

Family Handbook

Providence Classical Christian School

2019-2020



PROVIDENCE

CLASSICAL CHRISTIAN SCHOOL

18943 120th Ave NE, Bothell, WA 98011

Phone: 425-774-6622

Fax: 425-483-3702

www.pccs.org

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MISSION, VISION, AND STATEMENT OF FAITH

Mission and Vision

Providence Classical Christian School was established as a private, Christian school committed to providing a classical and biblically-based education to young people in primary and secondary grade levels. Our mission is to partner with Christian parents in educating their children, in the classical tradition, to think and act biblically and to pursue academic excellence in joyful submission to the Lord Jesus Christ. The vision statement of Providence Classical Christian School is embodied in each word found in the school name.

Providence

Everything we do at Providence is grounded in historical Protestantism as embodied in our statement of faith. The doctrines of grace inform school curriculum, pedagogy, enrollment policies, and educational goals. God's sovereignty is acknowledged in all things as students, parents, and teachers submit to His authority as revealed in the Scriptures.

Classical

The classical trivium provides both the methodology and content of our instruction. Recognizing the grammar, logic, and rhetoric stages, we approach teaching in a way that corresponds to the child's cognitive development and cultivates a life-long love of learning. An emphasis on the liberal arts (including math and science) helps students develop into readers and thinkers as they study the great works of the Western world. Students are trained to develop soundness of judgment, wisdom of speech, and integrity of conduct.

Christian

At Providence, Christ is central to all we do. Our commitment to graduating students with tender hearts, sharp minds, and biblical discernment flows from our conviction that all things cohere in Christ (Col. 1:17), who is the True, the Good, and the Beautiful. This commitment underscores our high, but grace-filled, behavioral standards, our close-knit community, and our culture of discipleship.

The final goal of a Providence education is not a mere transfer of ideas but the training up of godly young men and women with renewed minds (Rom. 12:1-2) and servant hearts (Phil. 2:5-8).

School

We affirm that parents are the primary educators of their children and that we exist to assist them in educating and training their children. As a school, we seek to complement, not replace, the necessary training and teaching provided by both church and family. Foundational to the vision of the school is the concept of *in loco parentis*, a Latin phrase meaning that we work alongside the parent. The students study under skilled and godly teachers to gain knowledge, understanding, and eventually wisdom.

Statement of Faith

The following is the foundation of beliefs on which Providence Classical Christian School is based. They are also the key elements of Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered *primary doctrine* in the school. Secondary or divisive doctrines and issues will not be presented as *primary doctrine*. When these types of doctrine or issues arise they will be referred to the family and local churches for final authority.

Summary Statement

We believe the Bible to be the inerrant and only Word of God, plenary inspired by the Holy Spirit. It is our only authoritative rule for faith and practice. It is the supreme standard by which all human conduct, creed, and opinion shall be tried and is the standard of and for all truth.

We believe that there is one God, eternally existent in three persons - Father, Son and Holy Spirit. He is omnipotent; that is, He is all-powerful. He is omnipresent; that is, He is present throughout Creation but not limited by it. He is omniscient; that is, nothing is hidden from His sight. In all things He is limited by nothing other than His own nature and character. We believe the God we serve is holy, righteous, good, severe, loving, and full of mercy. He is the Creator, Sustainer, and Governor of everything that has, is, or will be made.

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

We believe in the full deity of the Holy Spirit, acknowledging Him together with the Father and the Son as Creator and Redeemer.

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

We believe that salvation is by grace through faith alone, and that faith without works is dead.

We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.

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

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We believe that God from all eternity did, by the most wise and holy counsel of His own free will, freely and unchangeably ordain whatsoever comes to pass; yet so as thereby neither is God the author of sin, nor is violence offered to the will of the creatures, nor is the liberty or contingency of second causes taken away, but rather established. [The Westminster Confession of Faith (1646), Chapter III; Section I]

We believe that because of the fall, unregenerate man is dead to the things of God (Romans 5:12; Ephesians 2:1; Colossians 2:13). His will is not morally free but is in bondage to his evil nature; therefore, he will not--indeed he cannot--choose the good over evil in the spiritual realm (1 Corinthians 2:14; Romans 8:7, 8). Man, in this fallen state, is unable to exercise saving faith prior to regeneration.

We believe that God's election of certain individuals unto salvation before the foundation of the world rested solely in His own sovereign will (John 1:12, 13; Romans 9:10-12; Ephesians 1:4-6), and was not determined by or conditioned upon any act foreseen in any individual.

We believe Christ's redeeming work was intended to save the elect only and actually secured salvation for them (Matthew 20:28; John 10:14, 15). The atonement did not provide only the possibility for anyone to be saved (John 6:39; 10:27-28).

We believe that the Holy Spirit efficaciously calls the elect sinner through regeneration, providing repentance and faith as gifts subsequent to the new birth (1 Corinthians 1:23,24; 1 Peter 2:9). It is only through this calling that a man has any desire for Christ. And when the Holy Spirit efficaciously calls, a man will not be able or willing to reject God's internal calling.

We believe that God will complete the work He has begun in each believer. If someone is truly regenerate, then he will not fall away from salvation (Romans 8:29-31). The basis for this is God's faithfulness, not the faithfulness of the believer. God will not lose those whom He has purchased.

God, the great Creator of all things, doth uphold, direct, dispose, and govern all creatures, actions, and things, from the greatest even to the least, by His most wise and holy Providence, according to His infallible foreknowledge and the free and immutable counsel of His own will, to the praise of the glory of His wisdom, power, justice, goodness, and mercy [The Westminster Confession of Faith (1646), Chapter V; Section I].

Governments

We believe that God has ordained various governments among men. The three basic governments are civil government (Romans 13:1-7), church government (Ephesians 2:19-22; Hebrews 13:7, 17; Matthew 18:15-17), and family government (Ephesians 5:22-6:4). All of these governments are dependent on the grace of God, common or special, working in individuals to bring about self-government. God has ordained the realm of each and assigned to them differing responsibilities within their separate jurisdictions.

We believe that Christian parents have the responsibility before God to provide their children with a godly understanding of the world in which they are growing up. To this end, Christian education, however administered, is essential (Deuteronomy 6:1-6). The civil government has no duty or obligation to rear or educate our children. That authority has been given to the parents, with ultimate accountability having been assigned to the father (Ephesians 6:4).

Marriage, Sexuality, and Gender

We believe God created marriage to be between one man and one woman in a "one-flesh" union for life, uniquely reflecting Christ's relationship with his church (Gen 2:18-25; Eph 5:21-33). Marriage also serves as the foundational unit of a stable society (1 Cor 7:2). It provides the best environment for children, and the decline in life-long, heterosexual marriage relationships is a significant contributor to many negative cultural developments.

We believe gender also matters to God. God's creation of each person as male and female is complementary within marriage and reflects the image and nature of God (Gen 1:26-27). Those who reject their biological sex reject God's design and the person He created them to be.

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 to preserve the integrity of Providence and to provide a biblical role model to the students and faculty, it is imperative that all persons representing Providence in any capacity (employees, volunteers, etc.) agree to and abide by the Statement on Marriage, Sexuality, and Gender.

We believe that every person must be afforded compassion, love, kindness, respect, and dignity and that God offers redemption, forgiveness, and restoration to all who confess and forsake their sin (Acts 3:19-21; Rom 10:9-10; 1 Cor 6:9-11).

As a matter of firm policy, it is mandatory that all board members, administrators and faculty subscribe to the above statement of faith in a manner and method prescribed by the board of directors, either by written statement or by oral testimony before the board.

Students of any ethnicity, color, gender, and national origin are admitted to all the rights, privileges, and activities generally accorded or made available to students at Providence Classical Christian School.

Providence Classical Christian School does not discriminate on the basis of ethnicity, color, sex, or national origin in its administration of its educational policies, admissions policies, financial aid grants, and athletic and other school-administered programs.

EDUCATIONAL PHILOSOPHY

“Christianity is, indeed, a way of life; but it is a way of life founded upon a system of truth. That system of truth is of the most comprehensive kind; it clashes with opposing systems at a thousand points. The Christian life cannot be lived on the basis of anti-Christian thought. Hence the necessity of the Christian school.”

- J. Gresham Machen, *Education, Christianity, and the State*

Of Being a School

We believe that the Bible clearly instructs parents, and specifically the *father*, to “bring children up in the discipline and instruction of the Lord” (Ephesians 6:4). To this end, Providence Classical Christian School will operate from the legal notion of *in loco parentis*, family authority will temporarily be delegated from the parents to the school. Thus, all school authority is derived from the parents (versus the church or civil magistrate). A proper Biblical understanding and respect for the responsibilities of each God ordained government (family, church, and civil magistrate) will be taught.

