

REVISED JULY, 2024



"in lumine tuo videbimus lumen" Psalm 36:9
PROVIDENCE
CHRISTIAN ACADEMY

PARENT HANDBOOK

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The mission of Providence Christian Academy is to assist parents in the covenantal education of their children. We instruct students from a Biblical perspective, within a confessionally reformed and classical framework, teaching them to exalt Christ by pursuing truth, beauty, and goodness.

PROVIDENCE CHRISTIAN ACADEMY

A NOTE FROM THE BOARD OF DIRECTORS

Dear Parents,

Thank you for choosing Providence Christian Academy. This handbook provides insight into those questions you may have, or may not have thought to ask about our school. If you have any questions that are not covered by this guide, please feel free to ask.

Providence is unique because our approach is both distinctively Reformed in purpose and classical in curriculum. Because of this, in addition to reviewing this handbook, we also invite you to read through our Constitution and Bylaws, which are available on our website or upon request.

By enrolling your child at Providence Christian Academy, you agree to honor and abide by the policies expressed in these guiding documents including this Parent Handbook.

These documents cover important topics such as:

- Purpose and Educational Values
- Philosophy Statement
- Basis and Principles
- Association Membership
- Student Admission Requirements
- Non-Discriminatory Policy

We take up the challenge of education humbly (aware of our weaknesses) but boldly (aware that this is an endeavor with a glorious reward). Thank you again for granting us the privilege of helping to educate your child.

The Board of Directors of Providence Christian Academy

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INFORMATION REGARDING PROVIDENCE CHRISTIAN ACADEMY

Board Governance

Providence Christian Academy is a 501 (c) (3) incorporated under the name “Providence Christian Academy Association, Inc.” The school was incorporated in 2008 and began operations in 2009. The Board of Directors, which operates pursuant to the organization’s Constitution and Bylaws, governs Providence Christian Academy. The day-to-day operations of the school are completed by the Principal, the administrative staff, and, most importantly, the teachers.

All Board members are also members of the Providence Association. Members are elected by qualified voters of the Association at the annual Association Meeting. Board members serve three-year terms on a rotating basis, beginning July 1 of each year. If nominated, a Board member may serve one consecutive term (for a total of six years).

Philosophy of Education

(adopted: May, 2024)

At Providence Christian Academy, our mission is to assist parents in the covenantal education of their children. We instruct students from a Biblical perspective, within a confessionally Reformed and classical framework, teaching them to exalt Christ by pursuing truth, beauty, and goodness. We desire that the students may be equipped for the present and the future to take their place in the home, the church, society, and their vocation in a manner that is covenantally faithful and honoring to God.

Therefore, the foundation of our school must be the infallible and inerrant Word of God. We are built upon the historic Christian faith that is revealed in the Bible and summarized in the confessions of the Reformed tradition. Those Reformed creeds which the school recognizes as accurate and reliable summaries of the Christian faith are the Westminster Confession of Faith with its Larger and Shorter Catechisms, the Belgic Confession, the Heidelberg Catechism, and the Canons of Dort.

The Christian faith is the foundation of the school’s entire existence. Providence intends to integrate this faith with all aspects of its mission and specifically to teach all subjects from a distinctively Reformed Christian perspective. The school aspires to exalt Christ, the Creator, Redeemer, and Ruler of all creation, in all aspects of knowledge and learning. It is essential to see God’s one story told throughout Scripture with the recurring themes of Creation, Fall, Redemption, and Kingdom.

In the Bible, “truth” and “knowledge” are not abstracted from life but determine and shape our lives. We are to be not only “hearers of the Word,” but also “doers of the Word” (James 1:22). Therefore, the educational process is not only to teach the children information and skills, but also to equip them with a Christian world and life view in order to fulfill our responsibility in God’s kingdom. It is to give them opportunities and encouragement to use those skills to serve God and others.

Below are the most important philosophical elements that we believe distinguish our approach to education:

- A. We believe the Bible clearly instructs parents to “bring children up in the discipline and instruction of the Lord.” Therefore, under the delegation of the family, we seek to teach and discipline in a manner consistent with the Bible and a Godly home environment.
- B. We believe that God’s character is revealed not only in His Word but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated and can instruct us about God himself.
- C. God wants us to love Him with our minds, hearts, souls, and strength (Matt. 22:37). Therefore, we seek to challenge children individually at all levels and teach them how to learn.
- D. We want to teach children that all they do should be done “heartily, as unto the Lord.” Therefore, we seek to encourage quality academic work and maintain high standards of conduct including Biblical discipline principles.
- E. Parents can be confident that their students, throughout their development in school, will be loved with Christ’s love at our school.

While there are many methods of delivering education, we have deliberately strayed away from the progressive models where children are thought of as products to be developed. In stark contrast is the Christian view of education that all children are image-bearers and that God has a purpose in each child’s life. We have a fundamental belief that all children can learn. We grow through doing difficult things. This necessitates a strong work ethic in the children which often must be developed. It’s also important to steer clear of misunderstandings about education. For instance, learning is not about data acquisition. The information learned is a part of the outcome of education, but true learning has to do with growing the skills to learn.

The best educational system we have found is the classical model. Classical Christian education is an approach to training children that integrates all subject matters from a Biblical perspective. This includes the study of traditional liberal arts, the use of primary texts, an emphasis on the great cultural works of Western Civilization, and language study, which includes Latin and Greek. In its methods, classical Christian education seeks to tailor instruction to the natural inclinations of children at different stages of their development to maximize learning. Virtue is also essential, so we emphasize truth, beauty, and goodness. Nourishing the growth of virtues develops us to be the human beings God intended in the Creation order.

Several fundamentals of classical Christian education are over-arching across the school. The first is that the students are taught to grow a love of learning. Beyond the foundation of the trivium, the classical method inspires learning. Because classical education cuts with the grain through the developmental phases of the trivium, it naturally appeals to students. Rather than “bawling words into the ears” (Montaigne) of students, classical education engages their minds. Gifted classical teachers inspire students to investigate, contemplate, debate, and pursue knowledge. By encouraging students to love learning, a lifelong gift is communicated.

Secondly, there is explicit training in how to think. In training a pianist, one does not lecture to them for nine months and then have them take a final test about the piano. Rather, the student is practiced and coached in playing the piano. To become good thinkers, students must practice thinking. Our Socratic “table” brings students to a daily conversation that challenges their minds with ideas posited by the greatest minds in the history of the world.

Finally, integration between subjects presented with a Christian worldview ties the learning together. Math, science, philosophy, and history are interwoven in a way that relates all subjects to the whole. As students integrate subjects, Scriptural truth is integrated as well. This affects students deeply. The continuity between a student’s faith and his rational mind is a reward more Christians should enjoy. Classicism provides this perspective unlike any other form of education. The peace of knowing Christ’s

truth as it integrates with His world provides a powerful shield against the hostile questions posed in college and later in life.

The educational system called “classical education” was developed over two millennia to develop young minds to be wise and hearts to be virtuous. The foundation of classical education is the trivium. The trivium’s three phases of learning are adapted to three phases of development in children – grammar, logic, and rhetoric. All three phases of the classical curriculum incorporate grammar, logic, and rhetoric, but in each stage the primary emphasis among those three depends upon the grade level of the students. While any one child may exhibit qualities across these categories, we still see that a pattern forms over many children in comparison. The following are examples of this pattern.

Before students enter the grammar phase, Kindergarten through 2nd grade children need to develop some basic skills. Reading, writing, and math are the obvious ones. Of greater importance are the habits of order, cleanliness, self-control, manners, and living in community. Classical Christian education trains young children to sit still, to listen, to be kind, and to follow our code (respect, order, unity, diligence, and honesty) and our rule (Obey right away, all the way, and with a happy heart every day.).

The broad foundation of the trivium is the grammar phase which can be as wide-ranging as 2nd – 6th grades. New parents are often impressed and surprised with the amount of memorization and the depth of learning in our classrooms. We do this because, as Dorothy Sayers points out in her essay “The Lost Tools of Learning,” young children are wired to memorize. In grades K – 6, we memorize Bible verses and chapters, classic poems, lists of historical events and their dates, states and capitals, the periodic table of the elements, zoological taxonomy, ... and the list goes on. Some parents wonder why we do this.

First, as children learn to read and write, they rely less on their memories. Since they can write a list, the need to memorize isn’t as essential. Consequently, they use their memory less and less after the 2nd grade. As with anything else with our bodies, once practice decreases the habit becomes dormant. By exercising children’s memories, we are establishing a life-long capacity for them to memorize.

Secondly, when memorization is honed at a young age, the retention of the habit of memory is much better. Most of us recall the rhymes and chants we learned when we were in grade school. “I before E,” “I pledge allegiance,” and “She sells sea shells,” are all things we probably can recite off the top of our heads. Wouldn’t it be great to have the Preamble to the U.S. Constitution or the 13th chapter of I Corinthians memorized so that it could roll off the tongue?

Finally, before the logic (middle-school) phase, children must have a collection of facts from which to draw conclusions. By using their innate ability to memorize at a young age, we get them ready for the logic phase.

Children in the grammar phase also master core learning skills—reading comprehension, writing, and arithmetic—as well as strengthening their speaking (rhetoric) and independent study skills.

In the later grammar years of 5th and 6th grades, we encourage students to stretch beyond facts to gain a greater understanding. Learning is optimal when it is inspired and intrinsically motivated. One way we do this is through reading and literature; we use appropriate thematic truths in a story or work that contains important, higher meaning, encouraging students to discover the power of story. When done properly, this enables children to be better prepared for the logic phase.

As Christians, we are people of the Word. God reveals His truth to us through the Bible. It contains history, stories, poems, songs, prophetic writing, parables, unique story-telling formats (i.e. synoptic and non-synoptic Gospels), theology, epistles, and even specialized forms of writing such as apocalyptic literature. To understand the Bible, students need more than a simple understanding of language. True literacy involves reading these forms to obtain their intended meaning. We call this learning

transcendent or poetic truth—the truth that transcends the world. As they get closer to the logic phase, we emphasize this imaginative and exciting form of reading, writing, and understanding.

Early adolescent children (grades 7 & 8) can become argumentative. Their ability to draw conclusions from a series of facts begins to develop. This is called the dialectic or logic phase. Most modern educators overlook this phase, except with regard to higher math. Classical schools teach formal logic, logical fallacies, and reasoning skills through tools like the Socratic method and Aristotelian logic. These subjects are foreign to most of us unless we learned them in college. They practice students in the science of accurate thinking. In this phase, the subject matter is not as important as what conclusions the students may draw from knowledge. Whereas in the grammar phase, children are saturated in truth, logic students begin to examine beliefs of the world through the lens of Scripture.

In grades 9 & 10, learning begins to transcend the perceptive world, to the poetic and philosophical. Students have learned to love transcendent truths through metaphor, types, allusions, and the deeper why, and now we introduce/shift to an evaluation of multi-layered philosophical or theological works, those works' points of view, and the philosophies they contain. They are guided in analyzing world philosophies for the significance they contain while also examining the detriment they may have caused. Also, these students can learn the fundamentals of argument, debate, and thesis. These rhetorical skills are developed to prepare the student for leadership and the rhetoric phase.

Rhetoric is a core skill in leadership. Leading others requires seeing the big picture, thinking clearly about the facts involved, and persuading others to follow. Classical Christian education's long history has been attributed to the effectiveness with which it trains leaders. In high school, students develop a sense of how others perceive them. They become self-conscious about fashion, vocabulary, mannerisms, and other forms of expression. Classicists called this the rhetoric phase. Students in this phase learn to speak and write well. They learn to relate to their audience with clarity and persuasion. Without the ability to communicate, the best ideas go unheard and are impotent.

Rhetoric students learn how to defend their faith. They research, write, and defend a senior thesis. Most importantly, they begin to understand how to take their place in the world to fulfill God's purpose for them in His Kingdom.

Throughout a child's education at Providence Christian Academy, the child should grow in loving the Lord our God with heart, soul, mind, and strength and in loving his neighbor as himself. There should be a clinging to the Word of God, the providential authority of God, and the Reformed doctrines of the faith. Through the classical model, the child should have grown to be a life-long learner, wise of mind, and virtuous of heart. As the child moves on from these halls, we pray it will be a life of service to God and others.

New Students: What to Expect

(revised: June, 2022)

For the first several weeks, students will need to get used to our structure. This is actually a faster process than you might think. New students look around them and see the order and diligence exhibited by the other students. Most children quickly conform to this positive peer pressure. Students enjoy the environment because they are able to meet expectations and please parents, teachers, and peers. Older students in particular tend to respond to the level of respect and responsibility given them with increased maturity.

