

Providence Academy
of Classical Christian Education

PARENT - TEACHER
HANDBOOK

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THE GOALS

of

Providence Academy of Classical Christian Education

CHRIST-CENTERED

In all its levels, programs, and teaching Providence Academy seeks to :

- A. Teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17);
- B. Provide a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40);
- C. Encourage every student to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20; Matthew 19:13-15).

CLASSICAL

In all its levels, programs, and teaching, Providence Academy seeks to:

- A. Emphasize grammar, logic, and rhetoric in all subjects (see definitions below);
- B. Encourage every student to develop a love for learning and live up to his academic potential; and
- C. Provide an orderly atmosphere conducive to the attainment of the above goals.

Definitions:

Grammar: The fundamental rules of each subject.

Logic: The ordered relationship of particulars in each subject.

Rhetoric: How the grammar and logic of each subject may be clearly expressed.

FAMILY-CENTERED

In all its levels, programs, and teaching, Providence Academy seeks to:

- A. Honor the family as the first sphere of government.
- B. Encourage active family involvement in all aspects of their student's education and moral upbringing. (Eph. 6:1-4)
- C. Discourage any abdication of the family's biblically mandated role in training up their children to be godly, Christ and parent honoring ambassadors of the Kingdom of God. (Deuteronomy 6:6-7, Eph. 6:1-4) (see delegated authority policy, p. 13).

STATEMENT OF FAITH

Not all things in Scripture are equally plain in themselves, nor equally clear to all. Yet those things which are necessary to be known, believed, and observed, for salvation, are so clearly propounded and set forth in some place of Scripture or other, that not only the learned, but also the unlearned, in normal use of ordinary means, may come to a sufficient understanding of them. Acknowledging this, we plainly confess that:

We believe in God the Father Almighty, Maker of heaven and earth; and in Jesus Christ His only Son, our Lord. Jesus Christ was conceived by the Holy Spirit, and was born of a virgin, Mary. He suffered under Pontius Pilate, was crucified, died, and was buried. He descended into Hell and on the third day He rose again from the dead. He ascended into Heaven, where He sits at the right hand of God the Father Almighty. From Heaven He shall come to earth again to judge the living and the dead. We believe in the Holy Spirit, one holy Christian church, the communion of all true saints, the forgiveness of sins, the resurrection of the body, and the gift of everlasting life.

We believe the Bible to be the only inerrant Word of God. It is our only authoritative rule for faith and practice. (By reference to the Bible, or the Word of God in written form, we mean all the books of the Old and New Testaments, which are Genesis through Malachi, and Matthew through Revelation respectively.)

We believe that there is one God, eternally existent in three persons; Father, Son and Holy Spirit. He is omnipotent, omnipresent, and omniscient. In all things He is limited by nothing other than His own nature and character. We believe the God we serve is holy, righteous, good, loving, and full of mercy. He is the Creator, Sustainer, and Governor of everything that has been made.

We believe in the true deity and full humanity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.

We believe in the full deity of the Holy Spirit, acknowledging His work in creation and redemption, together with the Father and the Son.

We believe that because of Adam's sin all mankind is in rebellion against God. For the salvation of such lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.

We believe that salvation is by grace through faith alone, and that faith without works is dead. We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.

We believe in the resurrection of both the saved and the lost; those who are saved to the resurrection of life, and those who are lost to the resurrection of damnation. We believe in the spiritual unity of all believers in our Lord Jesus Christ.

THE PROVIDENCE ACADEMY MISSION

Providence Academy of Classical Christian Education exists to assist parents in their God-given privilege and sole responsibility of raising children in the fear and admonition of the Lord. "And these words, which I command thee this day, shall be in thine heart: And thou shalt teach them diligently unto thy children." (Deuteronomy 6:6-7)

Therefore, the primary objective of our academy is to offer a curriculum carefully designed to assist parents in providing, as Noah Webster eloquently describes, "all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and fit them for usefulness in their future stations."*

To these ends, the academy employs a philosophy of education and methods of teaching which imbue all areas of learning with the basic truths and principles of God's Word.

Our vision then is to glorify God and advance His Kingdom through building into the lives of our children a spiritual stature, moral fiber, love of learning, and scholastic achievement which will enable them to discern their place in God's Kingdom and to pursue excellence in their fields of endeavor.

*Taken from Noah Webster's 1828 dictionary.

EDUCATIONAL PHILOSOPHY OF PROVIDENCE ACADEMY

Although most Christian schools would agree on certain fundamentals it is imperative that parents scrutinize the foundational beliefs of any school in which they may enroll their children. Therefore, we have listed below the most important philosophical elements we, at Providence Academy, believe distinguish our approach to education.