Providence Classical Christian School will seek to promote parental responsibility throughout its academic program. We want to help parents teach their 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. Our teachers should have a love for learning, as examples to their pupils, being diligent to present themselves approved to God. God wants us to love Him with our mind, as well as with our heart, soul, and strength (Matt 22:37). Therefore, we seek to individually challenge children at all levels, providing an environment that produces children who will have a lifelong love of learning.

In the programs and teaching at all levels, as well as through extracurricular activities and examples set by faculty and staff, Providence Classical Christian School strives to:

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

Of Being Christian

Providence Classical Christian School seeks to present all truth and knowledge in the context of a worldview informed and predicated upon the truth of the Bible. As Creator, God is absolute, autonomous, and self-sufficient. He is in no way dependent upon the created universe, whereas the creation is utterly dependent upon Him. God, in His creative activity, brought all things into being; whether they are material,

spiritual, conceptual, or abstract. All of these created entities function together in the way He decreed that they would, according to His design.

God is also providential, in that He governs all things that come to pass. His decrees are irrevocable; He alone is in ultimate control. While transcending all things, this providential oversight is not distant, but rather immanent and personal. At all times, He is intimately acquainted with and relates to everything in His universe.

The doctrines of Creation and Providence address the relationship of the created universe to its Creator. Neither creation as a whole nor any part of creation is autonomous. Only God is autonomous, and all creation is dependent upon and subject to Him. God alone is the ultimate reality, and the determiner of what is and what is not real.

Providence affirms the theological position that God created ex nihilo, that He did so by His own means and for His own purposes and glory. We affirm that Adam and Eve were actual people, our first parents, from whom the whole human race descended and that Adam and Eve's original sin resulted in the fall. We believe that the Bible is accurate in its depiction of these events in Genesis 1-3.

Providence holds to a literal six-day creation and a young earth as the explanation most easily supported by Scripture. However, we acknowledge that many Bible-believing Christians espouse an old earth view. We also acknowledge that the scientific evidence for the age of the earth is incomplete. Given our role to prepare and equip our students to think critically about multiple perspectives regarding origins and the age of the earth, teachers will present and evaluate the different major views of origins within the theological and scientific community.

We believe that macro-evolution as expressed in the Darwinian, neo-Darwinian, and theistic evolutionary models are biblically and scientifically untenable.

God is self-referential in that He has complete knowledge of Himself and does not stand in reference to another standard that exists beyond Him. God knows all things because He originally conceived all things.

Man, on the other hand, does not conceive things originally, but discovers what God has known all along. Man, therefore, cannot truly know anything unless he understands it in reference to the God who originally conceived it (Proverbs 1:7). Thus, God is the ultimate truth from which all meaning and knowledge are derived.

Man comes to know only by revelation from God. Man can know nothing that God did not reveal to him. All knowledge is revealed to man through Christ (Col. 2:3). All things were created by Christ and for Christ (John 1:3; Col. 1:16). Christ is the point of contact between God and man, and through this contact God imparts knowledge to man. Ultimately, to reject Christ is to reject knowledge.

God alone is the standard of what is right and wrong, true and false. There is no ethical standard that is above or alongside God. God's character is the basis for all ethical judgments. It is His Word alone that reveals ethical standards and makes ethical judgments possible for men.

Of Being Classical

The basic building block for the structure of classical education is the Trivium, an educational model that deals with the content, method, and organization of education. The three stages of the Trivium consist of Grammar, Logic, and Rhetoric. The first stage, Grammar, focuses on the fundamental rules of each subject. The second stage, Logic, emphasizes the ordered relationship of particulars in each subject. The final stage, Rhetoric, is the clear expression of the grammar and logic of each subject. Each stage

wonderfully integrates and corresponds to the way God has designed the development of our children. We seek to have a full Pre-K-12 program because of the integrated and dependent nature of the Trivium, plus the advantages of division of labor a school can provide parents.

It incorporates specific courses in classical language study (Latin and/or Greek), Logic, and Rhetoric. In addition, primary and older sources of literature and knowledge are regarded highly and utilized regularly in the educational process.

The purpose of the Trivium is always to prepare for further study, to teach the student how to think, and to prepare the student how to learn. Our purpose in teaching subjects throughout the Trivium will be to equip the student with the tools of learning, rather than teaching the subjects as our final goal.

As a classical school we seek to:

1. Provide a clear model of the Christian life and the embodiment of the Core Virtues in the lives of our faculty, staff, and board (Matthew 22:37-40).
2. Encourage every student to begin and/or further develop his relationship with God the Father through Christ (Matthew 28:18-20).
3. Emphasize grammar, logic, and rhetoric in all subjects.
 - Grammar is to be understood as the fundamental rules and data of each subject.
 - Logic is to be understood as the ordered relationship of particulars in each subject.
 - Rhetoric is to be understood as the means by which the grammar and logic of each subject is clearly expressed via the written and spoken word.
4. Encourage every student to develop a love for learning and to live up to his academic potential.
5. Provide an orderly atmosphere conducive to the attainment of the above goals.

For a further understanding of a classical and Christian approach to education, we particularly refer to the following sources:

- *Recovering the Lost Tools of Learning*, by Douglas Wilson (& Dorothy Sayers' *The Lost Tools of Learning*)
- *Wisdom & Eloquence*, by Robert Littlejohn and Charles T. Evans
- *The Case for Classical Christian Education*, by Douglas Wilson
- *Classical Education: A Movement Sweeping America*, by Gene E. Veith and Andrew Kern
- *Norms and Nobility*, by David Hicks
- *Climbing Parnassus*, by Tracy Lee Simmons

Statement on Creation, Origins, and Age of the Earth

Providence affirms the theological position that God created ex nihilo, that He did so by His own means and for His own purposes and glory. We affirm that Adam and Eve were actual people, our first parents, from whom the whole human race descended and that Adam and Eve's original sin resulted in the fall. We believe that the Bible is accurate in its depiction of these events in Genesis 1-3.

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of the earth, teachers will present and evaluate the different major views of origins within the theological and scientific community.

We believe that macro-evolution as expressed in the Darwinian, neo-Darwinian, and theistic evolutionary models are biblically and scientifically untenable.

Core Virtues

The pursuit of Christ-centered virtue is central to our mission and vision as a classical, Christian school. Whether in the classroom, on the athletic field, or in the hallways, we strive to embody these five Core Virtues. They are woven throughout our curriculum, integrated into our Portrait of a Graduate, and serve as guiding principles for habit formation and interaction between students, staff, board, and parents.

John Calvin wrote, “As long as we do not look beyond the earth, being quite content with our own righteousness, wisdom, and virtue, we flatter ourselves most sweetly, and fancy ourselves all but demigods.” Cultivating virtue requires intentional effort to align our thoughts, words, and deeds in accordance with Spirit-directed outcomes. While not an exhaustive list, these Core Virtues represent the distinct ethos of the Providence culture as lived out in the lives of all in the Providence community.

1. Gratitude

Rejoice always, pray without ceasing, in everything give thanks; for this is the will of God in Christ Jesus for you. (1 Thessalonians 5:16-18)

Gratitude is a core virtue of the liberal education meant to make people free. A grateful person is a free person, a person who trusts in the goodness of God, a person able to thank God regardless of circumstance. Gratitude for the ability and opportunity to learn propels students to faithfulness and excellence in their education, preparing and enabling them to persevere in difficulty and rejoice properly in success. Humility and contentment, by-products of gratitude, develop the ability to give glory where glory is due and to serve where God calls. People trained in gratitude honor God and bless their neighbors.

2. Kindness

And be kind to one another, tenderhearted, forgiving one another, even as God in Christ forgave you. (Ephesians 4:32)

The way we treat others reveals much about what we believe. Jesus said a tree is known by its fruit, and the fruit of kindness as manifested through words and actions reaps bountiful rewards in God’s kingdom. Christ calls his people to demonstrate loving faithfulness, which is made possible only because He first loved us (1 John 4:19). To think of kindness and to be kind are two different processes; thus, kindness can only be seen in action. It must be taught and cultivated precisely because it opposes our own natural inclinations to put ourselves first. Kindness is a state of mind that continually seeks opportunities to bless others in tangible ways that bring glory to God.

3. Respect

Be kindly affectionate to one another with brotherly love, in honor giving preference to one another. (Romans 12:10)

Respect is as much an attitude as it is an action aimed at the well-being of others, their property, and their whole person. Given that our fellow neighbor is made in the image of God, each person we interact with - students, faculty, staff, and parents – is treated with respect, knowing that each one is unique in purpose, personality, and position. Respect means that we each recognize and yield to the God-given authority bestowed on parents and teachers to train, equip, and shepherd each child. Respecting others is derived from the golden rule of Christianity, to do unto others what you would have them do to you (Matt. 7:12) and to consider others above ourselves (Phil. 2:3).

