

Providence Christian Academy

Vision

By faith in the finished work of the Lord Jesus Christ, trusting in the Holy Spirit to lead us into and empower us for the works of righteousness which the Father has prepared for us from before the foundation of the earth...

1. We envision Providence Christian Academy as a servant of Christian parents in the spiritual, intellectual, emotional, and physical nurture of its students.
2. We envision our students' parents fulfilling their covenantal responsibilities by taking an active role in our school's mission.
3. We envision our students, taught in the truths of the Gospel of grace and the creation of God, going forth from the school and living lives of excellence, which glorify God.
4. We envision our teachers, passionately in love with the Savior and committed to the welfare of our students, teaching them in all truth, especially to love God and their neighbor as themselves.
5. We envision our curriculum setting the standards of Christian academic excellence by means of effective use of "the tools of learning"—that is, the Trivium of Grammar/Knowledge, Logic/Understanding, and Rhetoric/Wisdom—across all subject areas.
6. We envision our board of directors, thinking, dreaming, and planning in accordance with God's will—always for His glory—and not just for the present task set before it, but always considering the generations to come of covenant children who will be students at the academy.
7. We envision our school being a beacon of learning, exemplifying the pursuit of excellence in all things for God's glory, in our community, our state, our nation, and our world.

Mission

The mission of Providence Christian Academy is to teach students to know, reason, discern, and apply Truth using Scripture and the classical liberal arts, thereby assisting parents in fulfilling their God given responsibility of child training.

School Goals

The goal of Providence Christian Academy is to serve Christian parents in the education of covenant children, our students, by providing an outstanding classical and Christ-centered education.

CHRIST-CENTERED

In all its levels, programs, and teaching, Providence seeks to do the following:

- A. Teach all subjects as part 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 seeks to do the following:

- 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;
- 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: The clear expression of the grammar and logic of each subject.

School Motto

Veritas, Caritas, Sanctitas
(Truth, Charity, Holiness)

The education of Providence Christian Academy will exemplify the following values:

- *Truth*: Because God has truly revealed Himself to us in His Word, and because He created all things to reflect His character, we value truth, believing that truth is knowable and objective, and that all truth is God's truth.
- *Love*: Because God is love and love is the primary virtue by which all may know that one is a Christian, we value love, believing that love is our guiding virtue and principle in all things.
- *Holiness*: Because we are to do all things as unto the Lord, all of life belongs to God, is set apart for His purposes, and is, therefore, holy; so we value holiness in life, believing that only a life which is lived for the glory of God is a life with meaning and purpose.

The value of holiness leads us to hold to two corollary values:

- *Beauty*: Because beauty is an indispensable element of holiness—indeed, the Bible describes holiness in terms of beauty and because God's standards for aesthetic truth are clearly set forth in His Word, we value beauty, seeking to inculcate its appreciation throughout the curriculum.
- *Excellence*: Because the Lord's holiness calls for our best efforts in all that we say, do, or think, we value excellence—in our students' studies, in our teachers' teaching, in our directors' directing, in all things.

School Colors

Blue—*Veritas* (Truth)
Burgundy Red—*Caritas* (Charity)
White—*Sanctitas* (Holiness)

School Hymn

Non nobis, Domine, Domine

Non nobis, Domine

Sed nomini, sed nomini

Tuo da gloriam!

Not to us, Lord, Lord,

Not to us, Lord,

But to Your Name, but to Your Name

Give the glory! (Psalm 115:1)

School Scripture Verse

“Your people will rebuild the ancient ruins and will raise up the age-old foundations; you will be called Repairer of the Broken Walls, Restorer of Streets with Dwellings” (Isaiah 58:12).

Statement of Faith

Providence Christian Academy’s doctrinal position is firmly in accord with the orthodox, historic, evangelical understanding of the Christian faith. As a member school of the Association of Classical and Christian Schools and Christian Schools International, all board members, teachers, and staff are required to subscribe to a statement of faith which is a summary of chapters one (Concerning Holy Scripture) and two (Of the Holy Trinity) of the Westminster Confession of Faith and the Cambridge Declaration of the Alliance of Confessing Evangelicals. Copies of these confessional statements are available for reading in the school office. We accept as students only those who have at least one parent who is a professing Christian.

In all our classes, the teaching of Christian doctrine includes the essentials of the faith as taught by the 16th century Reformation:

1. *Sola Scriptura* -- the Bible is the inspired, infallible Word of God and the sole rule of faith and life.
2. *Sola Gratia* -- salvation is only by the grace of God, made available through the finished work of Christ on the cross.
3. *Sola Fide* -- sinners are justified by God solely through faith in the work of Christ, apart from human works, and faith without works is dead.
4. *Soli Gloria Deo* -- all of life is to be lived only for the glory of God.