1. We believe that the Bible clearly instructs parents, not the church or state, to "bring children up in the discipline and instruction of the Lord." The church's commission is essentially to spread the Gospel and train believers (Matt.28:18-20). The state has been directed to enforce God's laws and protect the innocent (Romans 13). The church trains parents; the state protects families; the family raises and educates children (Eph.6:1-4). Therefore, under the delegation of the family, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.
2. We believe God's character is revealed not only in His Word but also in every facet of creation. Therefore, we teach that all knowledge is interrelated (integrated) and can instruct us about God himself.
3. God wants us to love Him with our mind, as well as with all our heart, soul, and strength (Matt. 22:37). Therefore, we seek to challenge children individually at all levels and to teach them how to learn by using the centuries-old proven classical method which incorporates instruction in Latin.
4. We use the time proven notebook methodology.
5. We use the 4 R's to research, reason, relate, and record our way through Biblical principles.
6. We want to help parents teach their children to do everything "heartily, as unto the Lord." Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This includes biblical discipline principles.

Above all, parents can be confident that their student, at every stage of his development, will be loved with Christ's love at Providence Academy.

PARENT INVOLVEMENT AT PROVIDENCE ACADEMY

"Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord." Eph. 6:4

As a support and extension of the family unit, Providence Academy considers the family to be of first importance to a child. God, through His Word, indicates that the family is the most important human institution and He compares it to the relationship believers have with Christ and the Father. Therefore, at Providence we are seeking ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school.

Below are just a few of the more common ways we accomplish this. Please feel free to suggest additional ideas.

1. Visit the school/class at any time. (Simply call ahead out of courtesy to the teacher.)
2. Assist in the classroom, regularly or infrequently. (Arrangements should be made with the teacher)
3. Act as chaperone on field trips and/or library visits.
4. Serve as a story-reader, guest musician or offer your special talents.
5. Obtain permission and make arrangements to present your vocation to the class or to invite them to your place of business.
6. Share your experiences, trips, vacations, as they may relate to an area of study in the class.
7. Help host(ess) class parties at home or in the classroom.
8. Attend all Parent-Teacher Conferences that are formally conducted mid trimester. Informal conferences may be held anytime the parent's request one.
9. Closely monitor and praise your child's progress by reading all the teacher's notes, the weekly goal sheets, and all student papers which are sent home!
10. Invite the teacher home for dinner ☺.

This covenant signifies the agreement of a family with the school and the respective teachers who instruct their children. It is a two-way covenant where the parents delegate responsibility to the teachers and the teachers act as extensions of the parents. Two must walk together in agreement in order for success to be the result. (Amos 3:3)

Spiritual Commitment

1. We (as parents) believe in Christian education because the Bible commands it. We acknowledge our responsibility for what our child is taught.
2. We will support the policies of Providence Academy.
3. We agree with the moral standards involving dress, social relationships, and separation from worldliness and will support the school's standards in these areas.
4. We will maintain a committed relationship with our local church which includes tithing, attendance, and living in accordance with Scripture.

Academic Commitment

1. We believe that reflective thinking, creative expression, and practical application of what is learned must be based upon Biblical truth thus equipping a child for service in any area of life.
2. We believe that we, as parents, are the primary educators, and thus we will regularly be involved in the oversight of homework and academic work.
3. We wish to further equip ourselves for the training of our children at home and thus we will participate in any courses required by the school.

Discipline Commitment

1. We understand that Biblical discipline involves internal attitudes and external actions. We want improper attitudes in our children to be confronted.
2. We are willing to have teachers confront and expose moral problems which we as parents will then properly discipline. We understand that the primary role of discipline is restoration of relationships.
3. We wish to remain the primary disciplinary force and thus will fulfill our role in providing an atmosphere of discipline at home.

Practical Commitment

1. We understand that in furtherance of our covenant relationship referenced above, any conflicts and disagreements we may have with Providence Academy, its administrators, teachers, other parents, or students must be addressed in obedience to the instruction of Matthew 18:15-17 and 1 Corinthians 6:1-6. Therefore, we agree that all disagreements, conflicts, disputes

and claims involving the Academy, administrators, teachers, other parents or students shall be mediated and, if necessary, adjudicated by the governing authority of the local church which we have most recently attended. We affirm that there are those wise enough among us to decide disputes between us and, therefore, in obedience to scripture and in our desire to promote the Biblical ministry of reconciliation among brothers and sisters in Christ, we give up our right under the civil law to litigate any claims against the Academy, administrators, teachers, other parents, and students in a court of law and, instead, agree to submit all disputes, disagreements and claims to our local church for mediation and/or final adjudication in conformance with the commands of Matthew 18:15-17. Any judgment rendered by the governing authority of our local church shall be binding upon us and on the Academy and may be entered in any court of competent jurisdiction. We also understand that according to Romans 13 Providence Academy, its administrators, teachers, and staff have a responsibility to the governing authorities to report and cooperate in the investigation of any actions that constitute or may constitute crimes or offenses under Oregon law and are not subject to the provisions of this paragraph.

