The Masterpiece Academy

Student and Family Handbook

Purpose of This Handbook

The Masterpiece Academy Student and Family Handbook explains the practices, expectations, and procedures that guide participation in Academy programs. It is intended to help students and families understand how the Academy supports learning, monitors progress, communicates with families, uses digital resources, and maintains a respectful and productive learning environment.

The Masterpiece Academy is a private, Christ-centered educational enrichment and support organization. The Academy provides personalized tutoring, academic intervention, educational coaching, homeschool support, selective-admissions preparation, standardized-test preparation, STEM enrichment, Bible literacy instruction, and other individualized educational services.

Because The Masterpiece Academy is a special-purpose educational organization rather than a traditional full-time K–12 school, students participate for different purposes, in different programs, and for varying lengths of time. Academy practices and procedures therefore reflect the purpose and design of each program while remaining consistent with the Academy's mission, educational philosophy, and expectations for quality.

1. Mission and Educational Philosophy

The Masterpiece Academy's educational philosophy is grounded in the belief that every learner is uniquely created and possesses individual strengths, needs, interests, abilities, and opportunities for growth. This belief is informed by Ephesians 2:10, which describes individuals as God's workmanship, created for a purpose. The Academy seeks to recognize and develop each learner's academic abilities while encouraging character, responsibility, perseverance, and purposeful learning.

Personalized learning at The Masterpiece Academy does not mean reducing academic expectations. Instead, educators adjust instructional pathways, pacing, scaffolds, resources, questioning, practice, and feedback while maintaining clear expectations for what learners should understand and be able to do. The Academy values academic excellence, Christian character, respect, integrity, intellectual curiosity, perseverance, learner responsibility, family partnership, evidence-informed instruction, authentic learning, and continuous growth.

2. Educational Programs

The Masterpiece Academy provides educational services according to learner and family needs. Programs may include individualized tutoring and academic support, literacy and writing instruction, academic intervention and enrichment, homeschool educational support, standardized test and selective admissions preparation, STEM and problem-solving enrichment, FIRST LEGO League experiences, Bible literacy and Bible Bee preparation, parent education and coaching, and customized learning pathways.

Programs may be provided individually, in small groups, online, in person, or through blended learning experiences. Not every learner participates in every Academy program. Enrollment and placement depend on the learner's goals, readiness, educational needs, program availability, and family decisions.

3. Enrollment and Program Placement

Students may enter the Academy through family inquiry, consultation, referral, assessment, enrollment in a specific course, or participation in a specialized program. When appropriate, educators review information such as prior academic performance, diagnostic assessment results, learner work, student and family goals, identified strengths and needs, prior educational experiences, prerequisite skills, and program-specific requirements. This information helps the Academy determine an appropriate instructional starting point and educational pathway.

Because many Academy services support preparation for external assessments, competitions, selective programs, or admissions processes, participation does not guarantee a particular score, admission decision, placement, or other external outcome. The Academy's responsibility is to provide high-quality instruction, preparation, feedback, resources, and educational support that help learners strengthen the knowledge, skills, strategies, and confidence relevant to their goals.

4. Instructional Time and Learning Expectations

Instructional time is established according to the purpose, design, and intended outcomes of each Academy course or program. Because programs vary considerably, the Academy does not apply one uniform seat-time requirement to all educational services. Learning may include live or recorded instruction, independent practice, reading, writing, research, assignments, projects, diagnostic and progress assessments, revision, digital activities, discussion, reflection, and other appropriate learning experiences.

Course dashboards, instructional materials, or program communications may identify expected durations for lessons, modules, assignments, assessments, and learning activities. Instructional time provides learners with opportunities to acquire and apply knowledge, but time alone does not determine progress. Evidence of learning, competency, completion of appropriate learning experiences, and readiness for subsequent work are more meaningful indicators of progress within the Academy's personalized model.

5. Student Engagement

Students are expected to participate actively and purposefully in their learning. Engagement may be demonstrated through instructional discussion, questioning, explanation of reasoning, problem solving, completion of assignments, research, analysis, collaborative work, practice, use of instructional resources, submission of learner work, response to feedback, revision, reflection, and persistence with challenging tasks.

