

Providence Academy
Parent/Student Handbook



2016-2017

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SCHOOL INFORMATION

Phone: 469.500.3150

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Fate, TX 75132

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PA Administrative Team

Head Administrator.....Rebecca Hunt
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Dean of Student Activities/Athletics & Admissions.....Jeff O’Shields
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Dean of Family Ministry/FACTS Admin.....Shanna O’Shields
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School Hours

School hours are from 8:30-3:30 on Monday/Wednesday/Friday. Due to the nature of the University-Model concept the elementary and secondary schedules differ in beginning and ending times and will vary dependent on the specific student’s schedule.

School Calendar

The school calendar can be found on the school’s website: www.providencelions.org under *Resources*.

A calendar of events can also be found on the school website under *Resources* or in RenWeb.

PA School Board Members

School board members are Zachary and Rebecca Hunt, Jeff and Shanna O’Shields, Jake Abbott, M.D., Tom Ledbetter, and Mark Kennedy. The Board of Directors, at any time and for any reason, may make changes to the policies and procedures outlined in this handbook. The Board will give two-week notice to all families and staff before any change(s) will take place.

HISTORY AND CONCEPT

BACKGROUND

Providence Academy was established in 2009 as a private elementary school serving the Lake Ray Hubbard community. We have most recently been certified as a University- Model® School (www.naums.net). Pure Heart Fellowship has been gracious enough to allow us to use their facilities as our classroom home. Our school is Christ centered and unique in that it requires a strong teacher and parent partnership in the education process. We strive to differentiate ourselves through innovative teaching techniques such as inquiry learning, group projects, and hands-on lessons that prepare our students for a highly competitive world.

Another aspect of our education model that sets us apart is that students attend school two to three times a week in a traditional classroom setting and work with one or both parents from home on alternate days to complete assignments as well as long-term projects planned by one of our state board certified teachers. The combined strength of devoted parents at home and highly trained teachers at school create an educational atmosphere in which students thrive and develop a passion for learning in a Christ centered environment.

The educational experience at Providence Academy also offers specific lesson planning designed to maximize and encourage different learning styles in order to help every student be successful using their God-given natural talents and abilities. This style requires more tailored planning and preparation by our passionate teaching staff to produce challenging learning activities that promote higher level thinking/problem solving skills that are necessary to lead us into the next generation.

THE MODEL

University-Model® schooling (UMS) combines the positive aspects of home schooling with the positive aspects of traditional schooling and molds them into one model. UMS uses a university-style schedule adapted to the elementary, junior, and senior high levels. Professional teachers teaching in their areas of expertise conduct classroom instruction. Elementary students on our campus attend classes on Mondays and Wednesdays. Students spend alternate days at home, where parents continue their instruction and supervision. Teachers provide parents with detailed instructions for days spent at home.

Parental Role Expectations

Co-Instructor (Grades K4-4)- In this role, parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and preparation or review needed for the next class. They will also bear the primary responsibility for direct instruction in some aspects of the course, such as handwriting, and in monitoring their child's academic progress (including the timely submission of all assignments).

Private Tutor (Grades 5-8) - In courses involving this role, parents receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over covered material, and any preparation or review needed for the next class. There may even be a need to bring in an outside tutor for a particular course.

Guide for Dependent Study (Grades 6-8)- These students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In order for these classes to be successful, the teachers are dependent upon parents to make certain their children keep up with the course material assigned and to communicate to teachers if difficulties arise. In some cases, private tutoring might be necessary.

Course Monitor (PK-8) - Some courses will involve equipment or expertise which necessitates that teaching be done in the classroom and leaves little for parents at home (Elementary Spanish, Art). This role, therefore, will require the least amount of time by parents, but its importance cannot be understated. The primary responsibility of parents is to track the progress of their children and to monitor how well they are doing. Are they becoming discouraged? Are they enjoying the class? What are the activities being done each day in class? What are they learning? In short, parents need to show an interest and express this to their children. If problems should develop, teachers need to know immediately.

Project Assistant (K-8)- Some courses utilizing this role would include classes with projects or science . The primary responsibility of parents is to track the progress of their children and to monitor how well they are doing. They need to have a sincere interest in their children's class activities and express that interest to their children. Furthermore, help at home might be needed occasionally in support of a particular project. If problems should develop, teachers need to know immediately.

Parent Coach (1-8) - The role of the parent coach is to provide individual practice and instruction to his/her son or daughter at home. The director or team coach will organize the group activity (choir, band, team sport, etc.), direct practices, and communicate to the parent-coaches information and directions concerning regular home practice on individual skills. This role is used primarily for competitive activities.

NAUMS, Inc. 2 revised 5/2007

Core Values and Vision Statements

VISION STATEMENT

Providence Academy (“PA”) is dedicated to co-labor with parents in equipping the next generation for Christ-centered leadership.

MISSION STATEMENT

The mission of Providence Academy is to minister to families by partnering with Christian parents to provide for their children a classical education founded upon a Biblical worldview so that these children may commence a lifelong pursuit of knowledge, wisdom and understanding in their purposeful and passionate service of Jesus Christ, for the glory of God.

GUIDING PRINCIPLES

Love and Glorify God

Love and Glorify God as He is revealed in the Holy Bible. “Jesus replied: ‘Love the Lord your God with all your heart and with all your soul and with all your mind.’ This is the first and greatest commandment” (Matt. 22:37-38). “And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through Him” (Col. 3:17). “So whether you eat or drink or whatever you do, do it all for the glory of God” (1 Cor. 10:31). The Holy Bible is our standard of truth and final authority for faith and practice in all matters relating to this ministry. Our chief aim is to love and glorify God through everything we do.

Help Fulfill the Great Commission

Help Fulfill the Great Commission (Matt. 28:18-20). The governing imperative verb of Christ's Great Commission in Matthew's gospel is "disciple" or "make disciples." Members of Christ's churches, therefore, are commanded to make disciples among all peoples by "going, baptizing, and teaching." They are to do so in the confident assurance that all authority is given to Christ and that He will always be with them. This ministry seeks to build up the body of Christ by cooperating with Christ's Great Commission purpose, encouraging all men, women, boys and girls to be both personal disciplined followers and public character witnesses of the Lord Jesus Christ everywhere they go.

Affirm, Encourage, and Equip Parents

Affirm, Encourage, and Equip Parents in their God-given opportunities and responsibilities. "Love the Lord your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up" (Deut. 6:5-7).

The first two instructions to God's people after the original giving of the Great Commandment was that they (1) keep God's commandments in their hearts and (2) teach those commandments *in their homes*. Parents are God's first plan, His single most effective agents for spreading the Gospel to children and discipling young believers. The vast majority of Christians come to a "saving faith" in Christ when they are children, under the influence of their parents.

Furthermore, the successful sharing of parents faith and values is best facilitated when actively-involved parents take the time, seize the opportunity, and employ the tools needed for developing close, loving, and nurturing relationships with their children. The parent-child relationship is paramount, and this ministry must make provision for the time, opportunity, and tools needed for these relationships to flourish. Whether the issue is instilling positive traits (e.g. respect for authority, personal integrity, honesty, dependability, loyalty, and commitment) or avoiding negative consequences (e.g. teenage suicide, substance abuse, adolescent violence, sexual promiscuity, and teenage pregnancy) parents must take their proper place on the front line, and a close relationship is essential for success. If the influence of parents ever breaks down, the cost will be measured in lost souls. The percentage of children who come to faith later in life is so small, and the consequences of a negative, neglected childhood are so great, that the positive influence of parents early in life must command our utmost attention and priority.

It is vital, therefore, that the role of a University-Model School be to affirm and support the importance of parental influence and parental responsibility. Parents in a UMS must maintain their comprehensive responsibility over their children, and the school's role and responsibility must be considered secondary.

Educate with Excellence

Educate with Excellence in a Christ-centered environment. “Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving” (Col. 3:23-24). Children, like their Lord, are to keep “increasing in wisdom and stature, and in favor with God and man” (Luke 2:52). Likewise, “Blessed is the man who finds wisdom, the man who gains understanding” (Proverbs 3:13). Also, “Instruct a wise man and he will be wiser still; instruct a righteous man and he will add to his learning (Proverbs 9:9). If we are to teach and instruct students “as working for the Lord,” the standard of our performance can be nothing less than *excellence*.