2. We will maintain confidentiality of matters between teachers and administration. We will not share this information with our children or with any other individual not a part of the problem or solution.
3. We will keep the school calendar at a position of importance, planning ahead so conflicts can be avoided.
4. We will keep our financial commitment to the academy as a priority. We will be willing to bear our share of the practical responsibilities in order to keep costs at a minimum.

TEACHER JOB DESCRIPTION AND COVENANT

Qualifications

1. The teacher must have a personal relationship with the Lord Jesus Christ; having been born again, for this is the life-source of all Christian teaching - the well of the Spirit.
2. The teacher must be a member of a local Protestant Church.
3. The teacher must view his/her ministry in the school as a call from God to service, not merely a temporary job.
4. The teacher must have at least three years of college instruction or its equivalency, as well as embracing and being willing to be trained in a Biblical philosophy of education.
5. A "teachable spirit" and diligence in study and research are necessary so that proper training and individual development will continue, and one can grow into a "master teacher."
6. Competence in the subject areas with the goal of mastering them from the viewpoint of the Word of God and its principles is a necessary quality in teaching so the teacher can become the text or "living epistle" to the students.
7. A covenant relationship for a teacher is defined as a commitment to both the school administration (representing the family's church leadership) and the parents (representing home leadership).

Teaching Responsibilities

1. Spiritual Life
 - a. A personal walk with Christ that is active and living on a daily basis so you are ready to minister and serve students, teachers, administration, and parents under the guidance of the Holy Spirit.
 - b. A Christ-like example and conduct must be maintained at all times in and out of school realizing that your life, more than anything else, will mold your students either positively or negatively. The willingness to sacrifice areas in order to avoid being a stumbling block is critical.
 - c. Commitment, loyalty, and faithfulness to the local church is a must to insure proper relationships and the handling of any differences in a Biblical manner.
 - d. A diligent prayer-life is a must in setting the right atmosphere.
2. Academic Teaching
 - a. The keeping of daily lesson plans and the teaching of lessons, realizing that you must walk a balance between the following of your plans and the spontaneous leading of the Spirit.
 - b. The keeping of a teacher "model" notebook as a demonstration to the students of diligence and mastery of a subject area.

- c. The assigning and correcting of homework, tests, and projects, as well as reporting grades and the individual progress of the students, must be done consistently and according to the basic philosophy and principles of the school.
 - d. Individual research and curriculum development in conjunction with the headmaster so that the teacher's courses "testify of Christ" more consistently each year.
 - e. The consistent and lovingly firm discipline of students within the philosophy and principles of the school. The accurate and consistent keeping of all records in regards to students and other areas of school procedure.
3. Relationship to Administration
- a. A submissive attitude toward the administration and a willingness to cooperate in the evaluation process in discussing strengths and weaknesses
 - b. Punctuality to all regular school days, faculty meetings, etc., that are put on the calendar and required of teachers
 - c. Honest communication between the administration and the teacher is necessary to insure the best of relationships.
4. Relationship to Parents
- a. Continual communication through conferences with the home on a regular basis will prevent misunderstandings and help one to handle differences in a Biblical manner, as well as keep a supportive attitude toward the home.
 - b. The constant realization that the teacher is the extension of the parent and, therefore, must be "one" with the home will help to give a formal and serious attitude toward the task that God has called us to do.
5. Relationship to Fellow Teachers
- a. An attitude of cooperation and working together will help the staff to support one another through encouragement, exhortation, and prayer with the goal of corporately expressing the Lord to parents and students.
 - b. Prayer and humility in dealing with one another helps to prevent bitterness and competition.
 - c. Confidentiality must be kept strictly so that teachers do not criticize students in front of other teachers, students or parents, and also do not unnecessarily discuss faults of others except for redemptive purposes.
6. Relationship to Students
- a. The teacher must keep a professional atmosphere and relationship before the students, realizing that many times an informal relationship in a school setting can

- breed a lack of respect.
- b. Adequate preparation academically and spiritually goes a long way in setting a professional atmosphere and preventing discipline problems. Consistent preparation for each day's lesson, along with requiring students to "press on" to the standard set before them is a necessary part of discipleship and prevents one's getting "side-tracked" from the subject area on a regular basis.
- c. A teacher must gain the respect of the students in order to inspire them to love learning. This is done by keeping a formal atmosphere, not allowing students to address you on a first-name basis, and by consistently and fairly disciplining the pupils as a means of redemption and self-government, not self-condemnation.
- d. Never treat one student as if he or she were the teacher's favorite, for this always puts others down, and causes a teacher to be "blind" in certain directions.
- e. A teacher must realize that he or she is ministering and serving the students by living the Life of Christ, and that this will require a willingness to lay your life down for them, even if they do not appreciate it at the time.