4. Diligence

And whatever you do, do it heartily, as to the Lord and not to men. (Colossians 3:23)

The virtue of hard work is essential to any endeavor. The word diligence is taken from the Latin word meaning carefulness or attentiveness. Diligence is attending to the task at hand with intentional purpose and effort out of obedience and allegiance to God. In the school setting, diligence is not found in high grades and honors, nor is it found in putting in more time than others. Rather, diligence is doing one's best by getting the most out of the gifts and abilities God grants. The pursuit of excellence demands both determination and perseverance as we seek to glorify the Lord in all we are called to do.

5. Courage

Be of good courage, and He shall strengthen you heart, all you who hope in the LORD! (Psalm 31:24)

Courage is widely considered the virtue that bolsters all other virtues; it is often referred to as the chief of virtues. Socrates describes courage as wise endurance of the soul (Plato's *Laches*). Most important, throughout Scripture, our Lord admonishes his people to pursue courage and strength as they wholly trust in Him. The courageous Christian eschews conformity, mediocrity, and fear in favor of confidence in Christ. The fruit of this type of courage is a determination to be excellent in our work (1 Cor. 15:58); fortitude to remain steadfast in trial, temptation, and persecution (James 1:2); and valiance in defense of the oppressed for the sake of justice (Isaiah 1:17).

Summary

Whatever might rightly be called an education must teach the lordship of Christ. Any subject treated apart from Christ fails to meet the basic goal of education, which is to impart knowledge. Apart from Christ there is no education, for without Him knowledge is impossible. A Christian curriculum must include study in Christ's lordship, and that study must encompass all courses.

SCHOOL GOVERNANCE

The Providence Classical Christian School Corporation

The Providence Classical Christian School Corporation is a private, nonprofit organization registered as such with the State of Washington and is the owner of Providence Classical Christian School. As a corporation, Providence Classical Christian School is managed by its Board of Directors (hereafter referred to as the School Board) and its appointed headmaster.

Attempting to incorporate the federal (covenantal representation) model of government found in Scripture and the legal notion of *in loco parentis*, the School has sought to create an educational environment that promotes the family and the father's responsibility to bring his children up in the training and admonition of the Lord (Ephesians 6:4). The School operates, both in the realm of education and in its own governmental structure, with delegated authority from the family (specifically, the father).

The School Board is not autonomous in setting policy and directing the affairs of the School, but is in submission to the School Bylaws and all Articles contained therein. When a School Board member ceases to meet the necessary qualifications for board membership, the family (and/or Board) may exercise their authority in accordance with said Bylaws (see Article V, Section 4). The Providence Classical Christian School Bylaws is the document to which the School Board and School (parents, staff, and students) are to submit. Ultimate authority rests in God alone, through the Lord Jesus Christ, as revealed to us in the Bible.

*A supplement to the Bylaws and the employee contract agreement, the Faculty and Staff Handbook is intended to provide guidelines and directives in regard to general policies, operations, and guiding philosophy of the School.

The Providence Classical Christian School Board of Directors

The Providence Classical Christian School Board of Directors, subject to the availability of qualified (Article V, Section 3 of School Bylaws) board members, will consist of five permanent, appointed board members (four of whom serve at one time, while a fifth member takes a one-year sabbatical) and three elected, temporary board members, each serving a rotating term of three years. Detailed operational guidelines and responsibilities of the Board are presented in the Providence Classical Christian School Bylaws.

The overall responsibility of the School Board is to operate Providence Classical Christian School according to biblical guidelines and in accordance with the Providence Classical Christian School Bylaws. As part of this task, the Board will be responsible specifically for the following:

1. Encouragement of the headmaster, as well as any others who make significant contributions toward the advancement of the school's goals;
2. The hiring and continued evaluation of the headmaster;
3. Making the final decision on the hiring of all staff and faculty;
4. Ensuring that a prudent budgeting process allows for funding the day-to-day operations of the school; thus, the Board will evaluate and approve annual operating budgets for the school;
5. Approving detailed monthly financial statements within 30 days of the end of each month;
6. Authorizing any officer(s) or agent(s) to enter into a contract or to execute and deliver an instrument in the name of and on behalf of the Corporation;
7. Approval of all school policies, including but not limited to such matters as hiring and firing of staff, maintenance of facilities, acquisitions of property and equipment, curriculum, student conduct, discipline, and fundraising.
8. Each board member is required to remember that the authority of the Board is corporate. Individual board members, in dealing with administration, staff, or parents, may not represent the Board as a whole unless specifically instructed to do so by the Board, or required to do so by the School Bylaws.
9. The board shall strive to develop and maintain open channels of communication with local Christian churches. Each board member shall be an active advocate of the School and be willing to discuss openly the purpose and mission of the school with church leaders and laymen. The Board also shall follow the practice of referring students and parents to their pastors and elders in matters of doctrine or counseling not specifically included in the School Statement of Faith.

School Administration and Faculty

The headmaster is appointed and hired by the School Board to oversee the day to day operations of the school (including such duties as supervising teachers and office staff, class scheduling, student disciplining, and interviews with prospective new students and parents) and to provide timely information to the Board regarding long-term decisions on curriculum, school policies, budgeting, and facilities planning. Specifically, the headmaster oversees the following:

The headmaster is hired by the School Board to manage and administer the school in accordance with Articles I and II of the Providence Classical Christian School Bylaws. The headmaster's responsibilities can be grouped into the following general areas, which form the basis for the headmaster's annual performance evaluation:

1. Overall organization and management (day-to-day operations, school programs, school calendar, orders supplies and equipment, etc.).
2. Actively supports the biblical role of parents in the education of their children.

3. Financial management (oversees income and expenses, prepares annual budgets in conjunction with the Finance Director, maintains timely and accurate accounting records).
4. Conducts and/or delegates parent interviews and visitations of prospective students.
5. Keeps parents informed of the relevant issues and programs at the School.
6. Oversees facility maintenance/usage and coordinates plans for capital improvements.
7. Maintains regular communications with the Board, implements Board policy, and works closely with the Board in hiring new staff.
8. Maintains regular communication with parents and assists the Parent/Teacher Fellowship in organizing and planning efforts.
9. Provides leadership for the instructional and curricular programs (Pre-K through 12th grade), and develops plans for continued improvement and growth in these areas (includes teacher training).
10. Maintains healthy faculty-staff relationships (conducts staff evaluations, provides staff with encouragement and opportunities for personal/professional growth, delegates responsibilities to appropriate staff, maintains up-to-date Faculty and Staff Handbook.)
11. Maintains high standards of personal, spiritual, and professional conduct.

Providence School Board

Glen Ness, Chairman (appointed)
 Lawrence Haft, Vice Chairman (permanent)
 Chris Shaffer, Secretary (permanent)
 Gabe Poole, Treasurer (appointed)
 Dave Hatcher (permanent)
 Erik Day (appointed)

Administration and Office Staff

Julia Badillo	Finance Manager
Kitty England	Instructional Supervision
Ryan Evans	Headmaster
Jonie French	Administrative Assistant
Ron Johnson	Facility Manager
Alice Kniss	Grammar Principal
Anita Lyshol	Secretary
Cory Marshall	Fundraising Director
Nathan Morris	Athletic Director
Leslie Poole	Accountant
Stephanie Robertstad	College Advisor
Dr. Simon Mould	Secondary Principal
Deana Thayer	Bookkeeper
Lisa Sandeno	Admissions Director
Stacey Sykes	Administrative Assistant
Laura Young	Secondary Academic Dean

Grammar School Faculty and Staff

Joyce Schlimmer	Pre-K Teacher
Robin Hilt	Pre-K Teacher
Kim Knudsen	Pre-K Enrichment Teacher
Meagan McPhetridge	Kindergarten Teacher
Kimberly Smith	First Grade Teacher
Julie Letsche	Second Grade Teacher

Jentry Day	Third Grade Teacher
Pati Smith	Fourth Grade Teacher
Alyssa Werner	Fourth Grade Teacher
Cynthia Plante	Fifth Grade Teacher
Mattie Butaud	Sixth Grade Teacher
Julia Lodder	Sixth Grade Teacher
Breanna Menzies	Latin
Anne Bouckenooghe	Science
Jodi Salzman	K-6 Music and Band Teacher
Debra Mason	1-6 Art Teacher
Laura Brokaw	Librarian
Lara Baron	Music Aide
Debbie Metzker	Pre-K Aide
Jane Howard	Kindergarten Aide
Avonna Capestany	First Grade Aide
Jina Enwiya	Second Grade Aide
Libby McLaurin	Fifth Grade Aide
Katie Reeve	Grammar Aide
Maely Evans	Grammar Aide
Noel Young	Grammar Aide
Nicole Brown	PE/Grammar Aide