| <i>Beginning Grammar(Pre-Polly)</i> | <i>GRAMMAR (Poll-Parrot)</i> | <i>LOGIC (Pert)</i> | <i>RHETORIC (Poetic)</i> |
|---|---|--|--|
| Grades K-3 | Grades 3-6 | Grades 7-9 | Grades 10-12 |
| Approx. ages 4-8 | Approx. ages 9-11 | Approx. ages 12-14 | Approx. ages 15-18 |
| <i>Student characteristics</i> | <i>Student Characteristics</i> | <i>Student Characteristics</i> | <i>Student Characteristics</i> |
| <ol style="list-style-type: none"> 1. Obviously excited about learning 2. Enjoys games, stories, songs, projects 3. Short attention span 4. Wants to touch, taste, feel, smell, see 5. Imaginative, creative | <ol style="list-style-type: none"> 1. Excited about new, interesting facts 2. Likes to explain, figure out, talk 3. Wants to relate own experiences to topic, or just to tell a story 4. Likes collections, organizing items 5. Likes chants, clever, repetitious word sounds (e.g. Dr. Seuss) 6. Easily memorizes 7. Can assimilate another language well | <ol style="list-style-type: none"> 1. Still excitable, but needs challenges 2. Judges, critiques, debates, critical 3. Likes to organize items, others 4. Shows off knowledge 5. Wants to know “behind the scenes” facts 6. Curious about Why? for most things 7. Thinks, acts as though more knowledgeable than adults. | <ol style="list-style-type: none"> 1. Concerned with present events, especially in own life 2. Interested in justice, fairness 3. Moving toward special interests, topics 4. Can take on responsibility, independent work 5. Can do synthesis 6. Desires to express feelings, own ideas 7. Generally idealistic |
| <i>Teaching Methods</i> | <i>Teaching Methods</i> | <i>Teaching Methods</i> | <i>Teaching Methods</i> |
| <ol style="list-style-type: none"> 1. Guide discovering 2. Explore, find things 3. Use lots of tactile items to illustrate point 4. Sing, play games, chant, recite, color, draw, paint, build 5. Use body movements 6. Short, creative projects 7. Show and Tell, drama, hear/read/tell 8. Field trips | <ol style="list-style-type: none"> 1. Lots of hands-on work, projects 2. Field trips, drama 3. Make collections, displays, models 4. Integrate subjects through above means 5. Teach and assign research projects 6. Recitations, memorizations 7. Drills, games 8. Oral/written presentations | <ol style="list-style-type: none"> 1. Time lines, charts, maps (visual materials) 2. Debates, persuasive reports 3. Dramas, reenactments, role-playing 4. Evaluate, critique (with guidelines) 5. Formal logic 6. Research projects 7. Oral/written presentations 8. Guest speakers, trips | <ol style="list-style-type: none"> 1. Drama, oral presentations 2. Guide research in major areas with goal of synthesis of ideas 3. Many papers, speeches, debates 4. Give responsibilities, e.g. working with younger students, organize activities 5. In-depth field trips, even overnight 6. World view discussion/written papers |

Parent Involvement in Providence

“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 considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed, since He compares it to the relationship believers have with Christ and the Father. Therefore, at Providence we are continually seeking ways to actively involve the parents, sibling, and grandparents of our students in the program of the school.

We publish a volunteer handbook that lists many specific ways to become involved. Below are just a few of the more common. Please feel free to ask if you would like to try additional ideas.

1. Become involved in POPs (Pillars of Providence)
2. Assist in the classroom, regularly or infrequently. (Again, arrangements should be made with the teacher concerned.)
3. Act as a chaperone on field trips and/or library visits.
4. With permission and arrangements with the teacher, present your vocation to the class or invite them to your place of business.
5. Volunteer for assistance with upper school events throughout the year.
- 6.
7. Help host class parties in the classroom or at home.
8. Attend all Parent-Teacher Conferences. Informal conferences may be held anytime at the parent’s request.

Controversial Subject Policy

This policy applies to all teaching staff in the course of their teaching duties. It does not apply to non-teaching staff, nor to teaching staff on their own time.

Controversial subjects are subjects which Christian families and churches commonly consider divisive, whether or not the introduction of the topic was planned by the teacher or brought up by a student. Examples: the War Between the States, old earth/young earth, partisan politics, etc.

1. If in the course of teaching a class, a teacher sees that a subject has arisen which he has good reason to believe is controversial, 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.
2. If a subject arises which the teacher has reason to believe is controversial, 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 and church 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.
3. The teacher is to remember that according to Scripture and the second stated goal of Providence School, he is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into and adversarial debate with student/s on controversial subject 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.

Student Health Requirements

All students attending Providence must have on record with the school office either a current immunization record or an exemption statement before entering school in the fall. Standard immunization record forms may be obtained from the family doctor and a copy given to the school office.

Before school staff will issue any medication to a student, we must receive written parental permission. In order to facilitate the general dispensing of non-prescription medicine (e.g. Tylenol & Tums), we have a form available for parents to grant a year's general permission to the school to issue non-prescription medicines to their student(s). This form will be kept in the student's file.

Students may not keep any prescription medication at school in their lunch boxes or lockers. If a student must take prescription medication, he should bring it to the office with a note from his parents stating the dosage and how many days the prescription is to be taken. The medicine should be in a clearly marked bottle. There should be enough medication to last the entire dosage period, so that students do not have to come to the office with a bottle every day. Medication will only be given out at lunchtime.

Admissions Statement

Providence admits only students who have at least one parent who is a professing Christian. Additionally, the parent(s) must read, agree to abide by, and sign the covenant commitments in the application package.

Parents and students applying for admission to Providence must complete an application package and submit it to the school by April 1. The school will arrange for the applicant to take placement tests. The headmaster will also arrange for an interview with the parents and the board.

Providence Christian Academy does not discriminate on the basis of gender, race, color, national and ethnic origin in administration of its educational policies, admissions policies, and other school administered programs.

Learning Disabilities

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, blind, etc.

Learning Disability: Any condition in a potential 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.

1. Children who have been diagnosed as having a learning disability will be required to meet the same academic and behavioral standards as all the other children in their grade level.
2. Children who have been diagnosed as having a learning disability will be given the same amount of individual instruction and encouragement as their peers.
3. Individualized Education Plan (IEP). Providence will not become a signatory party to any IEP. We make no guarantee that we will follow the instructions of an IEP and under no circumstances will we be bound by the requirements of an IEP.