TEACHER STANDARDS

Attendance

- 1. Punctuality - It is expected that teachers will set an example of being prompt and on time to the various functions and schedules of the school.
- 2. Each paid full or part-time teacher or staff member has a total of five paid absences or leave in the duration of one calendar year of ten months. Two of the above five days are personal, and can be taken for any reason subject to the approval of the administration at least one month in advance. Should a teacher use more than five days, the school board will be notified for possible adjustment in salary.
- 3. Additional teacher absences from class for outreach ministry purposes are subject to the advance approval of the school board.

Dress

- 1. For Men:
 - a. Hair should be neatly cut, above the ears and off the collar.
 - b. A dress shirt with a collar (tie optional) or a polo shirt with no tie and dress slacks.

- c. At times, Exceptions in specific areas of dress will take place due to the nature of certain classes.
- 2. For Women:
 - a. Hair should be kept in a feminine style.
 - b. Excessive jewelry and make-up should be avoided so an example can be set for the students and others.
 - c. Slacks, jeans of material that looks like slacks or similar is acceptable, dress or skirt (at least knee length).
 - d. Blouses must be modest in appearance (no low-neck cuts).
 - e. At times, Exceptions in specific areas of dress will take place due to the nature of certain classes

Faculty and In-Service Meetings

1. All faculty must attend the faculty meetings and in-service training sessions as scheduled on the calendar.
2. Teachers should attend parent-teacher meetings and services in appropriate attire.

Daily School Opening:

1. All AM teachers should attend the prayer meeting at 7:30 A.M.
2. All afternoon teachers are encouraged to attend as they are able.
3. Elementary and Junior-Senior High teachers should be ready in their rooms at 8:00 sharp so that the opening can take place.
4. Each morning school opening will include:
 - a. Students entering the class and immediately putting books or other materials on their respective desks.
 - b. Attendance check will then take place as students put their things away and get ready for the day. (The weekly attendance page should be brought to the office promptly each Thursday.)
 - c. A dress code check should be done carefully by each teacher at the beginning of the day. This does not need to be an ordeal, but a check-list made up by each teacher can help to accurately report a dress code violation.
 - d. A short devotion and prayer should take place.

Daily School Closing

1. Promptly at 2:35 dismissal Should take place.
2. School closing will consist of the following; from 2:35 to 2:45:
 - a. Student responsibilities in cleaning up their respective classrooms and duty areas;

General Responsibilities

1. It is the responsibility of the home-room teacher to see to it that the room is neat and orderly
2. Individual teachers are responsible for their own clean-up of

their desks, general room appearance and the staff area (coffee cups, silverware should be cleaned and put back properly).

3. The main bulletin board within each classroom should be changed on a monthly basis to reflect the current topic.
4. Master Subject Notebooks are to be kept, ready to be inspected at regular intervals by the headmaster or school board.

Observation and Evaluation

1. First year teachers in the school will be observed at least three times by the headmaster. This does not include any official observations by members of the school board or informal observation by the headmaster or board.
2. Teachers who have taught at least one year with us will be observed at least twice a year.
3. Within one week of an official observation there will be an evaluation conference for the benefit of the teacher.
4. At the end of the year, all teachers will receive a brief type-written evaluation of strengths and weaknesses from the administration so that a final conference can be held before the next year regarding practical goals for improvement.
5. The primary purpose of evaluation is to build up the teacher and increase the quality of instruction. Evaluations may be used to determine if a teacher is rehired the following year.

Stumbling Blocks

1. It is important to recognize that a teacher at this school is a model and an example to students and parents, as well as visitors and others who may be watching.
2. One of the most important things that we must keep at heart is our vision, which will keep us on the "cutting edge" regardless of how well we are achieving our goals. This is an atmosphere created in your classroom and the school that is necessary in order to demonstrate that you have internalized the vision and purpose of our school as you strive to become a master teacher.
3. Be careful of your mannerisms as you teach. We must uphold an excellent standard of manners and morals.
4. Guard against the use of any slang or off-color jokes (such as nationality or race). Sometimes our past has given us habits that we are not aware of that reduce the proper level of spiritual atmosphere we wish to create.
5. Our social standards in and out of the school are crucial and must at all times be an example to others (such as the theater, male-female relationships, etc.).
6. We must be careful to always give enthusiastic support for student activities, though we may not always be able to attend. It should be your good pleasure to attend functions in which your students are involved.

DELEGATED AUTHORITY POLICY

Objective: To ensure that parental authority over the education of their children is respected at Providence Academy.

Scope: This policy applies to all teachers and staff who exercise authority of any kind over the students.

Guidelines:

Teachers are to remember that they do not function above parental authority, but rather with delegated authority from the parents.

SECONDARY DOCTRINE POLICY

Objective: To establish the limits of doctrinal teaching at Providence Academy.

Scope: This policy applies to all teaching staff in the course of their teaching duties.