The Academy recognizes that engagement may look different across individualized tutoring, small-group instruction, online learning, STEM activities, writing instruction, Bible literacy, test preparation, and other educational experiences. Engagement is therefore not measured simply by how frequently a learner speaks or by visible participation. Sustained concentration, thoughtful reading, independent problem solving, revision, reflection, and productive struggle are also meaningful forms of learner engagement.

6. Attendance, Participation, and Missed Instruction

Students and families are expected to make reasonable efforts to attend scheduled instructional sessions and participate consistently in enrolled programs. Consistent participation supports continuity of instruction and allows educators to monitor learning and respond appropriately to student needs.

When a learner misses instruction, available options depend on the structure of the program. A learner may be asked to review recorded instruction, complete assigned work independently, access course materials through the learning management system, communicate with the educator about missed content, or complete other appropriate make-up activities. Families should communicate scheduling concerns as early as practical. Contractual matters involving cancellations, rescheduling, payments, refunds, or program withdrawal are governed by the Academy's current Terms and Conditions.

7. Assessment and Progress Monitoring

Assessment is an integral part of teaching and learning at The Masterpiece Academy. Depending on the program and learner, assessment evidence may include diagnostic and formative assessments, competency measures, quizzes, writing samples, rubrics, authentic performance tasks, progress assessments, standardized or specialized assessments, educator observations, learner reflections, and successive samples of student work.

Assessment serves both learning and evaluation. Diagnostic evidence helps educators determine an appropriate instructional starting point and identify strengths, misconceptions, prerequisite needs, or areas requiring greater challenge. Formative evidence provides information while learning is occurring and allows instruction to be adjusted accordingly. Competency measures help identify skills that have been demonstrated and those requiring continued development. Authentic performance allows learners to demonstrate knowledge through meaningful application rather than task completion alone.

Assessment evidence directly informs instructional decisions. Depending on demonstrated need, an educator may reteach a concept, provide additional modeling, modify pacing, introduce additional scaffolding, recommend targeted practice, use an alternative instructional strategy, address prerequisite knowledge, provide enrichment, increase complexity, or move the learner toward greater independence.

8. Student Progress and Learner Ownership

The Academy encourages learners to understand their progress and assume increasing responsibility for their learning. Depending on the learner's age, readiness, and program, students may review competencies and rubrics, interpret feedback, identify strengths and areas for development, establish goals, revise work, select strategies, reflect on performance, monitor progress, and identify appropriate next steps.

The Academy seeks to develop confidence through increasing competence. Mistakes, revision, questioning, and productive struggle are treated as normal components of meaningful learning. As learners develop, educators seek to move them from dependence on direct support toward greater independence in applying strategies, monitoring understanding, solving problems, and making informed learning decisions.

9. Course and Program Completion

Course or program completion is determined according to the requirements and intended outcomes of the applicable educational experience. Depending on the program, completion may require participation in designated instruction, completion of modules and learning activities, submission of required learner work, completion of assessments, participation in projects or other authentic learning experiences, and demonstration of identified competencies or learning outcomes.

Completion is not determined solely by the number of instructional hours accumulated. Because Academy programs differ in purpose and structure, specific completion expectations may be communicated through the course dashboard, instructional materials, program information, or direct educator communication.

10. Progression and Eligibility for Subsequent Courses

When Academy courses, programs, or learning experiences are sequential, readiness to advance is determined according to the prerequisites and intended outcomes of the applicable program. Evidence used to determine readiness may include completion of required learning experiences, demonstrated competencies, assessment results, learner work, educator evaluation of performance, readiness for increased complexity, and other program-specific prerequisites.

When evidence indicates that additional development is needed, the Academy may recommend further instruction, practice, intervention, enrichment, or continued work on prerequisite competencies before advancement. Programs that are independent and do not require prerequisite learning may be accessed according to their individual enrollment requirements.

11. Documentation of Student Work and Progress

The Academy maintains documentation appropriate to each learner and program. Documentation may include diagnostic results, assessment scores, competency records, rubrics, learner work, drafts and revisions, written or digital feedback, instructional records, progress information, assignments, project work, digital learning records, and other evidence demonstrating participation and growth.