By about six or eight weeks, parents often notice the homework load. We demand more of our students, so homework is expected. However, sometimes some parents feel like they are with their children for hours doing homework. Here are a few tips to help adjust to this phase:

1. Our published homework guidelines allow for balance. Most students can complete their homework within these limits. It is important that you set a firm time during which homework is done, put your child in a special, quiet place, and make sure he works diligently. Forty-five minutes of homework can balloon into hours if the child is not held accountable.
2. Do not allow your child to exceed the homework limits on a regular basis. This will result in burnout for the parent and breakdowns for the child. If a student is not able to accomplish the work during the time allowed, he may need remediation, he may have been placed in too difficult of a grade, or he may tend toward perfectionism. We may be able to help through cognitive testing or through a referral or tutoring. Please contact the Principal for more information. Most children can succeed at the Providence Christian Academy, but we encourage parents to remember that education is not a series of grades and subjects. Parents should view their child's education as a process that results in an educated child, not one who has simply spent twelve years in the classroom.
3. For students in grades K - 2, parents may need to help with homework on a regular basis. It is best to encourage independence at an early age; however, young children need help to know how and what to do. This is the parents' role. Young children should be read to daily, and as soon as they learn to read, daily oral reading is the best way to increase fluency.
4. For students in grades 3 - 6, we encourage parents to begin the process of pressing for independence. We assign homework for two reasons: to practice their skills and to teach independent work and learning. The latter of these goals is made difficult if parents do too much handholding during homework time. Obviously, this is a phased process. A 3rd grader needs more guidance than a 6th grader. However, before the end of the 5th grade, every student should be able to do his or her own homework with only occasional intervention by parents. For guidance on this, please read *Ending the Homework Hassles* by John Rosemond.
5. Students in grades 7 – 12 have reached independence in their work level. However, they may need to be given clarification in assignment. Although your logic or rhetoric student may be independent, any time you read their books and engage them in discussion, it brings encouragement and shows them that what they are learning is valuable.

By the end of the 1st semester, most parents find that their children are in a routine, advancing academically, and enjoying school. Most students at Providence Christian Academy will struggle from time to time. Learning necessitates struggle. Parents are encouraged to communicate openly with teachers and administration when problems arise. Typically, we can correct these situations when we work together with the parent to correct or adjust in some area.

A note on learning disabilities: while we can accommodate several common disabilities through minor classroom adjustments, we are not equipped to deal with all learning disabilities. Often times, certain disabilities require more than our staff or curriculum can deliver.

Finally, education is the responsibility of the family. We're here to help, but parents are encouraged to remain proactively involved. We rarely notice problems or concerns as quickly as involved parents can.

Parents' Suggested Reading List

(revised: July, 2023)

We think you will find that classical Christian education is truly different. It returns to methods, content, and values that were proven effective in Western culture for almost 2,000 years. Because our system is

different, your family and your child may experience a period of adjustment as you begin learning under our system. The following suggestions may help.

We have discovered that it helps our students if their parents understand the philosophy of classical Christian education and the need for it. With that in mind, we have compiled a list of books we suggest all parents read.

Classical Christian principles:

Recovering the Lost Tools of Learning, by Douglas Wilson

Desiring the Kingdom, James K.A. Smith

Classical Education, by Gene Edward Veith, Jr. and Andrew Kern

Wisdom and Eloquence, LittleJohn and Evans

The Abolition of Man, by C. S. Lewis

Repairing the Ruins, edited by Douglas Wilson

Battle for the American Mind, by David Goodwin and Pete Hegseth

Parenting consistently with Classical Christian Education:

Shepherding a Child's Heart, by Tedd Tripp (Grades K-5)

Age of Opportunity, by Paul Tripp (Grades 5-12)

Standing on the Promises, by Douglas Wilson

Future Men, by Douglas Wilson

Ending the Homework Hassle: Understanding, Preventing, and Solving School Performance Problems, by John Rosemond

We generally do not recommend parenting systems like *Love and Logic* which, though they have some good points, emphasize child-choices and consequences over a system of authority in the home.

POLICIES

Admissions Process

(revised: July, 2024)

Requirements of the Student

By the 1st day of September of the year entering school, a child should have reached the ages of:

- Three years of age to enter preschool for two years;
- Four years of age to enter preschool for one year;
- Five years of age to enter kindergarten;
- Six years of age to enter first grade.

If a student has successfully completed the previous school year and his schoolwork and behavior compare favorably to Providence Christian Academy standards, the student may be placed in the grade for which he is applying.

The student should understand that his parents have delegated their authority to the school during the school day. Therefore, the student is subject to the instruction and discipline of the teachers and the administrators in their prescribed roles at Providence Christian Academy.

Providence Christian Academy does not discriminate on the basis of race, color, national or ethnic origin, or sex in the administration of its policies, admissions, scholarships, and other school-directed programs.

Requirements of the Parents

Details regarding requirements for parents are outlined in Article IX of our Constitution (see appendix).

Parents should have a clear understanding of our unique classical educational approach. Parents should carefully read the informational materials about the school. We also strongly encourage each parent to read the book by Douglas Wilson, *Recovering the Lost Tools of Learning*, as one of the best texts for explaining the kind of program we offer at Providence Christian Academy.

Parents are required to cooperate with all the written policies of Providence Christian Academy. This is especially important in the area of discipline and schoolwork standards, as well as active communication with the respective teachers and administration. In addition, parents are strongly encouraged to become actively involved in other areas of voluntary school functions.

The following is the list of parent agreements that are signed each year on either the new student application or the returning student re-enrollment form:

I agree to fulfill the following expectations:

- To support the standards of the school in every area of its philosophy and policies—academic, behavioral, spiritual, dress, moral, and disciplinary as outlined in the **Parent Handbook**.
- To support the school in its attempt to train my child in the Christian faith by **example, prayerful encouragement, and weekly attendance at our church**.
- To assume full responsibility for the **payment of all tuition fees** by the due date.
- To assume the responsibility for my student's education by **supervising assigned homework, being an encourager, and initiating regular contact with my child's teachers**.

- To be involved in my child's education through **attendance and participation in the various activities** of the school, including all meetings held for parents whenever possible.
- To support, to the best of my ability, the school's entire program through **prayer and volunteering time**.
- I support Providence Christian Academy by hereby granting permission for my child to participate in all school sponsored **field trips** including transportation to and from these activities.
- I understand and agree to **substance abuse testing** for my child upon the school's request, and will cover all costs associated with such testing.
- I authorize and give full consent to Providence Christian Academy to **publish and copyright all photographs and videos** in which my child appears while enrolled as a student in any and all programs and promotional materials of Providence Christian Academy.

Acceptance Priority

Students and families are enrolled at the direction of the administration and Board. We reserve the right to refuse admission or continued enrollment to anyone. Providence Christian Academy will consider a student's academic achievements in the application process for grade placement, but not as a determinant for acceptance.

Priority for acceptance will be as follows: 1) continuing students; 2) siblings of continuing students; and 3) all other applicants.

Deadlines

1. During February – Re-enrollment: Returning parents must fill out a re-enrollment form. *If this step is not completed by the last day in February, existing parents will forfeit their enrollment priority to incoming families.*
2. January 1st through April 15th - Priority Enrollment: All new student applications received in the open enrollment period will be considered for the class spots available. We do not accept students on a first-come, first-served basis; however, among applicants of equal merit, date of application may be one factor considered in our determination. Thus, prospective parents have a clear advantage by applying during open enrollment rather than waiting.
3. On or Before April 30th: Letters indicating acceptance or rejection for enrollment are sent.
4. General enrollment: Student applications are accepted throughout the year. However, acceptance is always limited to the student's fit for our environment and the space available in the classroom. For those classes that fill, we have a waiting pool. We always reserve the right to enroll students who are the best fit for our school.
5. August 15th – First month's tuition payment for the coming year.
6. Other deadlines: **Failure to pay tuition or fees on or before their deadline may result in forfeiture of your class position.**
7. Teacher requests: We discourage teacher requests. However, if you wish to make a teacher request for the next school year you must make your request in writing. We do not accept verbal requests. Requests for the next year must be made by the last day of the current school year. Teacher requests are not encouraged for the following reason: the teachers put much prayer and thought into balancing the classes considering gender, personality, and classroom dynamics. They have the advantage of being familiar with all of the students. While teacher requests may be granted, we cannot guarantee your child will be placed in the requested class.

We do not accept any requests for a teacher when the alternative is an open teaching position or a

new teacher. For example, when an opening in the 4th grade leaves one current teacher, you may not request the existing teacher over an unknown new hire. We consider requests based partially on the explanation given on the form. If no explanation is given, the form will be given little weight.

Attendance Requirements

(revised: June, 2022)

General Requirements

Because each class period contributes significantly to the curriculum objectives of Providence Christian Academy, and because the instructional program is progressive and sequential, it is necessary to encourage student attendance in all prescribed classes. However, we recognize the authority of parents over their children, and understand that parents may decide it is in the best interest of their child not to attend school on a particular day.

Students are expected to be prompt in their arrival to school and to subsequent classes throughout the day. If a student is late for reasons beyond his control, a parent should send an explanatory note with the student to the teacher. We ask that you arrive on time to prevent disruption in the class.

Likewise, if a student needs to be picked up from school early, we ask that parents inform the child's teacher(s) ahead of time.

Hours of Operation

The school is open from 8:00 a.m. until 3:05 p.m. Please do not drop off children prior to 8:00 a.m. Classes start at 8:15. Prompt attendance is expected. Please arrange for prompt pick-up at 3:05 p.m. The preschool hours are shorter so that they fall within the regular school day. Hours are as follows:

–K – 12 th Drop off: 8:00	–Preschool Drop off: 8:05
–K – 12 th Start to the day: 8:15	–Preschool Start to the day: 8:20
–K – 12 th Dismissal: 3:05pm	–Preschool Dismissal: 3:00pm

Students must not be left on the school grounds unattended. Any students arriving before 8:00 am are still under parent supervision, and we ask that you have your children hold to the regular school standards of behavior. If for any reason a parent cannot pick up your child after school, we ask that you first try arranging with another parent to watch your children.

Holidays

The following are standard school holidays. Check the school calendar to confirm these during any year.

- New Year's Day (January 1)
- Martin Luther King, Jr. Day (3rd Monday in January)
- President's Day (3rd Monday in February)
- Good Friday (Friday before Easter)
- Memorial Day (last Monday in May)
- Independence Day (July 4)
- Labor Day (first Monday in September)
- Thanksgiving Day (fourth Thursday in November) and the Friday following
- Christmas Day (December 25)

Absences & Tardies

Excused absences – Included in this category are absences for reasons of illness, family emergency, and medical and dental appointments that cannot be scheduled before or after school. The administration may

determine other absences to be reasonable and necessary. We ask that the parent notify the teacher beforehand and arrange any excused absences so that the student can make up any missed work.

Planned absences – These absences are allowed and planned by the parents such as vacations or day trips that are parent sanctioned. All planned absences require parent notification to the teacher at least 5 days prior to the absence and all work must be made up within the time specified by the teacher.

Unplanned absences – These absences are without school approval or parental consent. Those students with an unexcused absence will receive a detention to be administered at the school's discretion. Missing more than 7 unplanned days in a semester will result in a conference with the Principal. Excessive absences may result in retaking the grade.

Tardies - Students who are not in their classroom at the designated start time are considered tardy. Individual teachers may impose a higher standard such as being seated.

When students are tardy more than 4 times in a semester, their parent may be asked to visit with the Principal. The Principal may impose financial sanctions if a student is excessively tardy (excessive is in excess of 10 tardies).

Creation Policy

It should first be stated that we fully acknowledge the lengthy discussion and debate of this issue within the broader Evangelical community and the specific actions that Confessional Reformed churches have taken. These have been studied at length by the Board as summarized in the following NAPARC ecclesiastical rulings:

https://www.urchna.org/sysfiles/site_uploads/pubs/SL_pub3419_1.pdf

<http://www.opc.org/GA/CreationReport.pdf>

<http://www.pcahistory.org/creation/report.html>

Secondly, we see the necessity of a school policy to guide our faculty in and out of the classroom, to govern future curriculum choices and to give clarity to current and future parents on how their children will be taught on the matter of the Biblical Creation account. This was validated by the 2016 survey feedback from parents.