Definitions:

Secondary doctrine: Doctrinal issues which are not addressed in the Providence Academy Statement of Faith

Guidelines:

1. Classroom discussion of secondary doctrine should be on an informative, non-partisan level. Teachers must be careful to speak to the students in a manner that would not cause offense to either the parents or students.
2. All sides of an issue should be presented.
3. The teacher should encourage the students to follow up any questions they have with their parents and pastor.

CONTROVERSIAL SUBJECTS POLICY

Objective: To establish a policy that helps Providence Academy to respect the convictions of parents and teachers in various academic and/or sensitive subject areas, while at the same time maintaining our goal of teaching all subjects in the light of a

comprehensive Christian world view.

Scope: This policy applies to all teaching staff in the course of their teaching duties.

Definitions:

Controversial subject: a subject which Christian families and churches commonly consider divisive or very sensitive, whether the introduction of the topic was planned by the teacher or brought up by a student. Examples: Old earth/young earth, partisan politics, human sexual relations, etc.

Guidelines:

1. The teacher is to remember that he is to be serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with student/s on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy, and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students.
2. If in the course of teaching a class, a teacher sees that a subject could arise or has arisen which he has good reason to believe is controversial or obviously of a sensitive nature, and discussion of that subject will not help him achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all.
3. If in the course of teaching a class, a teacher sees that a subject could arise or has arisen which the teacher has reason to believe is controversial and/or of a sensitive nature, and the discussion of that topic will help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:
 - a. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
 - b. Instruct the class on their responsibility to

honor the teaching they have received from their parents on this subject.

c. As appropriate (i.e. pertinent to the stated goals of the class), direct the students' attention to informed sources on each side of the subject concerned. This may be done in a variety of forms, such as, a research paper, guest speakers, reading differing authors, etc. Strongly encourage the students to become knowledgeable of the most widely held views on the topic.

d. Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.

e. The Headmaster should be informed if controversial subjects are to be breached or arise.

4. Due to the extremely sensitive and intimate nature of human sexual relations, discussion and instruction on this topic generally will be limited to human reproduction in biology, and biblical principles and references, as they arise in appropriate class contexts.

HOMWORK PHILOSOPHY AND GUIDELINES

Providence Academy may assign some amount of homework to its students at any given time. Below are the primary reasons or causes for homework being assigned:

1. Students often need extra practice in specific new concepts, skills, or facts. In certain subjects (e.g. math or languages). There is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
2. Repeated, short periods of practice or study of new information is often a better way to learn than one long period study.
3. Since Providence Academy recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This keeps the parents informed as to the current topics of study in the class.
4. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation, serves a punitive as well as a practical purpose.
5. Since homework, by its nature, takes time at

home it is not assigned due to the teacher's poor planning or in place of an assignment which could have been completed at school.

6. The necessity for doing homework will vary from level to level and even from student to student.
7. The following guidelines provide *general limits* to homework. It must be understood that these are only guidelines and individual students and classes may require more, or less, homework on a daily basis. A non school night is a Friday or Saturday. Sunday is not included as that is the day most families observe the Christian Sabbath.
 - A. Lower Elementary (grades 2-3): 20 to 40 minutes per school and 15-25 per non school night.
 - B. Upper elementary (grades 4-5): 30 to 50 minutes per school night and 40 to 70 minutes per non school night.
 - C. Jr. High (grades 6-7): 50 - 70minutes per school night and 50 to 90 minutes per non school night.
 - D. High School (grades 8+): 90 - 120 minutes per school night and 90 to 140 minutes per non school night.
8. Homework will not be assigned over Christmas and Spring breaks.

CLASS GRADING AND ASSIGNMENT STANDARDS

The academic grading scale will be as follows at the Upper Elementary level and above:

A+	98-100	C+	78-79
Superior Work		Average Work	
A	93-97	C	73-77
A-	90-92	C-	70-72
B+	88-89	D+	68-69
Above Average		Below Average	
B	83-87	D	63-67
B-	80-82	D-	60-62
		F	0-59
		Failing Work	

The academic grading scale will be as follows at the Lower Elementary level:

O = Outstanding Work (86% - 100%)
S = Satisfactory Work (70% - 85%)
N = Failing Work (69% or less)

Lower Elementary Promotion: for promotion to the next grade the student must pass Reading, Math and English with at least an S average and not fail any one other subject with an N.

General Class Standards:

- I. All assignments will be neatly recorded on the student assignment sheet or in the student planner. This is the responsibility of the student. In the lower elementary grades teachers need to check assignment sheets for completeness and neatness. This must also occur for any student who is placed on academic probation.
- II. The heading of all homework papers will be consistent with the school standard. Neatness is required, and teachers may ask students to copy

over homework assignments which are poorly written.