Integrate Home and School

Integrate Home and School in age-appropriate ways throughout the curriculum design and student activities. NAUMS supports the Christian, University-Model School® that exists to assist parents with the modern-day difficulties of preparing their children for college while also recognizing and supporting the parents’ unique role in communicating their faith and values. For parents to succeed in their all-important task of discipleship, it is essential for families to experience meaningful time together -- time together that is important for all age levels, but especially for the younger children. Traditional school systems, by their very structure, tend to rob parents and students of this most precious commodity. UMS gives time and access back to parents in exchange for their commitment to be academically and relationally involved with their students outside of class according to the college-preparatory, curriculum design. Such involvement, when lovingly and joyfully administered, leads to greater opportunity for parents to succeed in teaching their most important “subjects” - faith, hope, and love. This good-faith partnership between parents and teachers makes home and school integration for a *family-strengthening*, quality education both possible and practical.

Reach Out to Other Communities

God’s blessings are for the glory of His name and the enrichment of our world. If an educational approach, such as University-Model Schooling, can successfully demonstrate that a high quality, college-preparatory education can be provided in a manner that also protects and even enhances the roles of parents in the discipleship of their children, then it is right and proper to do everything possible to communicate that approach with anyone who needs and wants it. As this ministry experiences God’s blessings, therefore, it will be about the business of sharing those blessings with “the world.”

STATEMENT ON BIBLICAL AUTHORITY

The statement of faith does not exhaust the extent of our faith. The Bible itself, as the only inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of school doctrine, practice, policy, and discipline, our governing board is the school's final interpretive authority on the Bible's meaning and application.

PROVIDENCE ACADEMY'S STATEMENT OF FAITH

1. We believe the Bible to be the verbally inspired and the only infallible, authoritative, inerrant Word of God (II Timothy 3:15, 16, II Peter 1:21)
2. We believe that there is only one God, eternally existent in three persons: Father, Son and Holy Spirit (Genesis 1:1, John 10:30, John 10:37-38, I Corinthians 6:19, Galatians 4:6)
3. We believe in the Deity of the Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return to power and glory (Isaiah 7:14, Matthew 1:23, Luke 1:35, Hebrews 4:15, John 2:11, Hebrews 9:12, Colossians 1:14, John 11:25, Acts 1:11, Revelations 19:11-16)
4. We believe that man is sinful by nature and that regeneration by the Holy Spirit is essential and an absolute necessity for his salvation (Romans 3:19, 23, John 3:16-19, Ephesians 2:18-19, Titus 3:5-6)
5. We believe that only by God's grace and through faith alone we are saved (John 3:16-19, 5:24, Romans 3:23, 5:8-9, Ephesians 2:8-10, Titus 3:5)
6. We believe in the continuing ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Ephesians 4:30, 5:18, I Corinthians 6:19-20)
7. We believe in the resurrection of both the saved and the lost, they who are saved unto eternal life and they who are lost unto eternal damnation (John 5:28-29)
8. We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9, I Corinthians 12:12-13, Galatians 3:26-28)
9. We believe in the creation of man by the direct act of God (Genesis 1:26-28, 5:1-2)

NON-DENOMINATIONAL POSITION

The Statement of Faith is fundamental to basic Christian tenets and contains those doctrines to which we unreservedly adhere and teach. It is our desire to maintain this position. In order to do so in all fairness, it is necessary that we remind faculty, staff, parents and students that the following areas are left primarily to the teaching of home and church:

1. Church government - authority, discipline;
2. Time and mode of baptism;
3. Security of the believer;

4. Timing of future events;
5. Second work of grace - baptism of the Holy Spirit;
6. Sinless perfection;
7. Gifts of the Spirit - tongues, interpretation of tongues, healing, miracle working, discerning of spirits.

In honoring this desire concerning the purpose and outreach of the school, there shall be no attempt by student, teacher, or parent to promote these denominational positions. We desire to remain united in the salvation and love of Christ while avoiding the dissension that may be caused by denominational distinctive.

NON-DISCRIMINATORY STATEMENT

Providence Academy does not discriminate on the basis of race, color, nationality, or ethnic origin in the administration of any of its policies or programs. Admissions are contingent on space, abilities of the student, philosophy, and willingness of the family and student to participate within the school guidelines.

STATEMENT ON MARRIAGE AND SEXUALITY

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. Rejection of one's biological gender is a rejection of God within that person.

We believe that term "marriage" has only one meaning and that is marriage sanctioned by God which joins one man and one woman in a single, exclusive union, as delineated in Scripture. We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. We believe that God has prohibited intimate sexual activity outside of a marriage between a man and a woman.

We believe that any form of sexual immorality (including adultery, fornication, homosexuality, lesbianism, bisexual conduct, bestiality, incest, pornography, and attempting to change one's biological sex or otherwise acting upon any disagreement with one's biological sex) or advocacy of sexual immorality, is sinful and offensive to God.

We believe that in order to preserve the mission and integrity of the school as the local Body of Christ, and to provide a biblical role model to the students and the community, it is imperative that all persons employed by the school and all person who attend the school should agree to and abide by this Statement on Marriage and Sexuality.

We believe that God offers redemption and restoration to all who confess and forsake their sin seeking His mercy and forgiveness through Jesus Christ.

We believe that every person must be afforded compassion, love, kindness, respect, and dignity. Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the policy of this school.

DIFFICULT ISSUES

- PA will teach students to evaluate difficult or controversial realities in light of God’s Word.
- PA will not encourage students to retreat from contact with a sinful world, but rather train them to effectively reach out to unbelievers with the love and truth of God’s Word.
- PA will engage in the study of other cultures and thought forms, including godless ones, so that students will have a better understanding and ability to communicate with all people.
- PA will use opportunities presented by difficult topics to challenge students to develop critical thinking skills and to apply these skills to godly purposes.

ADMISSIONS PROCESS

ADMISSIONS PROCESS-NEW STUDENT

Providence Academy has implemented a thorough admissions process in an attempt *not* to be exclusive but to be inclusive of families who strongly desire a Christian education with an emphasis on character development and parental involvement. The admissions process involves the following steps:

1. **Attend** an informational meeting to receive an overview of the school.
2. **Read** the following books on the University-Model and Christian and classical education:
 - *Character Driven College Preparation* by Dr. John Turner, Jr. (**required** reading before the family interview, purchased from Providence)

- *Kingdom Education* by Glen Schultz (**required** reading before the family interview, purchased online)
 - Read the following booklet detailing classical education by our August training <http://classicalsubjects.com/resources/ICE.pdf>
3. **Prayerfully** consider your family's needs for education and whether those needs would best be met by Providence Academy.
 4. **Complete** an online application for each student applying. Remit any recent reports or standardized test results by mail, fax, or email. Remove the **Records Release Form** at the back of your packet, complete the top portion and send the form to the School Principal, Administrator, or Guidance Counselor at your child's prior school. Please forward the Academic Referral form to your child's current teacher (if applicable). Forward the Pastoral Reference form to your family's pastor or church staff member.
 5. **Participate** in a family interview to be scheduled (PA administration will contact you) **after** your application, all referral forms, and current school records have been received. This interview is for the purpose of discussing the compatibility of the family's goals with the school's methods and philosophy. Parents will need to have read the required reading prior to the scheduling of a family interview because the interviewers will ask questions pertaining to the books.
 6. **Assessment-** All incoming Kindergarten-7th grade students will be administered a Providence developed entrance assessment to be scheduled by our testing coordinator. Tests are administered during the admission process in order to ensure that each family might better determine the comparative relationship between the student and PA's level of course work. Testing results may influence student placement.
 7. **Determination-** Upon admission acceptance, you will receive an acceptance letter via email. At that time, you will enroll your student through our website, remit an enrollment contract, and set up a FACTS account.

ADMISSIONS PROCESS- SIBLING OF CURRENT STUDENT

1. Complete an online application. There is a non-refundable application fee per student required at the time the application is submitted.
2. Each candidate accepted for enrollment will receive an admissions letter informing them of the school's decision.
3. After receiving your letter of admission, you may go online to complete the enrollment process. The admissions letter will state all enrollment procedures and instructions.

4. Tests are administered during the admission process in order to both determine appropriate student placement in each course and to ensure that each family might better determine the comparative relationship between the student and PA's level of course work. Testing will be scheduled by the admissions staff.

ADMISSIONS PROCESS- Re-enrollment

1. Returning students desiring to enroll for the next school year will complete the online enrollment process. PA gives preference to returning students for a two week period.
2. If a student has shown a consistent lack of interest in school assignments or an uncooperative, disrespectful, irreverent or disobedient spirit with PA staff, s/he may either be refused re-enrollment or possibly be granted provisional re-enrollment with a plan for improvement determined by PA. Each enrollment submitted to PA will be marked with the date and time that it is received and will be processed in the order received for determining class availability (if received after the two week window before opening up to the public). An enrollment is not considered "received" unless it is submitted with the required nonrefundable registration fee.