High School Graduation Requirements

College Preparatory Diploma

Credits to be earned in grades 9-12

| | |
|--------------------------------------|-------------------------------------|
| Humanities | 8.0 credits |
| Rhetoric | 2.0 credits |
| Logic* | 1.0 credits |
| Math | 3.0 credits |
| Science | 3.0 credits |
| Foreign Language | 3.0 credits |
| Bible | 2.0 credits |
| Drama | .5 credits |
| Art | .5 credits |
| Music | .5 credits |
| Physical Education | 1.0 credits |
| Thesis | .5 credits |
| Total graduation requirements | 25 credits (including logic) |

*This course is taken in the eighth grade

Dialectic Courses

| | <u>7TH GRADE</u> | <u>8TH GRADE</u> | <u>9th GRADE</u> |
|--------------------|-----------------------------|-----------------------------|-----------------------------|
| BIBLE | O. T. Survey* | N. T. Survey* | Theology 1* |
| LITERATURE | Unit Studies | Unit Studies | Ancient |
| MATH | Algebra ½ | Algebra I | Geometry |
| SCIENCE | General Science | Logic | Physics |
| HISTORY | Ancient-Medieval | Medieval-Colonial America | |
| COMPOSITION | Composition 1 | Composition 2 | |
| LATIN | Latin I | Latin II | Latin III |
| ELECTIVE | Yes | Yes | Yes |

* Denotes .5 credit course

Rhetoric Courses

| | <u>10TH GRADE</u> | <u>11TH GRADE</u> | <u>12TH GRADE</u> |
|-------------------|------------------------------|------------------------------|------------------------------|
| BIBLE | Theology 2* | Theology 3* | Theology 4* |
| LITERATURE | Medieval | Modernism | Contemporary |
| MATH | Algebra 2 | Pre-Calculus | Calculus (elective) |
| SCIENCE | Chemistry | Biology | |
| LANGUAGE | Greek I | Greek II | |
| RHETORIC | | Rhetoric 1 | Rhetoric 2 |
| THESIS | | | Thesis Seminar * |
| ELECTIVE | Yes | Yes | Yes |

*Denotes .5 credit class

Hallmarks of our academic program:

Humanities:

Providence has combined its high school history and literature classes into an integrated Humanities seminar. Along with emphasizing the logic and rhetoric of the aforementioned content areas, the seminar ties in cultural, religious, and philosophical ideas relevant to the scope of the class.

The class itself is structured as a round-table seminar discussion, in which all of the students are expected and encouraged to participate. While there are periodic “context lectures,” the seminar format is designed to train the students in the rhetorical skills and therefore there is much opportunity for discussion. The content for the class is derived overwhelmingly from primary documents, so that the students are grappling with ideas as they were originally presented.

As a means of processing the material covered, the students complete various assignments and methods of evaluation. Emphasis is placed upon the five-paragraph essay. In addition to the essay, the students tackle projects, creative writing assignments, debates, poetry-writing, objective and essay tests, and oral exams.

Essentially, Providence’s Humanities class challenges students to absorb and interpret information in context, digest that information, make connections with other subject areas and previous knowledge, and then present the result of their labors in a creative and effective manner.

Logic

The three-pronged attack on acquiring knowledge in a classical school puts logic right in the middle between grammar and rhetoric. Data (grammar) without reasoned thought (logic) can sometimes produce interesting arguments (rhetoric), but what it cannot do is produce trustworthy conclusions.

By teaching formal logic to our 8th graders we are equipping them with a tool that can help their discernment. Logic talks about things like true and false, valid and invalid. It reflects a worldview which is consistent with scripture and can help students engage with philosophies which are at war with truth.

The class we teach is equivalent to most standard introductory logic courses offered in college. It is not easy but the students “get it”. It is taught slower than in college but the information is very much the same.

Rhetoric

Rhetoric, the art of speaking in a winsome persuasive way, is studied formally in the 11th and 12th grade. Students get much practice both writing and speaking as they study through Aristotle’s Rhetoric.

Senior Thesis

The capstone of our program is the senior thesis. This is a .5 credit project. Students choose a topic, write a thesis, and then must defend that thesis before the faculty.

Shakespeare in a week:

What better way to train students in the art of rhetoric than a Shakespearean play? Each year students in grades 7-12 come together to produce just that. They construct set, block, memorize lines, prepare concessions, and create publicity -- all of which culminates in a Friday night and Saturday afternoon performance.

How long does such a production take? One week. While it is true that lines are assigned in December, and line drills are conducted throughout the winter months, the bulk of the preparation is done in just six days. These are six days of intensive work as students dive headfirst into the culture and spirit of Shakespeare, learning not only the language and vocabulary of Shakespeare but important tools that will enable them to be successful rhetoricians whatever their vocation.

The Etiquette Banquet

Students in grades seven and eight experience a night of elegant dining. This dinner, hosted by a family of the community, is an opportunity for the students to practice the arts of conversation, proper dining, and other social graces. In preparation for this night, the students attend several classes that are designed to train them in how to use the tools of etiquette.

Opportunities:

Fall Retreat

Each fall 7-12 grade students and teachers take a two days and retreat to Lake Williamson. Here old friendships are strengthened and new ones are made. Teachers and students have the opportunity to interact in a non-academic setting, forming relationships that will prove invaluable throughout the year. Though topics vary from year to year, the focus is on such questions as: How can I glorify God? What does it mean to be a godly leader? or How do I evaluate culture biblically?.

Debate Club

Philosophy Club

Student Council

Yearbook

Chess Club

Transfer of Credits Policy

In many ways the course of study offered by Providence Christian Academy differs from that offered by most other schools. A classical curriculum, by its nature, builds upon what was presented previously, constantly seeking to integrate subjects into a cohesive whole. This being the case, just because students have taken a similar course at another institution does not mean that they have developed the same skills that a student at Providence has developed in a similarly titled course. Therefore, full time students will be required to take classes offered at their grade level unless given permission from the headmaster to do otherwise.

Grade Reporting

Progress reports are sent home at mid-quarter for any student receiving below a C average. Report cards are sent home at the end of the quarter.