- III. Homework grading standards consist of the following:
Homework is graded according to the regular academic grading scale.
1. Homework is graded as it is when it is handed in.
 2. If homework is handed in after the end of the class hour it is considered late and will receive a one grade deduction. Two days late it may be recorded as a zero. The homework assignment may still be required to be turned in if the teacher deems it necessary.
 3. Assignments, like take-home tests or projects, will be graded in the manner above in relation to when they are turned in.
 4. Exceptions may be made at teacher discretion.
- IV. No curving or scaling grades will take place. If a teacher feels a test was not fair, it will be re-given in another form or deleted from the students records.
- V. The essay and composition grading scale will be the following:
1. On a scale of 100 points per essay, 60 will be for content (unity, coherence, and development), 30 will be for Mechanics (punctuation, capitalization, and spelling all parts present (i.e. bibliography, etc.), and 10 will be for manuscript form (margins, title, paragraphing, legibility, and neatness).
- VI. Across the scope of the high school student's schedule, no more than two tests will be given on the same day, and no more than a 5 point bonus will be awarded for any one test.

Note: No numerical grade can exceed 100 percent on any progress report or report card grade even if the actual average has exceeded this number.

Paper Heading Format

	Name	Date
	Teacher	Notebook / Tab
	Title (if appropriate)	

- VII. Writing Standards
1. Words, letters, numbers are kept on the paper's ruled lines.
 2. Cursive writing in grades 4 -12 of a proper size is required.
 3. Dot all i's and cross all t's completely and accurately.
 4. Penmanship is erect, uniform, and legible.
 5. Margins are kept clear and words are evenly spaced so they are not crowded or bunched together.
 6. Writing is on only one side of the paper.
 7. Errors are not written, over or blacked out, but carefully corrected in accordance with the teacher's standard.
 8. Underlining is done with a straight edge or ruler.
 9. Pages must be copied over if they have a certain number of mistakes on them (specified by teacher and grade level) or for general sloppiness. Care should be given not to exasperate the student.
- VIII. Science and Math Work Standards:
1. Math problems are evenly spaced.
 2. Numbers correctly formed with proper spacing and columns.
 3. Lines are drawn with a straight edge or ruler.
 4. Word problems have all the work showing with steps numbered, and answered in complete sentences with labels.
 5. Graph paper is allowed.

IX. Notebook Standards

1. General:

- a. Notebook Binders - D-ring notebooks are recommended. Binders should be plain (any color, but no pictures), hard cover, and have locking metal rings. Teachers may petition the headmaster for special binder exceptions.
- b. Notebook Dividers - As per teacher request.
- c. Notebook Paper - Paper torn out of a spiral bound book is not allowed. Paper sized 8 ½ X 11 is required.

PROVIDENCE ACADEMY PROMOTION POLICY

Students must meet all the following basic criteria for promotion to the next successive level:

- 1. Pass reading, math, and English with at least a 75% average of three trimesters.
- 2. Have no more than one "F" per trimester in any other academic subject (e.g. Art, Science, etc). It is incumbent upon the teacher that all curriculum objectives, grading guidelines, and teaching requirements be faithfully executed. For example, the requirement that there be at least 10 objective grades per subject area by which the trimester grade is computed has a significant bearing on a complete and accurate assessment of a student's success in that area. Too few grades can force the teacher to make a poorly documented and therefore non-objective judgment call.
- 3. A student's year end grades, standardized achievement scores, parental desires and feedback, teacher desires and feedback, and administrator desires and feedback may all be considered in the promotion and retention of any student.
- 4. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery of the following skills/subjects in the grades noted:
Second level: Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Able to write complete sentences with neat lettering. Able to add and subtract single digit numbers with at least 75% accuracy.

Second to Third Level: Cumulative mastery of above requirements, plus: Able to read

fluently and independently, using books of a second level. Able to write neatly and correctly identify the basic parts of a sentence. Able to spell correctly with at least 75% proficiency. Able to add and subtract two-digit numbers with at least 75% accuracy.

Third to Fourth Level: Cumulative mastery of above requirements, plus: satisfactory (75%) completion of curriculum objectives for this level.

Fourth to Fifth Level: Cumulative mastery of above requirements, plus: satisfactory (75%) completion of curriculum objectives for this level.

Fifth to Sixth Level: Cumulative mastery of above requirements, plus: satisfactory (75%) completion of curriculum objectives for this level.

Sixth to Seventh Level: Cumulative mastery of above requirements, plus: satisfactory (75%) completion of curriculum objectives for this level.

Seventh to Eighth Level: This student should have mastered the essentials of Grammar, mathematics, and writing and be reasoning at a Logic stage of development.

Eighth to high school Level: *Should* have completed two years of Classical Latin, one year of Logic, one year of American Republic, and have mastered the essentials of Grammar, mathematics, and writing and be prepared for High school literature, composition, Algebra 1, and course work involving advanced reasoning skills.

ATTENDANCE REQUIREMENTS

A student enrolled in Providence Academy is expected to be present and on time every day school is in session. The actual number of days school is in session will be determined by the yearly school calendar. Students are also expected to attend and complete all requirements for every course offered. Attendance records for the elementary students are kept by the individual classroom teachers and reported on the student's report card each trimester.

