

Providence Academy
Parent/Student Handbook



2023-2024

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SCHOOL INFORMATION

Phone: 469.500.3150

Fax: 1.888.550.4988

Mailing Address: 3021 Ridge Rd, A22
Rockwall, TX 75032

Physical Address: 1388 State Hwy 205
Rockwall, TX 75032

Web Address: www.providencelions.org

PA Administrative Team

Head of School.....Alissa Mauldin

Lower School Principal.....Rebecca Hunt

Upper School Principal.....Lindsey Pedersen

Athletic Director.....James Valle

Office & FACTS Manager, Asst. AD..... Sandi Davis

Office Assistant & Volunteer Coordinator.....Dawn Borges

School Hours

School hours are from 8:05-3:35 on Monday/Wednesday for grades K4-5 and Monday/Wednesday/Friday for grades 6-12.

School Calendar

The school calendar can be found on the school website: www.providencelions.org under *Resources*. A calendar of events can also be found on the school website under *Resources*, on RenWeb, and on our Mighty Network site.

PA School Board Members

School board members are Zach Hunt (President), David Hanson (Vice President), Nate Roberts (Treasurer), Emily Barina (Secretary), Dustin Kasischke (Member), Chad Tabor (Member), Melissa Case-Merritt (Member), Glen Arvilla (Member) and Alissa Mauldin (Head of School.) The Board of Directors, at any time and for any reason, may make changes to the policies and procedures outlined in this handbook. The Board will give two-week notice to all families and

staff before any change(s) will take place. Board members may be contacted at paboard@providencelions.org.

HISTORY AND CONCEPT

BACKGROUND

Providence Academy was established in 2009 as a private elementary school serving the Lake Ray Hubbard community. We are certified as a University- Model® School (<http://www.umsi.org>) and we are accredited through Cognia. Chisholm Baptist Church has been gracious enough to allow us to use their facilities as our classroom home. Our school is Christ-centered and unique in that it requires a strong teacher and parent partnership in the education process.

Providence is a Classical Christian school and because we are a University-Model® School, our students attend school two to three times a week in a traditional classroom setting and work with one or both parents from home on alternate days to complete assignments as well as long-term projects planned by one of our degreed teachers. The combined strength of devoted parents at home and highly trained teachers at school create an educational atmosphere in which students thrive and develop a passion for learning in a Christ-centered environment.

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

THE MODEL

University-Model® schooling (UM) combines the positive aspects of home schooling with the positive aspects of traditional schooling and molds them into one model. UM schools use a university-style schedule adapted to the elementary, junior, and senior high levels. Professional teachers teaching in their areas of expertise conduct classroom instruction. Grammar School students (grades K4-5) on our campus attend classes on Mondays and Wednesdays. Logic School students (grades 6-8) and Rhetoric School students (grades 9-12) attend school on Mondays, Wednesdays, and Fridays. Students spend alternate days at home, where parents reinforce the instruction received in the classroom and supervise the completion of assignments. Teachers provide parents and students with detailed instructions for days spent at home.

Parental Role Expectations

The parent is defined as a child's mother or father, whether biological, foster or adoptive, and includes his or her guardians or persons involved in his or her care.

Primary Parental Roles:

Assistant Teacher – Grammar School: Parents will receive instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study over previously covered material and the preparation or review needed for their students' next class. Parents function well in supporting the teacher's direct instruction. They also monitor their children's academic progress in all areas. Parents are charged with reinforcing, reviewing, and repeating key academic material and skills that the professional educator has initiated with the students in the central classroom.

Supervisor – Middle School: Parents have limited and few academic tasks assigned to them because students will shoulder responsibility for those tasks. Students begin to feel this additional pressure and must start learning to accept personal responsibility. The parents' supervisory presence and watchful eye are integral to their children's success.

Mentor – High School: At this stage, parents should be alert to as many opportunities as possible to get to know the young adults that their former children are now becoming and to ask good questions that draw students into conversations. Parent must prayerfully look for ways to meet students in their spheres of interest and guide the relationship with keen awareness and wisdom. The parents' roles are rapidly moving from the relatively short season of involvement and intervention while the young children are at home to the lifelong days ahead of heartfelt intercession while their adult children make a kingdom difference in the world.

Auxiliary Roles:

Private Tutor - Parents of students enrolled in elementary (grammar) courses may be called upon to serve in this role. The courses succeed because each student receives help from a private tutor (Mom or Dad) at home – willing and ready to assist. Parents receive printed or digital instructions from the classroom teacher on a regular basis outlining homework assignments, follow-up study of covered material, and preparation/review needed for the next class. This role resembles the primary role of Assistant Teacher.

Guide for Dependent Study – At this stage, students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences – not by parental force. In order for these classes to be successful, the teachers are dependent upon parents to make certain their children keep up with the course material assigned and to communicate to teachers if difficulties arise. Parents lead their students at home by helping them designate specific study times, identify the proper assignments, and organize and order the use of study time, as well as by encouraging them to complete assignments well and submit them on time.

Guide for Independent Study – The student at this stage has cultivated the habit of taking personal responsibility in academic matters. Courses offered at this level often mimic that of a junior college program or higher where independent study and research, time management skills, a strong work ethic, and self-discipline are necessary. Parents can oversee the progress of the students' independent schoolwork and continue providing additional guidance, reminders, and the encouragement their students need to prepare for self-sufficiency in college.

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

Project Assistant – With projects, parental mentoring is needed only on an intermittent basis. This role in many respects parallels that of the Course Monitor; however, at one or more times during the semester, help at home might be needed in support of a project.

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

Active Supporter – This role most often relates to high school athletics and fine arts. Parents may be asked to continue mentoring their children in character matters (humility, integrity,

loyalty, initiative, diligence, sportsmanship, etc.) and to actively support their children through regular attendance at games, performances, and even practices.

NAUMS, Inc. revised 2017

Core Values and Vision Statements

VISION STATEMENT

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

MISSION STATEMENT

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

GUIDING PRINCIPLES

Love and Glorify God

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

Help Fulfill the Great Commission

Help Fulfill the Great Commission (Matt. 28:18-20). The governing imperative verb of Christ’s Great Commission in Matthew’s gospel is “disciple” or “make disciples.” Members of Christ’s churches, therefore, are commanded to make disciples among all peoples by “going, baptizing, and teaching.” They are to do so in the confident assurance that all authority is given to Christ and that He will always be with them. This ministry seeks to build up the body of Christ by cooperating with Christ’s Great Commission purpose, encouraging all men, women, boys and

girls to be both personal disciplined followers and public character witnesses of the Lord Jesus Christ everywhere they go.

Affirm, Encourage, and Equip Parents

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

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

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

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

Educate with Excellence

Educate with Excellence in a Christ-centered environment. “Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving” (Col. 3:23-24). Children, like their Lord, are to keep “increasing in wisdom and stature, and in favor with God

and man” (Luke 2:52). Likewise, “Blessed is the man who finds wisdom, the man who gains understanding” (Proverbs 3:13). Also, “Instruct a wise man and he will be wiser still; instruct a righteous man and he will add to his learning (Proverbs 9:9). If we are to teach and instruct students “as working for the Lord,” the standard of our performance can be nothing less than *excellence*.

Integrate Home and School

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

Reach Out to Other Communities

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

STATEMENT ON BIBLICAL AUTHORITY

Out of a deep reverence for God our Father and for our Lord and Savior Jesus Christ, and in response to His explicit teachings and commands (cf. Isaiah 66:1-2; Matt. 28:19-20; Luke 6:46-49), *Providence Academy, Inc.* affirms that the Word of God, that is, the Old and New Testaments of the Holy Bible, is the fundamental and sole final governing authority of this ministry. All policies and practices adopted by the Board of Trustees must be in harmony with these sacred Scriptures.

PROVIDENCE ACADEMY'S STATEMENT OF FAITH

1. We believe the Bible to be the verbally inspired and the only infallible, authoritative, inerrant Word of God (II Timothy 3:15, 16, II Peter 1:21)
2. We believe that there is only one God, eternally existent in three persons: Father, Son and Holy Spirit (Genesis 1:1, John 10:30, John 10:37-38, I Corinthians 6:19, Galatians 4:6)
3. We believe in the Deity of the Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return to power and glory (Isaiah 7:14, Matthew 1:23, Luke 1:35, Hebrews 4:15, John 2:11, Hebrews 9:12, Colossians 1:14, John 11:25, Acts 1:11, Revelations 19:11-16)
4. We believe that man is sinful by nature and that regeneration by the Holy Spirit is essential and an absolute necessity for his salvation (Romans 3:19, 23, John 3:16-19, Ephesians 2:18-19, Titus 3:5-6)
5. We believe that only by God's grace and through faith alone we are saved (John 3:16-19, 5:24, Romans 3:23, 5:8-9, Ephesians 2:8-10, Titus 3:5)
6. We believe in the continuing ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Ephesians 4:30, 5:18, I Corinthians 6:19-20)
7. We believe in the resurrection of both the saved and the lost, they who are saved unto eternal life and they who are lost unto eternal damnation (John 5:28-29)
8. We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9, I Corinthians 12:12-13, Galatians 3:26-28)
9. We believe in the creation of man by the direct act of God (Genesis 1:26-28, 5:1-2)
10. We believe the term "marriage" has only one meaning and that is marriage sanctioned by God which joins one biological man and one biological woman in a single, exclusive union, as delineated in Scripture, and that this union is the sole God-ordained relationship for sexual intimacy. We believe that any form of sexual immorality, or any attempt to change one's biological gender or to otherwise act upon any disagreement with one's biological gender, is sinful and offensive to God. (Genesis 1: 27-28, Genesis 2:24.)