Secondary Faculty

Mattie Butaud	English
Laura Brokaw	Logic
Daniel Corey	Bible
Julie Hansen	English, Latin, and Spanish
Dave Hatcher	Bible
Tyler Hatcher	Bible
Robin Hilt	Choral Music
Alicia Jekel	Latin and English
Mike Kloss	Rhetoric
Julia Lodder	Bible and History
Breanna Menzies	Latin
Matthew Morris	Math
Nathan Morris	Science and Math
Dr. Simon Mould	History
Jerry Owen	Bible
Stephanie Robertstad	Math, Yearbook, and House Leadership
Jodi Salzman	Band
Jill Walsh	Math
Michael Worley	English and History
Christy Wu	Science
Laura Young	Academic Dean; English and Rhetoric

Admissions

Providence is open to children of parents desiring a classical, Christian education and who are academically capable of meeting the curricular school standards. All students must be convinced they want to attend Providence and agree to honestly and wholeheartedly apply themselves to “study to show (themselves) approved unto God” (2 Timothy 2:15, KJV). They also agree to be courteous and respectful to their peers, staff, faculty, and community. They agree to live by and support the school honor code.

Providence admits students of any race, color, national and ethnic origins to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in admissions policies, scholarship or loan programs. Providence reserves the right to select students on the basis of academic performance, religious commitment, lifestyle choices, and personal qualifications including a willingness to cooperate with school administration and to abide by its policies.

Enrollment and Re-Enrollment

As a discipleship school, Providence believes that a positive and constructive working relationship between the school, student, and the student’s parents is essential to accomplish the school’s educational mission. The school accordingly reserves the right to terminate or not renew a student’s enrollment contract if the school reasonably concludes that the actions of the student and /or his or her parents or guardian make such a positive and constructive relationship impossible or otherwise seriously interfere with the school’s accomplishment of its educational purposes.

The admission process is usually sufficient to ensure that students who are admitted have the ability to do the academic work required at Providence; however, re-enrollment is not automatic. Students must earn their place in the school each year. When a student continues to have academic difficulty, it may become apparent that Providence is unable to serve his or her best interests, and accordingly, he or she may be denied re-enrollment.

Regular church attendance (3 out of 4 worship services a month) is foundational to the biblical mandate to raise children in the “nurture and admonition of the Lord.” Regular church attendance for the student and at least one parent is a requirement for initial and ongoing enrollment at Providence. School administration reserves the right to terminate at any time (or not renew) a student’s enrollment based on failure to exercise reasonable efforts to maintain active involvement of the student and at least one parent in regular church attendance.

The decision not to offer re-enrollment to a student is made by the administration after discussion with the student’s teachers. Written comments, grades, progress reports, and conferences should supply early warning to both the student and parents when persistent problems arise.

Accreditation

Providence Classical Christian School has been accredited by the Association of Classical and Christian Schools (ACCS) since June 2004.

GENERAL INFORMATION

Office Hours

Office hours are generally 7:30 AM – 3:30 PM Monday through Friday.

Who to Contact

The following list indicates who to contact for assistance in the areas indicated. If you need assistance in an area that is not listed, call the main office and ask to be directed to the appropriate person.

Questions Regarding	Contact	Email
Academics	Classroom Teacher or Principals	firstnamelastname@pccs.org
Athletics	Mr. Morris, Athletic Director; Mrs. Elliott, Assistant A.D.	nathanmorris@pccs.org chinadoll_z@hotmail.com
Attendance	Mrs. Lyshol, Secretary	anitalyshol@pccs.org
Calendar	Mrs. Lyshol, Secretary	anitalyshol@pccs.org
Finances	Mrs. Badillo, Finance Director	juliabadillo@pccs.org
Graduation	Mrs. Robertstad, College Advisor	collegeadvisor@pccs.org
Homework	Student's Teacher	firstnamelastname@pccs.org
School Records	Mrs. Lyshol, Secretary	anitalyshol@pccs.org
Student Life/Discipline	Principals	alicekniss@pccs.org simonmould@pccs.org
Uniforms	Classroom Teacher or Principals	alicekniss@pccs.org simonmould@pccs.org

Parking, Drop-off and Pick-up

To maximize student safety, minimize disruptions to tenants at Parkside Center (our specific business park), and be faithful stewards of our new building, Providence has developed guidelines for morning drop-off, afternoon pick-up, traffic flow, and parking. Below are the expectations for faculty, staff, students, and parents to help us achieve these goals.

Entry and Exit Routes

To Enter: All Providence vehicles should only use the South entrance to Parkside Center off 120th Avenue and not the North or middle entry into Parkside Center. Vehicles should proceed around the perimeter of the Providence building which will be on your right.

To Exit: Continue around the back of the business park lot heading northbound, exiting ONLY at the north exit (near Crossfit). Note that depending on the traffic on 120th, drivers may need to exercise a right-turn only option to avoid an excessive back up behind them.

Traffic Flow

Please refer to the attached map and follow the orange arrows. The direction should flow ONE way only,

from the south entry into the Parkside Center heading towards PCCS, following the outer peripheral of the park that runs parallel to the trail and stream, and exit at the north driveway of the park. Providence vehicles should avoid using the center round-about in Parkside Center. Please DRIVE SLOWLY in the lot; the driving speed should be 5 MPH.

Parking

Parking is limited to the total of 53 designated and marked parking spots, which includes 3 handicap parking stalls. Parking for faculty, staff, students, parents, and visitors is relegated only to these 53 spots. Administration is currently working with other local business on possible parking agreements to ensure sufficient parking for our constituency. At no time may any Providence vehicles use Parkside Center stalls in front of or around other businesses.

Starting and Dismissal Times for Grammar and Secondary

School will begin at 8:00 AM for both Grammar and Secondary students. Dismissal for grammar will be 2:40, and 2:50 for secondary. Students should arrive between 7:45-7:55, but may arrive as early at 7:40.

Morning Drop-Off

Drop-off will occur near the front area of the building in the “load zone.”

- The loading zone will accommodate about five cars at a time. For efficiency and safety, all cars in the loading zone will unload simultaneously, and exit simultaneously.
- Only when a car is in the loading zone should students exit the vehicle.
- It is important that parents stay in their vehicle. Only students should exit the vehicle during drop off. Should a situation arise where an adult needs to leave the vehicle (e.g. to help deliver something to the classroom), please park.

Afternoon Pick-Up

Because pick-up offers the greatest opportunity for disruption to neighbors, it is imperative that afternoon pick-up be efficient and smooth.

- If you are picking up only grammar students, you may arrive between 2:30-2:45. Pick-up for grammar only vehicles will conclude by 2:50.
- If you are picking secondary students only, or secondary and grammar students, you may arrive between 2:50-3:00. Pick-up for secondary and secondary/grammar carpools will conclude at 3:05.
- The school will prepare and provide name placards for every family or carpool vehicle to help faculty and staff identify each car. The placards should be in the passenger side window or held up during the pick-up process.
- Please have seats ready for your passengers, including car seats.
- Please do not get out of your vehicle. Faculty and staff will assist students as they get into the vehicles.
- To expedite dismissal, teachers are unavailable for conversations and questions at the pick-up line. Should you desire a conversation with a teacher, please email or call to set up a time to meet.

Waiting Zone

We need to make every effort to keep waiting traffic off the street. In addition, we also need to avoid blocking other tenant parking or otherwise impeding access to the road. To help facilitate these goals, we will have double-lane waiting zones at the front of our building before the loading zone, and to the south of our building adjacent to the field. Reminders regarding the waiting zones:

- Under no circumstances may students unload in a waiting zone.
- Please “mind the gap” while in the waiting zone. The space between your car and the car in front of you should be no more than three feet.

- A designated employee will help facilitate the moving of cars in both the waiting zone and in the loading zone.

Cell Phones

In accordance with the new cell-phone law, please avoid using cell phones during drop-off or pick-up. Even when in the waiting zone, it is critical to attend to the direction of the person coordinating traffic. Every second counts, and we desire to move people through the line quickly but safely. This is best accomplished by the complete attention of each driver.

Providence faculty and staff members will be present in the various areas around the building to facilitate the safe and expedient drop-off and pick-up procedures.