I. Short-Term Absences: If a student needs to be absent from school for one to two days, for any reason, the parents should contact the school office by note or phone in advance and as soon as possible.

II. Long-Term Absences: If a student needs to be absent for three or more consecutive days, the parents should notify the school in writing explaining the circumstances. This will permit the office to inform the appropriate teacher(s) and to compile the necessary schoolwork which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork. Teachers need at least two weeks notice before a long term absence occurs.

III. Extended Absences: We will gladly cooperate with families taking their children from school for vacations, hunting trips, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed. We recommend that prior to any planned, extended absence, the student(s) work ahead as much as possible. This eliminates both the need to work on vacation or doing a significant amount of make-up work. Homework for a planned absence is due on either the last day in class or the

day the student returns to class. Teachers may treat each incidence according to the individual grace needed. Changes of this policy in the way of extensions of homework time must be approved by the headmaster.

IV. Absence Guidelines: In the event the total number of planned (that is parent-approved) absences for one trimester is equal to or exceeds seven days for the trimester, the student will not receive credit for that trimester unless:

1. The teacher has been given a minimum of 2 weeks advance notice (before the student will be absent) to prepare lesson plans (or an outline of the work to be completed by the student) and assignments.
2. The required work for the absentee period is completed showing the student's comprehension and understanding of the lessons.
3. All completed work is turned in within two school days after the student's return to class. This does not mean the student's work is not due the day of return to class, only that the day after it loses a grade, and then another and then it is a "D" or worse and cannot be accepted.

In the event a student is absent from a class, or from school, for more than seven days during one trimester (for any reason), the student's parents will meet with the headmaster (and teacher, if necessary).

DISCIPLINE POLICY

The kind and amount of discipline (correction) will be determined by the teachers, and if necessary, the Headmaster. Discipline will be administered in the light of the student's problem and attitude. All discipline will be based on biblical principles, e.g. restitution, apologies, (public and private), swift and painful punishment, restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline problems are to be dealt with at the classroom level. Love and forgiveness will be an integral part of the discipline of a student.

- I. Office Visits: There are five basic behaviors that will automatically necessitate discipline from the headmaster (versus the teacher). Those behaviors are:
 1. Disrespect shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
 2. Dishonesty in any situation while at school, including lying, cheating, and stealing.
 3. Rebellion including outright disobedience in response to instructions.
 4. Fighting including striking in anger with the intention to harm another.
 5. Obscene, vulgar, or profane language as well as taking the name of the Lord in vain.

In the above situations the headmaster will determine the nature of the discipline. The headmaster may require restitution, spanking, janitorial work, parental attendance during the school day with their student, or other measures consistent with biblical guidelines.

If for any reason a student receives discipline from the headmaster the following accounting will be observed. Within any trimester of the school year:

1. The first two times a student is sent to the headmaster for discipline the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
 2. The third office visit will be followed by a meeting with the student's parents and headmaster.
 3. Should the student require a fourth office visit, a two-day suspension will be imposed on the student.
 4. If a fifth office visit is required, the student will be expelled from the school.
- II. Expulsion: The board of Providence Academy realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student will be expelled.
- III. Serious Misconduct: Should a student commit an act with such serious consequences that the headmaster deems it necessary, the office visit process may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence / vandalism to the school facilities, violations of civil law or criminal law, or any act in clear contradiction to scriptural commands. Students may be subject to school discipline for serious misconduct which occurs when school is not in session.
- IV. Readmittance: Should the expelled student desire to be readmitted to Providence Academy at a later date, the school board, or its delegated committee, will make a decision based on the student's attitude and circumstances at the time of re-application.

BASIC SCHOOL RULES

The following list of school rules are those essential policies that we require all our students to be aware of and to which we require them to adhere.

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
3. No chewing gum, electrical devices, guns, or knives are allowed on the school grounds or buses except by special permission of the classroom teacher.
4. Students are expected to be aware of and avoid the off-limits areas of the building or grounds.
5. Students are expected to treat all of the school's materials or facilities with respect and care. This includes all textbooks distributed to the students. (Students will be charged for lost or damaged textbooks on loan or rented to them.)

DRESS CODE

Guidelines: Students attending Providence Academy are expected to comply with the following guidelines for student attire:

- Providence Academy is a workplace for students as well as for teachers. Students should dress in a way which demonstrates their respect for the school and for one another. Therefore, students shall:
- A. **Dress neatly:** All shirts tucked in, shoes tied,

no holes/tears in clothes, clothing of the appropriate size.

- B. **Be clean:** Clean and neat bodily appearance, hair well kept, boys clean shaven.
- C. **Be modest:** No tops of stretchy, clingy fabric, no short skirts. No outlandish or distracting appearances allowed.
- D. **No logos:** Shirts and upper garments often tend to have large brand identifiers. We feel it best that the only logos be a monogram (for those who want them) reflecting Providence Academy.