Lastly, as in all things we want to be motivated by Christian love and brotherhood to shepherd our speech and our decisions being submissive first to Christ as we seek to act in wisdom. We must seek a policy which is wise, lasting and a reflection of our unity in Christ Jesus by whom all things were made.

Providence Christian Academy when teaching the Biblical Creation account will reject any and all interpretations which disagree with the Confessional standards. These standards can be understood as summarized by URCNA Synod Escondido in 2001:

We affirm that Scripture teaches, as summarized by the Creeds and the Three Forms of Unity:

- The authority and perspicuity of Scripture (Belgic Confession V; Heidelberg Catechism, LD VII).
- Necessity and sufficiency of Scripture (Belgic Confession VII; Heidelberg Catechism, LD VII).
- God the Father almighty created the heavens and the earth and all things visible and invisible. (Apostle's and Nicene Creed).
- The Father created the heavens and the earth out of nothing (Heidelberg Catechism, LD IX).
- God gave every creature its shape and being (Belgic Confession XII).
- The creation and fall of man. "God made man of the dust of the earth; man gave ear to the devil." (Belgic Confession XIV).
- The historicity of Adam (Heidelberg Catechism, LD VII.20; Canons of Dort III, IV.1).

- Man was created good, in a garden, and tempted by the devil, committed reckless disobedience (Heidelberg Catechism, LD III and IV).
- God’s words to the serpent in Paradise are noted as the first revelation of the Gospel (Heidelberg Catechism, LD VI).
- Adam plunged himself and his offspring by his first transgression into perdition (Belgic Confession XVI).
- Adam’s fall into sin and our connection to it (Canons of Dort I.1).
- God came seeking man when he, trembling, fled from Him (Belgic Confession XVII).
- God created all things good in six days defined as evenings and mornings (Genesis 1 &2 and Exodus 20:11). This means that we reject any evolutionary teaching, including theistic evolution, concerning the origin of the earth and of all creatures (Heidelberg Catechism, LD IX).

Providence Christian Academy when teaching the Biblical Creation account will teach that the six days of creation are to be understood as consecutive, real (i.e. literal) days of alternating evenings and mornings. In other words, the word “day” in Genesis 1 should not be understood as a long age of an indefinite amount of time (“day age”).

Providence Christian Academy acknowledges that there are faithful believers who are members of NAPARC churches who hold to interpretations of the Biblical account of Creation which differ from the literal days view. We respect our Christian brothers and sisters even in our differences. In the classroom, or outside of it on field trips, Providence Christian Academy faculty will neither deny the school’s literal days stance nor disparage those believers who disagree with it. Classroom discussion (particularly in the Logic school where the curriculum covers Creation interpretations specifically) will compare and contrast the prevailing views with discussion, assignments and assessments to ensure the students understand the differing views and interpretations.

The students will further be encouraged to continue in discussion and dialogue at home with their parents on this topic.

It is our prayer that this policy reflects the will of our parent run school, acknowledges the diversity among believers and overall sets a tone which is grounded in Christian love.

Financial Policy

Overview of Financial Information

1. Tuition is split into 10 monthly payments.
2. The first payment is due August 15, then monthly through May 15.
3. Credit cards cannot be accepted.
4. The application fee is non-refundable, but is applied to the first monthly tuition payment.
5. If a student enrolls after the school year begins, payment will be made for the months they attend. For example, if a student begins October 30, eight of the ten payments will be paid as well as all fees.
6. If your child withdraws from the school, you are responsible for the tuition payment for the month during which they withdraw. For example, if the student’s last day is October 1st, the tuition payment due on the 15th of October is required.
7. Students who have account balances due or have not returned materials will not receive their report cards and no records will be forwarded to other institutions. The student’s file will be sealed until payment is made.
8. Tuition covers only part of the cost to educate each student. We depend on the financial gifts of like-minded contributors.
9. If you donate to the school you will receive a tax-deductible contribution receipt.

Refunds

Fees: All fees are non-refundable. The exception is for students who apply for a class that is full or students who are not accepted. If we are unable to offer a seat to a student by the first day of school because the class is full, we will refund all fees and tuition. If we refuse to accept a student, we will refund all but \$50 of their application fee. The \$50 covers our costs for testing.

Tuition: If a student attends school for at least one day, August's payment is non-refundable. September through May's payments (9 payments total) may be refunded based on the student's attendance.

Grading Policy, Retention, and Homework

(revised: July, 2024)

Grading Policy

1. 10% is marked off for each day an assignment is late (3rd – 12th)
 - a. 3rd grade will begin this midyear.
 - b. Secondary (7th – 12th) students: 3+ days late = 0%
2. Spelling: Spelling counts on all assignments. Teachers use their discretion (age appropriate) regarding its value on any given assignment.
3. Penmanship: Penmanship counts on all assignments. Students are required to redo papers for poor penmanship. If poor penmanship becomes a pattern, the redone paper will be counted as late (marked down 10%).
4. A minimal amount of homework will be assigned over the weekend or over holidays and vacations.
5. Should a student be absent, there may be an extension consisting of the number of days of the absence.
6. Extra credit may not be used in lieu of a failing or low grade.
7. When students earn an F on a test, the teacher **may** issue a retake test after the student has restudied.
 - a. Retakes are at the discretion of the teacher.
 - b. They are typically given in incremental subjects (i.e. math) not in individualized subjects (i.e. spelling).
 - c. No matter how high above passing the retake test is, the grade that is recorded is 70% C-.
8. If in any quarter a student is failing one or more classes or if his/her overall average falls below 70%, that student may be ineligible to participate in extracurricular activities until satisfactory improvement is made.

Retention Policy

- Kindergarten – 6th Grades: Students must pass phonics, literature, math, and grammar with at least a 70% final grade average. Report card should have no more than one F per quarter in any other academic subject and no more than two Fs in the same subject within an academic year.
- 7th – 12th Grades: Students must pass all subjects with at least a 70% final grade average. Report card should have no more than one F per quarter in any academic subject and no more than two Fs in the same subject within an academic year.
- In the event that any student has a test average in a subject that is less than 70%, summer remediation or tutoring may be recommended.

Grading Basis

All academic grading for core subjects at Providence Christian Academy is based upon standards and follows a criterion-referenced base for evaluation. Specific standards and procedures are provided for students and parents at the start of the school year.

The following scale is used for recording grades in Kindergarten through first grades:

- E = Excellent (Outstanding Work)
- S = Satisfactory (Passing Grade)
- NI = Needs Improvement (Passing Grade)
- U = Unsatisfactory (Failing Grade)

The following scale is used for recording grades in second through twelfth grade classes:

A+	100		A	99-94		A-	93-90
B+	89-87		B	86-84		B-	83-80
C+	79-77		C	76-74		C-	73-70
F	69 or below						

Homework

Homework is a part of a well-rounded Providence education. Homework equips students in the necessary tools for learning, provides them with practice outside of the classroom, encourages them to work independently, and reinforces the concepts presented in class.

We expect families to provide the following at home:

1. A quiet place free of distractions for homework. Generally, a desk or table is appropriate.
2. Encouragement that homework is an important task, and general oversight of the homework process.
3. 5th grade and above are expected to have access to a computer with word processing software, as well as a printer and updated anti-virus software. The school will not print student papers. See also the Electronics Policy under Student Conduct.

Guidelines for Assigning Daily Homework

As a rule, homework is assigned when a teacher determines that home is the best place for that specific assignment. Occasionally, a student may bring work home that was not finished in class because the student did not use his time wisely or did not keep pace with the majority of the class. Teachers do not send work home because the lesson plan could not be accomplished during the time allotted.

The amount of time required to complete a homework assignment varies with the student's abilities. Evaluations will be made throughout the year to ensure that the level of homework is reasonable. The following guide should be regarded as approximate maximum times for the average diligent student.

Homework Guidelines	
Kindergarten	1 hour per week
1 st Grade	2 hours per week
2 nd Grade	3 hours per week
3 rd Grade	3.5 hours per week
4 th Grade	4 hours per week
5 th Grade	5 hours per week
6 th Grade	6-8 hours per week
7 th -12 th Grades	7-10 hours per week

We encourage parents to contact their child's teacher if homework frequently exceeds the above guidelines. In addition, the school expects that time be allotted for independent reading on a daily basis.

Grievance Policy

Overriding Mutually-binding Directives for Conflict Resolution

At Providence, since we are a people reconciled to God by the death and resurrection of Jesus Christ, we believe that we are called to respond to conflict in a way that is remarkably different from the way the world deals with conflict. We also believe that conflict provides opportunities to glorify God, serve other people, and grow to be like Christ. Therefore, in response to God's love and in reliance on his grace, we ask all members of the Covenant community to commit themselves to responding to conflict according to the following principles.

Glorify God—Instead of focusing on our own desires or dwelling on what others may do, we will rejoice in the Lord and bring him praise by depending on his forgiveness, wisdom, power, and love, as we seek to faithfully obey his commands and maintain a loving, merciful, and forgiving attitude.

Get the Log out of your Own Eye—Instead of blaming others for a conflict or resisting correction, we will trust in God's mercy and take responsibility for our own contribution to conflicts—confessing our sins to those we have wronged, asking God to help us change any attitudes and habits that lead to conflict, and seeking to repair any harm we have caused.

Gently Restore—Instead of pretending that conflict doesn't exist or talking about others behind their backs, we will overlook minor offenses or we will talk personally and graciously with those whose offenses seem too serious to overlook, seeking to restore them rather than condemn them. When a conflict with a Christian brother or sister cannot be resolved in private, we will ask others in the body of Christ to help us settle the matter in a Biblical manner.

Go and Be Reconciled—Instead of accepting premature compromise or allowing relationships to wither, we will actively pursue genuine peace and reconciliation—forgiving others as God, for Christ's sake, has forgiven us, and seeking just and mutually beneficial solutions to our differences.

By God's grace, we will apply these principles as a matter of stewardship, realizing that conflict is an opportunity, not an accident. We will remember that success in God's eyes is not a matter of specific results, but of faithful, dependent obedience.

Specific Guidelines

Dispute: Any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of Providence objectives and goals.

Grievance: Any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.

Concern: The substance and details of the dispute and/or grievance.

In general, any concern should be addressed with the person who is most directly involved with the issue. Parents should not discuss concerns with other parents who are not directly involved. It may be tempting to discuss a concern with another parent in the class in an attempt to validate the matter before addressing it with the proper person. This may be done with the best of intentions, but can instead create additional problems. It is therefore always best to address a concern with the person who is most directly involved. Proverbs 18:12 rightly says, "The first to present his case seems right, till another comes forward and questions him."

Concerns Related to a Specific Class

A concern that is related to a specific class should first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. A respectful demeanor is required at all times.

If the concern is not resolved by meeting with the teacher, the parents may bring the concern to the Principal.

If the concern is not resolved by meeting with the Principal, the parents may make a written request for a meeting with the Board.

Concerns about Relationships with Other Students

If parents have a concern about the relationship of their child with another student in the school, the parents should speak directly with the student's parents. If there are circumstances which make this too uncomfortable, the Principal may be contacted to provide assistance in meeting with the other parents.

Concerns about the Policies, Standards, or Operations of the School

If parents have a grievance or dispute about the policies, standards, or operations of the school, they should bring their concerns to the Principal. (This procedure also applies to Board members who are acting in their capacity as parents and not as representatives of the Board.)

If the concern is not resolved by meeting with the Principal, the parents may make a written request for a meeting with the Board.

Concerns about Volunteer Work

If a volunteer has a concern about the volunteer work, he should present the concern to the Providence employee responsible for his oversight.

If the concern is not resolved by meeting with the Providence employee responsible for his oversight, the volunteer may bring the concern to the Principal.

If the concern is not resolved by meeting with the Principal, the volunteer may make a written request for a meeting with the Board.

Exceptions

In cases of any presenting disputes which are not explicitly covered by this policy, the Board will decide what procedures to follow based on procedures established by this policy.

Situations which merit direct communication with the Principal:

1. Observance of illegal or unethical acts.
2. Observance of a dangerous situation or a security breach.
3. If the matter is personal and not suited for the teacher to know. (For example, a recent divorce filing has your child upset and you do not wish to divulge the situation to all of your student's teachers.)

Health of Students

(revised: August, 2020)

Communicable Diseases

Students with the flu or a cold are asked not to attend school while they have these illnesses. Parents are to be conservative and watch closely since the earliest stages of these illnesses are also the most communicable. Students may return once the symptoms have subsided.