Finally, most families have a primary person designated for the driving responsibilities, but it's important to share these guidelines with a non-primary driver. Whether a spouse or grandparent, it's important that every person dropping off or picking up students understands the guidelines. We appreciate the cooperation from our families as we seek to be good neighbors in our facility.

The school realizes that there are often last-minute schedule changes in everyone's lives that are unavoidable. If you are involved in a carpool and need to make a change, please make every effort to notify the school as soon as possible. Because the end of the day is a busy time, last-minute or time-sensitive changes via email or voicemail may not reach your carpool participants. Parents should speak directly to a staff member.

Student Parking

In an effort to create a safe environment on campus, student drivers are expected to adhere to certain driving guidelines and expectations. Students are reminded that driving to school and parking in the school lot is a privilege, and failure to follow the expectations may result in a loss of driving and parking privileges. Students should keep in mind the following guidelines:

1. All student drivers should register their car at the front desk (see school Secretary for a registration form).
2. Students may park in parking areas designated by the administration. Student parking may be off campus, depending on availability.
3. All student drivers must familiarize themselves with the school traffic flow and parking guidelines, ensuring that they follow the same expectations for parent and staff drivers.
4. Remember that young children may be in the parking lot at any time, so maintain a speed limit of 5 MPH.
5. Designated student parking areas are intended only as a parking opportunity – students are not to congregate or loiter in the lot, gather for lunch, listen to music in cars, etc.
6. Leaving campus during the day is a senior-only privilege. Seniors leaving campus must sign themselves out at the front desk, and sign back in when they arrive.
7. Students may not at any time operate a cell phone or any other electronic device while driving on campus.
8. Drivers should be respectful of our neighbors and “above reproach” in how they drive and conduct themselves.
9. Music in cars – whether driving or parked – should be kept at a low volume.
10. Parking passes may be required for display in your vehicle.

Attendance

At Providence a student is exposed to various types of instruction. Because each class period should contribute significantly to the curriculum objectives of Providence, and because the instructional program is progressive and sequential, consistent attendance is encouraged in all classes. In recognizing the authority of parents over their children, however, we understand that parents may decide that it is in the best interest of their child not to attend school on a particular day. Several guidelines to keep in mind:

1. Students are expected to attend all prescribed classes, i.e. parents and/or students may not choose which or how many classes to attend.
2. A record of attendance for each student will be kept. The total number of days absent and days present will be recorded on the student's trimester report card and on his high school transcript.
3. The following guidelines apply to extension of assignment due dates, consequences of missing assignment deadlines, absences resulting from participation in extracurricular activities, and amount of missed work required to be completed:
 - a) If the secondary office is not notified of the reason for the student's absence from school, the absence will be considered a planned absence.
 - b) In the event the total number of *planned absences* for one trimester is equal to or exceeds seven days, the student may not receive credit for the time period.
 - c) In the event a student is absent from a class, or from school for more than seven days during one trimester (*for any reason*), the student's parents will meet with the Secondary Principal (and teacher/s if necessary) to determine whether the student will receive a letter grade, or a grade of P (pass) or F (fail) on his report card.
 - d) In the event the total number of absences, whether *planned or unplanned*, is equal to or exceeds twelve days in one trimester, the student will not receive credit for that trimester.
 - e) A secondary student must complete final exams before a trimester grade will be given. A student who is absent during a final exam will receive a grade of I (incomplete) in the pertinent course until the missed exam is completed.
 - f) Extensive absences of grammar students will also be addressed, on a case-by-case basis, according to the principles outlined above.
 - g) Upon request from parents, the Headmaster may waive requirements set by other provisions of this policy. In doing so, it shall take into account the student's mastery in all subjects, attitude toward work and study, and disciplinary record at school.

Absences

If a child becomes ill at home or away from school, (e.g. in the middle of the night/evening, on the weekend) and will not be in class on the next school day, it is the parents' responsibility to notify the school. Because illness can come at all hours of the day or night, the following procedures and guidelines apply:

1. Parents must contact the school office by email (education@pccs.org) or phone (425-774-6622) and leave a message (this can be done at any hour) to be received the next school day if a child will not be in class.
2. If a child becomes ill while at school, the office will notify the parents to pick up their child as soon as possible. Parents will be instructed to pick up their child in the school office, as they will not be sent back to class.
3. Illness often comes with a fever and/or an upset stomach. A child must not have thrown up or had a fever for 24 hours before returning to school.

4. Students are expected to complete all assignments given to the class, during their absence within a reasonable amount of time established by the teacher.
5. Secondary parents who wish to pick up homework for their student must notify the office so the teacher(s) will prepare the work for pick up at the end of the day. In order to allow sufficient time for teachers to prepare homework, please notify the office of your request no later than 10:00 AM. During the student's illness the parent will be responsible to ensure that assigned homework is picked up from the school. Homework assignments from the teachers will be placed in the student's green homework folder and left in the office.
6. For grammar school students, it is the parent's responsibility to communicate directly with the teacher and make arrangements for the pick-up and completion of missed assignments.

Pre-arranged Absence Policy

Although we ask all families to make every effort to plan vacation and travel within the school holidays, we do realize that there are times when this is not possible. When parents and students know of a planned absence (e.g. mission trip, vacation), they should send a note at least one week (two weeks is preferred) in advance explaining the future absence to the teacher (or teachers in secondary) outlining the dates missed. All students should complete a "Pre-Arranged Absence Form" one week prior to their trip. Teachers will do their best to prepare materials ahead of time for the student to complete. All work provided to the student prior to pre-arranged absences must be submitted upon return from the absence.

Because in-class time cannot be duplicated outside the classroom, there may be material or activities missed that cannot be completed and grades may be affected by missed time. Please note also that failure to obtain material ahead of time may have grade ramifications.

School Closures

Being that Providence attracts families from a wide geographic area, determining the status of whether or not school will be in session is not an exact science. The safety of our families is of high importance, and with icy roads and snow we want to be cautious given that our school draws families from such a wide range of locations. We never want to close school without cause, and thus we rely on weather reports and other schools (especially the Edmonds, Lake Washington, and Northshore School Districts) to help us make an informed and timely decision. Because the local school districts do such a thorough job driving the streets and checking all the conditions, we will often wait to hear from them before making our final decision. There are several ways to get the latest update on the status of school.

1. Our school website (www.pccs.org) will have the latest information and is the best place to get updates.
2. A school-wide email will be sent as soon as possible.
3. The school voicemail will be updated at school (425-774-6622).
4. We will also contact the TV stations (KOMO 4, KIRO 7, KING 5).

If we can confirm either a delay or closure in the evening, we will update the website generally no later than 10 PM. In situations where notice must be given in the morning (as opposed to the evening prior), or a change is made from a delay to a closure, our goal is to post the update by 6 AM, and absolutely no later than 7 AM (we know the earlier the better).

Emergency Class Interruptions

Classes are not to be interrupted once in session except in the case of an emergency. If an emergency occurs, please check in at the school office. **Please do not go directly to your child's class.** Please do not phone the school to speak to your child unless there is an emergency. Messages and forgotten articles

from home may be left at the office to be delivered during recess, lunch, or after school.

PARENT PARTNERSHIP

Parent Communication

Parent communication is critical to the optimal practice of teaching *in loco parentis*. It is the school's desire to proactively communicate with parents and keep them informed regarding their children's progress, and to keep them informed regarding school events. Teachers at the Grammar level send weekly newsletters home to keep parents abreast of class weekly progress. At the secondary level, emails will be sent when a teacher deems it necessary to keep parents informed about specific information.

The Highlander Herald is sent home on the first day of every week (generally Monday), and parents are encouraged and expected to make a habit of reading through it to become familiar with news, events, and various activities involving the school community. Occasional emails will be sent to the community (e.g. the all-parent distribution list) when deemed important and necessary by the school; however, we will consciously attempt to minimize the volume of emails by including as much information as possible in *The Highlander Herald*.

The faculty has established a format for communicating academic and behavioral progress for every student. Formal reporting occurs in the form of mid-trimester reports, parent-teacher conferences, and trimester report cards/progress reports (for specific information regarding grade reporting for Grammar and Secondary, see "Grading"). Beyond the regularly scheduled reporting periods, teachers are also expected to keep open lines of communication with the parents of all the students they teach by way of phone calls, email, and written notes in communication books. In matters of formal discipline when the student has been sent to the office, the administrator will contact the child's parents to follow up on what discipline was meted out.

Parent Teacher Fellowship

The purpose of the PTF is to partner with the Providence Board of Directors, Administration, Faculty and Staff in furthering the school's mission, promote fellowship among parents and teachers, and foster unity within the school community.