These records support instructional decision-making, communication with learners and families, evaluation of program effectiveness, and organizational continuous improvement. The type and amount of documentation may vary according to the purpose, duration, and structure of the learner's program.

12. Feedback and Revision

Feedback is considered an essential part of the learning process. Educators may provide feedback through written comments, rubrics, conferences, digital feedback, questioning, modeling, instructional dialogue, discussion of learner work, or recommendations for revision and additional practice.

Students are expected to consider feedback thoughtfully and, when appropriate, revise or improve their work. The Academy emphasizes that strong performance often develops through repeated cycles of practice, feedback, reflection, and revision rather than through one attempt.

13. Academic Integrity and Original Work

Students are expected to submit work that accurately represents their own knowledge, reasoning, and effort. Learners should not copy another person's work without appropriate acknowledgment, submit work completed by another person as their own, obtain unauthorized assistance during assessments, or misrepresent work substantially completed by a parent, tutor, technology tool, or another individual.

When questions arise regarding authorship or demonstrated mastery, educators may ask the learner to explain reasoning, revise the work, complete an additional assessment, or independently demonstrate the relevant knowledge or skill. The purpose of these practices is to ensure that learner work provides valid evidence of learning.

14. Responsible Use of Artificial Intelligence

The Academy recognizes that artificial intelligence is increasingly part of education, work, and everyday life. AI may be used as an educational tool when permitted by the educator and when its use supports rather than replaces the learner's thinking. Depending on the learning purpose, appropriate uses might include brainstorming, generating practice questions, exploring alternative explanations, supporting research planning, or receiving preliminary feedback.

Students should not use artificial intelligence to complete work intended to demonstrate independent knowledge or skill unless such use has been specifically authorized. Learners remain responsible for evaluating the accuracy of AI-generated information, verifying sources and claims, protecting personal information, following assignment expectations, acknowledging AI assistance when required, and being able to demonstrate their own understanding. Academy expectations may be revised as technologies and educational standards evolve.

15. Digital Learning and Technology

Technology is used to expand access to learning, provide instructional resources, support practice and assessment, facilitate communication, and encourage learner independence. Depending on the program, students may use a learning management system, online lessons, recorded instruction, digital assignments, assessments, competency dashboards, discussion tools, educational websites, videos, collaborative resources, and other instructional technologies.

Students are expected to use digital resources responsibly and for legitimate educational purposes. Login information and access credentials should be protected and should not be shared with unauthorized individuals. Families should notify the Academy when significant technology problems interfere with participation so that reasonable alternatives can be considered.

16. Respectful Learning Environment

The Masterpiece Academy seeks to maintain a culture characterized by honesty, respect, support, fairness, care, and appropriate academic challenge. Students are expected to communicate respectfully, listen to others, treat differing perspectives appropriately, participate honestly, respect the learning needs of others, use appropriate language, follow reasonable instructional directions, and contribute positively to the learning environment.

Disrespectful, threatening, harassing, discriminatory, or intentionally disruptive behavior is inconsistent with Academy expectations. Because TMA serves students through individualized, small-group, online, family-supported, and collaborative environments, the application of these expectations may be adapted appropriately to the instructional setting.

17. Student Confidence and Productive Struggle

The Academy seeks to create learning environments in which students can attempt difficult work, ask questions, and acknowledge uncertainty without fear that mistakes define their ability. Educators encourage learners to attempt unfamiliar tasks, analyze mistakes, seek clarification, revise work, persevere through difficulty, and use feedback productively.

Students should expect appropriate academic challenge. Personalized learning does not mean that all work will be easy or that every task will result in immediate success. The Academy views productive struggle as an important part of developing competence, independence, confidence, resilience, and academic maturity.

18. Family Partnership

Families are essential partners in The Masterpiece Academy's educational model. Parents and guardians may participate through consultations, progress discussions, Parent Cohorts, instructional strategy sessions, homeschool support, Bible literacy activities, educational resources, assessment discussions, and communication with educators.