Other communicable diseases or infestations, including head lice, must be reported to the office immediately upon their discovery or diagnosis. After reporting the disease, parents must provide the

school with a doctor's note clearing the student's re-entry into the school. The school may choose to notify other families in the school if we believe it is in the best interest of the student body. In the case of head lice, parents must have an independent medical provider (nurse or doctor) certify that all traces of the infestation are gone before they will be allowed to return. The school may choose to re-check your student after re-admittance.

Students with fever (100° or more), vomiting, diarrhea, contagious viruses, severe colds, strep throat, and the like should remain at home to avoid infecting others. They should not return to school until they are symptom-free and without a fever for 24 hours prior to re-entering the classroom (fever-free without the aid of medication).

Immunizations

Providence requires that students be immunized according to the state standards. We must have your immunization records from your doctor prior to attending school. If you claim religious exemption, we must receive a copy of the state exemption form.

Policy on Marriage, Gender & 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 (Gen. 1:26-27). Rejection of one's biological sex is a rejection of the image of God within that person.

We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Gen. 2:18-25). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Cor. 6:18; 7:2-5; Heb. 13:4). We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.

We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God (Matt. 15:18-20; 1 Cor. 6:9-10).

We believe that in order to preserve the function and integrity of Providence Christian Academy as the local Body of Christ, and to provide a Biblical role model to the Providence Christian Academy members and the community, it is imperative that all persons employed by Providence in any capacity, or who serve as volunteers, agree to and abide by this Statement on Marriage, Gender, and Sexuality (Matt. 5:16; Phil. 2:14-16; 1 Thess. 5:22).

We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ (Acts 3:19-21; Rom. 10:9-10; 1 Cor. 6:9-11).

We believe that every person must be afforded compassion, love, kindness, respect, and dignity (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the doctrines of Providence Christian Academy.

ROUTINES AND PROCEDURES

Communication

(revised: June, 2022)

Good communication between all persons at our school keeps us in good relations with one another. One area where we strive to interact professionally is by adult-to-adult communication. Here are examples:

- When a parent schedules a student's doctor's appointment, he communicates that to the teacher personally instead of through the student.
- When a teacher schedules a major project, he/she sends home info to the parent in addition to communicating expectations to the class.
- If a student's homework is incomplete and the student explains that he/she was busy the night before, the assignment is marked late. If a parent sends a note of excuse, the student may be granted a one-day extension.
- If a driving student needs to leave school and/or take younger siblings, prior written permission must be obtained from the parent. (See section on Security.)

Here are the direct communications you can expect from Providence:

Newsletters from Teachers

Each Homeroom teacher will send a newsletter home every week via e-mail. This is the school's main communication with families. All upcoming events, announcements, and schedules are placed in the newsletter. Please read this each week for important information about events happening at school. If you need a hard copy of the newsletter they will be available directly from your child's teacher.

Newsletters from Principal: The Principal Pamphlet

About twice each quarter, the Principal will email the *Principal Pamphlet* to parents and teachers. This newsletter will contain articles related to the culture of our school as well as celebrations and other all-school information.

Board Meeting Summary Minutes

Non-confidential information will be sent to parents via e-mail to summarize Board meetings. Questions regarding these minutes should be directed to the Board Secretary.

Newsletter: Providence Prospectives

About twice each year, the Progress and Promotions Committee publishes a printed newsletter containing articles related to our school as well as pictures of events, student art, etc. This newsletter is mailed to the broader constituency. If you would like grandparents or other friends of the school to be on this mailing list, please contact the office with their addresses.

Drop Off and Pick Up Procedures

(revised: July, 2023)

DROP OFF:

1. K – 12th drop off is from 8:00 a.m. to 8:05 a.m.
2. Vehicles should proceed to the rear lot to drop off your student(s) near the playground entrance.
3. A teacher will admit students through the double doors behind the building (south side).
4. A carpool line should form in the rear lot and continue along the east end of the building until the designated drop off time. The line may continue back to the front parking lot entrance. After the line is full, please park in the front lot until there is room for you to proceed into the line. Do not block the driveway entrance.
5. If you arrive after 8:05 a.m. and there is no teacher at the back door, please pull around to the front door and ring the doorbell for entrance.
6. If you have preschool children, they can be brought to the front door of Suite C after you drop off your school students.

PICK UP:

1. If you have preschool children, please pick them up at the front door of Suite C. Your other children will also be picked up inside so that there is no need to pull into the pickup line.
2. K – 12th pick up is between 3:05 p.m. and 3:15 p.m.
3. Vehicles should line up, as described above, until dismissal.
4. **THIS NAME PLACARD SHOULD BE PLACED ON THE DASH, PASSENGER SIDE, TO IDENTIFY YOUR FAMILY FOR DISMISSAL.**
5. If your student(s) is not ready, please use the turnaround on the east end of the lot to circle around and re-enter at the end of the line.

GENERAL INSTRUCTION:

1. Please proceed with utmost caution when pulling out of line and passing vehicles in drop off & pick up line.
2. Please make every effort for your students to exit and enter your vehicle only on the passenger side and NOT walk between vehicles. This is not only for their safety, but also to aid other drivers knowing that no students will be walking in front of or behind vehicles.
3. Any person needing to go into school after dismissal may park in the front lot and enter the main door at 3:05 p.m. or pick up their student(s) first and then park in the front lot.

FOR DRIVING STUDENTS:

- Student drivers must park on the north side of the school, and are not required to go through the drop off with any additional students they are bringing to school.
- Any sibling going home with their driving sibling must have written permission from their parents. (one permission for the year is permissible)
- Any student going home with any non-sibling driving student, must have written permission from both sets of parents for each occasion. (exceptions can be made at the discretion of the principal).
- **DROP OFF for “Driving Students” ONLY:**
 - All students from the family must enter through the main, front Suite A door no earlier than 8:00 am.
 - Any Preschool students must be brought to the Preschool area by the oldest student in the family at 8:05.
 - If you arrive after 8:15, you must ring the doorbell for entrance and be counted tardy.
- **PICK UP for “Driving Students” ONLY:**

- Students with preschool-aged siblings will head to Suite C with ALL of their siblings to pick up younger siblings and may exit through the Preschool area.
- GENERAL INSTRUCTION:
 - Please use caution when leaving the front parking spaces. There will likely be younger children around and many cars leaving.
 - Do not attempt to sneak between cars in the pick-up line. Wait for the line to go down enough to have a clear passage to the exit onto Exchange Street.
 - Misuse of the parking lot and/or the privileges that come with driving on the Providence Christian Academy campus will be reported to parents and/or proper authorities.

Events

(revised: July, 2023)

Listed below are the all-school events at Providence Christian Academy. You will want to check the school calendar to see when they are occurring. All students participate in Recitation Night and in Graduation.

Ice Cream Social

First thing in the fall, the whole school community gathers for a back-to-school social and meet & greet. The students can drop off supplies, and we get a chance to meet the new families who have joined our school. Also, we have the opportunity to learn more about some of the parent-run programs of the school such as Moms Mornings, Hot Lunch, Teacher Treats, and the Room Parent program.

Evening of Thanksgiving

The Providence Christian Academy “Evening of Thanksgiving” has been held annually at the request of the Board. The purposes of the evening are for the encouragement of the Providence community, promotion of the school, and to assist fundraising efforts.

- The Progress and Promotions Committee (2-3 persons) organizes the event.
- Invitations are sent to Association members and announcements are run in area NAPARC church bulletins. Parents are encouraged to personally invite family, friends, and interested persons.
- A dinner is served, followed by a program. The program may include a speaker and/or a recitation program given by the student body.
- Any speaker is asked to support the mission of the school in their content.
- An appeal is made for the current fundraising efforts or general financial support.

Recitation Night

At Recitation Nights, the students have a chance to present many of the poems, songs, chants, and memory verses they have learned. Our Logic and Rhetoric School presents a drama presentation that exhibits a culmination of their learned skills. We invite family, friends, and those interested in learning more about the school.

Graduation

Each year, our school gathers to celebrate our 8th grade as they complete their grade school education at Providence. All the graduates get the opportunity to share how they’ve grown at Providence and how the school’s mission has worked itself out in their lives thus far. All the K – 12th grade sing a hymn they’ve practiced and quote the theme verses of the year.

Extra-Curricular Activities & Athletics

(revised: July, 2023)

Extracurricular Activities and Athletics

- As we plan for our Logic and Rhetoric school's future, we encourage students to participate in extracurricular activities, both activities that are offered at Providence Christian Academy, and those that are not, knowing that academics comes first. Every member of a club or team has a responsibility to his or her teammates to show up on time ready to participate, and to remain in good academic standing, and to display Providence Christian Academy's core values as ambassadors for the school and for our Lord Jesus Christ.
- All parents must sign a Permission Form/Medical Release form for every extracurricular in which their child participates. Additional forms must be completed for each time the team/club/group leaves the campus by vehicle. Parents may be asked to volunteer to transport students to/from any off-campus events.
- Extracurricular activities may charge a participation fee and athletic events may charge an attendance fee for spectators. These funds will be used to pay for uniforms, equipment, instruments, fees for invitationals, and other miscellaneous items. Each coach or club leader will set rules by which each student must abide in order to participate. Failure to adhere to these rules or the policies of Providence Christian Academy can result in removal from the team/club/group.

Eligibility

- Extracurriculars can enrich a student's life at the school and provide additional ways to flourish and glorify God for the gifts He graciously gives to us, and find additional ways to connect with fellow students. However, participation in extracurricular activities remains secondary to our focus on covenantal academics, and is a privilege that is contingent on school attendance, academic performance, and good behavior.
 - In order for a student to participate in any extracurricular activity they must:
 - Have a grade above 70% in all of their classes*
 - Have attended the majority of their classes that day
 - Not be under any academic probation, suspension, or expulsion
 - Be a current student of Providence Christian Academy (exceptions may be made at the discretion of the Principal)

*All students will have "assumed academic eligibility" until the first grading period, regardless of their previous year's grades; however, parents should consider their child's ability to uphold grades during extra-curricular seasons.

Note: While a student's academic standing or behavior within in school can/will influence their eligibility for extracurriculars, discipline for performances in extracurricular activities cannot impact the academic school day, nor are punishments for actions during extracurricular activities held during the "regular" school day.

Competitions

- All students who participate in extracurricular events or competitions outside of Providence Christian Academy hours and/or off-campus, are expected to follow all of the “Field Trip Guidelines” outlined in the Parent Handbook.

Dress Code

- Students are expected to adhere to the same dress code as outlined in the “Dress Code and Grooming” portion of the Parent Handbook. All athletics will follow the P.E. Guidelines, or will include any school issued uniform.

Clubs/Team/Groups

- The school may sponsor various student clubs that enhance the curriculum of the school and are in keeping with the school’s mission. The school will not sponsor clubs that are open to only part of the student body, including clubs for students with religious or political views. All clubs must be approved by the Board and have an active faculty sponsor.

Sponsors, Volunteers, and Coaches

- Every club/team/group must have an active faculty sponsor in attendance at every meeting of the club/team/group.
- All additional volunteers or coaches must be approved by the Board
- Also, to preserve the integrity of Providence Christian Academy and to provide a Biblical role model to the students, it is imperative that all volunteers agree to and abide by all of the beliefs, philosophies, and policies of the Parent Handbook, Constitution, and Mission of Providence Christian Academy.

Field Trip Guidelines

(revised: July, 2024)

The Providence experience extends beyond the classroom through a number of field trips each year. Faculty members and enrolling parent volunteers supervise these excursions, and parents provide transportation in private cars, or special group transportation is provided. The following standards apply to all chaperones and/or drivers for Providence events.

GENERAL GUIDELINES - To participate in any off-campus activity, a student must have on file a current Field Trip Permission Form/Medical Release. In addition, to ensure that parents are fully aware of field trip plans and activities, parents are also asked to sign and return permission slips the week prior to the trip. Appropriate attire and decorum are required at all times for students, teachers, and parents. Generally, siblings or children not in the class are not encouraged to attend school-sponsored trips or activities. Volunteer drivers and their cars will be used unless the school has arranged special group transportation. When using their own vehicle, drivers take responsibility through their personal insurance policy. All volunteer drivers need to have a valid driver’s license and up to date auto insurance. Providence students may not drive on school-sponsored activities. We ask that drivers refrain from playing DVD’s in the vehicle. Also, the school does not usually cover admission fees or other costs for drivers and chaperones beyond what is covered for the students.