NON-DENOMINATIONAL POSITION

PA's Statement of Faith is fundamental to basic Christian tenets and contains those doctrines to which we unreservedly adhere and teach. It is our desire to maintain this position and to do so in all fairness to each family. In honoring this desire concerning the operation and outreach of the Academy, there shall be no attempt made by parents, students, staff, or Board members to promote or disparage any doctrinal or denominational beliefs, practices, or positions regarding issues upon which the Academy itself has assumed no official stance. Above all, we desire to

remain united in the salvation and love of Christ, avoiding the dissension that may be caused by denominational distinctions.

NON-DISCRIMINATORY STATEMENT

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

STATEMENT ON MARRIAGE AND SEXUALITY

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

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

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

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

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

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

DIFFICULT ISSUES

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

ADMISSIONS PROCESS

ADMISSIONS PROCESS-NEW STUDENT

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

1. **Attend** an informational meeting to receive an overview of the school.
2. **Complete** an online Pre-Application Survey to indicate your family's interest in applying to Providence Academy.
3. **Read** the following books on the University-Model and Christian and classical education:
 - *Character Driven College Preparation* by Dr. John Turner, Jr. (**required** reading before the family interview, purchased from Providence)
 - *Kingdom Education* by Glen Schultz (**required** reading before the family interview, purchased online)
 - Read the following booklet detailing classical education by our August training: <https://tnclassical.org/wp-content/uploads/Introduction-to-Classical-Education.pdf>
4. **Prayerfully** consider your family's needs for education and whether those needs would best be met by Providence Academy.
5. **Complete** an online application for each student applying. Remit any recent reports or standardized test results by fax, or email. Remove the **Records Release Form** at the

back of your packet, complete the top portion and send the form to the School Principal, Administrator, or Guidance Counselor at your child's prior school. Please forward the Academic Referral form to your child's current teacher (if applicable). Forward the Pastoral Reference form to your family's pastor or church staff member.

6. **Participate** in a family interview to be scheduled (PA administration will contact you) **after** your application, all referral forms, and current school records have been received. This interview is for the purpose of discussing the compatibility of the family's goals with the school's methods and philosophy. Parents will need to have read the required reading prior to the scheduling of a family interview because the interviewers will ask questions pertaining to the books.
7. **Assessment**- All in-coming K4-12th grade students will be administered a Providence-developed entrance assessment to be scheduled by our testing coordinator. Tests are administered during the admission process in order to ensure that each family might better determine the comparative relationship between the student and PA's level of course work. Testing results may influence student placement.
8. **Determination**- Upon admission acceptance, you will receive an acceptance letter via email. At that time, you will enroll your student through our website, remit an enrollment contract, and set up a FACTS account.

ADMISSIONS PROCESS- SIBLING OF CURRENT STUDENT

1. Complete an online application. There is a non-refundable application fee per student required at the time the application is submitted.
2. Each candidate accepted for enrollment will receive an admissions letter informing them of the school's decision.
3. After receiving your letter of admission, you may go online to complete the enrollment process. The admissions letter will state all enrollment procedures and instructions.
4. Tests are administered during the admission process in order to both determine appropriate student placement in each course and to ensure that each family might better determine the comparative relationship between the student and PA's level of course work. Testing will be scheduled by the admissions staff.

ADMISSIONS PROCESS- Re-enrollment

1. Returning students desiring to enroll for the next school year will complete the online enrollment process. PA gives preference to returning students for a one-month period.
2. If a student has shown a consistent lack of interest in school assignments or an uncooperative, disrespectful, irreverent or disobedient spirit with PA staff, s/he may

either be refused re-enrollment or possibly be granted provisional re-enrollment with a plan for improvement determined by PA. Each enrollment submitted to PA will be marked with the date and time that it is received and will be processed in the order received for determining class availability (if received after the two-week window opening up to the public.) An enrollment is not considered “received” unless it is submitted with the required nonrefundable enrollment fee.

FINANCIAL POLICIES

TUITION AND FEES

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

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

PAST DUE ACCOUNTS

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

TUITION DELINQUENT PAYMENT POLICY:

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

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

SCHEDULE OF FEES

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

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

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

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

STUDENT DISCOUNTS

Tuition payments are payable through the FACTS tuition management program in 12, 9, or 2 monthly installments beginning in June. A 2% discount on tuition can be taken if full payment is remitted at the time of registration, but no later than May 1st of the prior year. A 5% discount can be taken on each additional student thereafter enrolled in the same family. Discount will be taken on youngest student(s). Pastors who receive 25% of their income from their pastoral duties will receive a 33% discount on tuition. Pastors must be considered clergy by the IRS, and the Board reserves the right to evaluate on a case-by-case basis. The Pastoral Discount cannot be combined with any other discounts.

FINANCIAL COMMITMENT POLICY

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

Termination: Obligations related to the enrollment contract may be terminated by PA at its discretion only if: (a) If Student(s) withdraws prior to the first day of school and a suitable replacement is enrolled by Admissions for his/her grade level (a termination fee of \$500 per withdrawing student will be assessed); (b) a documented medical condition has occurred which prevents the Student(s) from attending school for longer than 30 consecutive school days; or (c) family moves their residence beyond 30 miles from campus. *Tuition/fees paid to PA prior to said termination date are nonrefundable.*

FUNDRAISING POLICY/SERVICE HOURS POLICY

While tuition paid by families supports basic operations, financial assistance is needed for special projects. Each year the PA Board and volunteers host fundraising events to raise additional resources. Each family is expected to participate financially in the fundraisers. Additionally, each family is required to perform 10 hours of service each year or pay the school \$200 in lieu of volunteering. Providence Academy prefers and benefits from the hours of service rather than a payment.

ATTENDANCE POLICIES

ATTENDANCE REQUIREMENTS AND TARDIES

Attendance will be recorded for each class and turned into the office by 8:40 am each morning. Students are marked absent if they are not present by 8:35 am. If students arrive to class between 8:06 am-8:35 am, they will be counted tardy. Students are allowed 3 tardies per semester. When a student accrues 4 tardies in a semester, an unexcused absence will be recorded.

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

Students must regularly attend school in order to successfully complete a grade level. To successfully complete a course of study, students may not miss more than six times during a semester for a course meeting three times each week and four times for a course meeting

twice each week. In most cases, a failure to successfully complete a course because of excessive absences will also prevent a student from being able to register for the next course in the sequence. A variance to this requirement may be granted by the administration to a properly enrolled student when that student has been unable to meet the attendance requirements of the course or courses in which he is properly enrolled due to circumstances beyond the family's control (such as an extended illness), provided that the student has, in the judgment of the PA instructor overseeing his work, achieved minimum mastery of the course content, as defined by the relevant school and curriculum policies and standards. Removal of the incomplete may be accomplished by the granting of a variance or by make-up work prescribed by the school.

EXCUSED ABSENCES

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

ABSENCES WITH PRIOR APPROVAL

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

ABSENCES DUE TO EXTRA-CURRICULAR ACTIVITIES OR ATHLETICS

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

ABSENCES AND EXTRACURRICULAR ACTIVITIES

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

POLICY FOR REPORTING ABSENCES

Parents must send an email explaining the absence to attendance@providencelions.org in order for the absence to be excused. Doctor notes (if applicable) can be attached to the email or turned in to the office. Texts and phone calls will not be accepted in place of an email for recording purposes. Please send an email within two days of the absence.

UNEXCUSED ABSENCES

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

SCHEDULED APPOINTMENTS

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

MAKE-UP TESTS

- Students will be allowed to take make-up tests if:
 - 1) The parent contacts the office notifying the school that the student is sick.
 - 2) The student misses class for a reason other than illness but with parental permission, and the parent contacts the teacher prior to or on the day of the absence to get special permission for a make-up test.
- Students have between the hours of 7:30am-4:00pm to take the test. It is the student’s and/or parent’s responsibility to make arrangements for make-up tests with the teacher.
- Students must complete the make-up test the second school day following the absence for illness or within one class day due to absence for other reasons or the student will receive a “0”.