The PTF consists of a President, two Vice-Presidents, a Secretary, and a Treasurer. The parents accepting these positions will work with parents to encourage involvement and volunteerism. PTF also helps to generate funds through various fund raising activities to support the Providence operating budget and for extra items not covered by the operating budget of Providence.

Parental Involvement

Parents are encouraged to become involved at Providence in manifold ways, especially helping teachers in and out of the classroom. The Providence PTF will play a large role in coordinating parental involvement at school this year and hopefully into the future. To help ensure the continued high quality of that support when visiting or volunteering please observe the following guidelines:

1. Please first check in with the school secretary, sign in and pin on a volunteer badge to identify yourself as a volunteer that day.
2. Please follow closely the directions provided by the person or office staff for which you are volunteering. Teachers depend on the work being completed exactly to the standard communicated.
3. If you are scheduled to volunteer but cannot be present, please arrange a substitute and contact

the school to inform the teacher as far in advance as possible of your absence.

4. Please make arrangements for child care when volunteering at Providence. Children not enrolled at Providence may not be brought to school to play on the playground, complete work in another room, or sit with you in the class in which you are volunteering or visiting. As a parent-volunteer, information or observations regarding individual children in the school are to be kept confidential. If you have a concern about a particular child please notify his or her teacher.

The Role of the Volunteer

There are many different opportunities for volunteers at Providence. Some of these are through the classroom teacher, through the Parent Teacher Fellowship (PTF) and through the Fundraising Office. The following are some areas where volunteers are needed:

- **In the Classroom:**
 - Project coordinators and assistants
 - Field Trip coordinators, drivers and chaperones
 - Classroom scrapbooker
 - Phone callers
 - Grading papers
 - Recess duty – morning and lunch
 - Drop-off & pick-up duty
 - Other duties as need by the teacher
- **Parent Teacher Fellowship Officers:**
 - President
 - VP Late Summer/Fall Activities
 - Secretary/VP of Winter/Spring Activities
 - Treasurer
- **Fundraising Office:**
 - Golf Marathon participants and volunteers
 - Annual Benefit Dinner and Auction
 - Jog-A-Thon
 - Box Top coordinator
- **Chairman of PTF Events**
 - Prayer group
 - Food/baking
 - Teacher appreciation
 - Parent/teacher conferences
 - Room moms
 - Uniform sale
 - Ice cream social
 - Back-to-school potluck
 - Reformation Day
 - Volunteer Sport Coordinator

Volunteer Responsibilities and Expectations

All volunteers will be responsible for the following:

1. Promoting the aims of Providence Classical Christian School as outlined in the purpose, mission and goals of the school.

2. Ensuring that their responsibilities as outlined in their respective job description are fulfilled to the best of their ability.
3. Cooperating with their supervisor.

Volunteers are expected to model Biblical Christianity to each student and peer. Conversations should reflect love and gentleness toward one another. All work should be done as unto the Lord. Any issues that may arise in contact with other volunteers, staff or students should be handled according to Matthew 18, as outlined in the Comprehensive Grievance Policy. Volunteers should arrive on time for any duty, task, or job agreed upon to fulfill and sign in at the reception desk in the volunteer registration book. Volunteers will receive a volunteer badge that should be worn at all times while on campus.

Parent Partnership Hours

Because our school is predicated upon a philosophy of partnership, each family at Providence is required to volunteer at least **35 hours** per year for a family with a student in five-day kindergarten – grade 12. Families with a three-day kindergarten student only are expected to volunteer for **17 hours**, and families with only a pre-K student have a minimum of **10 hours**. Partnership Hours may be accumulated in a variety of ways, ranging from golfing at the Golf Marathon, to helping in the classroom, to baking cookies at home, to attending a field trip with a class. Hours served may be entered on RenWeb for your convenience or logged in your family folder. Instructions for entering hours on RenWeb:

1. Log on to FACTS and choose Family Information and Choose a Parent's Name
2. Choose the Service Hours tab
3. Choose Add Service Hours

Families will be billed for the hours below the required 35 hours at a rate of \$15 per hour.

Referral Tuition Credit

Word-of-mouth advertising is our most successful form of advertising at Providence Classical Christian School. Under the following guidelines, Providence parents who refer a new student qualify for a \$500 tuition credit:

1. Referrals must come from current Providence parents (e.g. must be a parent in the school with at least one enrolled student for the current year).
2. The referred student must be in grades K-12, and must be a student new to Providence (e.g. never before enrolled as a student).
3. The new student must be accepted into a class with available space, and must begin in September (e.g. the start of school year).
4. In order to qualify for the tuition credit, both the referring family and the referred family must sign the Referral Tuition Credit Form (available online).
5. Referral Tuition Credit Form must be submitted by the end of September in order to qualify for the current year. Forms submitted after the deadline will be credited in February of the following school year.
6. Tuition credit is lost if the referred student withdraws prior to the end of the second trimester.
7. Tuition credit is \$500 for the referring family (for students referred to grades K-12) and \$500 for the new family. Referral for a pre-k student is \$200 for both the referring family and the new family.
8. Families may qualify for a maximum number of tuition referral credits, not to exceed the total tuition owed for current year. Referral credits may not be transferred and must be used in the current year only.
9. In situations where multiple families refer the same student, it is the responsibility of the families to

determine who will receive tuition credit and specify such on the Referral Tuition Credit Form.

Development and Fundraising

Providence families have a long tradition of excellence and generosity in supporting our school's mission with their time, talent, and treasure. This tradition is important because your child's education is made better by each dollar contributed, hour volunteered, and ability shared. Every family volunteers a minimum of 35 hours a year, any of which can be associated with the projects below. Providence has four main school fundraisers each year:

Annual Fund Goal: \$35,000

The money raised in the Annual Fund will go toward either financial aid or facility-related expenses. Whether it's \$25 or \$25,000, the annual fund allows everyone to make a gift appropriate to their financial ability.

Jog-A-Thon Goal: \$25,000

All monies raised for the Jog-A-Thon will be toward need-based financial aid. The goal here is for each grammar student to raise \$250 in pledges.

Golf Marathon Goal: \$30,000

All monies raised for the Golf Marathon will be toward need-based financial aid. The Golf Marathon allows friends and family to participate in raising funds for Providence. The goal is to have 35-40 golfers for this all-day golf event!

Benefit Auction Goal: \$110,000

All monies raised for the Auction will be toward need-based financial aid. The goal is for each family to procure \$150 worth of goods or services, with one item valued at least \$100. For suggestions please contact the Development Office

In addition to the four school fundraisers, parents may want to take advantage of two opportunities that may help individual students and families. Both of these fundraisers are optional but are designed to help students and families offset the costs of the Grand Tour trip to Greece and Italy.

Wreath Fundraiser

Our 11th grade students (juniors) sell wreaths and all revenues go directly into their Grand Tour accounts. This occurs in the fall (September-November) prior to Thanksgiving and Christmas. Parents should contact one of our 11th graders if they are interested in purchasing a holiday wreath or garland. Please note that the monies in each student's account belong to the school to be used to offset costs of the trip, assuming the student joins the trip; in the event a student leaves Providence or is otherwise unable to attend the trip, the monies will be distributed to the other students in that grade, or to other students in need at the administrator's discretion.

Magazines

All families, regardless of the age of the student, may order or renew magazines through the school. All revenues (generally 40% of the cost of magazines) will be directed to a family account, and all monies in this account will offset the costs of the Grand Tour for that family's child. This is optional, but more information may be found at the Great American Opportunities website:

<http://www.gaschoolstore.com/landing.aspx?SID=2846434>. Please note that the monies in each family account belong to the school to be used to offset costs of the trip, assuming the student joins the trip; in the event a student leaves Providence or is otherwise unable to attend the trip, the monies will be

distributed to the other students in that grade, or to other students in need at the administrator's discretion.

EDUCATIONAL AND ACADEMIC PROGRAM GUIDELINES

Student Discipline Policy

The following guidelines have been established to ensure consistent biblical discipline. This policy applies to all students.