ADDING AND DROPPING CLASSES

Students properly enrolled and in good standing with PA may add a class until the end of the first full week of classes, provided space is available in the desired class. Students may withdraw from (or "drop") a class or classes any time before the end of the first quarter of the semester without incurring academic penalties. Any course dropped by a student after the end of the first quarter, will be recorded on the student's' academic record with a WP for "withdraw passing" or WF for "withdraw failing" based on the student's grade at the time of withdrawal. No class credit will be awarded for any class in which a grade of WP or WF is given. No "incomplete" status is available for a withdrawing student. Adding and dropping classes can be performed through the office with a written request. For more information regarding financial impact of adding or dropping classes, please refer to "Financial Policies".

FINANCIAL POLICIES

TUITION AND FEES

PA's academic and financial policies and responsibilities require it to rely on each student's household's commitment for the attendance of that student for the entire school year and the timely payment of tuition and fees by that household.

At PA, all tuition and other charges are based upon the school year's projected budget. Upon registration, each adult enrolling and registering the student in PA agrees, promises, and commits to pay the full school year's tuition and fees for the student. Please review signed contract with school.

PAST DUE ACCOUNTS

- All monthly tuition payments are due on the 1st of each month and will be counted past due after that date.
- If payment has still not been received by the 10th of the month, the account will be considered delinquent and a \$25.00 late fee is charged and then \$25 for each week thereafter until paid.
- FACTS will also charge the account \$25 for past due payments.
- If, for any reason, you need to withdraw before the end of the year (after August 27th), you are still responsible for the balance of your tuition. We have made commitments to our staff and cannot replace the student.

TUITION DELINQUENT PAYMENT POLICY:

Most of our families make timely payments to their tuition accounts, but, occasionally, we do have accounts that are exceedingly late on a regular basis. Providence Academy has adopted a policy that addresses the habitually delinquent account holders.

--Should a tuition account become two (2) months' past due, educational services will not be offered to the affected students until the account is brought current. The student(s) will not be permitted to attend classes, receive instructional content, or access RenWeb until the account, including late fees, is paid to date.

SCHEDULE OF FEES

Application Fee- There is a non-refundable application fee due with each application submitted which includes entrance assessment fee (per student).

Enrollment Fee- The enrollment fee is due for each newly admitted student at the time of registration for courses. It is a non-refundable fee.

Re-Enrollment Fee- The re-enrollment fee is due by the re-enrollment deadline in the spring semester and secures priority placement for returning students. It is a non-refundable fee.

Schedule Change Fee- Any schedule change made after the first financial commitment date will incur a \$50 fee for each change payable through FACTS.

STUDENT DISCOUNTS

Tuition payments are payable through the FACTS tuition management program in 12, 9, or 2 monthly installments beginning in June. A 2% discount on tuition can be taken if full payment is remitted at the time of registration, but no later than May 1st, 2015. A 5% discount can be taken on each additional student thereafter enrolled in the same family. Discount will be taken on youngest student(s).

FINANCIAL COMMITMENT POLICY

The Application Fee, Enrollment fee along with tuition are all non-refundable. Upon signing the enrollment contract, families make an agreement and covenant to pay the tuition and fees in full, regardless if the agreement with Providence Academy is terminated. Teachers and classrooms are obtained according to the number of students enrolled and committed to pay tuition.

FUNDRAISING POLICY

Providence Academy wants to make any fundraising effort a positive and fruitful experience for everyone. In order to properly achieve results for every fundraising program, we need the participation of **every** family. This promotes school unity by working towards a common goal. It will be required for each family to contribute by helping in the area of fund development by either soliciting donations or selling goods at a minimum of \$350. However, Providence Academy offers an opt- out fee of \$350 per family in lieu of fundraising.

ATTENDANCE POLICIES

ATTENDANCE REQUIREMENTS AND TARDIES

Attendance will be recorded for each class and turned into the office by 9:05am each morning. Students are marked absent if they are not present by 9:00am. If students arrive to class between 8:31am-9:00am, they will be counted tardy. Students are allowed 2 tardies per semester before being charged \$25 for each additional tardy. When a student accrues 3 tardies in a semester, an absence will be recorded.

Parents must contact the school when their child is absent from class. Please see below.

Students must regularly attend school in order to successfully complete a grade level. In order to successfully complete a course of study, students may not miss more than six times during a semester for a course meeting three times each week and four times for a course meeting twice each week. In most cases, a failure to successfully complete a course because of excessive absences will also prevent a student from being able to register for the next course in the sequence. A variance to this requirement may be granted by the administration to a properly enrolled student when that student has been unable to meet the attendance requirements of the course or courses in which he is properly enrolled due to circumstances beyond the family's control (such as an extended illness), provided that the student has, in the judgment of the PA instructor overseeing his work, achieved minimum mastery of the course content, as defined by the relevant school and curriculum policies and standards. Removal of the incomplete may be accomplished by the granting of a variance or by make-up work prescribed by the school.

EXCUSED ABSENCES

- Missed work should be turned in the next day after an absence.
- Missed tests should be taken the next day after an absence.
- For excused absences over two days but less than one week, students can have up to one week to turn in their missing work.
- For extended excused absences of more than two weeks, the student may have extended time to turn in work as long as their current work in the course is not adversely affected and the request for extended time has been approved by school directors and instructors.

ABSENCES WITH PRIOR APPROVAL

Under certain conditions and circumstances, the administrator may grant special approval for an absence. These special cases **must receive prior approval. The parents must request approval from the principal at least twenty-four hours in advance**, and the student must be in good academic standing. If the principal grants approval, the student will be excused, and the office will inform the teacher(s). Please obtain the class assignments from the teacher. This work must be returned to the teacher on the student's first day back in class. No penalty will be assessed if procedures have been followed. A maximum of three such absences per semester and four for the year shall not be exceeded. Failure to follow these guidelines will result in unexcused absences.

ABSENCES DUE TO EXTRA-CURRICULAR ACTIVITIES OR ATHLETICS

These absences will be treated as a pre-approved absence but will not reflect negatively on the student's record of course completion and credits earned. Work due on the day of the event must be turned in to the teacher before the student leaves. Failure to do so will result in a late penalty.

ABSENCES AND EXTRACURRICULAR ACTIVITIES

Student must be in attendance each day at all enrolled classes in order to participate in practice or games. Individuals with extenuating circumstances may be excused by the Administrator and/or Athletic Director. It is the responsibility of the student to notify his/her coach if and when an extenuating situation arises.

POLICY FOR REPORTING ABSENCES

Parents of elementary students must send a note with the student, even if you called the office to explain the absence and request that the teacher(s) be notified as to why it was necessary for their child to be absent. The note should be turned in to the front office within two class days to insure proper recording.

Parents of secondary students must bring a note written by the parent or doctor explaining the absence and stating the date(s) and class(es) missed. He should bring the note to the office within two class days to be verified. The main office will then communicate with teachers to assure proper recording. If this procedure is not followed the absence will be considered unexcused and the appropriate penalty will be assessed.

UNEXCUSED ABSENCES

Absences other than those described above under “excused absences” will be unexcused. In class work must be obtained from a class mate or teacher and due the following class day or the work will be considered a zero. Tests may be made up during a scheduled time and may receive points off.

SCHEDULED APPOINTMENTS

Doctor appointments should be made on days students are not in class. Please do not schedule appointments during class hours.

MAKE-UP TESTS

- Students will be allowed to take make-up tests if:
 - 1) The parent contacts the office notifying the school that the student is sick.
 - 2) The student misses class for a reason other than illness but with parental permission, and the parent contacts the teacher prior to or on the day of the absence to get special permission for a make-up test.
- Students have between the hours of 8:00am-4:00pm to take the test.
- Students must complete the make-up test the next school day following the absence for illness or within one class day due to absence for other reasons or the student will receive a “0”.

STUDENT CONDUCT

HONORABLE CHARACTER

The primary goal of the Providence Academy staff will be to practice “preventative” discipline through the use of good teaching techniques and class management. As the need arises, the school may also employ mild forms of reproof, rebuke, and correction (under no circumstances does PA practice corporal punishment), in order to encourage cooperation among the student body. We believe that the parents are primarily responsible for dealing with discipline problems of an ongoing or more serious nature. The school will control the impact of serious discipline problems by limiting or withdrawing the participation privileges of uncooperative students. Violations to the student conduct code may at times seem subject to interpretation. Therefore, the administrator has final discretion on all student conduct decisions. PA implements the Honorable Character program to facilitate behavior management

The Honorable CHARACTER™ program is an award-winning, internationally-recognized system that works to develop positive character in children of all ages by consistently reinforcing their

strong points and gently correcting their weak ones. The Honorable CHARACTER program focuses on fourteen traits: honor, obedience, diligence, wisdom, kindness, self-control, orderliness, service, attentiveness, cooperation, initiative, honesty, forgiveness and responsibility.