STUDENT CONDUCT

"It is by his deeds that a lad distinguishes himself, if his conduct is pure and right." (Proverbs 20:11)

CULTIVATION OF WISDOM AND VIRTUE

Education comes from a Latin word, but the original Greek word used in the New Testament was *paidea*. *Paidea* is the whole training and education of the child including the cultivation of the mind and morals. This training insists that a culture grounded in piety be passed along in order that its students grow in the grace and knowledge of Jesus Christ. C.S. Lewis informs us that, "Education without values, as useful as it is, seems rather to make man a more clever devil." Therefore, the goal of a classical, Christian education at Providence Academy is the formation of the soul rather than just the transference of information. Ultimately, at Providence, we desire to see a habituation of virtue in our students. These seven virtues include faith, hope, and charity (Christian) and prudence, fortitude, temperance, and justice (moral).

The cultivation of piety, virtue, and wisdom is accomplished through instruction and modeling of virtuous character and relationships, self-control, service, and Christian leadership by the vehicle of mentorship, discipleship, worship, and growing in the wisdom of the Christ, the Logos. Therefore, much emphasis is placed on pursuing God and His Word, the Logos, with the goal of developing "men with chests" for the things that proceed out of the mouth come forth from the heart (Matthew 5:18). Key biblical passages that support this goal are Deuteronomy 6, Luke 6, and Ephesians 6.

Therefore, as a Christian community, we desire for student behavior and conduct to be guided by a proper ordering of loves with the love of God taking precedence over all other loves. Jesus commands, "Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind," and the second greatest command, "Love your neighbor as yourself." (Luke 10:27). To this end, the following is expected of relationships at Providence in step with Jesus' command, "Love God, Love Others" (Matthew 22:34-40):

- **Our Relationship with God (Love)**
 - Speak of God in respectful ways.
 - Encourage a close relationship with God in others as well as ourselves through activities such as Bible reading, prayer and worship.
- **Our Relationship with Those in Authority (Honor)**
 - Respect others in our speech and conduct.
 - Obey those in authority over us.

- Encourage others to be respectful of authority.
- **Our Relationship with Others (Respect)**
 - Respect others.
 - Address each other properly and do not resort to name-calling, swearing or dirty language towards each other.
 - Give of ourselves to others and encourage everyone to feel included.
 - Remember that there is “no touching except for helping”.
 - Learn to apologize when we fail and to seek others’ forgiveness as we strive to live in fellowship with one another.
 - Respect each other’s property and use it only with permission.
- **Our Relationship with School Property (Care)**
 - Be careful in our use of school property including the books, furniture, equipment and the buildings.
 - Treat the playground and trees respectfully.
 - Report any damage done and pay for damages when we are responsible.
 - Accept personal responsibility for the cleanliness of the school and the grounds.

Parents and educators partner together in developing and supporting every student's virtuous character and innate gifts. As each student prepares for his purpose in life, the lessons learned at all ages can be enthusiastically received by all who are involved in this commitment: parents, teachers, and the student.

While the majority of the classroom discipline problems are handled by the classroom teacher, the school will control the impact of serious discipline problems by limiting or withdrawing the participation privileges of uncooperative students. Violations to the student conduct code may at times seem subject to interpretation. Therefore, the administrator has final discretion in all student conduct decisions.

Discipline Procedures

“I have no greater joy than to hear that my children are walking in the truth.” (3 John 1:4)

The goal of all discipline measures at Providence is to train students to know the joy of obeying God. The role of the Christian school is to come alongside parents with delegated authority in an effort to uphold God’s standard of living and behavior towards others. It is not the desire of Providence to replace the authority God has given to parents in the area of discipline, but merely to uphold these standards during the on-campus days in an effort to maintain the best possible learning environment for all Providence students. It is the desire of Providence Academy to work alongside parents to correct any disruptive behavior in the classroom.

Providence will handle behavior matters with immediate consequences that are directly related to the wrongful action. Parents will be notified of any disciplinary measures taken during on-campus days by note or phone call from either the teacher or administrator.

The following guidelines will be followed as Providence faculty seeks to **train, affirm, and correct** our students, cultivating in them a love for obedience.

Training

Proverbs 22:6 - Train up a child in the way he should go; even when he is old he will not depart from it.

Conduct expectations will be emphasized heavily in the first month of school to set the framework for discipline. Classroom routines, rules, and procedures will be demonstrated and practiced throughout the day inside and outside the classroom in order to ensure students understand behavior expectations. These rules and routines might vary from one classroom to another but will generally follow the guidelines presented here. When violations to routine procedures occur, teachers will use over-correction to practice the proper procedures which will serve as both a reminder and correction for the class.

Examples of Classroom routines practiced at Providence:

- Sitting properly at one's desk
- Lining up
- Bathroom procedures
- Raising hand to speak
- What to do when finished: Review memory work, etc.
- Visitors in classroom
- Helping in class

Examples of School Procedures practiced at Providence:

- Walking in line
- Participating in Chapel
- Lunch routines
- Recess behavior
- Pick-up/drop-off routines

Affirming

1 Thes. 5:11 *Therefore encourage one another and build one another up, just as you are doing.*

Teachers will regularly and consistently affirm students verbally. Verbal affirmation and encouragement will be the main method of positive reinforcement for students' correct behavior. Rewards are to be reserved for special occasions, surprises, and for accomplishing a clearly defined goal. We desire for our students to obey for the joy of obedience, out of trust for their teacher, and not for a reward.

Possible rewards for displaying virtuous character and accomplishing tasks (memorizing timeline, finishing a book, no misspelled words, etc.) :

- *Celebrating Virtue* certificate
- Read outside
- Play educational games
- Art time (related to curriculum)
- Free Dress Day
- Free Your Feet
- Sonic Drinks

Correcting

Heb. 12:11 *For the moment all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of righteousness to those who have been trained by it.*

Providence will take a Biblical approach in addressing all behavioral issues. Following the example laid out in God's Word, the following principles will be used in all instances:

1. ADMIT (Psalm 32:5, 1 John 1:9)
2. SEEK FORGIVENESS (Acts 8:22, Col. 3:13, Matt. 6:14)
3. MAKE RESTITUTION (1 Peter 3:11, Gal.6:10)

Help a child examine their heart with these 7 steps:

1. Ask, "**What was going on?**" Don't worry about the biased report.
2. Ask, "**What were you thinking and feeling as it was happening?**" Get the child to look inward and think about their heart and their own thoughts.

3. Ask, **"What did you do in response?"** (to their thoughts). The heart is what has shaped their response.
4. Ask, **"Why did you do it?"** or **"What were you seeking to accomplish?"** This helps the student examine their motives and the purpose orientation of their actions.
5. Ask, **"What was the result of your actions?"** Help the child see how their actions have hurt them (got them in trouble) and others. See the harvest of how the connect #2 and #4 to this question.
6. **Seek grace** from God with the child. Ask, **"Do you think we need to ask for forgiveness?"** **Pray** with them. Help them ask for forgiveness from God and from those they have offended.
7. **Present consequences for their action(s) and provide a path for restitution.**

The utmost goal of Providence where disciplinary action is concerned is to deal with the matter of the heart. Students will be asked to first admit the behavior to the teacher, to the Head of School or respective Principal, and/or to their parents. Following admission of fault, the student will be asked to seek forgiveness from the person(s) they have offended whether staff member or fellow student(s). Restitution might include a formal note of apology, replacement of damaged property, an act of service, etc. We believe these three principles will teach our students how to Biblically handle wrongful action, whether intentional or unintentional.

Basic Rules of Conduct

Students must abide by the following rules of conduct:

- Providence operates on an honor system—students are expected to be truthful, honest, and upright in their words and actions as a matter of commitment to Christ. Violations of the honor system (e.g., lying, dishonesty, impure speech or behavior, academic dishonesty, etc.) in matters pertaining to any facet of school life are not tolerated.
- Students must show respect to adults at all times. A title (Mr., Mrs., Coach, etc.) and appropriate tone must be used when addressing an adult.
- Students must treat each other with respect, kindness, purity and compassion. Bullying, intimidation, slander, verbal or physical abuse, or harassment of another student in any form is not tolerated.
- Public displays of affection, such as but not limited to hand-holding, kissing, affectionate hugging, etc., are not permitted at any time, whether on campus or at PA-sponsored events.