CHAPERONE RESPONSIBILITIES - Providence faculty members are the official leaders of trips. They will make all decisions as to itinerary, agenda, logistics, and attire. However, if needed, logistical matters may be delegated to enrolling parents. Parents are not to alter the plans in any way for any student unless they arrange this with the staff before the trip. In all cases Providence faculty have the final word and the sole responsibility for the trip including the conduct of students and chaperones. All adults are expected to respect the authority of staff. The role of the parent chaperone is critical to the success of any field trip

or activity. Parent chaperones have the responsibility for the students assigned to them by the teacher, including their safety and conduct. Normally, parent chaperones are responsible for those students in their cars. Parents should assist the staff to ensure that students are supervised at all times during trips or activities. Chaperones should immediately report to staff any behavior or activity which poses a threat to any student or is otherwise unacceptable. When on a field trip, parents should remember that the responsibility of supervising a group of unrelated children may require a heightened level of attention not customary in a family setting. Parent chaperones should refrain from taking personal or business cell phone calls while they are “on duty.” We also ask that parents allow the teachers to plan and provide snacks for all the children on the trip. Please do not bring along anything for either your individual group of assigned students or for the entire group of children, in consideration of those students with food allergies.

- Any chaperone who is not an enrolling parent of a current Providence Christian Academy student, must also agree:
 - Not to undermine or call into question the standards or beliefs of the school in every area of its philosophy and policies—academic, behavioral, spiritual, dress, moral, disciplinary, etc. as outlined in the Parent Handbook.
 - To support the school in its attempt to train in the Christian faith by example.
 - To authorize and give full consent to Providence Christian Academy to publish and copyright all photographs and videos in which I appear in any and all programs and promotional materials of Providence Christian Academy.

A student of Providence Christian Academy cannot serve as an official chaperone and/or driver on any field trip or extracurricular event. The Board reserves the right to approve all drivers for field trips with the school on a case-by-case basis, in a non-precedent setting manner.

LEGAL AND LIABILITY - All drivers must have a good driving record. A copy of the driver’s proof of insurance (copy of insurance card) must be available and in the vehicle. All chaperones and drivers of automobiles must be at least 21 years of age and be approved by the Providence administration. A person with a driving record with excessive or severe violations may not drive or operate any vehicle at Providence events. The driver and owner of any automobile that is used must depend on their own insurance coverage for the purpose of covering their liability and damages to their vehicle. Both the owners and drivers of vehicles assume full legal and financial responsibilities for the operation of their vehicles or watercraft and full legal and financial responsibilities of the safety of the passengers. The liability arising out of the use of a vehicle or watercraft is the sole responsibility of the owner (first) and the operator (second).

SAFETY - When traveling, drivers will require that all their passengers wear seat belts and that posted speed limits be always observed. Drivers are never allowed to pick up hitchhikers or stop to assist another motorist while transporting students. Drivers should stay within sight of the other vehicles on the trip and stay with the pre-planned route. If there is a mechanical problem or an accident, the driver must ensure the safety and medical care for the students as a first priority. Students may never be left alone with or near a vehicle. Drivers will not allow or participate in horseplay or other distracting or potentially dangerous activities in a vehicle. Teachers should only drive on field trips as a last option.

DECORUM/BEHAVIOR - Personal music devices or electronic games may not be brought to any school-sponsored trip or event. All adults are required to set a proper example for students. Parents are encouraged to enjoy the experience with our students, but they must lead in acceptable standards of etiquette and behavior. Students are expected to listen attentively to presentations, speak and act respectfully to each other and to adults, and obey instructions of the teacher, parent chaperones, and tour leaders promptly and cheerfully. Chaperones are expected to assist the teacher in holding students to this standard of behavior. Student misbehavior will result in such discipline as deemed appropriate by staff, as well as such discipline as may be necessary upon the student’s return to school following the trip or activity.

Unless otherwise instructed by the teacher, students are to remain together at all times during the field trip. If attending a school-sponsored activity such as a school party, students will not be allowed to leave the event and then return again later. Students may not leave the room or area of the activity without permission of the teacher in charge. If the students go out for a meal as part of a school-sponsored activity, the teacher and chaperones will require them to sit at the table using proper manners until the teacher dismisses them. They may not be permitted to do anything to disrupt others in a restaurant or other social setting.

In summary, while on field trips or school-sponsored activities, students, parents, drivers, and teachers are expected to conduct themselves for the glory of God which is in harmony with the standards and policies of Providence Christian Academy.

Fundraising

(revised: July, 2023)

Annual Evening of Thanksgiving

In most years, the Evening of Thanksgiving is our biggest fundraiser. The event sometimes includes a recitation by the students. Please invite friends, family, and fellow church members. A personal invite is the best!

Box Tops for Education

Please download the Box Tops 4 Education app onto your smart phone or tablet and set up an account. Once you have an account select “Providence Christian Academy” as your school of choice. After your account is set up, you will be able to scan any receipts with the apps scan function, and it will calculate any earnings and apply it to the school’s account. You are also able to submit digital/online receipts. For more information on sending digital receipts, product lists, or other general information, please go to www.boxtops4education.com or contact Annette Boersma at boersmaannette@gmail.com.

Hot Lunch and Birthday Treats

(revised: September, 2020)

On Fridays, Providence students, faculty and staff are able to participate in receiving hot lunch. Each semester, an order form goes home with the students and they are able to choose which meals they would like to purchase. They then return the forms, with payment, to the Hot Lunch Committee. The money that is collected is deposited into the Hot Lunch bank account at Providence Bank and is used to purchase the food and supplies needed. (This is not a fundraiser for the school.) The Hot Lunch Committee makes all of the meals and sets them up the morning that they will be served. The families of Providence take turns coming to school that day and serving the meals to those who have ordered.

Treats for birthdays or other occasions: Oftentimes, children like to bring in treats for their own class on their birthdays. (This is not required.) If a child’s birthday falls during the summer, he/she can choose between celebrating in May or celebrating at the half-birthday time. When sending a treat to your child’s class for birthdays or for other occasions, please be sure it does not contain any nuts. We want to be sensitive to those with allergies to pine nuts, peanuts, and hazelnuts.

Recess Guidelines

(adopted: February, 2023)

Our Elementary students have recess in the morning and after lunch. The Secondary students join them at the lunch recess.

1. Dress appropriately for the weather. Recess is typically outdoors when it is 20° or more. The faculty use many factors to determine indoor vs. outdoor recess. The winter gear that the students bring dictates where they can play. If they bring boots, they can run across the snow. If they bring snowpants, they can climb on the snow piles. If they just have coats, they must stay on the blacktop during snowy weather.
2. Teachers will be observant, listen for conversations, and watch body language. Teachers are aware of potential conflicts/bullying, and they intervene before it becomes a problem. Teachers tend to move toward any potential hot spot of conflict.
3. In general, the teachers guide the students in sorting out their conflicts with one another by proctoring conversations between parties. It is part of our training to help them use their words to solve conflicts by engaging with one another in Christian love as fellow image bearers.
4. Students should take turns with all equipment, using it without destruction.
5. Rough play is not allowed. Examples include pushing, tackling, kicking, and piling-on.
6. Injuries should be reported to the teachers immediately.
7. Students are guided in not drawing un-due attention to themselves.

School Cancellation Due to Snow and Icy Conditions

(revised: June, 2022)

Extreme weather conditions may prompt Providence to delay and/or cancel school that day. Conditions such as heavy snowfall, extreme cold, and icy roads all factor into such decisions.

Delayed start: If there is snow falling during drop-off time in the morning and it looks like the weather may be clearing soon, a start-time delay will be issued (typically a 10:00 drop off for a 10:15 start time). If poor weather conditions persist, that delay may turn into a cancellation.

Cancellation: Extreme weather conditions that are predicted to last most or all of the school day will result in classes being cancelled for that day.

Timing of notifications: Providence will make every effort to notify the school's families by 6:00 a.m. on the day of the extreme weather. There may also be instances when severe weather may be predicted a day or so before the weather event occurs. In that case, the families may be notified of the cancellation a day or two prior to the weather event. (If this does occur, the teachers may send school work home with the students to do on that day.)

Methods of notifications: Providence will use three methods of notification, namely:

1. GroupMe – This is a smartphone app that sends out a message to everyone in our group. Please download the app for best results.
2. Email to families – If you don't have GroupMe, you should be checking your email account for email on an extreme weather day.
3. FaceBook – Notifications will be posted to the Providence FB page.

Questions regarding these notifications can be directed to our Principal.

Security

(revised: June, 2022)

During the day, we will not release students to strangers without the prior consent of the parents or guardians. Students are allowed to leave the campus only in the presence of an adult and through the proper procedure—either signing out in the office or leaving at the regularly appointed time. Students sneaking off campus may face suspension or other disciplinary action. With parental permission, older siblings who are of driving age may take their younger siblings off campus if they sign out or are leaving at the appointed time.

Volunteering and Involvement

(revised: July, 2024)

Event Support

One of the greatest needs we have for volunteers at the school is for event helpers. Our many events take many hands to make them what they are. From running errands to decorating to organizing labor, our event coordinators cannot make our largest events happen without your help. Please call and offer your services if you are able.

Field Trips

We believe that education is greatly enhanced by expanding our classrooms beyond our school. We attend numerous field trips each year to further the children's schooling. For many of these trips, we rely on parent drivers. We encourage each family to be involved in driving on field trips each year with your children. We also encourage grandparents to serve in this way to make wonderful memories and to be included in your grandchild's education.

Moms Mornings

Moms Mornings: This get-together typically takes place on the first Friday of the month. All Providence moms and kids are welcome to get together after drop-off to enjoy fellowship in the home of one of the moms. The hosting mom will choose the location (home/park) and announce the upcoming date.

Teacher aide, recess, and classroom helper

When helpful for a teacher, we welcome parents in our classrooms. Many teachers welcome volunteers to help with working with individual students who need more attention, with classroom work, or with recess. Parents are invited to volunteer for this duty and are not required to undergo background checks, etc. as long as they are enrolling parents of a student within the school. Non-parent volunteers are welcomed as well, but must undergo screening. We encourage parents who volunteer in these capacities to dress and behave as though you are members of our staff. If you have questions about these standards, please ask the teacher for whom you are volunteering.

The Board reserves the right to approve any parental volunteer involvement with the school on a case-by-case basis, in a non-precedent setting manner.

STUDENT & PARENT CONDUCT AND GUIDELINES

Behavioral Principles and Guidelines

(revised: June, 2022)

Theological Foundation:

- I Corinthians 10:31—So, whether you eat or drink, or whatever you do, do all to the glory of God.
- In order to glorify God in all we do, we must be obedient to His commandments. At Providence, we want our students to learn obedience so that they might glorify their Creator.
- Classical Christian education uniquely recognizes that education is the process of cultivating affections. We want students to love our rules, love our standards, love their neighbors, and most importantly, love God. To love God, a student must love what God loves. God has set forth authority in the lives of students, and these authorities set up standards. The school and its rules are part of that structure. To bring students to love our standards, we disciple them in love, as Christ loved and trained his disciples. This involves a close, loving community and high standards.

Philosophical Foundation:

- Proverbs 15:32-33—Whoever ignores instruction despises himself, but he who listens to reproof gains intelligence. The fear of the Lord is instruction in wisdom, and humility comes before honor.
- The discipline process is a teaching tool so that the students may learn submission to God and to their earthly authorities. The goal is always repentance, forgiveness, and restoration to the community.
- Discipline is based on Biblical principles and administered with love and consistency in light of the student's behavior and attitude. In imitating what God does with His people, we strive to teach students how to behave with good character, practice with them in exhibiting good character so the student understands what is expected, reward students who show exceptional character, and discipline students who lapse until they reach a state of true, heartfelt repentance. In all of these steps, love and forgiveness are integral parts of the discipline of a student.

Methodology:

- I Corinthians 14:40—But all things should be done decently and in order.
- Teachers will set and enforce classroom rules and procedures with love, consistency, and perseverance. They will handle offenses with Biblical principles of confession, apologies, restitution, swift/painful punishments, forgiveness, and restoration of fellowship with no lingering attitudes.
- The majority of discipline problems are handled at the classroom level.

We who labor on behalf of children take our responsibility seriously and want to do all we can to build faith and character into these children and to encourage their parents. During the school day, our staff is careful to enforce the behavioral guidelines that we expect of our students. *After hours or at school functions, parents are responsible for their children.* These guidelines are intended to help parents understand what is expected so that we can continue to be an example of exemplary behavior in our community.