The Honorable CHARACTER™ program provides immediate benefits in the classroom, as well character traits that will have lifelong benefits. Parents and educators partner together in recognizing every student's positive character strengths and innate gifts. As each student prepares for his purpose in life, the lessons learned at all ages can be enthusiastically received by all who are involved in this commitment: parent, teachers, and the student.

All students must agree to live by the standards in the code that have been established for their own good and for the good of the entire school community. They must indicate their willingness to do so by signing the last page of the *Handbook* and returning it to the office

CLASSROOM GUIDELINES

Providence uses a referral form in order to track a student's behavior. The referral will be posted on RenWeb. If a student has broken a Classroom Guideline (posted in each teacher's syllabus), he/she will receive a referral noting their offense. The course of action indicated on referral will be implemented.

If a *Behavior Referral* is posted, please address this report with your child promptly. Prompt attention by the parent to bad choices helps greatly towards correction of such in any child.

Basic Rules:

- Students are expected to cooperate with basic Christian standards of behavior and conversation.
- There should be no talking back or arguing with teachers or staff. Requests from the teacher should not have to be repeated.
- No chewing gum, mobile phones, electrical music devices, smoking, drugs, or weapons of any kind are allowed on the school grounds.
- The smoking, drugs, guns, knives and weapons prohibition extends to PA events.
- Students are expected to treat all of the school's materials of facilities with respect and care.
- Students may not express any physical display of affection at school during school hours or at any PA events.

ACADEMIC DISHONESTY AND CONSEQUENCES

"The integrity of the upright will guide them, but the perversity of the unfaithful will destroy them." Prov. 11:3

"A truthful witness gives honest testimony, but a false witness tells lies."

Prov. 12:17

"Righteousness guards the man of integrity, but wickedness overthrows the sinner." Prov. 13:6

PA will not tolerate academic dishonesty (i.e., cheating). Academic dishonesty is both a serious breach of personal integrity and a serious hindrance to real student learning.

We expect our students and their parents to adhere to high standards of personal integrity, both in school and in the home. I Chronicles 29:17a reminds us that God "tests the heart" and is "pleased with integrity." We want to encourage and equip our students to become Disciples of Christ committed to serving and pleasing God in all the student accomplishes. Academic dishonesty at PA is defined as any attempt on the part of a student or parent, whether realized or not, to falsely represent the student's level of achievement or mastery in any given subject area. This breach includes, but is not limited to:

- lying or giving false information about completed assignments;
- copying the work of others at any time without direct authorization from the instructor;
- using any resources, such as solution manuals and teacher edition textbooks, to complete assignments without the direct authorization from the instructor;
- obtaining any quizzes, tests, or academic materials, created by or belonging to the school, without direct authorization from the instructor;
- engaging in plagiarism. To plagiarize is "to take ideas or writings from another and offer them as one's own." Credit **must always** be given to original sources;
- talking with another student during any quiz, test, or academic assignment without direct authorization from the instructor.

If offense occurs at school, a behavior referral will be posted notifying the parent.

DISCIPLINARY PROCEDURES

1. Behavior requiring discipline (disrespect, dishonesty, rebellion, fighting, obscene language) will be addressed first by the teacher in charge by a verbal warning.
2. If the behavior continues, classroom teachers will issue a referral.
3. The Administrator will become involved if the behavior continues or if the behavior is of a serious nature. The Administrator will contact parents immediately if there is severe misbehavior.

4. The Administrator will determine further disciplinary measures to be taken.

SEVERE CONSEQUENCES

1. **Suspension:** A student may be suspended in or out of school for what the Administrator considers continued misbehavior, a demonstrated lack of respect for authority, or serious misconduct. When a student is suspended from school, very specific changes in attitudes and actions will be expected prior to readmission to class. When a student is serving in-school suspension, work will be made up during that time. Work missed during any out of class suspension will be treated as an absence. Disciplinary probation is invoked when a student is suspended from school.

2. **Expulsion:** A student may be expelled from school for what the Administrator considers a severe breach of conduct, or repeated problems with behavior or academic performance. Expulsion will be implemented if the student's behavior is preventing classroom instruction. Expulsion may also be recommended for unresolved academic or disciplinary probation. When expulsion is recommended, a date of withdrawal from the school will be set and the withdrawal procedure followed. The expulsion date may be immediate.

Note: If a student is expelled from Providence Academy, the parents are still obligated to pay the full year's tuition and that student will not be allowed to re-enroll at Providence at any time in the future.

OFF CAMPUS BEHAVIOR

PA students are expected to follow the same behavior requirements off campus as on campus.

SPORTSMANSHIP

It is the desire of Providence Academy to be exemplary in all our actions whether on the court or off. Our goal is to glorify God with our words and deeds. Prior to participation, students and parents will be required to sign a Code of Conduct. Failure to abide by this code may result in expulsion from the activities and other disciplinary actions. Further information regarding athletic policies can be found in the athletic handbook.

DRESS CODE

DRESS CODE

PA's dress code is intended to encourage modesty and decency during school hours from 8:30a.m.-3:30p.m. PA staff will determine the appropriateness of a student's clothing. Any student who is not dressed appropriately will be asked to follow the steps listed under Dress Code Violations and Endorsements. The Administrator may grant exceptions to the uniform code for special dress days. Violations of the Uniform Code may at times seem subject to interpretation. The Administrator has final discretion on all uniform decisions. Please see specifics on our website, Parker Uniform Store or website, or brochure (obtained from school office).

****Providence Academy prefers uniforms purchased from Parker Uniforms. You may purchase uniforms elsewhere (with exception to the plaid garments), however, please consult the Parker specifics (including shoes) before your purchase.**

Parker Uniforms

*413 CASA LINDA PLAZA
DALLAS, TX 75218*

*(800) 924-2483 : Toll-Free
(214) 324-2483 : Customer Phone #*

****Students may wear spirit wear and denim on the last Wednesday of every month. The following is proper dress code for these days:**

- Blue jeans (pants, long shorts, or capris) with no holes or slits, no embellishments down the legs, and not too tight.
- Any PA shirt
- Any shoes may be worn

UNIFORM CODE SPECIFICATIONS NOT INDICATED ON PARKER LIST

Dress Neatly:

- Shirts tucked in.
- Clothing clean, ironed, and in good repair
- Shoes tied
- No holes/tears in clothes
- Clothing appropriately sized for the wearer
- No long sleeves under short sleeved shirts

- Uniform belt required for uniform pieces with belt loops; belt must be threaded through the loops
- No accessories such as scarves, hats, etc. added to the uniform
- No earrings for boys
- No crystal or nose rings (girls or boys)

Hair:

- Should be washed, combed and neatly trimmed
- No distracting hair color or hair style is allowed
- Mohawks, spikes, and other trendy hairstyles, etc. need to be combed down and within hair code requirements.
- Girls: hair should be neat and trimmed, out of eyes
- Boys: hair should be no longer than the top of uniform collar height in back, no longer than the bottom of the ear lobe on the side and out of the eyes in front

Be Modest:

- All shirts, skirts, shorts and pants must be in accordance with the PA uniform list
- Must wear shorts under jumper or skirt/skort
- No short skirts, short shorts, or inappropriate footwear will be allowed
- Skirts and short should be no shorter than 4 inches from the floor while kneeling
- Uniforms including pants, skirts, shorts, etc can sit no lower than the natural waistline of the student
- Blouses or shirts should fit properly, not too tight
- No outlandish or distracting clothing jewelry, or appearance will be allowed

Shoes and Socks:

- Shoes should match requirements indicated by the grade specific dress code at Parker Uniforms
- Socks must be solid in color and not decorative in nature
- Socks should not go above knee
- No leggings or footless tights allowed

Outerwear Specifics:

Students may wear Providence sweatshirts or hoodies, Parker sweaters or cardigans, or sprit wear over their uniform shirts in the classrooms. All non-Providence outerwear will be stored for the day (with the exception of wearing it outside).

DRESS CODE VIOLATIONS & ENFORCEMENT

Violations to the dress code will be treated as follows, depending on the severity, at discretion of the administration:

1. The first violation will result in a warning and may result in a referral and require that the student have appropriate clothing brought from home.
2. The second violation will result in a referral and a parent conference.
3. The third violation will require a referral and the student to not attend school for the rest of the day and be picked up by a parent.

