student(s)*

Signature of Student (Grades 7-12)

Additional Student Signature (Grades 7-12)

Additional Student Signature (Grades 7-12)

Printed Name of Parent (Guardian)

Signature of Parent (Guardian)

Printed Name of School Representative

Signature of School Representative

*Please list all students attending HBCA, regardless of age.