- There will be no horseplay, running, or rough play during or between classes. Fighting in any form is not tolerated.
- Use of profanity, worldly slang, or vulgar colloquialisms in spoken or written form, or the use of offensive gestures is not permitted at any time, whether on campus or at PA-sponsored events.
- Speech and expression on social media, blogs, websites, instant messaging, text messaging, etc. that is considered inconsistent with the Student Code will be addressed by the Administration. Parents are encouraged to be aware of and monitor their child's electronic communication in order not to jeopardize the student's enrollment at the academy.
- Students will remain under adult supervision while on campus. Being absent from class or extra-curricular commitments without the knowledge or permission of parents or PA staff will be treated as a disciplinary event.
- Students are not allowed to chew gum on campus.
- Personal music devices are not allowed on campus during school hours.
- Cell phones must be turned off or silenced and placed in backpacks or crates when students enter the school building. Students who use their cell phones during the school day will have their cell phone confiscated and held by school staff for a parent to pick up, at which time a \$25 fee will be required. See Electronic Device Policy for more information.
- Personal video devices are not allowed on campus. Camera usage, including a cell phone camera, is not allowed except as part of a student's participation in photography classes or as permitted by the Administration.
- During class hours, necessary communication can be relayed from a parent or guardian to a student by calling the school phone at 469.500.3150.
- The school facility and grounds must be kept clean and orderly, reflecting an attitude of gratefulness and biblical stewardship.
- Driving on campus is a privilege, not a right. All student cars driven on campus will be registered in the office for quick reference. Posted speed signs, direction markers, and parking striping will be observed. The front windshield and front side windows will be kept clear of any writing that may obstruct vision. Students must park in designated student parking as directed by administration. A student's on-campus driving privilege will be revoked after the first event of driving deemed dangerous by the administration.
- Students may not leave campus for lunch. Seniors with study hall periods at the beginning or end of the day may arrive late and leave early with permission from the administrator.
- Students may not return to their cars during the school day to retrieve books or other materials. All necessary books and supplies should be brought into the school building with the student at the beginning of the day.
- All medication to be taken during school hours shall be delivered to the front office with the student's name on the container and dosage instructions. The

taking of this medicine shall be monitored by front office personnel. No medication shall be retained in the student's possession.

- Tobacco products, illicit drugs, alcohol, or weapons (including but not limited to replicas, paintball guns, slingshots, BB or pellet guns, bows and arrows, knives, martial arts paraphernalia, tear gas, explosives, etc.) are not allowed on campus or at any PA -sponsored event.

Academic Dishonesty

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

"A truthful witness gives honest testimony, but a false witness tells lies." (Prov. 12:17)

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

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

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

-talking with another student during any quiz, test, or academic assignment without direct authorization from the instructor.

If offense occurs, parents will be notified. Academic penalties for the plagiarized assignment will be decided upon by the teacher in consultation with the administrator.

Corrective Procedures

1. Behavior requiring discipline (disrespect, dishonesty, rebellion, fighting, obscene language) will be addressed first by the teacher in charge by a verbal warning. When appropriate, parents will be notified.
2. Administration will become involved if the behavior continues or if the behavior is of a serious nature and will contact parents immediately if there is severe misbehavior.
3. Administration will determine further disciplinary measures to be taken.

Severe Consequences

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

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

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

OFF CAMPUS BEHAVIOR

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

SPORTSMANSHIP

It is the desire of Providence Academy to be exemplary in all our actions whether on the court or off. Our goal is to glorify God with our words and deeds. All students participating in athletics will be required to follow the Rules of Conduct listed above. Failure to abide by this code may result in expulsion from the activities and other disciplinary actions. Further information regarding athletic policies can be found in the athletic handbook.

DESS CODE

DESS CODE

PA's dress code is intended to encourage modesty and decency during school hours from 8:05 am - 3:35 pm. PA staff will determine the appropriateness of a student's clothing. Any student who is not dressed appropriately will be asked to follow the steps listed under Dress Code Violations and Endorsements. The Administrator may grant exceptions to the uniform code for special dress days. Violations of the Uniform Code may at times seem subject to interpretation. The Administrator has final discretion on all uniform decisions.

**** Providence Academy prefers uniforms purchased from Land's End. You may purchase uniforms elsewhere with exception to the plaid garments, polo shirts, and solid jumpers with required school logo.**

Spirit Days

****All students may wear spirit wear on the last Wednesday of every month. Upper School students may wear spirit wear one Friday a month as designated on the school calendar. Students in grades K4-5 who attend Friday Enrichment classes shall dress in spirit wear. The link to our online spirit wear shop can be found under the Resources tab on our website.**

The following is proper dress code for Spirit Days:

- PA shirts purchased from the PA spirit shop
- Acceptable lower garments: jeans, pants, shorts, skirts (for girls), and leggings for girls in K4-5th grade only if worn with a longer shirt.
- Leggings and tight-fitting athletic/yoga pants are prohibited for students in grades 6-12. Loose-fitting joggers/athletic pants are acceptable.
- Ripped/torn jeans are prohibited.
- Shorts/skirts must be no shorter than 3 inches above the knee.
- Any shoes and socks may be worn.
- Only PA jackets or hoodies purchased from the PA spirit shop or Land's End are

allowed.

- Only PA hats are allowed to be worn on spirit days.

Free Dress Days

Administrators occasionally designate Free Dress Days for students during the year. Students may also earn Free Dress Days as a reward or prize. Free Dress Days include free choice of modest shirts and jackets/hoodies.

- Acceptable lower garments: jeans, pants, shorts, skirts (for girls), and leggings for girls in K4-5th grade only if worn with longer shirts.
- Leggings and tight-fitting athletic/yoga pants are prohibited for students in grades 6-12. Loose-fitting joggers/athletic pants are acceptable.
- Ripped/torn jeans are prohibited.
- Shorts/skirts may be no shorter than 3 inches above the knee.
- Any shoes, socks, and hats may be worn.

UNIFORM CODE SPECIFICATIONS

Dress Neatly:

- Shirts tucked in
- Clothing clean, ironed, and in good repair
- Shoes tied
- No holes/tears in clothes
- Clothing appropriately sized for the wearer
- No long sleeves under short sleeved shirts
- Uniform belt required for uniform pieces with belt loops; belt must be threaded through the loops
- No accessories such as scarves, hats, etc. added to the uniform
- No earrings for boys
- No crystal or nose rings (girls or boys)

Hair:

- Should be washed, combed and neatly trimmed
- No distracting hair color or hair style is allowed
- Mohawks, spikes, and other trendy hairstyles, etc. need to be combed down and within hair code requirements.
- Girls: hair should be neat and trimmed, out of eyes

- Boys: hair should be no longer than the top of uniform collar height in back, no longer than the bottom of the ear lobe on the side and out of the eyes in front. Facial hair is not permitted.

Be Modest:

- All shirts, skirts, shorts and pants must be in accordance with the PA uniform list
- Must wear modesty shorts under jumper or skirts
- No short skirts, short shorts, or inappropriate footwear will be allowed
- Skirts and short should be no shorter than 3 inches from the top of the knee.
- Uniforms including pants, skirts, shorts, etc. can sit no lower than the natural waistline of the student
- Shirts, shorts, and pants should fit properly, not too tightly.
- No outlandish or distracting clothing, jewelry, or appearance will be allowed

Shoes and Socks:

- No high tops or mid-ankle shoes
- Saddle and Sperry shoes (black, brown, tan, white, navy, grey) allowed
- Athletic footwear may have two solid colors. Solid colors are limited to: white, black, gray, navy, brown, and tan.
- Socks must be solid in color and not decorative in nature. Acceptable sock colors include: white, black, navy, grey, and beige.
- Socks should not go above knee.
- Solid colored (brown, grey, black, navy, or white) leggings during cold weather months will be allowed under skirts/jumpers.

Cold Weather Specifics:

Students may wear only school jackets, hoodies, and sweaters inside. All non-Providence outerwear will be stored for the day (with the exception of wearing it outside).

Upper Body <i>Polo shirts with required PA logo may only be purchased through Land's End.</i>	K4-3rd Grade Girls: Short or long-sleeved white blouse, short or long-sleeved polo in navy or grey. School logo required on polo shirts.	4th-12th Grade Girls: Short or long-sleeved white blouse, short or long-sleeved polo in navy or grey. School logo required on polo shirts.
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	<i>Feminine fit allowed</i>	<i>Feminine fit allowed</i>
	K4-3rd Grade Boys: short or long-sleeved polo in navy or grey. School logo required on polo shirts.	4th-12th Grade Boys: short or long-sleeved polo in navy or grey. School logo required on polo shirts.
Lower Body <i>Plaid uniform items must be purchased through Land's End.</i>	K4-3rd Grade Girls: plaid shorts, plaid jumper, navy or khaki skort or skirt, navy or khaki pleated shorts or pants, navy or khaki flat front shorts or pants. (Style and shade of pants/shorts should be identical to Land's End pants/shorts, i.e. no stitched on pockets, no denim, khaki pants must be beige (light tan) in color – not dark tan or brown.)	4th-12th Grade Girls: plaid shorts, plaid skirt or jumper, navy or khaki skort or skirt, navy or khaki pleated shorts or pants, navy or khaki flat front shorts or pants, navy or khaki box pleat skirt. High School girls only may wear gray skirts, shorts, or pants. (Style and shade of pants/shorts should be identical to Land's End pants/shorts, i.e. no stitched on pockets, no denim, khaki pants must be beige (light tan) in color – not dark tan or brown.)
	K4-3rd Grade Boys: Navy or khaki pleated or flat front shorts/pants; no corduroy or cargo pants (Style and shade of pants/shorts should be identical to Land's End pants/shorts, i.e. no stitched on pockets, no denim, khaki pants must be beige (light tan) in color – not dark tan or brown.)	4th-12th Grade Boys: Navy or khaki pleated or flat front shorts/pants; no corduroy or cargo pants. High School boys only may wear gray shorts or pants. (Style and shade of pants/shorts should be identical to Land's End pants/shorts, i.e. no stitched on pockets, no denim, khaki pants must be beige (light tan) in color – not dark tan or brown.)