HEALTH & SAFETY

PARENTS/VISITORS ON CAMPUS

By its very nature, Providence Academy encourages a high level of parental participation in education. However, in order to enhance both student safety and operational efficiency, PA has adopted the following guidelines governing the presence of visitors on the campus during regular school operating hours (8:30-3:30). For the purposes of this policy, “visitors” are defined as all individuals other than staff or students.

1. All visitors must enter the building through the front doors only. Please call the number listed on the door for entrance into the building. The doors will remain locked during school hours.
2. All visitors, including parents, must report to the main office before entering the classroom.
3. All messages for students will be delivered through office staff.
4. As a general rule, parents should not attempt to confer with teachers during the school day unless an appointment has been made (elementary teachers have a planning/conference time). They should be considerate of the teachers’ limited time on campus and communicate via a note, phone message, or e-mail.

DISASTER DRILLS

Disaster drills will be held at various times during the school year. Instructions and directions for leaving each room and the building will be given during orientation at the beginning of each school year, and periodically throughout the year. Directions will also be posted in each room. Students are to leave the room in an orderly manner and proceed to the proper location without any talking. Students should recognize the seriousness of such a drill and refrain from improper behavior.

CRISIS MANAGEMENT PLANS

A copy of the crisis management plan adopted by the PA Board is available to any parent of PA in the administrative office.

HEALTH/ILLNESS

Providence assumes that parents will not send a child to school if he/she shows any signs of illness. This is not just for the protection of your child, but the protection of the other children in the school. Sick children will be asked to go home. If symptoms of illness are shown during the school day, the teacher will call a parent to pick up their child.

Upon recommendation of the Committee on Control of Infectious Disease of the American Academy of Pediatrics, a child should not be taken from the home when any of the following exists and will not be accepted at Providence:

1. Fever
2. Vomiting and/or diarrhea
3. Any symptoms of childhood diseases such as Scarlet Fever, Measles, Chicken Pox, Strep Throat, flu, etc. or any infectious disease
4. Common Cold- from the onset through one week
5. Sore Throat
6. Croup
7. Fifth Disease
8. Any unexplained rash
9. Any skin infections: boils, ring worm, impetigo
10. Pinkeye or other eye infection (the child must be on medication for 24 hours before returning to school)
11. Any communicable disease
12. Cloudy or green runny noses, persistent cough

A child should be free of fever, vomiting, and/or diarrhea for 24 hours before returning to school.

MEDICATION

All prescription medicine carried or taken by a student must be accompanied by a note from the doctor and the parent. Only the prescribed dose per day may be sent to the school. Medication must be clearly labeled with the student's name, and the dosage and name of the medication, and the medicine must be sent to the main office. All medication including over-the-counter medicine must be kept in the school office. School staff or monitors may administer acetaminophen or ibuprofen with parent's permission, as indicated on the medical form.

VACCINATIONS

Every student is required to have his medical records on file and up to date before the beginning of each school year. Parents will be informed when a student's records are missing or incomplete. Please make every effort to comply with the requested deadlines or your student may not be allowed to continue attending classes until the requirements are met or a variance is obtained by the parents through the State of Texas. For more information about Texas vaccination requirements, please talk to your pediatrician or visit www.immunizeTexas.com.

EXEMPTIONS

The law allows (a)physicians to write a statement stating that the vaccine(s) required would be medically harmful or injurious to the health and well-being of the child, and (b)parents/guardians to choose and exemption from the immunization requirements for reasons of conscience, including religious belief. The law does not allow parents/guardians to elect an exemption simply because of inconvenience (for example, the record is lost or incomplete and it is too much trouble to go to a physician or clinic to correct the problem). Schools and child-care facilities should maintain an up-to-date list of students with exemptions, so they may be excluded from school in times of emergency or epidemic declared by the commissioner of public health.

Instructions for requesting the official exemption affidavit that must be signed by parents/guardians choosing the exemption for reasons of conscience, including a religious belief, can be found at www.ImmunizeTexas.com

For children needing medical exemptions, a written statement by the physician should be submitted to the school.

DOCUMENTATION

Since many types of personal vaccination records are in use, any document will be acceptable provided a physician or public health personnel has validated it.

The month, day, and year that the vaccination was received must be recorded on all school immunization records created or updated after September 1, 1991.

LICE PROCEDURES

Once treatment has begun, students may return to school. Please follow these guidelines: <http://www.dshs.state.tx.us/schoolhealth/lice.shtm>

VISION/HEARING SCREENING

Texas state law requires all students receive vision and hearing screenings and submitted to be on file at the school.

SCOLIOSIS SCREENING

This test is required of all students enrolled in fifth grade.

ELECTRONIC DEVICE POLICY

Cell Phones:

Cell phone use during class is not allowed. Cell phones must be turned off and out of sight during class. Cell phone calculators are not allowed during class.

MP3 Players and Other Electronic Devices:

MP3 players and other electronic musical devices are not allowed during classes.

Consequence of Electronic Device Policy Violation:

If any of the above rules are violated, the electronic device will be confiscated and held in the office until the end of the student's class day.

ACADEMIC POLICIES

ACADEMIC OVERVIEW

“Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind.” (Romans 12:2)

All subject matter will be presented from a biblical worldview which is based on the infallible Word of God. When you believe the Bible is entirely true, then you allow it to be the foundation of everything you say and do.

An authentic Christian education is more about “preparation” of students to engage and transform secular culture than it is about “protecting” or sheltering them from it. We desire to be committed to preparing students to become discerning Christian thinkers--thoughtful believers who take their seats at the world's intellectual table.

In contrast with an education that is steeped in humanism, a biblically-centered education seeks to teach students to think about the world as God would have us to think about the world - we call it "thinking with the mind of Christ." It also focuses upon equipping students with knowledge and wisdom, urging them to use what they learn to fulfill our school's mission to be “Christ-centered leaders”.

You will seek Me and find Me when you seek Me with all your heart (Jeremiah 29:13).

Christian Worldview for Courses

The teacher will be responsible for applying biblical truths of God, Creation, Humanity, Moral Order, and Purpose into the literature units being explored.

English and Language Arts

...God gave knowledge and understanding of all kinds of literature and learning (Daniel 1:17).

We pray that all of our students are given by God the knowledge and skill in all learning and wisdom. Our English and Language Arts program prepares them for understanding and communicating God’s Word effectively and wisely. These courses train our students to think rationally and creatively, as well as offer a sophisticated approach to teaching grammar, writing, and literature. It is a pure joy to explore the beauty of language through God’s scope.

When choosing literature for the logic stage (5th-8th grades), the academic team will be considering three things: maturity level of the student, theme, and its worldview.

Maturity

Romans 12:2 states, “And do not be conformed to this world, but be transformed by the renewing of your mind, so that you may prove what the will of God is, that which is good and acceptable and perfect.” In order to encourage

this, students need the opportunity to develop their understanding of Christian beliefs. It is important for our students to have a strong foundation in apologetics when approaching secular literature. A goal for logic students is to get them to a point where *they can* destroy speculations and every lofty thing raised up against the knowledge of God, and *take* every thought captive to the obedience of Christ as stated in 2 Corinthians 10:5.

Theme

Literature will be chosen for each grade level based on an overarching theme that can be linked to a biblical worldview. When choosing themes:

1. Is the work appropriate for the general objectives of the curriculum?
2. Is the work appropriate to the specific objectives of the unit or section under study?
3. Is the work appropriate to the mental, emotional and spiritual development of the student?
4. Is the work the best possible choice to lead the student to an enlarged understanding of the topic under study?
5. Does the social, literary or political merit of the work exceed its potential for offending the conscience of the student or the parent?
6. Is evil represented as purposeful or for its own sake?
7. If purposeful, is it present in an acceptable degree or is it more conspicuous or vivid than the purpose warrants?
8. Is evil presented from a condemning perspective? Is it made to appear both dangerous and repulsive? What is the attitude in the work toward it? Do the noble characters within the story condemn the action?
9. Does the piece preserve moral purity while providing for the development of moral understanding and judgment?
10. Is our use of the objectionable material presented only for its own sake, or is it purposeful?
11. Is the objectionable material too potent to serve well as a negative example?
12. Will the objectionable material be presented emphatically as a negative example? That is, will what it portrays appear dangerous and repulsive, regardless of the author's intention?