1. The kind and amount of discipline will be determined by the teachers, and if necessary, the Grammar or Secondary Principal. The discipline will be administered in the light of the individual student's problem and attitude.
2. All discipline will be based on biblical principles (e.g. confession, restitution, public or private apologies, forgiveness, restoration of fellowship).
3. The vast majority of discipline problems are to be dealt with at the classroom level.
4. Love and forgiveness will be an integral part of the discipline of the student.
5. Office Visits: There are basic behaviors that will automatically necessitate discipline from the Grammar or Secondary Principal (versus the teacher). Those behaviors are:
 - a. Disrespect shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
 - b. Dishonesty in any situation while at school (e.g. lying, cheating, stealing).
 - c. Rebellion, i.e. outright disobedience in response to instruction.
 - d. Fighting, i.e. striking in anger with the intention to harm the other student(s).
 - e. Obscene, vulgar, or profane language, which includes taking the name of the Lord in vain.
 - f. Sexual misconduct, including any public displays of affection, inappropriate touching, kissing, use of pornography, or other forms of sexual impurity.
 - g. Illegal substance abuse, including drugs and alcohol.
 - h. Weapons on campus (guns, knives, etc.).
6. During the Office Visit, the Grammar or Secondary Principal will determine the nature of the discipline. The Grammar or Secondary Principal may require suspension, restitution, janitorial work, parental attendance during the school day with their child, or other measures consistent with biblical guidelines which may be appropriate.
7. If a student receives discipline from the Grammar or Secondary Principal, the following accounting may be observed within any trimester of the school year:
 - a. The first two times a student is sent to the Grammar or Secondary Principal for discipline, the student's parents will be contacted and given the details of the Office Visit. The parents' assistance and support in averting further problems will be sought.
 - b. The third office visit will be followed by a meeting with the student's parents, teacher, and Grammar or Secondary Principal.
 - c. Should additional visits be necessary, suspensions or expulsion may result depending on the circumstances of the violation and the decision of the Grammar or Secondary Principal.
8. If a student commits an act with such serious consequences that the Grammar or Secondary Principal deems it necessary, the Office Visit process may be by-passed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence, vandalism of school property, violations of civil law, or any act in clear contradiction to scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours.
9. Should an expelled student desire to be re-admitted to Providence School at a later date, the Board, or its delegated committee, will make a decision based on the student's attitude and

circumstances at the time of reapplication.

Assessing Academic Readiness for New and Returning Students

Providence assesses each student to determine his academic readiness upon entering a new grade or class. This is especially needful for students transferring into Providence Classical Christian School from other Christian schools, public schools, or home-school environments. There are a number of obvious benefits to be gained by determining a student's academic background and aptitude as early as possible. A few of these benefits are:

1. The teacher can see his students as individuals and learn their strengths and weaknesses, which will enable him to plan his lessons with individuals in mind.
2. Grouping, especially for reading and math, can be established more knowledgeably and readily, without undue time spent on review. This will be a benefit to the rest of the class as well.
3. The teacher can plan to build on the student's previous specific growth and can relate that progress more informatively to the parents.

To best assess students, teachers will use student records, standardized test scores, and grades (current year and prior years).

Guidelines for Student Class Placement

Numerous factors are taken into account as the administrative team decides how best to assign students at grade levels with multiples sections. These factors include girl and boy ratio, student academic needs, student personalities, teacher experience, number of new students, and overall classroom dynamic. Every effort to find the correct balance in each class environment. Because multiple factors are considered, parents are asked to avoid making specific requests of teachers or administrators regarding the class placement of their children.

Guidelines for Advanced Course Placement

At times, students exceptionally strong in a specific subject (e.g. math) may be promoted to a higher level. The teacher, in collaboration with the administration and the parents, will make this decision based on the following criteria:

1. Grades in homework and tests (consistently in the 95% or higher)
2. Standardized test scores
3. Work habits and study skills of the student (e.g. diligence, ability to work independently, etc.)
4. Satisfactory progress in all other subject areas
5. Willingness to do extra work necessary to fill in concepts potentially missed in advancement

In situations where a student has advanced to a higher level than the class, it is imperative that a high standard of performance be consistently maintained. Generally, a student placed in an advanced class should perform maintain 90% or better in the class, with no test below 80%. Parents should be aware that failure to maintain this level of performance may result in a student's placement back in the normal grade-level class.

Grammar School Promotion Policy

Current students must meet the following criteria to be promoted to the next successive grade. This policy applies to all grammar school (K-6) students at Providence.

1. Grammar students currently enrolled at Providence must pass each academic subject with at least a 70% average in each subject over the course of the academic school year for promotion to the

next successive grade.

2. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery (see the Curriculum Guide Objectives) of the following skills/subjects in the grade noted:
 - a. Kindergarten to First Grade: Behavioral maturity and reading readiness for First Grade.
 - b. First Grade to Second Grade: Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Able to write neat, complete sentences. Able to add and subtract single digit numbers with at least 70% proficiency.
 - c. Second Grade to Third Grade: Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books of a second grade level. Able to write neatly and correctly identify the basic parts of a sentence. Able to spell correctly with at least 70% proficiency. Able to add and subtract two-digit numbers with at least 70% proficiency.
 - d. Third Grade to Fourth Grade: Cumulative mastery of the above requirements, plus: Satisfactory (70%) proficiency of curriculum objective for this grade level.
 - e. Fourth Grade to Fifth Grade: Cumulative mastery of the above requirements, plus: Satisfactory (70%) proficiency of curriculum objective for this grade level.
 - f. Fourth Grade to Fifth Grade: Cumulative mastery of the above requirements, plus: Satisfactory (70%) proficiency of curriculum objective for this grade level.
 - g. Sixth Grade to Seventh Grade: Cumulative mastery of the above requirements, plus: Satisfactory (70%) proficiency of curriculum objective for this grade level. In addition, cumulative, comprehensive mastery tests may be administered to assess the student's readiness for entering the next grade.

Latin Requirements for Mastery

Latin is an important foundation to a classical Christian education. The vocabulary, grammar, analytical thinking, and attention to detail which the study of Latin entails enhance students' performance in all other subjects. Because knowledge of the Latin language is cumulative, one stage must be mastered before moving on to the next stage. It is our goal to see most students maintain an average of 75% or above. A student who is struggling significantly in Latin may be required to meet with the teacher for outside help, work with a tutor, or do additional study at home under the supervision of parents.

Students are required to study Latin in grades 4-6. In middle school (grade 7-8), all students must take Latin for two years, but in order to help all students be successful, Providence offers two tracks: introductory Secondary Latin and intermediate Secondary Latin. Most new students entering 7th grade will be placed in the introductory class (for beginners, students with limited Latin, and students who might benefit from a fresh start), while those who have mastered grammar Latin and are ready to continue will be placed in the intermediate track. Placement into either track is based on a number of factors (grades in grammar Latin, work speed, study skills, overall mastery of Latin, and overall academic needs). High school students must study two years of the same foreign language, either Spanish or Latin. When a student reaches 9th grade, he or she commits to studying the same foreign language during 9th and 10th grades, choosing either Spanish 1 and 2 or Honors Latin 3 and 4. For students entering Providence in 8th and 9th grades, we recommend beginning Spanish 1 in 9th grade to meet foreign language requirements.

Secondary Trimester Exams

Comprehensive exams provide us with the opportunity for review and reinforcement of material taught to date. They also provide another indicator of the degree to which students have retained what has been taught to date. All secondary teachers of classes that meet four or five times a week are required to administer some type of comprehensive assessment at the end of each trimester. Written exams are the

most common type of assessment but are not mandatory.

“Education must address the whole student, his emotional and spiritual sides as well as his rational. The aims of education, the teacher’s methods, the books and lessons, the traditions, and regulations of the school – all must express not just ideas, but norms, tending to make young people not only rational, but noble.”

- David Hicks, *Norms and Nobility*

Secondary Honors and Awards

The school will maintain a system of formal honors and awards for several reasons:

1. The recognition of good work is endorsed in the Scriptures in several places including Proverbs, Ephesians, and I Timothy. Therefore, we seek to publicly recognize those students accomplishing the necessary prerequisites to receive the applicable award or honor.
2. We hope to encourage the motivation to good work among all the students by demonstrating to them that such good work is not overlooked or taken for granted, but rather noted and commended.
3. We desire to draw public attention to the high quality of work being done by our students to the glory of God and their parents.

Academic Awards

Students will be recognized for their outstanding scholastic achievements each trimester in a school assembly.

Grammar Level

The following academic awards will be presented at the grammar level:

1. A Honor Roll for attaining an A standing in every course of study during the trimester.
2. A/B Honor Roll for attaining no more than two Bs during the trimester.

Secondary Level

The following academic awards will be presented at the secondary level:

1. Summa Cum Laude (3.90 - 4.0 GPA)
2. Magna Cum Laude (3.70 - 3.89 GPA)
3. Principal’s List (3.30 - 3.69 GPA)

Students achieving the above Grammar and Secondary scholastic awards will be listed in the school newsletter and have their names read aloud at an assembly following the reporting period in which they were earned.

Valedictorian and Salutatorian

Two seniors every year will be selected as valedictorian and salutatorian to speak at commencement. Every spring a committee of secondary teachers will select the valedictorian and salutatorian based on several factors: academic performance (including cumulative high school GPA), course schedule (i.e. classes taken in high school and honors courses), and Christian character/spiritual testimony. To be eligible to receive either award, a student must have attended Providence for at least two years.