The Academy may equip families with research-informed strategies that can be used appropriately at home to support literacy, comprehension, writing, study habits, independent learning, and other educational goals. Family education is intended to strengthen continuity between Academy instruction and learning outside instructional sessions while preserving the learner's responsibility for completing and demonstrating his or her own work.

19. Family Responsibilities

Families support successful participation by providing accurate enrollment and contact information, communicating relevant educational concerns, supporting reasonable attendance and participation, helping learners access required materials and technology, reviewing Academy communications, respecting instructional boundaries and educator expertise, and encouraging students to complete their own work.

The Academy encourages parents and guardians to ask questions when clarification is needed about instruction, learner progress, program expectations, assessments, or educational resources. Constructive communication helps educators and families work together in the learner's best interests.

20. Parent Cohorts and Family Education

The Academy may provide Parent Cohorts and other educational opportunities designed to increase families' understanding of teaching and learning. Parent education may address research-informed practices such as activating prior knowledge, purposeful questioning, visualization, comprehension strategies, inferential thinking, breaking complex texts into manageable sections, retelling, and supporting learner independence.

Parents may examine examples of instruction and learner work and discuss how selected strategies can be applied appropriately within homeschool instruction, family Bible study, literacy development, or other learning experiences. These opportunities reflect the Academy's belief that informed family partnership can strengthen learning beyond direct instructional sessions.

21. Communication With Families

The Academy communicates with families through methods appropriate to each program. Communication may occur through email, consultations, learning management systems, progress information, assessment reports, conferences, parent meetings, course announcements, or direct communication with instructional personnel.

Families are encouraged to communicate questions or concerns promptly rather than waiting until the conclusion of a course or program. The Academy values both positive and constructive feedback and seeks to maintain communication that is respectful, clear, and centered on learner needs.

22. Stakeholder Feedback

The Academy collects and considers feedback from learners, families, instructional personnel, and other appropriate stakeholders to better understand their experiences and identify opportunities for improvement. Feedback may be obtained through surveys, learner reflections, family communication, consultations, instructional conversations, program feedback, and other appropriate methods.

Stakeholder information is considered alongside learner-performance evidence, instructional observations, research, educator expertise, and organizational priorities. When feedback reveals recurring or significant themes, the Academy may revise programs, resources, instructional practices, communication processes, or organizational procedures.

23. Curriculum Development and Program Improvement

The Masterpiece Academy develops and reviews curriculum in response to learner needs, academic standards, research, assessment requirements, stakeholder information, and evidence of learner performance. Curriculum and programs may be revised when standards or external assessments change, learner evidence identifies an instructional need, research supports a stronger approach, educator experience reveals an instructional problem, stakeholder feedback identifies an emerging concern, or program evaluation indicates that modification could improve learning.

The Academy's specialized organizational structure allows it to respond relatively quickly to educational changes. Program evaluation is therefore treated as an ongoing process rather than an activity that occurs only at predetermined intervals.

24. Educator Expertise and Professional Learning

Academy instructional personnel contribute according to their professional knowledge, specialized expertise, and assigned responsibilities. Because educators bring different areas of expertise and serve different learner and program needs, professional learning is individualized rather than based solely on uniform staff training.

Professional growth may include instructional coaching, curriculum-development support, research, educator reflection, analysis of learner evidence, consideration of learner feedback, instructional resources, professional dialogue, and action research. The purpose of professional learning is to strengthen instructional practice in ways that respond directly to educator and learner needs.

25. Student and Family Concerns

Students and families are encouraged to raise questions and concerns respectfully and promptly. Concerns should generally begin with the educator or Academy representative most directly involved in the matter. When additional review is appropriate, the concern may be referred to Academy leadership.

The Academy seeks to understand relevant information, communicate openly with those involved, and identify an appropriate response consistent with learner needs, program expectations, Academy policies, and the organization's mission. Families are encouraged to participate constructively in this process.

26. Privacy and Confidentiality

The Academy seeks to handle learner and family information responsibly. Student records, assessments, learner work, educational information, and family communications are used for legitimate educational and organizational purposes. Information may be shared with instructional personnel or other authorized individuals who require access to support the learner or administer the applicable program.