Three Convictions

First, we are a big family. Stewardship and safety require that any time students are associated with Providence Christian Academy—onsite or off—they behave with respect for all of our members. A student

running through our building at an event may seem harmless, but not to a grandmother who fears of a broken hip or to a smaller child who is easily run over. When we borrow or lease a space this means that, as Christians, we must leave it better than we found it. Unattended children sometimes lack the maturity to ensure that a facility is treated with respect. We expect parents to assume responsibility for their children's actions at our school events.

Secondly, children who are well-disciplined and under control honor the Lord, honor their parents, and are a positive reflection of our school. The opposite is also true. Unruly children dishonor the Lord and are an embarrassment to their parents and the school.

Finally, and probably most important, discipline is an important part of nurturing faith in our children. To follow Jesus is to obey Jesus and to submit to His authority. Cultivating an obedient spirit in our children and teaching them to yield to God-given authorities helps prepare them to obey Christ and bend their wills to His.

Guiding Principle

True obedience flows from a heart that loves what God loves and hates what God hates. When a student loves the standard, he conforms to it cheerfully and willingly. It is not merely the conformity to an external set of rules. The most important thing that parents and anyone working with youth can do is to seek God's help in nurturing hearts of faith out of which acts of righteousness will flow.

Conduct & School Rules

(revised: August, 2023)

We require our students to adhere to the following school rules, enforced by the teachers and administration:

Conduct in School & Expectation of Students

Students are expected to cooperate with basic Christian standards of behavior and conversation. Additionally, the following rules will be observed:

1. Respect for adults: We want the children of Providence Christian Academy to honor the adults in the school with respectful speech and behavior. Defying instruction or correction of an adult is unacceptable.
 - a. No disrespectful talking back or arguing with teachers, staff, fellow students, or adult volunteers will be tolerated.
 - b. Prompt and cheerful obedience is expected. Teachers should not have to repeat requests.
 - c. Students should refer to and address adults as Mr., Mrs., or Miss. They should respond cheerfully "Yes, sir," or "Yes, Mr. Goodwin," when asked to do something.
2. Respect for others: Children are encouraged to think before they speak and find encouraging things to say to others. Mean, crude, or unkind speech is sinful and therefore not tolerated. We also expect children to pay attention to those around them. Pushing past adults or other kids, overpowering others physically or vocally, and a general disregard for those around them is discouraged.
3. Respect for property: When children are in school or remain at the school after hours, before hours, or when we are at an off-site event, we expect them to respect the facilities.
 - a. Use only approved entrances and exits. Do not use fire exits except in case of a fire or fire drill. Do not open windows.
 - b. Treat all of the school's materials and facilities with respect and care.

- c. Respect other persons and personal property. Do not access someone else’s cubby or locker.
 - d. Walk, don’t run.
 - e. Children are not to climb on furnishings.
 - f. No horseplay inside the building.
 - g. Outside the building, no rough play, water fights (except as supervised by adults), or other activities that leave a mess, damage property, or risk injury.
 - h. Leave everything, including the restrooms, cleaner than you found them.
 - i. No eating or drinking, except with specific permission from the authority in charge.
 - j. Children are not to be wasteful with food, drink, or other supplies.
 - k. Purposeful vandalism is grounds for immediate dismissal.
4. Respect for excellence: In order to glorify God in all we do, we strive for excellence.
- a. No chewing gum.
 - b. No electronic music devices (including anything with earphones or speakers).
 - c. No guns or knives are allowed on the school grounds or at any school activity.
 - d. All forms of plagiarism including the use of artificial intelligence (A.I.) is strictly prohibited.

THE CODE
 Respect, Order, Unity, Diligence, Honesty

THE RULE
 Obey right away, all the way, and with a happy heart every day.

Conduct Outside of School

Because student behavior outside of school can affect the ethos of the school, we reserve the right to take breeches of character into consideration when disciplining students. With the advent of social networking, each of our families has a responsibility to protect our community from inappropriate language or images, or unwholesome speech. Parents are primarily responsible for the discipline of students who misbehave inside or outside of school. Inside school, we have a variety of disciplinary actions at our disposal. Our actions are limited to suspension or expulsion for actions based on outside activities. Our reason for this policy is rooted in 1 Corinthians 15:33, “Do not be misled: ‘Bad company corrupts good character.’”

The following are standards for behavior outside of school:

1. Any immoral or illegal action that rises to the school’s attention and which has become known or will necessarily become known to other members of the student body will be considered for disciplinary action. These actions include: anything which is illegal, sexual impurity, acting or speaking crassly, vandalism, violent or threatening actions, or extreme unkindness.
2. Internet - We strongly discourage parents from allowing their students to use the internet for socializing with other children, particularly on the web. This is particularly true for students in K-9th grade. Services like FaceBook allow innocent communication to degenerate into uncontrolled sin. Since most of these sites create networks of “friends,” only one or two clicks could take a student from their classmate to a classmate’s friend who happens to use foul language, be disrespectful to authority, or contain sinful photographs. Given the nature of the internet, we encourage all parents to employ filters that stop bad material.
3. Students who create dissension among the student body by continually encouraging other students to engage in bad behavior outside of school will be considered for disciplinary action.

We believe, as in most things, the use of electronics and technology require us to find the “golden mean” between two extremes. Also, the use of all technology should not be pursued for its own sake, nor simply to “keep up” or “make things easier.” As Christians we have a higher calling and better standards to measure against (1 Corinthians 10:31). With this in mind, we believe the following rules and guidelines help guide students to honor God in the use of their devices while limiting the potential threats of misuse. However, we also acknowledge that parents are charged with the responsibility to guide and protect their children with structures that fit their family and child best. If your family has values or policies that do not align with the guidelines outlined below, please contact the principal and/or your child’s teacher before the start of the school year to discuss how we can better serve your family/child.

Computer policy

All policies extend to all school functions and anytime students are on school premises.

- Grades Preschool – 6th
 - No computers, phones, tablets, music devices, smart watches, or communication devices are permitted. Any/All electronic devices used in the classroom will be provided by the teacher if/when it is needed.
- Grades 7th - 12th
 - Grades 7th - 8th will be assigned a Chromebook for use throughout the year.
 - These can only be used with permission or direction from the homeroom teacher.
 - Grades 9th - 12th
 - Students are expected to bring their own laptop to school.
 - Approved devices
 - Laptops with Windows, Chrome, or IOS only
 - Tablets and/or phones are NOT permitted as suitable electronics for the classroom.
 - Usage
 - Computers will be used as a resource in various classes. Any misuse of the internet or visiting websites that go against the school’s code of conduct will result in an office visit, loss of use of their computer at school, and a meeting with the parents.
 - It is recommended that parents look into installing filtering, monitoring, and/or controlling software that matches your family’s values on computer/internet usage onto their child’s computer before school starts.
 - We also encourage parents to have open and honest communication regarding proper, Biblical use of technology and the potential threats of the internet. It is our belief that if the student isn’t prepared for those conversations, they are likely not ready for the responsibility of internet usage.
 - “Outward facing”
 - Student computers should always be “outward facing,” meaning the screen can be able to be seen by a teacher at all times.
 - Any refusal to show a computer screen will be treated as a misuse of the internet/computer.
 - Chromebook “rental”
 - Parents may request renting a Chromebook from the school for their student. It is also up to the parents and/or students to keep their Chromebook in good, working

order and return it in the condition in which they received it. Failure to do so will result in a fee.

- Note: The Chromebooks the school can provide are NOT equipped with additional filtering, monitoring, nor controlling software.
- Outside communication
 - No apps or extensions used for communication, with the exception of email, can be used during the school day. (e.g. Google Chat, Facebook Messenger, I-messages, etc.)
- Music/Headphones
 - Students may not use headphones during the school day with the exception of taking online classes that have been previously approved. Headphones may be used by request/approval of the teacher, but will be left to their discretion.
 - When used, earbuds and headphones must be kept at a volume so other students cannot hear them, and so the student can hear someone addressing them.
 - Earbuds and headphones must be fully removed when conversing with any adult, and when moving around within the school.
 - All music played “publicly” must be approved by the teacher.
- Email and Google Drive
 - Students may be issued a Providence email account. This is for the sole purpose of having a Google Drive account to be used for school-related purposes.
 - The parents and teachers will have access via the username and password in order to monitor its use.
 - Having a Google Drive account will allow students to write and save documents or presentations that can then be accessed and edited from home (or any location).

Cell phone policy

- Cell phones (including other communication devices, such as watches) may be at school, but must remain in the student’s locker. They will be allowed to check their cell phone during “locker time” only (lunch and beginning/end of day). Any outgoing communication during the school day must be approved by a teacher first.

Other Electronics

- Scientific calculators and/or software are permitted only at the teacher’s discretion.
- All games must be deleted from calculators.
- All other electronic devices (games, toys, iPods, etc.) are not allowed on the school premises. If they are brought to school, they will be confiscated.

Teacher-Student Communication

Teachers and students communicate throughout the school day, both in class and out. We believe communication is an essential part of building Christ-centered, trusting relationships which allow for honest discussions. In communication, both students and teachers must remain above reproach and uncompromised in their Christian walk.

- Approved Teacher-Student communications DURING SCHOOL
 - Email: to school email addresses only (@providenceca.org)
 - Sharing of Google Drive files
- Approved Teacher-Student communication OUTSIDE OF SCHOOL
 - Email: to school email addresses only (@providenceca.org)

- Sharing of Google Drive files
- Class/Group Google Chat
 - A minimum of 2 two teachers must be present on a group chat
- No social media contact or individual messaging

Reverence

In all areas of instruction, teachers and students will give God’s character proper respect and consideration. Specifically, class songs, skits, stories, and discussions that include references to the name and attributes of the Lord God must be consistent with Biblical principles. The following list is not meant to be all-inclusive, but is characteristic of the kind of activities to avoid:

1. Silly or trite references to Jesus Christ and His work on the cross.
2. Implying, directly or indirectly, that all the students are Christians.
3. Mockery of angelic powers, demonic or heavenly.
4. Emphasis on good feelings or works, rather than humble obedience and grace.

We encourage parents to teach their children spiritually at home. A daily family worship time is recommended.

Students in the Building after School Hours

As a family-friendly organization, we desire to maintain the cordial atmosphere of our school.

1. All K – 8th students who are here after hours must be under the care of an adult. 9th through 12th grade students may remain on the premises until 4:00 without supervision. However, horseplay, noise, or immature behavior will result in students being asked to leave. Students must adhere to the dress code while remaining at school after hours. High school students may use the gym unattended, but they may not act as the supervisory adult for younger students.
2. No non-Providence students, including older siblings and outside friends, are allowed in the building without a parental escort. If a student isn’t adhering to the dress code, they will be considered unescorted visitors and asked to leave.
3. Children of teachers, staff, or volunteers working in the school after hours must be under the control of an adult. These students may not wander the halls or act in a disorderly manner. Volunteers, teachers, and staff must know where their children are and what they are doing at all times. Classroom spaces should be accessed only with permission.

Textbooks & Materials

(revised: July, 2024)

Students are provided some textbooks and instructional materials without additional charge. Students are expected to treat all materials carefully and respectfully. Each item is numbered. When a student is given materials, the corresponding number is noted by the student’s name. Teachers will monitor student usage of instructional materials and textbooks. A fine based on the age and condition of the materials may be issued for any damage done to the materials. All materials (including library books) must be returned and all fines and fees fully paid before final report cards will be issued.

Weapons

No weapons may be brought into the school at any time by students or parents without the prior consent of the administration. Consent will be granted rarely. Items brought for educational purposes must be unloaded and made as safe as possible. They are to be brought to the front office for inspection and storage before they will be allowed in the school.

Dress Code & Grooming

(revised: July, 2024)

Dress Code

All students must dress in a manner that is consistent with Christian principles and suitable to an academic setting. Decency and modesty are required in the clothes that are worn. Although parents are primarily responsible for the dress of their individual children, the school reserves the right to determine dress standards in the school and at school functions.

We believe that our school can and should be distinguished by the dress of its students. Extremes of clothing or grooming to gain undue attention or to challenge the accepted standards of the school will not be tolerated.