Grading Guidelines

| <u>%</u> | <u>Grade</u> | <u>Grade Point</u> | <u>Meaning</u> |
|----------|--------------|--------------------|----------------|
| 100-98 | A+ | 4.0 | Excellent |
| 97-94 | A | 4.0 | |
| 93-91 | A- | 3.7 | Surpassing |
| 90-88 | B+ | 3.3 | |
| 87-84 | B | 3.0 | |
| 83-81 | B- | 2.7 | Satisfactory |
| 80-78 | C+ | 2.3 | |
| 77-74 | C | 2.0 | Poor |
| 73-70 | C- | 1.7 | Failing |
| 70-68 | D+ | 1.3 | |
| 67-64 | D | 1.0 | |
| 63-61 | D- | 0.7 | |
| 60-0 | F | 0.0 | |

Secondary Academic Honors and Awards

Honor Rolls

Summa Cum Laude: 3.85 GPA, no grade below a B-

Magna Cum Laude: 3.70 GPA, no grade below a C-

Cum Laude: 3.50 GPA, no grade below a C-

Dialectic Awards (Grades 7-9)

The David Award (Given to students in grades 7-8)

- Hard Working

David, as a shepherd, performed many unglamorous tasks with a godly attitude.

This student consistently works with determination, does not complain, and is obedient.

- Humble

Even after he knew he would be king, David waited upon the Lord and His time. He did not seek to thrust himself forward.

This student knows his place before God and among other people, consistently exhibiting a servant's attitude.

- **Honors Others**
David honored Jonathan by seeking out and caring for his son Mephibosheth. In doing this, he kept his promise to Jonathan and refused to be bitter or frightened of Saul's family. This student looks out for the interest of others, encourages others to excel, and rejoices with those who do.

Ruth Award (Given to a 9th grade girl)

Given to the young lady who does not follow the secular culture or give in to peer pressure, but follows the Lord in serving others and placing godly character over seeking popularity, keeping her needs second in submission to the needs of her family and others.

Caleb Award (Given to a 9th grade boy)

Joshua 14:8,14 Caleb was one of two faithful spies who was able to enter the promised land. He is commended for "following the Lord God of Israel" fully. He assisted in caring for Israel, served faithfully, and God promised he would receive the land he had scouted. This award is given to the young man who stands up to the giants of peer pressure and culture and faithfully walks with his God. In receiving this award, by God's grace he is exhorted to continue as a faithful servant in the kingdom, patiently following God's leading in his life.

Excellence in Academics Award (Given to full time students in grades 7-8)

This student consistently exhibits excellence in all academic subjects and is able to apply what he learns in one subject area to all others. He demonstrates a love for learning and a curiosity about the world God has created.

- In math, demonstrates careful accuracy
- In reading, fluency and comprehension
- In composition, creativity and logical argumentation appropriate for grade level
- In spelling, accuracy in all written work at grade level
- In handwriting, neatness in all written work
- In grammar, accuracy in all written work at grade level

Academic Excellence Department Awards

Academic awards are given to students who have achieved the highest grade point average in a specific area. These awards recognize the student who has diligently completed his work with an attitude not inconsistent with the school's vision and goals. In order to receive these awards, students must have grades of at least 90%. They must also have attended Providence for 50% of the time the award covers.

Awards may be given in the following disciplines and grade levels:

| | |
|----------------------|---|
| Latin | 9 th Grade |
| Bible Survey | 8 th Grade |
| Greek | 11 th Grade |
| Science | 11 th or 12 th grade |
| Dialectic Humanities | 8 th Grade (Includes Literature, History, and Logic) |
| Rhetoric Award | 12 th Grade (Includes Humanities, Rhetoric, and Bible) |

Perfect Attendance Award

Given to the student who has not missed a day of school

Rhetoric Awards (Grades 10-12)**Valedictorian Award (Given to a 12th grader who has been at the school at least 3 years)**

Given to the student with the highest grade point average in recognition of outstanding and sustained academic work. The administration will also take into account the student's character and spirituality. This award highlights the winning student's mental and scholarly achievement and Christian character.

Ruth Award (Given to a 12th grade girl)

Given to the young lady who does not follow the secular culture or give in to peer pressure, but follows the Lord in serving others and placing godly character over seeking popularity, keeping her needs second in submission to the needs of her family and others.

Caleb Award (Given to a 12th grade boy)

Joshua 14:8,14 Caleb was one of two faithful spies who was able to enter the promised land. He is commended for “following the Lord God of Israel” fully. He assisted in caring for Israel, he served faithfully, and God promised he would receive the land he had scouted. This award is given to the young man who stands up to the giants of peer pressure and culture and faithfully walks with his God. In receiving this award, by God’s grace he is exhorted to continue as a faithful servant in the kingdom, patiently following God’s leading in his life.

Joshua Award (Given to a 12th grader who has been at the school not less than 2 years)

Given to a young man who exhibits the quality of leadership. In Joshua 1:6 the Lord exhorted Joshua to “be strong and courageous.” Joshua was faithful to God’s command and led the people of God to subdue the Canaanites. This award is given to the young man who leads others in the ways of God.

Academic Excellence Department Awards

Academic awards are given to students who have achieved the highest grade point average in a specific area. These awards recognize students who have diligently completed work with an attitude not inconsistent with the school’s vision and goals. In order to receive these awards, students must have grades of at least 90%. They must also have attended Providence for 50% of the time the award covers.

Awards may be given in the following disciplines and grade levels:

| | |
|-------------------|------------------------|
| Biblical Language | 12 th Grade |
| Modern Language | 12 th Grade |

| | |
|---------------------|---|
| Rhetoric Humanities | 12 th Grade (Includes Literature, History, and Rhetoric) |
|---------------------|---|

Perfect Attendance Award

Given to the student who has not missed a day of school

Academic Probation

1. Students must maintain a 2.0 GPA (C average) and being good standing with the Dean in order to be eligible to participate in any extra-curricular activities. Students who fail to maintain a 2.0 (C) GPA at the end of any quarter or who loose good standing with the dean will be placed on academic probation.
2. Students may become eligible for extra curricular activities again by gaining good standing with the dean or by raising their GPA during the next quarter.
3. If at the end of the next quarter the student's GPA has not risen to at least a 2.0, the student may be expelled.

Incomplete Grades

An "incomplete" is a temporary grade given in a subject for which the student, due to circumstances beyond his or her control, was unable to complete all the required coursework by the end of a school quarter.