Math

Every good gift and every perfect gift is from above, coming down from the Father of lights with whom there is no variation or shadow due to change (James 1:17). Thought by most to be a neutral subject area, our approach to teaching math emphasizes that it is not independent from God. God holds everything together and has demonstrated that He is a God of order, precision, and consistency. Students will learn characteristics of God that point to the truth and order set by our Creator.

Social Studies and History

The Lord has established His throne in the heavens: And His sovereignty rules over all (Psalm 103:19). Our belief that God is the ultimate ruler of history steers our teaching to include Him in every aspect of time. We emphasize that man has a freedom in the choices he makes and that evil and sin exist. Despite these things, God is still in control of the past, present, and

future and has a redemptive, perfect plan for this fallen world. Each student will learn how they fit into this plan as He is the author and finisher of our faith.

Science

The heavens declare the glory of God; the skies proclaim the work of his hands (Psalm 19:1).

Science is taught from a biblical worldview perspective with the belief that God is the creator of all things. We desire that our students would grow in the knowledge of science and be in awe of God's great works as He is a God of order and design.

Foreign Language

Therefore, go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit (Matthew 28:19). Our goal in teaching foreign language at Providence is to develop communicators for Christ. We aim to encourage and excite our students to master a language other than English to use for the glory of God. By learning Latin, students will have a greater understanding and command of the English language which is important to be able to effectively spread the good news of the gospel.

Fine Arts

God created mankind in His own image, in the image of God He created them (Genesis 1:27).

God created us in His image and has given us the ability to be creative in music, art, drama to name a few. Students will see that their talents are a gift from God and will be encouraged to use them for His glory. We encourage students to use art as a response of praise to God and in service to those around them.

ACADEMIC ADVISORY COMMITTEE

The Academic Advisory Committee serves to assist parents, students, and teachers in academic or school related concerns. The committee is comprised of the following : head administrator and two teachers. The committee will serve as a mediator when situations arise such as failing grades on report cards, continual poor performance in a course area, behavioral issues, or other situations that warrant their involvement. The goal of the committee is to set forth a plan to rectify the situation and to oversee the initiation, implementation, and follow-through of the plan.

ADDING AND DROPPING CLASSES

Students properly enrolled and in good standing with PA may add a class until the end of the first full week of classes, provided space is available in the desired class. Students may withdraw from (or “drop”) a class or classes any time before the end of the first quarter of the semester without incurring academic penalties. Any course dropped by a student after the end of the first quarter, will be recorded on the student’s academic record with a WP for “withdraw passing” or WF for “withdraw failing” based on the student’s grade at the time of withdrawal. No class credit will be awarded for any class in which a grade of WP or WF is awarded. No “incomplete” status is available for a withdrawing student. Withdrawal forms are available in the office for all schedule changes. Schedule change forms must be signed by the parent(s) and approved by PA. For more information on the financial impact of adding or dropping classes, please refer to “Financial Policies” section.

DROPPING ATHLETICS

Should a student drop a sport once practice starts, the student along with his/her parents, must meet with the Athletic Director before registering for another sport. See “Financial Policies” to see the financial ramifications for dropping sports.

COMPUTER USE POLICY

Students in grades 6-8 may bring laptop computers for use during class but will NOT be able to access the school’s wireless network. Students may lose the privilege to have a laptop on campus if used inappropriately. The first offense will result in losing computer privileges in all classes for a minimum of two weeks. A second offense will result in losing computer privileges in all classes for the remainder of the school year.

The school is not responsible for damage, loss, or theft of a computer brought on campus.

COURSE PLANNING

JUNIOR HIGH COURSE PLAN

A junior high course plan has been developed to prepare students for high school. PA reserves the right to required entrance testing for students who have not followed the recommended plan.

SIXTH GRADE:

1. LA 0600
2. HISTORY 0600

3. SCIENCE 0600 (EARTH SCIENCE AND ASTRONOMY)
4. MATH 0600 OR MATH 0700 (PRE-ALGEBRA; ADVANCED TRACK)

SEVENTH GRADE

1. ENGLISH & WRITING 0700
2. EARLY MODERN HISTORY
3. SCIENCE 0700 (CHEMISTRY)
4. MATH 0700 (PRE-ALGEBRA) OR MATH 0800 (ALGEBRA I; ADVANCED TRACK)
5. SPANISH OR LATIN

EIGHTH GRADE

1. ENGLISH& WRITING 0800
2. EARLY MODERN HISTORY OR MODERN HISTORY
3. CHEMISTRY OR PHYSICS
4. MATH 0800 (ALGEBRA I) OR MATH 0900 (ALGEBRA II; ADVANCED TRACK)

GRADUATION REQUIREMENTS

During the semester before the freshman year or at initial enrollment into high school, a student must declare his intentions toward graduation. Any student who seeks to graduate from PA must follow all policies and fulfill all requirements set forth regarding graduation. Students who declare a lack of intent to graduate and change that intent at a later time will not be allowed to graduate unless they have followed graduation policies and fulfilled all requirements.

Providence Academy allows students to choose a diploma plan that will meet their educational needs and prepare them for their post-high school educational aspirations. Each student will select a plan during the eighth grade. Transfer students will select a plan during their first year at PA. Students should select a more rigorous plan than they anticipate following, as prerequisites for courses may hinder a change to a more difficult plan at a later time. Students seeking a diploma from PA must take all academic core courses (mathematics, English, sciences, history, and foreign language) on campus from the time of their initial enrollment or

entry into high school. Exceptions to this policy include: 1) Upon the approval of the Academic Advisory Committee, students may transfer one academic core course (home, correspondence, or dual-enrollment) each academic year. 2) Students who are on a course plan that would fulfill the requirements of the selected diploma plan, but who cannot complete the plan due to scheduling conflicts with other required courses, may take the conflicting course off campus.

PA reserves the right to consider extenuating circumstances and handle them as deemed necessary. In order to earn a diploma from PA and meet residency requirements, all candidates must successfully complete a minimum of five credits on campus. They must also submit scores from either the ACT or the SAT (Scholastic Aptitude Test) and complete course requirements. Students must attain a final GPA of 2.00 (70 average) to graduate. All classes taken for high school credit prior to ninth grade will appear on the transcript and count toward a student's GPA.

GRADE LEVEL CLASSIFICATION AND PROMOTION

Initially, students will be placed into courses based on grade reports, transcripts and placement exam scores. The administration will place students accordingly. *Students must earn a grade of 70% or higher to pass a course.* Student promotion is on a course-by-course basis. Students are not promoted based on grade level. Exception: students entering 1st-5th grades are promoted based on grade level due to the use of self-contained classrooms.

GRADING AND EVALUATION

K4 and Kindergarten

In K4 and Kindergarten, the teacher completes a standards-based report cards based on 8 week grading periods using the Texas Essential Knowledge and Skills for the State of Texas in Language Arts, Saxon Math standards for each course, and Providence authored history and science objectives.

A standards-based report card lists the most important skills students should learn in each subject at a particular grade level. For example, in writing, a report card might list these skills:

- Writes in complete sentences
- Uses capital letters, periods, question marks and quotation marks correctly
- Uses the writing process (prewriting, first draft, revision, and final draft)

- Writes a friendly letter with a greeting, body and conclusion
- Knows the purpose and use of a dictionary, thesaurus and atlas

Instead of letter grades, students receive marks that show how well they have mastered the skills. Our marks, +, -, and N/A, show whether the student is making progress or not.

On many traditional report cards, students receive one grade for reading, one for math, one for science and so on. On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate mark for each standard.

The marks on a standards-based report card are different from traditional letter grades. Letter grades are often calculated by combining how well the student met his particular teacher's expectations, how he performed on assignments and tests, and how much effort the teacher believes he put in. Letter grades do not tell parents which skills their children have mastered or whether they are working at grade level.

1st-6th Grades

Two types of assessment will take place in the 1st-6th grade classrooms: formative and summative.

Formative assessment occurs during the regular learning process of a particular skill and can be in the form of daily practice, class discussions, teacher observations, classroom assignments, classroom presentations, homework, and quizzes. Teachers need to record at least 8 formative grades during a grading period in math and language arts while science and history require a minimum of 6 grades. Teachers may also use rubrics, informal evaluations, and checklists to measure student progress.

Summative assessment is used after instruction to measure student growth and can be in the form of tests, projects, major presentations and papers. Teachers need to record at least 2 summative grades each grading period. Teachers may use rubrics, checklists, and other types of evaluations that can be translated into number/letter grades.

Formative homework and daily grades represent 40% of the final grade in a grading period.

Summative grades represent 60% of the final grade in a grading period. The majority of grades need to come from work performed in school with assignments to be graded chosen at

random. Therefore, excellence is expected on every assignment.