Acceptable for all students:

- Tops:
 - all shirts must have collars and sleeves
 - polo or button-down style shirts that are solid, striped, plaid, or dotted
 - sweaters that are solid, striped, plaid, or dotted
 - blazers and/or neckties
- Bottoms for boys:
 - all must be solid in any color
 - khaki-style pants
 - khaki-style shorts that reach close to the knee (only in May, June, August, September)
- Bottoms for girls:
 - all must be solid in any color
 - khaki-style pants
 - Skirts, dresses, skorts, and jumpers that reach close to the knee or longer
 - Khaki-style shorts (only in May, June, Aug., Sept.) that reach close to the knee or longer
- Footwear:
 - socks and shoes
 - Leggings or tights worn under skirts must be solid colored
 - non-marking athletic footwear on P.E. days

Excluded for all students:

- Tops:
 - no pictures, words, logos (except a single logo no larger than two inches)
 - no patterns or designs other than stripes, plaids, or dots
 - no sweatshirts, jackets, fleeces, denim
- Bottoms:
 - no pictures, words, logos
 - no shorts, skirts, dresses, skorts that are shorter than 2" above the knee
 - no cargo pants, jeggings, yoga pants, corduroy, or other styles than khaki-style
 - no shorts from October - April
- Footwear:
 - no sandals or flip flops
- Spirit wear is not part of the school uniform but can be worn outside of school to show support for our school.

Logo Uniform Shirts:

All students are required to wear their logo uniform shirt each Wednesday. Grade school girls (K – 8th) wear light blue polos. Grade school boys (K – 8th) wear navy blue polos. Rhetoric students (9th – 12th) wear grade school polos or secondary button-up shirts in dark cobalt blue.

Field Trip Uniform:

On field trips, students will wear their logo uniform shirts for identity with our school. Students may wear their uniform khakis but are also permitted to wear jeans on most trips. There may be field trips where more formal dress is required; the teacher will stipulate that on the field trip permission forms. On any week when there is a field trip, the field trip day counts as the logo uniform shirt day; it is not required to wear the logo shirts again on Wednesday of that week.

Formal Uniform:

On Picture Day, Recitation Nights, Graduation, and any other formal occasion (i.e. giving a special report in class) students will wear their logo uniform shirts. Elementary & Logic boys will wear belts with their navy or tan slacks. Elementary & Logic girls will wear navy or tan skirts. All students will wear dress shoes and have their shirts tucked in.

Rhetoric students will wear Providence button down dress shirts in dark cobalt blue in lieu of the polo shirts. Also, their dress slacks and skirts should be in black. Boys should wear belts, and all should wear dress shoes.

P.E. Uniform (5th – 12th grades):

On P.E. days and any extra-curricular athletics, the 5th – 12th graders must bring along a P.E. uniform and change at school for P.E. class (or athletics). The P.E. uniform is available on Land's End and consists of approved blue t-shirt and mesh shorts or sweatpants. Wearing any Providence sports shirt to PE class is also acceptable. Leggings and yoga pants are not acceptable. Non-marking athletic footwear must be worn.

Spirit Wear:

Spirit wear is not part of the school uniform but can be worn outside of school to show support for our school. Providence spirit wear is available at Lands' End and can be purchased not only by students, but also by parents and Providence supporters.

Note:

In order to streamline the implementation of the dress code, the school will keep dress code clothes on site. If a student wears something outside of the dress code, that child will either change into proper dress code clothing or wait in the office until the parents bring dress code clothing for their child. The intention here is to keep consistency so that students are not confused by some students in dress code and some not.

Grooming

Providence Christian Academy upholds guidelines in grooming because it seeks to cultivate an atmosphere of order, unity, and learning. We believe that genuine diversity comes from the cultivation of each student's unique mind and character. Disorderly dress and grooming is detrimental to an atmosphere in which students can concentrate on that which makes them unique. With this in mind we implement the following policies for boys and girls:

1. A student should wear or do nothing intended to draw attention to oneself.
2. Students should express themselves with their mind and character not their grooming or dress.

3. We value Godly submission over individualism. We seek submission to the school culture of Providence Christian Academy and its values.
4. Dress and grooming should be conducive to order and learning.
5. Both boys and girls are expected to keep their hair well-groomed and clean. All students must keep hair out of their faces.
6. Students may not dress in any way not in conformity with one's biological sex.

For boys, the following are unacceptable grooming practices:

1. Shaved heads, ornamental cuts, or shaved designs in their hair
2. Ponytails, top knots, and bleached or dyed hair
3. Facial hair or sideburns below the lobe of the ear
4. A student who is asked to cut his hair should cut it in such a way that it will not be out of compliance again in a few weeks.
5. Visible body piercing, including earrings
6. Distracting jewelry (necklaces, bracelets, etc.)—For boys, necklaces, if worn, must be kept under the shirt and not visible.
7. Visible tattoos—We discourage tattoos on students in any context.
8. Any tattoos or piercings that are shown to other students

These standards may be tightened for certain students.

For girls, the following are unacceptable grooming practices:

1. Shaved heads, ornamental cuts, or shaved designs in their hair
2. Bleached or dyed hair (natural highlighting is okay)—Some natural colors are okay with pre-approval. Be especially careful of reds or blacks.
3. Dramatic make-up or nail polish
4. Visible body piercing (reasonable and appropriate earrings may be worn in the lobe only)
5. Visible tattoos
6. Any tattoos or piercings that are shown to other students
7. Any decorative item that cannot be removed immediately upon request because it is distracting is not allowed (for example: feather hair extensions).

These standards may be tightened for certain students.

While these rules provide guidance, they are not exhaustive. All dress and grooming is subject to the judgment of the administration.

Expectations of Parents

(revised: June, 2022)

As a Christian community, we strive to cooperate with each other, support each other, and maintain good relations that allow our school to achieve excellence.

School Improvement & Addressing Concerns

We value parent insight as we work together to improve our school. However, we ask that parents involve themselves in a way that will resolve concerns Biblically. If a parent is concerned about an academic, classroom, or other matter at Providence Christian Academy, he or she should follow these guidelines:

1. First, please address the issue with the teacher, parent, or whomever is most directly involved. This can be uncomfortable in some circumstances, but it almost always provides better results than going directly to administration. Proverbs 18:12 rightly says, “The first to present his case seems

right, till another comes forward and questions him.” Since the Principal rarely has first-hand knowledge of the situation, he usually cannot improve the situation unless the problem has been refined and understood with those who are directly involved. In the event that your child has a problem relating to another child in the class, we request that you speak directly with that child’s parents before bringing it to the Principal. If this is too uncomfortable, our staff may be able to help. If the problem is with a coach, volunteer, or other school patron, please discuss the matter directly with that person before bringing it to our attention.

2. Once the teacher (or other person) has been given sufficient time to respond to a problem, the next step is to contact the appropriate Principal. In this event, the Principal will hear your concern and discuss it with the appropriate people. If you contact the Principal, you will be asked “Have you talked to the teacher?”
3. If the Principal is not sufficiently able to resolve your concern, the matter may be taken directly to the Board of Directors. To request this, please inform the Principal. You may also call the Chairman of the Board if you would like to speak with him directly.

Whatever the circumstances, please do not discuss the problem with other parents unless they are directly involved. Even though this may be done with the best of intentions, it is important to avoid drawing others into a situation they know nothing about. If someone has sinned against you we need to, as Matthew 18 says, “. . . go and tell him his fault between you and him alone.” Please see the Grievance Policy for more details.

When to come directly to administration

1. If you observe illegal or clearly unethical acts.
2. If your concern is a matter of policy, not the teacher. In other words, you are questioning a stated policy or its implementation. An example: if you have issues with a teacher enforcing the type of shoes allowed at school. Since the shoe type is policy set by the administration, the teacher cannot affect the change you desire.
3. If you observe a dangerous situation or a security breach.
4. If the matter is personal and not suited for the teacher to know. For example, a recent divorce filing has your child upset and you do not wish to divulge the situation to all of your student’s teachers.

A Word about Correction

We believe that discipline should be primarily positive, so we encourage those who work with children to be quick to encourage positive behavior. We also expect a positive, but firm attitude when dealing with bad behavior. As a community, we ask that parents support adults who are correcting their children in these ways. As an adult at school events, please do your part to monitor students when they seem to be unsupervised. Parents of misbehaving students are the only appropriate persons to employ corporal punishment.

When you see behavior that is concerning, we encourage you to intervene and seek out the child’s parents.

Office Visits

(revised: June, 2022)

Office Visits

The following behaviors qualify for automatic visits to the Principal:

1. Disrespect shown to any staff member or any adult.
2. Dishonesty in any situation while at school, including lying, cheating, and stealing.
3. Rebellion or continual disobedience in response to instructions.
4. Fighting: striking or pushing in anger with the intention to harm someone.
5. Obscene, vulgar or profane language, as well as taking the name of the Lord in vain.
6. Bringing weapons or illegal substances onto campus.
7. Skipping class without a good reason or leaving campus without permission.

Consequences

Following an office visit, the penalty will depend on the nature of the offense. Options include restitution, janitorial work, parental attendance during the school day, detention, and suspension. In the case of excessive discipline visits and/or severity of offense, an expulsion will be considered by the Board of Directors.

Serious Misconduct

Examples of serious misconduct could include: acts endangering the lives of other students or faculty members; violence/vandalism to the school facilities; violations of criminal law; or any act in clear contradiction of Scriptural commands. When a student commits a serious act, suspension or expulsion may be imposed immediately. The student will also be subject to school discipline, including expulsion, for serious misconduct that occurs after school hours.

Probation & Expulsion

When a student reaches a third suspension, a meeting will be called with the parents, the Principal, and a Board member to discuss a probationary period. There will be requirements for improvement which must be met during the timeframe outlined. If the requirements are not met, then either the Principal will recommend to the Board that the student should not be invited to re-enroll in the fall or the Principal will recommend to the Board that the student should be expelled from school. Should either of these occur, the parents are strongly encouraged to appeal before the Board. It is always our goal that correction and repentance will bring the student back into compliance with the school standard. Forgiveness and restitution are fundamental to our total discipline policy. However, if it does not, then the school must look to removal of the student as a means to maintain class decorum and a proper standard of behavior.

During all steps of our disciplinary process, the following will be considered: length of time between offenses, category of offense (whether the student is breaking the same rule repeatedly), any potential trigger factors to be addressed, whether there is any sign of repentance and submission, whether the student has any medical, mental, or emotional difficulty to overcome, and what measures are being taken by the family. This process is governed by the judgment of the Principal. This list is an example of items considered and is not comprehensive.

Re-admittance

Should the expelled student desire to be re-admitted to Providence Christian Academy at a later date, the Board will make the decision based on the student's attitude, demonstration of repentance, and circumstances at the time of re-application.

APPENDICES

Curricular Overview—Grammar

(revised: June, 2024)

	K	1 st	2 nd	3 rd	4 th	5 th	6 th
Bible	<i>Suffer Little Children;</i> Paul Settle Memory Work (ESV)			<i>Show Me Thy Ways;</i> Paul Settle Memory Work (ESV)			<i>Veritas Press Bible (NT);</i> <i>GOAL Bible Study</i> by Mason
Reading/Literature	Providence Literature List with comprehension guides						
Phonics/Spelling/Pre-Logic	<i>Saxon Phonics and Spelling K</i>	<i>Saxon Phonics and Spelling 1</i>	<i>Saxon Phonics and Spelling 2</i>	<i>Grammar of Spelling 3</i>	<i>Grammar of Spelling 4</i>	<i>Grammar of Spelling 5</i>	<i>Grammar of Spelling 6 / The Thinking Toolbox</i>
Grammar/Writing		<i>Shurley English jingles</i>	<i>Shurley English 2</i>	<i>Shurley English 4 & 5</i>		<i>Easy Grammar 6 & 7</i>	
				<i>Imitation in Writing: Aesop's Fables</i>	<i>Imitation in Writing: Fairy Tales, etc.</i>	<i>Classical Quills I and II</i>	
Penmanship	<i>Zaner-Bloser</i>	<i>Zaner-Bloser</i>	<i>Zaner-Bloser Cursive</i>	<i>Zaner-Bloser Cursive</i>	<i>Cursive Handwriting Sheets</i>	<i>Penmanship Practice</i>	<i>Cursive Copywork: The Hobbit</i>
Geography	<i>Geography Songs</i> by Troxel			<i>SOTW/Map Trek maps; Geography Songs; Expedition Earth</i>			
History		<i>A Child's History of the World - Hillyer</i>		<i>Story of the World: Ancient Times; The Middle Ages</i>		<i>Story of the World: Early Modern Times; Late Modern</i>	
Math	<i>Singapore Math K</i>	<i>Singapore Math 1</i>	<i>Singapore Math 2</i>	<i>Singapore Math 3</i>	<i>Singapore Math 4</i>	<i>Singapore Math 5</i>	<i>Singapore Math 6</i>
	<i>Mastering Math Facts-Otter Creek Institute</i>						
Science	<i>Noeo Science I</i> (Biology, Chemistry, Physics); Hands-On Experiments			<i>Noeo Science II</i> (Biology, Chemistry, Physics); Hands-On Experiments			<i>Noeo Science III;</i> Hands-On Experiments
Latin		<i>Song School Latin 1 & 2</i>		<i>Latin for Children A</i>	<i>Latin for Children B</i>	<i>Latin for Children C & Oxford I</i>	
Art	Art History/Appreciation; Skills Development — 60 min/week						
Music	Music History/Appreciation; Theory — 60 min/week						