When, due to circumstances beyond the control of the student (as determined by the teacher in consultation with the parents of the student), a student is unable to complete all required coursework within a school quarter, an "incomplete" grade ("I") is indicated for that subject on the student's report card.

The teacher will establish a course completion contract with the student, indicating when the incomplete work is to be made up. In no event will the period of the contract be longer than one additional quarter.

If the student fails to complete the work by the end of the quarter, the "I" will be changed to an "F" (failing), regardless of what the student's average was for other work in the quarter for which the "I" was assigned.

In extraordinary circumstances (such as a prolonged illness), provisions other than those indicated above may be allowed, subject to the approval of the headmaster.

Late Assignments

All homework is due on the date indicated by the teacher. Work that is handed in late will have ten percent per day late deducted from the assignment's final grade.

The teacher may give the assignment a zero if it is more than one day late and he/she must give it a zero if it is more than three days late.

Advancement/Retention

Students who have applied for readmission/re-enrollment and who meet the indicated criteria may be readmitted under the indicated conditions.

- a. Readmitted without qualification.
 - 1) have at least a “C” (2.0) average,
 - 2) have no failing grades in any subject area,
 - 3) have no significant disciplinary problems in the preceding school year, and
 - 4) be recommended by the teacher for readmission.

- b. Readmitted with qualification(s). Qualifications will be developed in accordance with the particular needs of the students.
 - 1) have at least a “C-” (1.7) average,
 - 2) have few significant disciplinary problems in the preceding school year, and
 - 3) are recommended by the teacher for readmission.

- c. Readmitted but not advanced in grade (that is, retained in the grade of the previous school year).
 - 1) have at least a “D+” (1.3) average,
 - 2) have few significant disciplinary problems in the preceding school year, and
 - 3) are recommended by the teacher for readmission.

- d. Not readmitted. Students who fail to meet either the conditions under 3a, 3b, or 3c will not be readmitted.

Teacher recommendations are critical to determining whether or not a student should be readmitted. Teachers should take into consideration such factors as the student’s cooperation, diligence, and parental support.

Discipline Policy

The type and amount of discipline will be determined by the teachers, and if necessary, the dean. The discipline will be administered in the light of the individual student’s problem and attitude. All discipline will be based on biblical principles, e.g. restitution, apologies, (public and private), swift/painful punishment, restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline problems are to be dealt with at the classroom level. In order to maintain consistency, secondary teachers will regularly meet together to discuss biblical standards and school policy concerning discipline.

It is vital for parents and students to realize that maintaining an orderly atmosphere in the school and the classroom is critical to the learning process. As in all other areas of the education at Providence, love and forgiveness will be an integral part of the discipline of a student.

Minor Offense Recording

The following action will be taken when any teacher addresses a violation of the basic school rules, student etiquette guidelines, or other discipline concern:

- The teacher will sign a Discipline Citation and retain a carbon copy.

- The student will be directed to log the violation into the Discipline Log in the Dean's office. Each offense will be worth 1 point. Failure to log the violation on the day of the citation will result in a second entry and a second point.
- The student will fill out his name, date, teacher name, and offense.
- If the offense is any other than those requiring an office visit, students will be expected to communicate the offense with parents.
- Upon reaching 5 cumulative points, the student will be called to the headmaster's or dean's office, and the parents will be called. Discipline measures or an Office Strike may be issued according to the following policies.

Office Visit

There are five basic behaviors that will automatically necessitate discipline from the headmaster or dean (versus the teacher). Those behaviors are:

- Disrespect shown to another student or to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
- Dishonesty in any situation while at school, including lying, cheating, and stealing.
- Rebellion, i.e. outright disobedience in response to instructions.
- Fighting, i.e. striking in anger with the intention to harm the other student(s).
- Obscene, vulgar, or profane language, including taking the name of the Lord in vain.

Office Strike

During the office visit, the headmaster or dean will determine the nature of the discipline. He may give an office strike. The headmaster or dean may also require restitution, janitorial work, parents' attendance during the school day with their child, formal attire to be worn by the student to school, or other measures consistent with biblical guidelines which may be appropriate.

If for any of the above or other reasons, a student receives an office strike, the following accounting will be observed.

On the first Office Strike the dean will meet with the student and his Parents. Disciplinary action will be assigned.

On the second office strike the student will be required to serve at least a three-day suspension.

On the third office strike the student will be required to serve at least a five-day suspension.

After the fourth office strike, the student will be expelled from school.

Note on expulsion: The Providence School Board 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.

Serious Misconduct: If a student commits an act with such serious consequences that the headmaster deems it necessary, the office-strike 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 any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct that occurs after school hours.

Re-admittance: Should the expelled student desire to be readmitted to Providence at a later date, the board, or its delegated committee, will make a decision based on the student's attitude and circumstances at the time of reapplication.

Basic School Rules

All secondary students should be aware of and are expected to adhere to the following list of school 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. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
- Weapons are not allowed on the school grounds.
- Students are not to chew gum while at school.
- Students are not to bring personal electronics to school or school functions. Cellular phones needed for communicating with parents is an exception, but they must remain off and in your locker or in the office until after-school hours.
- Students will be held responsible for damage done to school property, including textbooks. Actual replacement or repair costs will be assessed.
- Public displays of affection are not permitted at school or school activities.
- Students may not write on the classroom boards without permission of the teacher.
- Students must store school items in their lockers. They may not store backpacks or other materials on the locker room floor.

Class Preparedness

- Students may not bring back-packs to class.
- Students should not borrow supplies from another student.

- Students should not go back to their lockers to get needed supplies.
- It is the students' responsibility to write down his assignments. It is the teacher's responsibility to write the assignment on the board and allow the students time to write down assignments.
- Teachers may be asked by parents to check an assignment sheet and sign it if it is properly filled out. Teachers should comply with this request. However, it is not the teacher's responsibility to ask to see the student's assignment sheet or to write the student's assignments down for him.