Outerwear	<p>Girls and Boys: Pull over sweater, v-neck, crew, buttoned cardigan, zip cardigan or vest in navy or gray with school logo or school name. Fleece zip-front jacket in navy or gray with school logo or school name. Seniors may wear senior sweatshirts purchased from Land's End. (School outerwear can be purchased from Land's End or PA's online spirit shop.)</p> <p>Solid colored hoodies/sweatshirts in navy or gray with school logo or name. (No other logos allowed.)</p> <p>Non-PA heavy winter coats may be worn outside.</p>
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Guidelines for School Events

SEMI-FORMAL/FORMAL DRESS GUIDELINES: All Providence Academy students and guests must uphold the following dress guidelines when attending any on-campus or off-campus school-sponsored event. A student/guest wearing unapproved attire will be turned away.

LADIES:

- Dresses must be approved by Upper School Principal before the dance.
- Front of dress: Must cover from top of chest to 3 inches above the knee in solid, non-see-through fabric.
- Sweet-heart or V-cut tops must have solid, non-see-through fabric added for modesty.
- Strapless dresses are allowed.
- Back of Dress: Must cover from mid-back to 3 inches above the knee in solid, non-see through fabric.
- Modesty shorts are recommended.

MEN:

- Formal attire: suit, tux, or dress slacks/dress shirt/jacket (optional), tie, and dress shoes (Converse are allowed)
- No type of earrings, gauges, or piercings can be worn.

SWIMWEAR:

On the occasion that any school-sponsored event or trip includes the option of swimming, there shall be a dress code for proper swimwear. For both males and females, swimwear shall not be

too tight or “revealing,” but shall cover their bodies sufficiently. All students are encouraged to wear a swim shirt/t-shirt with their swimsuit. Two-piece swimsuits for females must be worn with an appropriate garment such as a t-shirt or swim shirt. Adult sponsors are responsible for the supervision of swimwear, and students are responsible for proper response to their leadership and judgment.

DRESS CODE VIOLATIONS & ENFORCEMENT

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

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

HEALTH & SAFETY

PARENTS/VISITORS ON CAMPUS

By its very nature, Providence Academy encourages a high level of parental participation in education. However, in order to enhance both student safety and operational efficiency, PA has adopted the following guidelines governing the presence of visitors on the campus during regular school operating hours (8:05 am - 3:35 pm). For the purposes of this policy, “visitors” are defined as all individuals other than staff or students.

All visitors must enter the main building through the side door under the portico. The door will remain locked during school hours. All visitors, including parents, must report to the main office before entering the classroom. Visitors must wear a visitor sticker while on campus. All messages for students will be delivered through office staff. As a general rule, parents should not attempt to confer with teachers during the school day unless an appointment has been made (most teachers have a planning/conference time). They should be considerate of the teachers’ limited time on campus and communicate via a note, phone message, or e-mail.

DISASTER DRILLS

Disaster drills will be held at various times during the school year. Instructions and directions for leaving each room and the building will be given during orientation at the beginning of each school year, and periodically throughout the year. Directions will also be posted in each room. Students are to leave the room in an orderly manner and proceed to the proper location

without any talking. Students should recognize the seriousness of such a drill and refrain from improper behavior.

CRISIS MANAGEMENT PLANS

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

HEALTH/ILLNESS

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

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

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

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

MEDICATION

All prescription medicine carried or taken by a student must be accompanied by a note from the doctor and the parent. Only the prescribed dose per day may be sent to the school. Medication must be clearly labeled with the student's name, and the dosage and name of the medication, and the medicine must be sent to the main office. All medication including over-

the-counter medicine must be kept in the school office. School staff or monitors may administer acetaminophen or ibuprofen with parent's permission, as indicated on the medical form. Parents will be called for permission before any over-the-counter medication is given.

VACCINATIONS

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

EXEMPTIONS

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

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

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

DOCUMENTATION

Since many types of personal vaccination records are in use, any document will be acceptable providing that a physician or public health personnel has validated it. For immunization exemptions, the school must have the original notarized document on file rather than a copy. The month, day, and year that the vaccination was received must be recorded on all school immunization records created or updated after September 1, 1991.

LICE PROCEDURES

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

VISION/HEARING SCREENING

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

SCOLIOSIS SCREENING

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

ELECTRONIC DEVICE POLICY

Cell Phone/Smart Watch Policy: Students may not wear smart watches to school, or use cell phones during the school day. Fitness trackers may be worn as long as they do not have communication capability. While cell phones may be needed to communicate with parents before or after school, students may not use cell phones between classes, during class or at lunch and recess. Cell phones must be turned off 7:55 am-3:35 pm, and must be kept in the student's backpack/crate. Any class disruption caused by a cell phone/smart watch, or use during prohibited times will result in the phone/watch being taken away.

Parents must come to the school office to pick up confiscated phones/smart watches. It is allowable that a recovery fee of \$25 may be assessed and collected prior to the return of the phone/watch. If students need to communicate with parents during the school day, the office staff will assist them.

Once school has ended for the day, the students are free to use their phones/smart watches unless prohibited above.

MP3 Players and Other Electronic Devices:

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

Consequence of Electronic Device Policy Violation:

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

STUDENT SUPERVISION/CHAPERONE POLICY

On-Campus Supervision

Teachers/staff members are the main providers of on-campus supervision of students. On-campus parent volunteers are expected to follow all school policies and procedures under the

direction of the teacher. Parent volunteers who supervise students on campus without a teacher/staff member present must have a background check performed before supervising students alone.

Off-Campus Supervision

Off-campus activities usually include parents who are responsible for the supervision of their own children. Parents who do not attend an off-campus event may delegate the supervision of their students to another parent. In the event that the off-campus activity does not involve parents, staff will supervise students following all school policies and procedures set. If a parent volunteer is asked to chaperone/supervise students during an off-campus event, the parent must have a background check performed before the event if supervision occurs without a staff member present.

Overnight Supervision

All chaperones who supervise students overnight must have a background check performed before the event. If a chaperone shares a hotel room or other lodging with students, the chaperone may not share a bed with a student unless the student is the chaperone's child. Chaperones may only provide overnight supervision to students of the same gender as the chaperone. Chaperones may not be in a hotel room alone with a student unless the student is the chaperone's child.

Transportation of Students

Students who are transported to and from school events either in school vehicles or in private vehicles as arranged by the school must submit a "Permission to Transport Minor Children and Release of Liability Agreement" signed by their parents. A staff member, coach, or volunteer who drives a school vehicle to transport students must meet driver qualifications, complete a driver application, sign an authorization for a motor vehicle report (MVR), and pass a criminal background check. All authorized drivers will complete driver training provided by the school, and must agree to follow all safety procedures.

ACADEMIC POLICIES

ACADEMIC OVERVIEW

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

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

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

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

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

Christian Worldview for Courses

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

English and Language Arts

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

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

When choosing literature for the logic stage (5th-8th grades) and rhetoric stage (9th-12th grades), the academic team will be considering three things: maturity level of the student, theme, and its worldview.

Maturity

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

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

Theme

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

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

Math

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

Social Studies and History

The Lord has established His throne in the heavens: And His sovereignty rules over all (Psalm 103:19). Our belief that God is the ultimate ruler of history steers our teaching to include Him

in every aspect of time. We emphasize that man has a freedom in the choices he makes and that evil and sin exist. Despite these things, God is still in control of the past, present, and future and has a redemptive, perfect plan for this fallen world. Each student will learn how they fit into this plan as He is the author and finisher of our faith.

Science

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

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

Foreign Language

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

Fine Arts

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

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

ACADEMIC ADVISORY COMMITTEE

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

ADDING AND DROPPING CLASSES- HIGH SCHOOL

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

COMPUTER USE POLICY

Students in grades 9-12 may bring laptop computers for use during study hall. Students in grades 10-12 may bring laptop computers for use during classes that require laptops such as Digital Art and Dual Credit classes. Students may lose the privilege to have a laptop on campus if used inappropriately. The first offense will result in losing computer privileges in all classes for a minimum of two weeks. A second offense will result in losing computer privileges in all classes for the remainder of the school year.