Grading Scale

A= 90-100

B= 80-89

C= 70-79

F= 0-69

***Important Grading Notices**

-Curving is prohibited.

-Math is the only subject in which one daily grade can be dropped.

-Mechanics Expectations on assignments—Please see individual teacher

--Rubrics needed for specific assignment expectations with an emphasis on the content.

-Memory work can be a grade in all subject areas.

-Rubric must reflect subject area.

REPORTING OF GRADES

Report cards will be accessible to parents via RenWeb at the end of each grading period. These can also be accessed via RenWeb any time during the semester.

ACHIEVEMENT TESTING

At Providence our students participate in two standardized tests: 1st-2nd graders take the Stanford Achievement Test while 3rd-6th graders are assessed with the ACT Aspire. These tests allow our administrative staff and teachers to assess our students' ability to think critically and to apply the knowledge that they are receiving here at Providence. Our goal is for our students to realize and attain their personal best and to become great thinkers for the glory of God.

Students in grades 1st-2nd will take the Stanford Achievement Test in the areas of Reading, Mathematics, Language, Spelling, Listening, and Science. They are assigned a **Lexile Reading** score which is based on a scientific approach to measuring reading ability and the text demand of reading materials. The Lexile Framework involves a scale for measuring both reading ability of an individual and the text complexity of materials he or she encounters. The Lexile scale is

like a thermometer, except rather than measuring temperature, the Lexile Framework measures a text's complexity and a reader's skill level. The **Mathematics** subtests align with the NAEP and measure concepts and processes based on the National Council of Teachers of Mathematics Principles and Standards for School Mathematics (PSSM) and state standards. To enhance test interpretation, the subtests provide consistency in names of content clusters across levels.

3rd-6th grade students are administered the ACT Aspire which is an assessment system that measures academic achievement in English, Math, Reading, Science, and Writing. Your child's teacher can use this information to address areas for improvement, build on strengths, and most importantly— impact your child's potential. Exemplar items can be found using this link <http://www.discoveractaspire.org/assessments/test-items/>.

The ACT Aspire solution is unique because it is a connected approach. ACT Aspire is anchored by the ACT®, now the leading college entrance assessment. Such continuity is unmatched by other systems. This approach provides standards-based reporting — with reporting categories based on the ACT College Readiness Standards.

Scores from the Stanford 10 and ACT Aspire help administration and teachers make data-driven decisions. We will distribute reports to you that include narrative summaries, process and cluster summaries, and graphic displays to clarify the student's performance and guide planning and analysis.

LATE WORK POLICY

Elementary

For K – 3rd grades, penalty, if any, for late assignments will be at the discretion of the classroom teacher. Please see the course syllabus from your child's teacher for details.

For 4th – 5th grades, failure to turn in an assignment in a timely manner will result in a 10 point deduction for each class day the assignment is late, up to one week. The grade becomes a zero if it is not turned in within one week of the initial due date. (For example, if an assignment is due on a Tuesday, and is not turned in, it can be turned in the next consecutive Thursday, and will receive a 10 point deduction, or the next Tuesday (one week from the due date) with a 20 point deduction. If is not turned in that Tuesday, the grade becomes a zero.)

Secondary

For 6th- 8th grades, an assignment may be turned in one day late with a 20 point deduction. The grade for the assignment becomes a zero if it is not turned in during the next consecutive

class after the due date. (For example, if an assignment is due on a Monday and not turned in, the assignment can be turned in on Wednesday, but will receive a 20 point deduction. If it is not turned in on that Wednesday, the grade becomes a zero.)

An academic penalty (i.e., grade) can be assessed for work turned in late, at the discretion of the central classroom teacher, i.e., the teacher feels that the student had sufficient reason(s) for turning the work in late. "Sufficient reason(s)" are those events or conditions whose initiation or termination is outside of the immediate control of either the student or their family. Failure to turn in an assignment due to technical difficulty or malfunction (internet goes out, printer runs out of ink, computer crashes, etc.) will not be considered a legitimate reason for late work if the event in question happens as a result of the student's mismanagement of time (this determination will be at the discretion of the individual teacher).

STANDARD FOR WRITTEN WORK

All Providence students will be encouraged to turn in work that is neat and consistent in form. Teachers should not accept assignments that are torn, dirty, wrinkled, incomplete, or have ragged edges. Students should be encouraged to pursue excellence in their personal work.

All assignments should have:

- a complete heading in the upper left corner, aligned neatly: first and last name, complete date with abbreviated month (correctly punctuated) or number notation (for math work), subject (capitalized) and grade level (formal papers will require headings with no abbreviations);
- a title centered on the top line and skip a line after the title; and
- proper margins: no writing on the last line, not writing to the left of the red margin, leave a margin on the right side of the page.

Students in 3rd and 4th grades may turn in papers written in manuscript unless required by the teacher to use cursive on special assignments. Students in 5th & 6th grades may use manuscript for note taking, worksheets, etc., but must write in cursive on formal papers or other work designated by the individual teacher. Teachers may require typed assignments as appropriate for the grade level and assignment. Papers will still contain a heading or cover sheet as specified by the teacher.

FAMILY MINISTRY

Providence Partnership Training

In August, current and new families are required to attend at least two days of training in order to facilitate a strong understanding and partnership between the school and home. Training leaders include administration, veteran UMS parents, and guest speakers speaking on a variety of topics including: satellite classroom days, language arts instruction, classical model training, and more.

PARENT TEACHER FELLOWSHIP

Each family and faculty member is encouraged to join the PTF which is a parent led group whose goal is to support the school in areas such as, Prayer, Grade Level Coordinators, Service, Fundraising, and Hospitality.

GENERAL INFORMATION & POLICIES

PARENT/SCHOOL COMMUNICATION AGREEMENT

At Providence, we try to follow the guidelines that the Lord has set in handling problems, according to MATTHEW 18. We need you to be willing to confront when necessary.

We expect you to address concerns with the individual and not with others.

If a problem should develop, we expect parents to discuss the problem in a Christ-like manner directly with the faculty member. If the parent feels that the problem was not resolved, then we ask that you follow up in the Biblical way and approach the Administrator about the situation.

NOTE: Although there may be times you do not agree with a situation, with a teacher, or with the school, it is important that the children see a unified front. You must be supportive of the school and the teacher.

SCHOOL & HOME COMMUNICATION

Communication is key in the University-Model School®. PA administration and teachers will communicate regularly with parents by RenWeb, telephone, daily folder, website, e-mail letter, meetings, and, most importantly, the assignment sheet on RenWeb. We encourage parents and students to contact teachers to clarify assignments or expectations. Parents and students

should attend all school meetings. If there are questions or problems within a particular class, the parent or student should first talk with the teacher.

COMPLAINT PROCEDURE

If you have a complaint:

1. **Pray about it.** Ask God to help you make your complaint in such a way that it will result in the betterment of our school, and thus is the glory and growth of His Kingdom. Read and think about such passages as Ephesians 4:1-3 and Colossians 3:12-13. Pray about it!
2. **Express it promptly.** Keeping it to yourself can cause ill feelings and friction which would decrease our effectiveness as a Christian. Jesus says that you cannot properly worship or serve God if there is a disagreement between yourself and someone else (Matthew 5:23-24). So, get it out of your system.
3. **Tell it to the right person.** Complaints against specific individuals should be expressed first to the individual in question, and expressed to the Administrator only if you cannot work it out between yourselves or if you feel he should know about it.
4. **Express it clearly.** Make sure the person to whom you are expressing your complaint knows all the details of the situation, and exactly what you are complaining about and why. Misunderstanding of complaints could lead to further problems and needless disunity.
5. **Don't broadcast it.** Express your complaint only to the person who should hear it. Unneeded worry, harm, and hard feelings result when problems and dissatisfactions are expressed to persons other than those directly involved with the problem, and an impression of disharmony is presented.

If you overhear or are told a complaint:

Pray about it. Ask God to take care of the situation and use it for His glory. Don't share a bad report. Ephesians 4:1-3, Colossians 3:12-13.

If a complaint is made to or about you:

1. **Analyze the complaint.** Be sure you understand the specifics and why it is being made. Ask the person to clarify any areas of misunderstanding.
2. **Give it prompt attention.** Talk directly with those involved, using administrative counsel.
3. **Make it a growth experience.** Don't take offense, even if falsely accused. React in the opposite spirit. If the complaint is valid, strive to make correction immediately, seeking prayer and guidance even from the accuser. A wise man learns from counsel and reproof.
4. **Pray about it.** Ask for God's wisdom in solving the problem and His help in putting the solution into effect. Pray for the person who brought the complaint, and asks God to help you love that person even more than before the complaint was made.