Students are responsible to write down their own assignments and bring the sheet immediately after class to the teacher for his signature. Teacher's need not feel obligated to sign an assignment sheet at the end of the day or at any time other than immediately after the bell has rung ending that class period.

Attendance Policy

This policy is designed to encourage student attendance at school. At school a student is exposed to various types of instruction. Because each class period should contribute significantly to the curriculum objectives of Providence Christian Academy, and because the instructional program is progressive and sequential, it is necessary to encourage student attendance in all prescribed classes. However, in recognizing the authority of parents over their children, we understand that parents may decide that it is in the best interest of their child not to attend school on a particular day.

1. Teachers should keep a record of absences and tardies for each student. First hour teachers are also required to send a daily form to the office recording those students who are absent. The teacher's grade book is the official record of student's attendance. The total number of days absent will be recorded on the student's report card by the teacher.
2. In the event a student is absent more than 10 days during a quarter (for any reason), the student's parents will meet with the dean (and teacher/s if necessary) to determine whether the student will receive a letter grade, or a grade of P (pass) or F (fail) on his report card.
3. A student must complete final exams before a semester grade will be given. A student who is absent during a final exam will receive a grade of I (incomplete) in the pertinent course until the missed exam is completed.

Attendance Guidelines

Unplanned absences:

1. These are absences due to illness or family emergencies.
2. The parents should contact the school office no later than 9 a.m. of the day the student is absent.
3. Assignment Due Date: Students will have no more than half the time they were absent to complete all assigned work. Specific due dates will be set by the teacher.
4. Students must complete all work assigned during their absence. However, the teachers may, at their discretion, excuse the students from some of their missed assignments.
5. Students will receive full credit for submitting assigned work.
6. Note: It is the student's responsibility to find out what work was assigned. In the case of extended illness, it is recommended that the parents contact the teachers directly in order to find out what assignments were missed.
7. If the parents wish to pick up student's work after school they should come after 3:20 to do so.

Planned absences

1. We gladly cooperate with families taking their children from school for vacations etc. However, we expect that the school and teacher be notified ahead of time and that arrangements for make up work be made.
2. Assignment Due Dates: All assignments are due before the student leaves for a trip. Only the Headmaster or Dean may make an exception to this policy at the request of the teacher not the parent.
3. Teachers may, at their discretion, excuse the students from some of their missed assignments.
4. Students will receive full credit for completing assignments given to the rest of the class during their absence.

Unexcused absences

1. Students who are absent and whose parents do not contact the office will receive an unexcused absence.
2. All work missed during an unexcused absence will receive a zero.

Tardiness

Teachers will begin class promptly on time. This means that the student should be completely unpacked, seated at his desk, and ready to give the teacher his full attention before class begins.

If a student is not in his room and seated when the bell rings he will be marked tardy.

A student is allowed four tardies per quarter per class. After each quarter the student's tardy count will be set to zero.

For each tardy after four in a quarter a student will receive an Office Visit. The school will send home a letter when the student is one tardy away from receiving an Office Visit.

Pick Up

Students whose parents pick them up in the afternoons should wait at the rear of the building and watch for their parent's cars. Upper school students should not be picked up in the elementary line.

Student Drivers

Students may drive to school. However, driving is a privilege and should be treated as such. When entering school property students should decrease their speed to 10 mph. Little grace will be shown to students who drive recklessly on school property. Driving privileges will be suspended as a result of unsafe driving practices.

Leaving Campus

1. Parental request: If a student needs to leave school during school hours, a parent should send a note with the student. The student should show the note to both the teacher and the secretary and then sign out in the office.
2. Student request: If a student wants to leave school during school hours, he must receive permission from the headmaster. She will give the student permission to phone your parents and request their permission to leave school. If the student's parents approve, he will be given permission to leave and his absence will be excused.
3. Seniors may leave the campus for lunch or study halls. Juniors may leave for lunch only. The following procedure is to be followed:
 - The school must have a signed permission slip from the parents giving their student permission to leave campus.
 - If the student is getting a ride from someone else there must be a signed permission slip from the parents giving their permission for that student to ride with that driver.
 - Students may not loiter on the parking lot.

- Students must sign out before leaving and sign in when they get back.
 - A student will be given grace once if he is late. If he is late again, his off campus lunch privileges will be suspended indefinitely until the headmaster reinstates them.
 - Students should realize that this is a privilege and not a right. They should treat it as such.
4. Seniors may leave the campus for lunch or study halls. The following procedure is to be followed:
- The school must have a signed permission slip from the parents giving their student permission to leave campus.
 - If the student is getting a ride from someone else there must be a signed permission slip from the parents giving their permission for that student to ride with that driver.
 - Students may not loiter on the parking lot.
 - Students may not ride together.
 - Students may not bring food back for other students.
 - Students must sign out before leaving and sign in when they get back.
 - A student will be given grace once if he is late. If he is late again, his off campus lunch privileges will be suspended indefinitely until the headmaster reinstates them.
 - Students should realize that this is a privilege and not a right. They should treat it as such.
4. Students will not be allowed to drive on field trips.

School Visits

All visitors should sign in at the office when they arrive.

Parents are welcome to visit the school during class sessions. Please call ahead and let us know that you will be visiting your child's class.

Alumni are welcome on campus. They should try to come during lunch, devotional assemblies, and other non-class times.

Other former students must get permission from the headmaster to visit during school hours.

Textbooks

Students will be loaned textbooks at the beginning of the year. Students are required to cover all school owned textbooks. If a student damages a textbook he will be charged according to the amount of damage.

Student Etiquette While at School

Proper Etiquette is an expression of respect. This falls into three broad categories:

- *Respect for the institution of education.* This means that students will treat the physical property of the school carefully. Not abusing or vandalizing things, walking and remaining quiet in the hallways, cleaning up after themselves, etc. More importantly, however, this means a proper reverence for the ideas and people that we are studying. Students should

recognize the great privilege they have in learning and thus act, speak and dress maturely at all times.