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

COURSE PLANNING

A School of Logic course plan and a high school graduation plan* have been developed to prepare students for high school and beyond. PA reserves the right to require entrance testing for students who have not followed the recommended plan.

SCHOOL OF LOGIC COURSE PLAN	6th	7th	8th
Math	Math 7/6	PreAlgebra	Algebra I (HS Credit)
History	History 0600	History 0700	History 0800
Science	Science 0600	Science 0700	Science 0800
Composition/Grammar	Comp/Gram 0600	Comp/Gram 0700	Comp/Gram 0800

Literature/Vocabulary	Lit/Vocab 0600	Lit/Vocab 0700	Lit/Vocab 0800
Language	Latin 0100	Latin 0200	Latin I (HS Credit)

***Please see PA's Graduation Plan in Appendix A of this document for all information related to high school graduation requirements, School of Rhetoric course plan, grading policies etc.**

GRADE LEVEL PROMOTION

Grammar School Promotion

Grammar school students are expected to meet or exceed proficiencies in the following areas as required for each grade level objectives:

- Behavioral maturity
- Listening and responding appropriately to more than one direction given at a time
- Ability to work independently
- Reading fluency in literature and textbooks
- Math skills
- A 70% or better level of proficiency in each subject

Logic School Promotion

While multiple factors are weighed for the promotion of Logic students, the primary consideration for promotion is a 70% or better proficiency in each subject. The Academy reserves the right to prevent student's reenrollment and/or discipline students.

GRADING AND EVALUATION

Kindergarten

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

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

- Writes in complete sentences

- Uses capital letters, periods, question marks and quotation marks correctly
- Uses the writing process (prewriting, first draft, revision, and final draft)
- Writes a friendly letter with a greeting, body and conclusion
- Knows the purpose and use of a dictionary, thesaurus and atlas

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

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

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

1st-8th Language Arts, History, and Science Grades

In 1st-4th grade, grades will not be weighted. However, two types of assessments will take place in 5th grade: Tests/Projects and Daily Work.

Daily Work occurs during the regular learning process of a particular skill and can be in the form of daily practice, class discussions, teacher observations, classroom assignments, classroom presentations, homework, and quizzes. Teachers need to record at least 6 formative grades during a grading period. Teachers may use rubrics, informal evaluations, and checklists to measure student progress.

Tests and long-term projects are used to measure the student's growth and understanding of the academic material. Teachers must record a minimum of 2 summative grades each grading quarter. Teachers may use rubrics, checklists, and other types of evaluations that can be translated into number/letter grades.

*The majority of grades must come from work performed at school with assignments to be graded chosen at random. Therefore, excellence is expected on every assignment.

<u>Grade Level</u>	<u>Subject(s)</u>	<u>Weight</u>	<u>Grade Minimum</u>
1 st – 4 th	Language Arts, History, Science	No Weights	6 <u>worthy</u> graded assignments
1 st – 6 th	Math	80% Tests 20% Daily Work	2 Tests/Projects 6 Daily Work
5 th	Literature/Vocab/Recitation, Composition/Grammar, History, Science	60% Tests/Projects 40% Daily Work	2 Tests/Projects 6 Daily work
6 th -8 th	Literature, History, Science, Latin, Composition/Grammar, Math (7 th & 8 th)	Please see class syllabi: <i>Lion Tracks</i>	2 Tests/Projects 6 Daily work
9 th -12 th	English, History, Science, Foreign Language, Math, Logic, Theology, Fine Arts	Please see class syllabi: <i>Lion Tracks</i>	2 Tests/Projects 6 Daily work

1st-6th Math Grades

Daily assignments and practice work will be graded and returned to the student with the opportunity to correct missed problems for full credit. Daily work accounts for 20% of the math grade.

Tests will be given every 1-2 weeks and count for 80% of the math grade.

Grammar and Logic School Grading Scale

A= 90-100

B= 80-89

C= 70-79

F= 0-69

REPORTING OF GRADES

Grades are computed at the end of each quarter in a semester. A semester grade is computed from a weighted average of the quarter grades and a semester exam grade for high school credit classes.

As grades are updated weekly on RenWeb; teachers do not send out Progress Reports. Instead, they will update the school's on-line grading program (RenWeb) with assignments and grades throughout the year. Through RenWeb, parents may access their student's academic performance in any course throughout the school year and may request a parent-teacher conference if they have a student failing or near failing. Parents may access their student's report card through RenWeb.

STANDARDIZED ACHIEVEMENT TESTING

K4 students are assessed 4 times per year in both language and math skills.

Students in Kindergarten, 1st and 2nd grade will be assessed throughout the year using the UFLI reading curriculum assessments and Saxon Math assessments.

Achievement testing is conducted using Iowa Assessments in grades 3-8. The Pre-ACT is administered to grade 9-10. (Please see PA's graduation plan for information regarding the ACT, SAT, and CLT.)

Scores from standardized assessments help administration and teachers make data-driven decisions.

LATE WORK POLICY

Elementary

For K4 – 3rd grades, penalty, if any, for late assignments will be at the discretion of the classroom teacher. Please see the course syllabus from your child's teacher for details.

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

Secondary

For 6th- 8th grades, an assignment may be turned in late with a 10 point deduction for each day that it is late, up to one week. The grade for the assignment becomes a zero if it is not turned in within one week of the initial due date.

For 9th- 12th grades, an assignment may be turned in one class day late for a 15 point deduction. The grade for the assignment becomes a zero if it is not turned in on the first class day after the initial due date. (For example, if an assignment is due on a Monday, it can be turned in on Wednesday for a 15 point deduction. If the assignment is not turned in on Wednesday, a zero will be given.)

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

STANDARD FOR WRITTEN WORK

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

All assignments should have:

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

Students in 3rd through 12th grades may turn in papers written in manuscript unless required by the teacher to use cursive on special assignments. Teachers may require typed assignments as appropriate for the grade level and assignment. Papers will still contain a heading or cover sheet as specified by the teacher.

FAMILY MINISTRY

Providence Partnership Training

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

GENERAL INFORMATION & POLICIES

SCHOOL & HOME COMMUNICATION

Communication is key in the University-Model School®. PA administration and teachers will communicate regularly with parents via RenWeb, telephone, daily folder, website, e-mail, Might Network, meetings, and, most importantly, the assignment sheet on RenWeb. We encourage parents and students to contact teachers to clarify assignments or expectations. Parents and students should attend all school meetings. If there are questions or problems within a particular class, the parent or student should first talk with the teacher.

Parent Conduct

Just as students at PA are held accountable for their words and actions, so, too, are the parents of those students. Parents should model humility, gentleness, and spiritual maturity to their students by treating the PA faculty and staff with respect, both publicly and privately. Our communication to and about one another must be seasoned with grace, edifying to others and glorifying to God. If a parent (or student) acts or speaks in an unkind or disrespectful manner to any faculty or staff member at PA, the matter may be taken to the Head of School. If the offending party is unwilling to comply with any guidelines set forth by the school Administration, the student(s) of that parent or parents may be withdrawn from the Academy or barred from admission to the Academy for the following semester.

Problem Resolution/Grievance Policy

The Bible teaches that conflicts should be handled discreetly and carefully, in a spirit of reconciliation while believing and speaking the best about each individual involved. The following guidelines establish the process for resolving misunderstandings, differences of

opinion, concerns, disputes, and grievances concerning any aspect of Providence Academy's operations between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administrators, and board members. If at any point the proper channel for communication is not clear, do not hesitate to contact an administrator or the Head of School for counsel/direction. Otherwise, the general procedures below should be followed.

Parents/Students to Staff and Administrators:

1. All questions or concerns associated with the classroom must first be presented to the teacher by the parents or, if the student is mature enough, by the student. A respectful demeanor is required at all times.
2. If the issue is not resolved, or if the question or concern is about a school policy or the general operation of the school, the parents or student may bring their concern to the appropriate administrator. Students must have permission from their parents before bringing an issue to an administrator.

Parents/Staff to Head of School:

1. If appropriate channels have been pursued and the issue is still not resolved, concerns may be brought to the Head of School. This is the last recourse regarding school curriculum, programs, rules, discipline, staff members, and other school activities.

Parents/Staff to Board of Directors:

1. If a parent or staff member believes the Head of School is derelict in his or her duties, or is acting in a way that is unethical or immoral, or that the Board is violating its own policies, then it would be appropriate to request, in writing, a hearing from the Board, stating the issues, concerns, proposals, and steps taken while seeking resolution.
2. Written requests for Board review shall be provided to the Chairman of the Board, who will first determine whether the grievance policy has been followed. If it has, then the request will be presented to the full Board for consideration. It is wholly up to the Board to decide whether to hear an issue, encourage further discussion with the administration, or defer to the Head of School.