DROP OFF and PICK UP PROCEDURES

Students with last names beginning with A-M drop off at the North entrance. Students with last names beginning with N-Z drop off at the south entrance.

Parents are required to come in the building for pick up at 3:30.

CHAPEL

Chapel is held every Monday morning from 8:30-9:00; students are expected to arrive on time. Students will be engaged in a time of worship and study through The Gospel Project.

INCLEMENT WEATHER

In the case of inclement weather, we will follow Rockwall Independent School District's school closings. If the district opens at 10:00 a.m., we will as well. Please tune in to a local television station or check RISD's website. We will also send a text message via Parent Alert to each family. Please log in to RenWeb for information from the teachers who will be encouraged to assign work for home-study.

STUDENT TEACHER RATIO

Providence Academy allows for a 14:1 student : teacher

BIRTHDAYS

Your child is welcome to celebrate his/her birthday at school during lunch time. Please let the teacher know in advance that you will be bringing a birthday treat for everyone. A directory with family information will be put together in September for families desiring to send birthday invitations.

HOLIDAY PARTIES

Elementary class parties for Christmas and Valentine's Day will be scheduled by the room parents (with guidance from administration).

ROOM PARENTS

Room parents and their duties will be assigned by the PTF organization.

FIELD TRIPS

School wide field trips will be planned for the last Friday of each month and are arranged by PTF members.

SCHOOL SUPPLIES

Providence Academy furnishes a list of supplies required for each class on the website. Teachers may periodically require additional supplies for special projects or assignments. Parents will be responsible for purchasing each student's supplies.

TELEPHONE CALLS/MESSAGES

Telephone use by students is limited to very important calls and only with permission from an office staff member. In keeping with PA's desire to teach organization and responsibility, students may not call parents to bring items left at home including lunches and assignments. If a parent discovers an item left at home and wishes to bring it to the student, he may do so and leave the item in the office.

PHONES AND ELECTRONIC DEVICES/TOYS

Students should not bring any electronic devices to school for the purpose of entertainment. Students should not bring any cell phones to school. Students should not bring toys, games, stuffed animals or any other items unrelated to school activities.

LOST AND FOUND

Items found on campus should be turned in to the office. A container will be designated for such "lost and found" items. Parents or students may come after school to look for lost items. Items left over 30 days, will be donated to Helping Hands.

LUNCH

Kinder/1st – 11:00-11:25

2nd/3rd - 11:30-11:55

4th-6th- 12:00-12:25

Each student is responsible for bringing a lunch to school each day labeled with his/her name. Also, send drinks that are clear (apple juice, white grape juice, etc.) so that we respect the facilities provided for us by preventing stains. Additionally, please do not send foods that are difficult to clean up (taco lunchable, pizza lunchable, etc.) or candy. Lastly, we are unable to serve lunches that need to be heated.

Students will be allowed a snack time. You may send a personal, healthy snack for your child that will not make a big mess. For example, apple wedges, crackers, grapes, carrot sticks, pretzels, cheese, chex mix, etc.

*Please be mindful that children learn best when their bodies are well-equipped with nutritious foods.

HARASSMENT POLICY

PA is committed to maintaining an academic environment in which all individuals treat each other with dignity and respect, free from all forms of intimidation, inappropriate or suggestive conduct, exploitation and harassment, including sexual harassment. PA does not tolerate such conduct, and is prepared to take appropriate action to prevent and correct any violations of this policy, including, but not limited to conducting a fact-finding inquiry, investigating such complaints, and/or conducting interviews. Anyone who violates this policy will be subject to immediate discipline, up to and including detention, suspension, or expulsion.

Definition of Sexual Harassment

“Sexual harassment” means unwelcome sexual advances, conduct or speech, a request for sexual favors, or other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, including students and staff, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual’s academic status or progress.
2. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual’s academic performance, or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities at or through this school.

Employee-Student Sexual Harassment

Employee-student harassment is prohibited.

Student-Student Sexual Harassment

Student-student harassment is prohibited.

What to do if you Experience or Observe Harassment of Any Type

Students who feel that they have been subjected to conduct of a harassing nature are encouraged to promptly report the matter to a member of the administrative team. Students who observe conduct of a sexually harassing nature, are also encouraged to report the matter. All complaints will be promptly investigated.

Confidentiality

Every effort will be made to protect the privacy of the parties involved in the incident. However, disclosure of the identity of the accuser may be necessary for PA to properly investigate the complaint, and therefore the school reserves the right to notify a student or a student or a student's guardian as well as appropriate authorities of the identity of the accuser should circumstances warrant.

Protection against Retaliation

Like PA's policy on harassment, PA will also not tolerate retaliatory conduct based on a complaint of harassment. It is against the school's policy to discriminate or retaliate against any person who has filed a complaint concerning any harassment or has testified, assisted or participated in any manner in any investigation proceeding or hearing concerning any form of harassment.

Procedure for Investigation of the Complaint and for Taking Corrective Action

When one of the administrators designated in this policy receives a complaint he shall immediately inform the board. The Administrator/Board will direct an investigation. The individual who suffered the harassing conduct shall be informed of and consulted about the corrective action taken. In addition, any employee or student found to be responsible for sexual harassment in violation of this policy will be subject to appropriate and immediate disciplinary action up to and including expulsion or termination. The severity of the disciplinary action will be based upon the circumstances of the infraction.

ABUSE POLICY

PA is required by law to report within forty-eight hours any allegation of child abuse to the proper governmental authority of the State of Texas when PA has cause to believe that a student's physical or mental health or welfare has been or may be adversely affected by abuse or neglect.

Examples of Sexual Harassment

Unwelcome sexual conduct can arise from a wide variety of verbal, visual, or physical conduct. Among the types of conduct which would violate this policy are the following:

1. Unwanted sexual advances, propositions or suggestions;
2. Offering academic benefits in exchange for sexual favors;

3. Making or threatening reprisals after a negative response to sexual advances;
4. Visual conduct such as leering, making sexual gestures, displaying sexually suggestive objects or pictures, cartoons or posters;
5. Verbal conduct such as making or using derogatory comments, epithets, slurs and jokes;
6. Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene leers, notes or invitations; or
7. Physical conduct such as touching, assaulting, impeding or blocking movements.

SIGNATURE PAGE

Providence Academy provides the Parent/Student Handbook to our families in order to facilitate the partnership between school and home. The signature page serves as evidence of agreement to uphold the standards of PA. Please print, read, and return this form to the school before the first day of school.

Parent Responsibilities

1. Agree with PA's Mission Statement, Statement of Faith, and Non-denominational Position
2. Are committed to providing a quality, Christian education in accordance with existing Texas law
3. Are active members of a local, Christian church that is in keeping with Providence Academy Statement of Faith
4. Must actively participate in their child's education by the following ways:
 - a. Ensure the child is working diligently on assignments outside the classroom
 - b. Monitor child academic progress, timely submissions, and completion of all assignments.
 - c. Take responsibility, when necessary, for direct instruction of any given course
 - d. Monitor long-term projects and reading assignments, helping with pace and target dates
 - e. Address and discuss areas such as morals, values, absolute truths, biblical teachings, etc. as they arise in course topics
 - f. Willing to be an audience for practicing speeches and presentations
 - g. Assist with organizing thoughts for more critical and analytical type work
 - h. Transport your child to the library, when necessary
 - i. Assist with proofreading
 - j. Orient yourself and keep handy each class syllabus
 - k. Designate an area in your home for school
5. Must actively participate in the school community and functions by
 - a. Attending trainings, meetings, conferences, Coffee with the Administrator
 - b. Volunteer with the PTF as a Committee Head or member
 - c. Volunteer at the school for special events such as field day or lunch
 - d. Volunteer your time for one fundraiser

Student Responsibilities

1. Students must be active in a Christian church that is in keeping with PA's Statement of Faith.
2. Students should comply with the Student Code of Conduct and all other rules including showing respect to all adults and treating others the way they would want to be treated. The school will not tolerate profanity, obscenity in word or action, or dishonor to the Holy Trinity and the Word of God.
3. Students should keep an open line of communication with their parents regarding class assignments and instructions, grades, and extra-curricular activities.
4. Students should come to school with homework completed.

I have received and read (or had a parent read) a copy of Providence Academy's Parent/Student Handbook. I understand and agree that this Handbook governs the relationship between the school and myself. I understand the policies will be strictly enforced and I agree to abide by them.

(Signature of Parent/Guardian)

(Date)

(Signature of Student)

(Signature of Student)