- *Respect for other students.* Of course students the rights and property of other students, but they should also respect each other's great need to learn and grow. Students will not distract each other in class or belittle or pick on each other.
- *Respect for faculty.* Students should respect the rights, property, and authority of the faculty. This includes submitting to their judgment and discipline at all times, speaking respectfully and obeying promptly.

Students' Uniform & Grooming Policy

Our dress policy is an extension of our Etiquette guidelines. It is based first and foremost on the principle of respect for the institution of education. We show our respect for the greatness of the work happening at providence by dressing cleanly and modestly. Of course we also show great respect for each other by the way we dress. Thus students should adhere to the following guidelines.

General: All clothing worn by students at the school or at school sponsored functions must be neat, clean, and pressed as required. Student must be clean and neatly groomed. At all times, the students will present a modest appearance that does not call undue attention to their physical appearance. The headmaster or Dean shall be the final arbiter as to whether or not any particular student meets the requirements and spirit of this policy.

The school uniform will be the *French Toast* brand (unless otherwise stated) and will be available either on-line, by phone order, or from select stores. (Sears, Target, Burlington Coat factory, Kids 'R Us, Catholic Supply) **All students must have a dress uniform.** Other uniform choices listed are purely optional at the discretion of individual families.

Athletic attire

- General: athletic attire may only be worn during physical education activities or during authorized free time.

Hair:

Boys: Hair must be clean, neatly groomed, and a natural color. The hair should not extend below the bottom of the shirt collar and should be kept cut well above the eyes. Hairstyles must not cause undue attention to the student. Sideburns should be neatly trimmed. Mustaches and beards are not permitted—student must present a clean-shaven appearance.

Girls: Hair must be neatly groomed and a natural color. Hairstyles must not cause undue attention to the student.

Jewelry and accessories (Boys & Girls)

The wearing of jewelry or other ornamentation (including those worn in the hair) should be discrete, tasteful, and not cause undue attention to the student. Boys may not wear earrings.

Accessories such as sweat bands, hats, scarves, gloves, crazy socks and shoes, etc. may not be worn. Please follow the rule of thumb: if in doubt, don't. This means that if it is not explicitly allowed on the charts below do not wear it.

Coats and jackets may not be worn during classes.

YOUNG MEN

| <i>Uniform Choices</i> | <i>Description</i> | <i>Color(s)</i> |
|-----------------------------------|------------------------|-----------------------|
| FRENCH TOAST BRAND / STYLE | | |
| Shirt | Any offered | Red, White, Navy Blue |
| Vest | V-neck sweater vest | |
| Sweater | Jersey V-neck cardigan | |
| Pants | Any EXCEPT CARGO | Khaki or Black |

| ANY BRAND | | |
|----------------------|--|---|
| Sweatshirt | Sweatshirt with school logo OR plain sweatshirt in same style as sweatshirt with PCA logo. No logo other than PCA's is allowed | Red, White, Navy Blue |
| Tie or Bowtie | | Predominately one or more school colors |
| Turtleneck | Plain | Red, White, Navy Blue |
| Belt | | Coordinating |
| Shoes | No flip-flops | Any coordinating color including athletic shoes |

*Coats and jackets may not be worn during classes.

| Dress Uniform (required) |
|--|
| <ul style="list-style-type: none"> • White button-up shirt (French Toast or French Toast style) • Coordinating color Tie or Bowtie, without logos or characters. • Khaki or Black Dress Pants • Coordinating color dress shoes (No athletic shoes) • Coordinating color belt required |

YOUNG LADIES

| <i>Uniform Choices</i> | <i>Description</i> | <i>Color(s)</i> |
|---------------------------|--------------------------|------------------------------------|
| FRENCH TOAST BRAND | | |
| Shirt | Any offered | Red, White, Navy Blue |
| Sweater | Cardigan | Red, White, Navy Blue |
| Skirt | Any at or below the knee | Khaki, Black, Plaid: (Navy/Red) |
| Pants | Any EXCEPT CARGO | Khaki or Black |

| ANY BRAND | | |
|-------------------|---|---|
| Sweatshirt | Sweatshirt with school logo OR plain sweatshirt in same style as sweatshirt with PCA logo. No logo other than PCA's allowed | Red, White, Navy Blue |
| Turtleneck | Plain | Red, White, Navy Blue |
| Belt | | Coordinating |
| Shoes | No flip-flops | Any coordinating color including athletic shoes |

| Dress Uniform (required) |
|---|
| <ul style="list-style-type: none"> • White blouse (French Toast or French Toast style) • Black, plaid, or Khaki French Toast skirt, worn at or below the knee • Coordinating color Hose or socks • Coordinating color dress shoes (No athletic shoes) |

Grievance Policy

Introduction: Christ’s law of love commands us to live together in Christian unity (Psalm 133:1) so that the world will know that we are His disciples (John 13:34&35), so that we may build one another up in Christ (Ephesians 4:15&16), and, most importantly, so that His name might be glorified in all that we do (Colossians 3:17). However, living with the on-going consequences of the Fall requires that we be both wise and innocent (Matthew 10:16) in our dealings with all men. Therefore, in keeping with the instructions of the Holy Scriptures, believing that they alone are our sole, authoritative rule of faith and life (2 Timothy 3:16&17), the Board of Providence Christian Academy sets out the following policy on the handling of grievances of the parents of students at Providence.

Ephesians 5:22-33 teaches clearly that the Christian husband is the covenantal head of the Christian family. As the head, he represents his family to both the Lord and the world outside the home. While it is not always practical, nor, in certain circumstances, desirable, Providence recognizes that it is most in keeping with God’s law for the father to represent his family to the school in the event of a grievance.

Matthew 5:23-26 and 18:15 instructs us to first deal directly with the person with whom we have a grievance. We are to keep short accounts, not allowing the matter to fester or put down a “root of bitterness.” Parents who have a grievance against any staff member, teacher, administrator, or board member should first go directly to that person and seek to resolve the issue. The following principles apply to one-on-one resolutions.