DROP OFF and PICK UP PROCEDURES

Lower School students may be dropped off in the morning at the school entrance door of the main building under the portico. Parents are also welcome to walk their students to the classrooms. The main door will be unlocked at 7:55 am.

Upper School students (grades 6-12) may be dropped off at either the main building or at the driveway drop-off area of the Upper School building. No students should be dropped off before 7:55 am as there is no supervision prior to that time.

Lower School classes will be walked outside at 3:35 to their designated pick up area. Parents will park in the parking lot and walk over to pick up their child from the classroom teacher. On rainy days, parents will pick up their children in the sanctuary. Students will be supervised by homeroom teachers until released to parents.

Upper School students will be released from the Upper School building at 3:35 pm. Upper School parents may pick up students by coming through the pick up line in the Upper School driveway, or by parking in the main parking lot and instructing their students to walk over.

CHAPEL

Lower School Chapel is held every Monday and Wednesday morning from 8:05-8:30 for students in grades K4-5. Students are expected to arrive on time. We will worship together and start our day off remembering God's goodness and love for us. We will focus on studying and singing hymns, memorizing Scripture, and learning about and celebrating virtuous character.

Upper School Chapel is held every Monday, Wednesday, and Friday before lunch. Middle School and High School have their own chapel times. Chapel is a time for small group discipleship as well as corporate worship as students grow in their relationship with God. In Upper School Chapel we will sing hymns, memorize scripture, and read through the Bible together following a Bible reading plan. The primary goal of reading the Bible together is to allow students to formulate a Biblical worldview drawn directly from the source. Secondly, this plan will help to increase students' Biblical literacy. These readings will allow students to interact with all of Scripture, even those portions not typically studied in a church or small-group setting. Finally, by breaking into smaller groups and examining the scriptures under the guidance of a dedicated teacher, deeper relationships will be fostered among group members.

INCLEMENT WEATHER

In the case of inclement weather, we will follow Rockwall Independent School District's school closings. If the district opens at 10:00 a.m., we will as well. Please tune in to a local television station or check RISD's website. We will also send a text message via Parent Alert to each family. Inclement weather days will be review and enrichment days for Lower School students. Upper School students will use inclement weather days to work on projects and study for tests.

STUDENT TEACHER RATIO

Providence Academy allows for an 18:1 student teacher ratio in elementary grade levels. A ratio of 20:1 is permitted in middle school grades, and a ratio of 24:1 is permitted in high school grade levels according to NAUMS® guidelines.

BIRTHDAYS

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

HOLIDAY PARTIES

All grade levels will have a Christmas party coordinated by the room parents under the guidance of administration.

ROOM PARENTS

Room parents and their duties will be assigned by the Volunteer Coordinator.

FIELD TRIPS & SERVICE PROJECT

Individual teachers will plan field trips related to their grade level's area of study. As a campus, we participate in a campus-wide service day on Martin Luther King Jr. Day.

SCHOOL SUPPLIES

Providence Academy furnishes a list of supplies required for each class. Teachers may periodically require additional supplies for special projects or assignments. Parents will be

responsible for purchasing each student's supplies. A small supply fee per student is assessed to cover the cost of school wide supplies such as copy paper, cardstock, baggies, bleach wipes etc.

TELEPHONE CALLS/MESSAGES

Telephone use by students is limited to very important calls and only with permission from an office staff member. If a parent discovers an item left at home and wishes to bring it to the student, he may do so and leave the item in the office.

LOST AND FOUND

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

LUNCH

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

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

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

HARASSMENT POLICY

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

Definition of Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, conduct or speech, a request for sexual favors, or other verbal, visual, or physical conduct of a sexual nature, made by someone

from or in the work or educational setting, including students and staff, under any of the following conditions:

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

Employee-Student Sexual Harassment

Employee-student harassment is prohibited.

Student-Student Sexual Harassment

Student-student harassment is prohibited.

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

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

Confidentiality

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

Protection against Retaliation

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

Procedure for Investigation of the Complaint and for Taking Corrective Action

When one of the administrators designated in this policy receives a complaint he shall immediately inform the board. The Administrator/Board will direct an investigation. The

individual who suffered the harassing conduct shall be informed of and consulted about the corrective action taken. In addition, any employee or student found to be responsible for sexual harassment in violation of this policy will be subject to appropriate and immediate disciplinary action up to and including expulsion or termination. The severity of the disciplinary action will be based upon the circumstances of the infraction.

ABUSE POLICY

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

Examples of Sexual Harassment

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

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

SIGNATURE PAGE

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

Parent Responsibilities

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

Student Responsibilities

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

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

(Signature of Parent/Guardian)

(Date)

(Signature of Student)

(Signature of Student)

APPENDIX A

GRADUATION PLAN



GRADUATION FROM PROVIDENCE ACADEMY 2023-2024

Graduation Requirements

To earn a diploma from Providence Academy, a student must successfully complete all requirements listed below. Credit will be awarded only for courses passed with a grade of 70% or higher. Restrictions apply to credits earned outside of Providence. Please see Course Catalogue for course descriptions.

Course Requirements For Graduation	credits
• English (4 Years)	4.0
• History (4 Years)	4.0
• Mathematics (4 or More Years)	4.0
• Science (4 Years)	4.0
• Foreign Language (3 or More Years; 2 in Same Language; Latin I Required)	3.0
• PE or Athletics (1 Course/3 Seasons)	1.0
• Fine Arts (Either Visual Arts or Performing Arts; 2 years)	2.0
• Logic/Rhetoric (2 Years)	2.0
• Theology (3 years)	3.0
Total Credits Required	27.0

Providence Academy Graduation Track					
COURSES OF STUDY	8 th	9 th	10 th	11 th	12 th
MATH	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus or Integrated Math*
HISTORY		World History I	World History II	U.S. History	Government & Economics
ENGLISH		English 9	English 10	American Literature	British Literature Senior Thesis
SCIENCE		Biology	Chemistry	Physics	Anatomy and Physiology
CLASSICAL & THEOLOGICAL STUDIES		Logic	Theology I	Rhetoric Theology II	Theology III
LANGUAGE	Latin I**	Latin II or Spanish I	Latin III or Spanish II	Spanish III	
ELECTIVES	PE/Athletics—1 course/3 seasons Fine Arts—2 year-long electives				
NOTES	*Integrated Math includes one semester of College Algebra and one semester of Personal Finance. **Latin I Required for all PA graduates.				

Additional Requirements for Graduation

- A minimum of 60 hours of community service must be completed and submitted to Administration before April of the student's senior year. Hours must be entered on Renweb. Hours may be completed during the summer months.
- Successful completion, delivery, and defense of a Senior Thesis, as evidenced by a passing grade in the course.

Grade Point Averages (GPA)

A student's GPA will begin to accumulate on the official transcript in 9th grade for high school level courses and will only include grades for Providence Academy coursework. The grading scale is presented in the following table.

Course Grade	Letter Grade	Points for GPA
93 – 100%	A	4.0
90 – 92	A-	3.7
87 – 89	B+	3.3
83 – 86	B	3.0
80 – 82	B-	2.7
77 – 79	C+	2.3
73 – 76	C	2.0
70 – 72	C-	1.7
67 – 69	D+	1.3
63 – 66	D	1.0
60 – 62	D-	0.7
< 60%	F	0.0

Students will not earn course credit for any grades below 70%; however, they will earn some GPA points for course grades between 60% and 70%.

Calculation Method

Division of the total amount of grade points earned by the total amount of credit hours attempted.

Grade Disputes

Grades will be made available on Renweb shortly after the end of each quarter. Students have one week after grades are released at the end of each quarter to initiate a grade dispute with their teachers. These deadlines are not flexible. Grade disputes must be made in writing via email directly to the teacher and must be dated within the deadlines given above. Grades from past quarters are not open to dispute.

Weighting

Providence Academy does not assign extra weight to grades in particular courses; grades in all courses have the same weight. There are two primary reasons for this:

1. PA does not offer "Honors" or AP courses so we do not need to award extra grade points for students who complete certain courses. All our students are enrolled in the Providence Classical Core courses which require learning and thinking at a high level.
2. PA does not calculate class rank beyond Valedictorian and Salutatorian, so we do not need to award extra grade points for certain courses that result in a higher GPA and in turn result in a higher class rank.

Advanced Placement (AP) Courses & Exams

A high score on an AP Exam affords a student the opportunity to receive college credit. These exams can be appealing since they allow a student to progress more quickly in college. However, offering AP courses at Providence would come with several disadvantages:

- Providence would be required to use a standardized curriculum that is not aligned with our carefully designed scope and sequence and historical progression of history and literature.
- Providence would be required to submit our syllabus to the College Board (the sponsor of AP exams) for inspection and they would decide what we teach before approving the exact syllabus for an official one-year AP course.
- Usage of Providence classroom time would be dictated by the syllabus approved by the College Board.
- Many Providence courses are designed to be deeper and more challenging than AP courses; we would limit the learning by focusing solely on AP-mandated content.