Students and families also share responsibility for protecting login credentials, course access information, assessment materials, and other resources intended for authorized participants. Additional privacy requirements may be established through the Academy's Terms and Conditions, privacy policies, enrollment materials, or applicable law.

27. Learning Materials and Intellectual Property

Academy-developed curricula, lessons, assessments, strategies, recordings, competency frameworks, digital resources, and other instructional materials are provided for authorized educational use. Unless otherwise permitted, Academy materials should not be reproduced for commercial purposes, redistributed publicly, shared with unauthorized users, uploaded to public repositories, or represented as the work of another individual or organization.

Specific intellectual-property and permitted-use provisions are governed by the Academy's current Terms and Conditions and other applicable agreements.

28. Health, Safety, and Appropriate Conduct

The Academy is committed to maintaining learning environments that support student well-being and appropriate adult-student interactions. Students, families, educators, volunteers, and other participants are expected to behave in ways that promote safety, respect, appropriate educational boundaries, and concern for others.

Participants in in-person activities are expected to follow applicable site and program safety procedures. In online learning environments, families should support students in maintaining appropriate digital learning conditions and protecting personal information. Emergency and crisis procedures are maintained separately as part of the Academy's organizational safety practices.

29. Special Programs, Projects, and Collaborative Experiences

Some Academy programs may include STEM projects, competitions, FIRST LEGO League activities, presentations, collaborative problem solving, volunteer or intern involvement, family-supported learning, enrichment activities, or other community-connected experiences. Additional expectations may apply according to the purpose and structure of these programs.

Students participating in collaborative experiences are expected to demonstrate appropriate teamwork, communication, responsibility, preparation, and respect. These experiences are designed not only to strengthen academic knowledge but also to provide opportunities for authentic application, leadership, problem-solving, and collaboration.

30. Continuous Improvement

The Masterpiece Academy is committed to continuous improvement and uses multiple sources of evidence to evaluate the quality and effectiveness of its educational services. These sources include learner-performance information, assessment results, learner work, competency evidence, stakeholder feedback, learner voice, instructional observations, action research, educator expertise, program evaluation, and changes in external educational requirements.

Leadership uses these findings to evaluate curriculum, instruction, professional learning, educational programs, family support, and organizational practices. The Academy's Continuous Improvement Plan identifies institutional priorities, strategies, measures of progress, results to date, and next steps. Improvement is treated as an ongoing cycle of evidence, reflection, action, evaluation, and refinement.

31. Organizational Structure and Leadership

The Masterpiece Academy operates as a single-member limited liability company. The owner and administrator provides organizational and instructional leadership, while educators and other instructional personnel contribute according to their areas of expertise and assigned responsibilities.

The Academy's small organizational structure supports direct communication, individualized decision-making, rapid curriculum development, and responsiveness to learners and families. As programs and partnerships develop, leadership evaluates personnel and organizational capacity to ensure that growth does not compromise instructional quality, learner support, organizational sustainability, or the Academy's mission.

32. Relationship to Other Academy Policies

This handbook provides an overview of the instructional practices, expectations, and organizational procedures that directly affect students and families. Additional requirements may be established through The Masterpiece Academy's Terms and Conditions, privacy policies, enrollment agreements, course-specific requirements, program communications, payment and cancellation policies, technology requirements, and other applicable Academy documents.

When a particular course or program has specialized requirements, those requirements supplement this handbook. The Academy may periodically revise the handbook as programs, educational requirements, technology, organizational practices, or accreditation expectations change. Families will be directed to current policies and requirements as appropriate.

Student and Family Acknowledgment

Participation in The Masterpiece Academy reflects a partnership among learners, families, educators, and Academy leadership. Students and families are expected to become familiar with the practices, responsibilities, and expectations described in this handbook and with any requirements specific to the programs in which they participate.

The Masterpiece Academy values this partnership and seeks to provide educational experiences that are personalized, rigorous, supportive, responsive, research-informed, and consistent with its Christ-centered mission. Through shared commitment to learning, respectful communication, meaningful feedback, and continuous growth, the Academy seeks to help each learner develop the knowledge, skills, confidence, character, and independence needed for the next stage of learning.