- The main interest of the involved parties should be primarily coming to a common understanding and consensus, rather than placing blame. At no time is it necessary for a grievance to become a win-lose situation—through the grace of God it is possible for every grievance to be resolved as a win-win situation.
- Care should be taken to listen actively and to try and understand the other’s position. Unless you can paraphrase back to the other what his or her view is, you probably haven’t understood his or her view.
- Matthew 18:16-20 tells us that only if the grievance cannot be resolved on a one-on-one basis should someone in higher authority be brought in to facilitate a resolution. In addition to the principles listed above, the following steps apply to resolutions beyond the one-on-one level.
- In the event of a dispute with a teacher, the dispute should be brought to the attention of the headmaster, who will arrange for a face-to-face meeting with all the parties involved.
- In the event of a dispute with a non-teacher staff member, the dispute should be brought to the attention of the headmaster, who will make similar arrangements.
- In the event of a dispute with either the headmaster or the administrator, the chairman of the board of directors will provide facilitation.
- If the above steps are followed and do not result in the resolution of the grievance, the matter will be referred to the board of directors, who may elect either to facilitate a resolution either by acting as a whole in executive session, or by appointment of a commission of the board of at least three board members, none of whom should be interested parties to the grievance.
- If this step does not resolve the issue, then the governing body of the parent(s)’s church may be called in to facilitate this matter. The decision of this body shall be considered final.
- In addition to the above principles and steps, the following matters must be taken into consideration in handling every grievance.
-

- An accusation against a teacher, staff member, headmaster, administrator, or board member will only be considered if it is received from two or more first-hand witnesses (1 Timothy 5:19). Second-hand testimony can never be considered as a basis to bring a formal grievance.
- Matters of opinion and scruple are not a sufficient basis for Christians to cease “dwelling together in unity” (Proverbs 18:1-2).
- Contracts made between the parents and the school are covenants made before God and are to be held as sacred trusts (Matthew 5:33-37).
- Just as it is the responsibility of the father to represent the family to the world and to the Lord, so it is the responsibility of the headmaster to represent teachers and staff members to the families of our students.

Smart Tuition Management

To help offset the monthly financial impact of the tuition (and reduce the number of man-hours spend in managing tuition collection), Providence is contracting with Smart Tuition Management to handle the collection of all tuition payments (but not fees or other costs). Parents will have the option of paying the tuition over 12 months, beginning July 1. They will also have a number of options on payment dates: 10th, 20th, or 30th (or last day of February). There is a nominal charge for this service.

Financial Aid

Scholarships

At Providence, we are doing everything possible to make quality education affordable for all our families by holding the line on costs. No one should decide that they cannot afford to send their children to Providence without first talking with the Business Manager about financial options.

The deadline for applying for financial aid from Providence Christian Academy is April 15.

Financial Resource Priorities for Funding Education

These are the resources we will examine with our families to help them finance their children’s education:

- Available funds from family
- Funds from relatives and friends
- Assistance from local church
- Providence scholarship monies (as they are available)

Deeds for Dollars

Many schools throughout the world have recognized both the importance of family involvement in the school community and the unfortunate reality of how little involvement there actually is. As a result, there is a growing trend toward what is called a “Deeds for Dollars” policy in many Christian schools. In essence, each family is expected to contribute a certain amount of volunteer time to the school every year OR pay a fee in lieu of this service. Research recently conducted by one of our teachers in a Washington University graduate program in education found that the amount of time required by schools in the U.S. varies from 30 to over 100 hours per year. “Deeds for Dollars”

programs have been in place for over a decade in Australian Christian schools, with very good results.

The Board of Directors of Providence Christian Academy has adopted a “Deeds for Dollars” policy for the school year. We expect each of our families to contribute either 50 hours of service for the fiscal year (July 1, to June 30) OR pay a fee of \$500 OR perform some of the work and pay a prorated fee for the remainder of the time at a rate of \$10/hour. 50 hours per year works out to about 1 hour 20 minutes per week during the school year (September through May). This obligation has been included in the Enrollment and Re-enrollment Agreements.

Memberships

Providence Christian Academy is a full member of **the Association of Classical and Christian Schools**.

Providence is a member of the **American Classical League**, an association of schools and educators involved in teaching Latin and Greek.

Additionally, we are a member of the Cooperating **Christian School District of Missouri**.

Board of Directors

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Permanent member

Mr. Randy Taylor, Vice President
Member

Mrs. Katie Gordon, Secretary
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Mr. Tom Egger
Member

Mr. Shane Rosenthal
Member

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Member, ex officio

Mr. Brandon Booth
Member, ex officio

Index

Academic Probation, 14
Admissions, 6
Advancement to next grade, 14-15
Attendance, 18-19
Awards, 11-14
Board of Directors, 27
Colors, 2
Controversial Subjects Policy, 5-6
Course Listing, 8
Deeds for Dollars, 25
Discipline Policy, 15-16
Etiquette, 10
Fall Retreat, 10
Financial Aid, 25
Goals, 1-2
Grading, 11
Graduation Requirements, 7
Grievance Policy, 24-25
Health Requirements, 6
Homework, 14
Humanities, 9
Hymn, 3
Incomplete Grades, 14
Learning Disabilities, 7
Leaving Campus, 19-20
Logic, 9
Memberships, 27
Mission, 1
Motto, 2
Parental Involvement, 5, 25
Pick Up, 19
Retention in grade, 14-15
Rhetoric, 9
Rules, 16
Senior Thesis, 9
Shakespeare in a week, 10
SMART, 25
Statement of Faith, 3
Student Drivers, 19
Student Etiquette, 17
Tardiness, 19
Textbooks, 20
Transfer of Credits Policy, 10-11
Uniform Policy, 20-23
Verse, 3
Vision, 1
Visitors, 20