Curricular Overview—Logic

(revised: June, 2024)

	7 th	8 th
Theology	<i>Omnibus I (Ancient) & II (Medieval); Paul Settle Memory Work (ESV)</i>	
Literature	<i>Omnibus I (Ancient) & II (Medieval)</i>	
Logic	<i>The Art of Argument</i>	<i>The Discovery of Deduction</i>
Grammar/ Writing	<i>Easy Grammar Ultimate 8 & 9 / Writing the Classical Way I and II</i>	
History	<i>Omnibus I (Ancient) & II (Medieval)</i>	
Math	<i>Jacobs' Math</i>	<i>Jacobs' Math Algebra</i>
Science	<i>Science III (Elemental Biology, Middle School Chemistry, Noeo Physics); Hands-On Experiments</i>	
Latin	<i>Latin Alive II & Oxford II</i>	
Fine Arts	<i>Art & Drama History/Appreciation; Skills Development 60 min/week</i>	
Music	<i>Music History/Appreciation; Theory 60 min/week</i>	
P.E.	<i>Physical Education & Fitness 60 min/week</i>	

Providence Constitution and Bylaws

Art. I PURPOSE & EDUCATIONAL VALUES

The purpose of this Association is to promote and provide, in conformity with our Basis and Principles, educational instruction and guidance so that the students may be equipped for the present and the future to take their place in the home, the church, society, and their vocation in a manner that is covenantally faithful and honoring to God.

In the Bible, “truth” and “knowledge” are not abstracted from life but determine and shape our lives. We are to be not only “hearers of the Word,” but also “doers of the Word” (James 1:22). Therefore, the education process is not only to teach the children information and skills, but also to equip them with a Christian world and life view in order to fulfill our responsibility in God’s kingdom. It is to give them opportunities and encouragement to actually use those skills to serve God and other people.

Art. II PHILOSOPHY STATEMENT

The philosophical foundation of our school is the historic Christian faith that is revealed in the Bible and summarized in the confessions of the Reformed tradition. Those Reformed creeds which the school recognizes as accurate and reliable summaries of the Christian faith are the Westminster Confession of Faith with its Larger and Shorter Catechisms, the Belgic Confession, the Heidelberg Catechism, and the Canons of Dort.

The Christian faith is the foundation of the school’s entire existence. It is the intention of the school to integrate this faith with all aspects of its mission and specifically to teach all subjects from a distinctively Reformed Christian perspective. The school aspires to exalt Christ, the Creator, Redeemer, and Ruler of all creation, in all aspects of knowledge and learning.

Below are the most important philosophical elements that we believe distinguish our approach to education:

- A. We believe that the Bible clearly instructs parents to “bring children up in the discipline and instruction of the Lord.” Therefore, under the delegation of the family, we seek to teach and discipline in a manner consistent with the Bible and a Godly home environment.
- B. We believe that God’s character is revealed not only in His Word but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated and can instruct us about God himself.
- C. God wants us to love Him with our mind as well as with our hearts, souls, and strength (Matt. 22:37). Therefore, we seek to challenge children individually at all levels and teach them how to learn.
- D. We want to teach children that all they do should be done “heartily, as unto the Lord.” Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This necessarily includes Biblical discipline principles.
- E. Parents can be confident that their student, at every stage of his development in school, will be loved with Christ’s love at our school.

Art. III BASIS AND PRINCIPLES

The basis of this Association is the Scripture of the Old and New Testaments, the infallible and inerrant Word of God, as interpreted in the system of doctrine set forth in the:

- A. Three Forms of Unity
 1. Belgic Confession
 2. Canons of Dort

3. Heidelberg Catechism
- B. Westminster Standards
1. Westminster Confession of Faith
 2. Larger Catechism
 3. Shorter Catechism
- C. The Ecumenical Creeds
1. Apostles' Creed
 2. Nicene Creed
 3. Athanasian Creed

The Biblical Reformed faith expressed in these creeds does not consist of a few peculiar “points,” but rather it is an effort to hold the whole counsel of God and apply it in all of life.

Art. IV ASSOCIATION MEMBERSHIP

The Association shall be made up of two classes of membership, voting members and associate or non-voting members.

- A. Voting membership shall be made up of persons who:
1. Subscribe to Articles I, II, and III described above.
 2. Have communicant membership in a church that is in a federation which is a member of North American Presbyterian and Reformed Council.
 3. Make an annual contribution to the Association of at least \$150 per family. Tuition payments qualify as a membership contribution.
- B. Associate membership shall be made up of persons who:
1. Subscribe to Articles I, II and III described above.
 2. Have communicant membership in Reformed or Presbyterian churches that are not members of NAPARC.
 3. Make an annual contribution to the Association of at least \$150 per family. Tuition payments qualify as a membership contribution.

Art. V MEETINGS

The Association shall hold at least one stated meeting per year. The Board shall set the exact time and place of the meeting and shall prepare the agenda.

Art. VI BOARD OF DIRECTORS

The business and affairs of the Association shall be managed by the Board of Directors.

- A. Number and term
1. Shall be made up of a minimum of 4 members who will serve 3 year terms.
 2. Changes in size of Board will be determined by the sitting Board members.
- B. Qualifications
1. Subscription to Articles I, II, and III described above.
 2. Communicant membership in a church that is in a federation which is a member of North American Presbyterian and Reformed Council.
 3. Annual contribution to the Association of at least \$150 per family. Tuition payments qualify as a membership contribution.

C. Meetings

The Board shall normally hold one stated meeting per month.

D. Duties

1. The Board shall determine regulations relating in any way to the administrative and educational policies of the school. These policies shall be in harmony with this Constitution and in accordance with the decisions of the Association.
2. The Board shall select an administrator and teaching staff qualified to carry out the educational program and policies of the school.
3. The Board shall devise ways and means of obtaining the necessary funds for operating the school, maintain accurate records, and determine how these funds shall be distributed.
4. The Board shall appoint one of its own members to visit each class at least twice per year to assure itself of the faithful carrying out of the school's education program and policies.
5. The Board shall annually appoint, out of its membership, at least one member to each standing committee. Ad hoc committees may be established by the Board when necessary for the performance of its duties.
6. The Board shall determine the curricula and courses of study to be taught.
7. The Board shall specify books and other educational materials, supplies, and equipment.
8. The Board shall establish boundary lines defining the geographical areas to be served by Board members.
9. The Board shall establish policies for inter-school and intra-school functions and relationships.
10. The Board shall convene an annual Association meeting in which it will propose a budget and present a slate of nominees for election. The Board may bring any building programs, Constitutional changes or any other matter that the Board deems necessary for Association consideration.

Art. VII OFFICERS OF THE BOARD

The following officers shall be elected by the Board: President, Vice-President, Secretary, and Treasurer.

- A. The President shall be the principal executive officer of the Association and, subject to the control of the Board of Directors, shall in general supervise and control all of the business and affairs of the Association; shall preside over meetings of the Board and of the Members; and shall appoint committee chairmen. The President is an exofficio member of all committees and shall be notified of all meetings. He may sign, with the Secretary or any other proper officer of the Association thereunto authorized by the Board of Directors, any deeds, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof is expressly delegated by the Board of Directors or by this Constitution or some other law to be otherwise signed or executed. In general, he shall perform all duties incidental to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.
- B. The Vice-President shall assist the President whenever possible in the discharge of his duties and shall perform other such duties as may from time to time be prescribed by the Board. In the event of the absence or incapacity of the President, the Vice-President shall take his place.
- C. The Secretary shall take care of the official documents of this Association, conduct all correspondence, and enter into the records of this Association the minutes of all the meetings of the Board and of this Association after they have been approved.
- D. The Treasurer is entrusted with the Association's funds and makes all disbursements. All funds received by him shall be deposited in the name of this Association in a bank approved by the Board and no disbursements shall be made except by check. No payment beyond budget shall be made without the approval of the Board. The Treasurer shall report regarding the finances of this Association at the monthly meeting of the Board and at the stated meeting of the organization as herein previously defined.

Art. VIII STAFF AND FACULTY

- A. Shall be appointed by the Board.
- B. Must declare their unconditional agreement with Articles I, II, and III of this Constitution.
- C. Must be scripturally sound in their teaching and lead exemplary lives.
- D. Must be communicant members in good standing in their current church, which embraces the doctrines of the infallibility and inerrancy of the Word of God, the Scriptures of the Old and New Testaments, and the system of biblical doctrine set forth in the Three Forms of Unity or Westminster Standards (an individual may state in writing an objection to a specific point within these doctrines which will be reviewed by the Board for acceptance or denial).
- E. Must become a member of a NAPARC church within 6 months of the first day of school for that individual.
- F. Must sign a form of subscription to be formulated by the Board.

Art. IX ADMISSION

- A. Enrollment in the Association's school shall be granted to the children of parent(s) who:
 - 1. Subscribe annually in writing to Articles I, II, and III described above.
 - 2. Have communicant membership in a church that is in a federation which is a member of North American Presbyterian and Reformed Council.
- B. Children of parents who subscribe annually in writing to Articles I, II, and III described above and have communicant membership in other Reformed or Presbyterian churches may be enrolled after an interview with Board members and approval of the Board. These parents will be associate or non-voting members. They do not qualify for Board positions.

Art. X AMENDMENTS

This Constitution may be amended at any regular meeting of the members of this Association providing that ten days prior notice is sent to each member stating the desired change by the affirmative action of not less than a three fourths vote of the members of this Association present and voting at such regular meeting. **The substance of Articles I, II, and III of this document are not subject to change.**

APPENDIX – NAPARC INFORMATION

- A. Member Churches
 - 1. The Associate Reformed Presbyterian Church
 - 2. The Free Reformed Churches of North America
 - 3. The Heritage Reformed Congregations
 - 4. The Korean American Presbyterian Church
 - 5. The Orthodox Presbyterian Church
 - 6. The Presbyterian Church in America
 - 7. The Reformed Church in the United States
 - 8. The Reformed Church of Quebec (ERQ)
 - 9. The Reformed Presbyterian Church of North America
 - 10. The United Reformed Churches in North America
 - 11. Membership Pending:
 - a. The Canadian Reformed Churches
 - b. The Presbyterian Reformed Church
- B. Officers for 2007-2008
 - 1. Moderator: Rev. George W. Knight III
 - 2. Vice-moderator: Rev. Bernard Westerveld
 - 3. Secretary: Rev. Ron Potter

4. Treasurer: Rev. Maynard Koerner

C. Basis of the Council

Confessing Jesus Christ as only Savior and Sovereign Lord over all of life, we affirm the basis of the fellowship of Presbyterian and Reformed Churches to be full commitment to the Bible in its entirety as the Word of God written, without error in all its parts and to its teaching as set forth in the Heidelberg Catechism, the Belgic Confession, the Canons of Dordt, the Westminster Confession of Faith, and the Westminster Larger and Shorter Catechisms. That the adopted basis of fellowship be regarded as warrant for the establishment of a formal relationship of the nature of the council, that is, a fellowship that enables the constituent churches to advise, council, and cooperate in various matters with one another and hold out before each other the desirability and need for organic union of churches that are of like faith and practice.

D. The Golden Rule Comity Agreement

Comity has meant different things to different people. We representatives of the home missions agencies and committees or boards of our denominations resist territorial statements on comity in the light of the social and cultural complexity of North American society and the great spiritual need of our many countrymen who are apart from Jesus Christ. Out of a concern to build the church of Jesus Christ rather than our own denominations and to avoid the appearance of competition, we affirm the following courteous code of behavior to guide our church planting ministries in North America: We will be sensitive to the presence of existing churches and mission ministries of other NAPARC churches and will refrain from enlisting members and take great care in receiving members of those existing ministries. We will communicate with the equivalent or appropriate agency (denominational missions committee or board, presbytery missions or church extension committee, or session) before initiating church planting activities in a community where NAPARC churches or missions ministries exist. We will provide information on at least an annual basis describing progress in our ministries and future plans. We will encourage our regional home missions leadership to develop good working relationships.