SCHOOL CLOTHES POLICY - Multi-forms

Colors:

Pants, shorts and skirts: Navy & Khaki.

Daily Shirts: Maroon, forest green, white and navy.

Protocol Uniform: Boys wear Kahki slacks and a Navy Polo. Girls wear Khaki slacks and a white polo.

Oxford Shirts and Sweaters: Boys wear a white button-up oxford with a button-down collar and a school sweater. Tie is optional. Girls wear White button-up blouse (ordered through Chadwicks.com) and a school sweater.

Girls

Slacks - clean and neat, properly fit and belted (when they have loops); no sagging, baggy styles; no skin tight styles. Shorts and skirts - clean and neat, at least knee length, skirt slits need to be at or below the knee and loose fitting.

Shirts - clean and neat, tucked in, neat, and buttoned up (excepting girls protocol shirt). No open shirts over a t-shirt. T-Shirts and undergarments are to be white or invisible though clothes.

Shoes - clean and neat, tied in laces (if shoe style has laces then they should be in the shoes), no high heels. Shoe soles over two inches high are considered a hazard and are not allowed. This includes cowboy boots.

Jackets - clean and neat. Jackets are to be worn or hung up, not draped about the student.

Hats - no hats allowed indoors.

Sweaters - clean and neat, are to be school sweaters.

Jewelry - modest; girls may have pierced ears (the earrings shouldn't be a danger or a distraction).

Boys

Slacks - clean and neat, properly fit and belted (when they have loops); no sagging, baggy styles; no skin tight styles.

Shorts - clean and neat, at least knee length

Shirts - clean and neat, shirts tucked in, neat, shirts should be buttoned up, No open shirts over a t-shirt. T-Shirts and undergarments are to be white or invisible though clothes.

Pants - clean and neat, properly fit and belted; no sagging baggy styles; no skin tight styles.

Shoes - clean and neat, tied in laces (if shoe style has laces then they should be in the shoes). Shoe soles over two inches high are considered a hazard and are not allowed. This includes cowboy boots.

Jackets - clean and neat. Jackets are to be worn or hung up, not draped about the student.

Hats - no hats allowed indoors.

Sweaters - clean and neat, are to be school sweaters.

Jewelry -Boys may not wear jewelry.

Enforcement: The Classroom teacher and/or the school administration will determine if there is a violation of the dress code, either in fact or attitude. Students not complying with the dress code will be required to rectify their appearance as quickly as possible. Cheerful and consistent compliance is expected; grumbling and challenging attitudes will be subject to disciplinary action. Special Attire Events/Days: At the discretion of the headmaster events such as field trips may call for other clothing options. Special days may be scheduled, such as dress-up days, during which the protocol uniform or a non-uniform is required.

LEARNING DISABILITIES POLICY

Definitions:

Severe Learning Disability: Any condition in a potential student which would require a separate classroom, program, and staff in order to provide the

educational services desired by the parents. e.g. Down's syndrome, deaf/mute, blind, etc.

Learning Disability: Any condition in a potential student or student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents. E.g. Hyperactivity, Attention Deficit Syndrome, dyslexia, etc. For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed and is a genuine learning disability.

Guidelines:

1. Children with a severe learning disability will not be admitted to Providence due to the lack of adequate staff, funding, and facilities.
2. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their level.
3. Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.
4. The school board, in consultation with the Headmaster, reserves the right to make special exceptions to the above guidelines on a case by case basis.

ACADEMIC PROBATION POLICY

Our belief is that academics and character are more important than sports and other extra curricular activities. Providence Academy has a policy that if a student who is participating in extracurricular activities falls below a 70 % in any subject they are placed on academic probation from the time the infraction is discovered. A student may

also be placed on character probation. I see no reason a student who is rebellious in their attitude and doing well in their grades should be allowed the privilege of extra curricular activities. This second issue is harder to govern than the first and teachers must be very careful when evaluating this. One bad day for a student does not make a case for probation.

There are two probations. The first probation is basically a warning and a mercy. It is for seven physical days (or longer if required to get to the next "in school" day). The student has seven days to get their grades back up or their attitude in submission to Christ. During that time they may still participate in the activity. If they do not fix the problem in that time period they may not participate in extra curricular activities for a second seven day period and must further labor to bring their grades up. They may attend practices as an observer during that second seven day period but may not participate in activities. If they fix the problem to standard they may continue normally in the activity after the seven days is up. If they do not fix the problem then they must stop the activity for the remainder of the trimester. Failure to pass a core class at the end of the trimester will result in the student being ineligible for extra-curricular school related activities the following trimester. This extends over the summer.

It is possible that extenuating circumstances beyond the control of the child (death in family, etc.) may temporarily harm their grades and the teachers and parents must confer with the headmaster to determine if the student should be withdrawn from the activity or grace given.