Additionally, AP is not the only path to early college credit that Providence students may pursue. Many colleges and universities award credit hours using departmental credit by exam and by the College Level Exam Program (CLEP.) Providence will provide information to students about how and when to take the CLEP exams, and how to best prepare for them. Providence students are encouraged to pursue any of these options that may be available at their chosen college. Colleges also use placement tests to allow faster progress in college even if credit is not awarded.

As a Classical, Christian school Providence does not wish to be constrained by the College Board's requirements. Nevertheless, Providence students will be well prepared to take some of the AP exams, even though Providence does not offer "official" AP courses. Other classical schools have had students perform well on AP exams without taking an official AP course. Providence will provide information to eligible students about how and when to take these exams.

Dual Credit Courses

Dallas Baptist University is Providence Academy's partner for all dual credit classes. Course offerings include US History, College Algebra, Government, Economics, and Kinesiology and possibly other courses that fit within Providence Academy's Graduation Plan. Dual credit courses will be offered in 11th and 12th grade. Dual credit offerings are subject to change.

College Advising

Students pursuing a Providence Diploma and/or currently enrolled in and completing at least four credits of core coursework are eligible to receive full college advising services from the academy's College Advisor. For other students, Providence may elect to provide limited access to certain college planning tools, but provide no individualized or other college advising services.

Withdrawing from Courses Mid-Year

For a course to be dropped from a student's transcript, the course drop date must fall on or before the six (6) week mark. If a student withdraws from a course after the course has started (6 weeks + one day), the official transcript will show the withdrawal as follows:

- For a withdrawal while passing, the transcript will reflect a “WP” and will show zero credits earned for the course with no effect on the cumulative GPA.
- For a withdrawal while failing, the transcript will reflect a “WF” and will show zero credits earned for the course; however, the student’s cumulative GPA will be adversely affected as the course hours are counted but zero grade points are earned for those hours. The process of withdrawing from a credit-bearing course for any reason requires Administrator approval.

Credit Recovery

Credit recovery is available by Administrator approval to students who failed to pass a credit-bearing course taken at Providence Academy but earned a final grade in the course of greater than 60%. Students with a grade lower than 60% are not eligible for credit recovery. The recovery process consists of successfully completing (i) a minimum of ten one-hour sessions with a Providence assigned tutor, (ii) two to four hours of homework assigned between each tutoring session, and (iii) a proficiency exam or paper to demonstrate the material has been learned. Final determination of pass/fail will be determined by a three-member committee consisting of the department head, the classroom teacher, and a school administrator.

If a student is approved to participate in the credit recovery process or to repeat a Providence course altogether due to failure, the new grade will replace the first attempt on the transcript and in the GPA calculations, but will be designated with an “R” indicating that the student has repeated the course. Students who have an “R” are not eligible for Valedictorian or Salutatorian honors.

Outside Credit for Academic Coursework

While enrolled at Providence Academy, a student may have no more than three academic courses from accredited entities outside of the academy be considered for credit towards meeting the Graduation Requirements, and only in the following Circumstances: (1) the student needs a specific course that is unavailable at Providence, or (2) the student is unable to fit a course required for graduation into his/her schedule at Providence. Accredited courses/entities may include online high school coursework; however, each circumstance must be approved by Providence prior to its consideration of the coursework.

The outside course must be equivalent in rigor, content and/or worldview to a Providence course, as determined solely by a Providence administrator. All high school credit requests must be accompanied by the *Outside Course Credit Request* form in writing, and must be preapproved before registering for the coursework. Requests for forms should be made to Administration. Directions for providing supporting documentation will be given at that time. Before an approved outside credit will appear on the official Providence transcript, students will be required to provide proof of a passing score of 70% or better and pass the Providence proficiency test where applicable. Parameters for acceptance of outside credit will be established during the pre-approval process.

Outside Credit for the P.E. Graduation Requirement

Credit for no more than one year of outside Physical Education (“P.E.”) or sports participation in an activity not offered at Providence Academy may be considered with prior approval. These requests must be accompanied by the *Outside Course Credit Request* form in writing, and must be pre-approved prior to the start of the school year or affected semester. Requests for forms should be made to the Providence Administrator. As part of the credit request process, the student must log a minimum of 33 hours per semester of instructional and participation hours in that activity. Travel to and from the site, set up of equipment, and “dressing out” for the activity may not be included in the hours. The student is responsible for submitting a completed log signed by the instructor/coach, along with the instructor’s/coach’s comments and final summary, to the Providence Administration by May 5th. Seniors must have their paperwork in by April 30th. These deadlines are not flexible. Credit will not be issued until the required documentation is submitted to Administration for final approval.

Outside Credit for the Fine Arts Graduation Requirement

The Fine Arts graduation requirement must be met with Providence Academy coursework only. While students are encouraged to continue extracurricular activities, this coursework will not be counted for Providence credit.

Credits for Transfer Students

Courses taken by a student transferring to Providence Academy will be considered for Providence credit once the student has passed, within the first year of enrollment at Providence, the next course within the sequence for that subject. An official transcript from the previous school is required to award any credit. Providence Academy reserves the right to make exceptions and substitutions at its own discretion. To earn a Providence Academy Diploma, a transfer student must complete at Providence Academy at least 12 of the 26 required credits. See the next section for additional information.

IMPORTANT NOTE: Due to the time sensitivity of completing graduation requirements, Sophomore and Junior transfer students will be dropped after the first semester from any courses in which they have a grade of less than 65%.

Students Not on a Providence Diploma Plan

On occasion, Providence Academy may choose to enroll/re-enroll students who are not Providence diploma-seeking students. Each student is evaluated on a case-by-case basis in consideration of the best outcomes for the student, the family and the academy. While Providence Academy does not offer any kind of diploma for such students, the student may accumulate course credits at Providence and other places towards a self-managed high school plan that meets or exceeds the state graduation requirements promulgated by the Texas Education Agency. If a student is not on a path to earn a Providence diploma, the student and his/her parents must sign and agree to abide by the terms of the *Self-Managed Plan Student Statement of Understanding*, which details the limited scope of services Providence Academy will provide. Please contact Administration to obtain this document.

Commencement

To participate in the annual commencement ceremony in May, a currently enrolled and attending Senior must have (1) met the requirements for earning a Providence Academy Diploma or (2) met all of the following conditions: (i) completed all state graduation requirements as promulgated by the Texas Education Agency, (ii) earned at least four Providence credits in the student's Senior year, or (iii) earned at least twelve Providence credits in the student's high school career.

Valedictorian and Salutatorian

From among the scholars who have completed at least 20 credits at Providence Academy, the Valedictorian and Salutatorian will be selected on the basis of their GPA. For transfer students, the lower of their Providence GPA or a recalculated GPA to include transferred credits from grade 9 and above using the Providence grading scale will be used. In the event that a transfer student earns the Valedictorian or Salutatorian honor, an adjustment will then be made to the GPA of the next highest ranking student from among those possessing 27 or more credits earned at Providence in order to determine if that student will join the transfer student in sharing the award. The adjustment is as follows: the student's oldest Providence credits will be dropped until the student has an equivalent number of Providence credits as the transfer student in order to allow for an "apples-to-apples" comparison of academic achievement in Providence coursework. Should the resulting GPA match or exceed the transfer student's Providence GPA, then the student with the adjusted GPA will share the award with the transfer student. The selection of the Valedictorian and Salutatorian will take place after first semester grades are posted during Senior year.

Class Rank

Due to the caliber of Providence students, we do not calculate class rank beyond designating a valedictorian and salutatorian. This has a number of desirable benefits for college-bound students:

- Students view their peers in Rhetoric School as teammates rather than competitors since there is no competition for class rank.
- Students have incentive to work together with their peers, learn from each other, and help each other achieve the highest grades possible.
- Students can focus on their own GPA and other academic credentials.
- Students can pursue a full range of college scholarship and funding opportunities, without being automatically excluded due to their lower class rank.
- Students and parents experience less tension related to small differences in grades and grade point averages, since none of those differences affect class rank.
- Teachers experience less tension related to small misunderstandings or differences in opinion regarding grading standards, since none of those differences will affect class rank.

~ Page 7 is the signature page acknowledging receipt of these Graduation Requirements by the student and his/her parents. ~

Acknowledgement of Receipt of Graduation Requirements

Please keep pages 1-6 for your reference and sign and return this signature page to Administration. This is a requirement for enrollment in Providence Academy's High School.

I hereby acknowledge receipt of *the Graduation from Providence Academy* document and represent that I understand and agree to the conditions set forth within it.

Student Signature: _____

Printed Name: _____ Date: _____

Both Parents/Guardians Must Sign This Form

Father/Legal Guardian Signature:

Date

Printed Name: _____

Mother/Legal Guardian Signature:

Date

Printed Name: _____