Character Awards

Grammar school will give character awards to one student in each grade (K-6) at the end of each trimester. These awards recognize students for exceptional virtues and character traits, and are given at the grammar assemblies. At the end-of-the-year assembly, based on teacher feedback, one student from each grade level Pre K-6th grade will receive an Overall Excellent Character Award.

Secondary students will be given character awards at the end-of-the-year assembly, based on peer feedback. The Student Character awards will be given to students who demonstrate the fruits on the spirit (Galatians 5:22-23) and who are viewed by their peers as living consistent lives of discipleship, service, and virtue (Colossians 3:17). The number of students recognized at the assembly will be determined by the Headmaster, based solely on the specific feedback from the secondary students.

Secondary Faculty Award

Each year faculty will nominate students for the Faculty Award, to be presented at the end-of-the-year awards assembly. The general expectation will be to present the award to one middle school student (grades 7-8), and two high school students (one from grades 9-10; and one from grades 11-12). However, this will depend on the number of qualified students as determined by the faculty, and may vary from year to year. Students who receive the Faculty Award will have their names engraved on the Faculty Award Plaque for permanent display at school. Qualifications include conduct, attitude, and academic virtues.

Senior Prank and Skip Day

One of the traditions for seniors every year is to organize a good-natured prank/skip day. The goal of the day is to offer the seniors a fun opportunity to catch the school community by surprise by leaving thematic “decorative” marks for teachers and the student body. Such events build community and allow the students a creative and fun outlet not only for the teachers and secondary students, but for our grammar students as well. The senior prank is facilitated by a staff member and approved ahead of time by the secondary principal.

High School Graduation Requirements

Students must earn the following minimum credit requirements in grades 9-12 to graduate:

English	4 credits
Bible/Theology	4 credits
Science	3 or 4 credits*
Math	3 of 4 credits*
History	3 credits
Rhetoric	2 credits
Foreign Language	2 credits♦
Senior Course	1 credit^
Music	1 credit
PE/Athletics	0.5 credit
Grand Tour	0.5 credit
Art	0.5 credit
Protocol	0.5 credit
Total Minimum	26 credits

* Must have a minimum of 7 combined Math/Science credits

♦ Must be two years of the same language (e.g. Latin or Spanish)

^ See #3 below for senior course options

In addition:

1. All juniors and seniors must take two years of Rhetoric to graduate (i.e. Rhetoric I or Honors Rhetoric I during the junior year, and Rhetoric II or Honors Rhetoric II during the senior year).
2. Juniors (grade 11) must be enrolled in a minimum of six classes throughout the year, including Math, 11 Chemistry, 11 Theology, 11 English, and 11 Rhetoric.
3. Seniors (grade 12) must be enrolled in a minimum of five classes throughout the year. Seniors must take 12 Apologetics, 12 English, 12 Rhetoric, and either Calculus or Physics, plus at least one additional course (e.g. History, Music, Yearbook/Journalism, etc.).
4. Additional course and credit clarifications:
 - a. Music - Students in grades 9 and 10 must take music (.5 credit each year). Music in grades 11 and 12 are offered as an elective.
 - b. Art - Must be taken as an elective at least once in grades 9-12.
 - c. PE/Athletics - May be accomplished through an after-school sport, an organized sport outside of school, or through an independent PE program approved by the secondary principal.
5. Students must take the PSAT exam during their junior year and either the SAT or ACT exam during either their junior or senior year.
6. Washington State History must be taken in 8th grade and will count as a .5 high school history credit.
7. Students transferring in to Providence from another school or home school may receive credit for work completed previously when Providence receives sufficient documentation of their previous work. The Secondary Principal is authorized to accept this work toward Providence graduation requirements provided the work is of similar nature (i.e. similar course objectives and similar time of study). Only classes attended, and grades earned while at Providence will count toward the Providence transcript G.P.A.
8. Students who transfer to Providence Classical Christian School from another school, or students who have failed a course at Providence Classical Christian School, may petition for a waiver of individual graduation requirements. The petition will be reviewed by the Headmaster.
9. Notwithstanding #1-3 above, upon written request of the parents, the Secondary Principal may waive a course (up to two credits) for students who have academic difficulty subject to the following conditions: The student has academic difficulty as demonstrated by school performance and standardized test scores; the student is a long-time Providence student; the parents have demonstrated a clear commitment to their child's education by working with Providence teachers and administrators, and the parents and Secondary Principal agree that the work required is too difficult for the child in question.

High School Transcripts

All courses taken in grades 9-12 will officially be credited toward a student's high school transcript. In addition to every class offered in grades 9-12, Providence has determined that several other classes taken in Middle School meet the high school standards, and will thus be listed on a student's high school transcript:

1. Latin courses Latin II and above – All Latin classes beginning with Latin II;
2. Math courses Algebra and above – All math classes beginning with Algebra;
3. 8th Grade Washington State History – This is a one-trimester class taken by all 8th grade students.

The grades in these classes will count on the high school transcript (even though many students take these courses in grades 7 or 8).

Though the inclusion of these courses generally benefit the students by granting additional high school credits for high school work accomplished during the middle school years, parents have the option to remove these courses from the high school transcript if they deem it detrimental to the student's overall academic grade average. Parents wishing to remove any of the above classes must inform the school secretary in writing prior to the commencement of the student's senior year to have them removed. Parents do not have the option of including the class for credit but removing the grade from the transcript.

Secondary House System

The origin of the house system lies in the heritage of English schools where it has played an important role in the culture of many schools not only in Great Britain, but in Canada, and on the East Coast of the US. The six houses of Providence Classical Christian School take their names and inspiration from works of English mythological literature: Caspian (*Chronicles of Narnia*), Eorl (*The Lord of the Rings*), Heorot (*Beowulf*), Orfeo (*Sir Orfeo*), Pendragon (*King Arthur*), and Loxley (*Robin Hood*).

House	Eorl	Caspian	Heorot	Orfeo	Pendragon	Loxley
Members	Eorlingas	Dawn Treaders	Scyldings	Bards	Knights	Archers
Insignia	Horse, Sun	Ship, Dragon	Hart (Stag), Shield	Harp, Crown, Stars	Dragon, Cross	Lion, Cross
Colors	Green/White	Lt. Blue/Purple	Wine/Black	Navy/White	Red/Black	Royal/Grey
Metal	Gold	Silver	Gold	Silver	Gold	Silver
Motto	Aernan, Eorlingas!	Mane mare supervenit	Dom gewyrce!	Whider thou gost ichil be.	Justitia in victoria	Dieu et le droit
Translation	Forth, House of Eorl!	Morning comes from over the sea	Honor [we] shall win!	Wherever you go I will [go] with you	Justice in victory	God and the right
Advisers	Dr. Mould Mrs. Wu	Mr. N Morris Mrs. Hansen	Mrs. Jekel Mrs. Hilt	Mr. Worley Mrs. Young	Mr. Evans Mrs. Roberstad	Mr. M Morris Miss Lodder

House System and House Council Leadership

When they reach the end of their 6th grade year at Providence, students are inducted into one of the four houses which will be theirs for the remainder of their careers at Providence. Within their houses, they interact with other members from all grades of the Secondary school and take part in academic and athletic challenges, host activities for primary students and for other houses, engage in works of service,

and learn to function as part of a group, assuming in turn both leading and supporting roles.

Houses provide this familial camaraderie as students, faculty, and families come together for various culture- and tradition-building activities that cross age and grade boundaries. Houses also provide secondary students with a healthy and counter-cultural sense of honor, teamwork, sacrifice, and privilege in keeping with their changing frames and responsibilities as Christian adolescents. Finally, houses are a tradition the younger students look forward to with anticipation as they watch their older brothers and sisters participate, while providing older students the opportunity to be involved in something which is geared specifically to their level of maturity and development.

Students take on responsibilities within their houses which require them to grow and stretch as they compete, serve, strive, fail, and succeed alongside their housemates. In the house activities, older students are given responsibility appropriate to their maturity and are encouraged to exemplify the qualities of scholarship, good sportsmanship, humble service, and self-sacrifice, thereby blessing one another and honoring God. Each house will compete yearly for the house cup through a variety of competitions, including summer reading, fall retreat games, field day, and mystery bowl.

The house system also provides the larger structure from within which student government is established. Functioning as a student council, the House Council is made up of students in the 10th to 12th grades, selected by their housemates to represent them. One representative from each house is elected from within each house, and at least eight additional House Council members are chosen by the faculty. From this Council, the representatives choose their President, Vice-President/Treasurer, Secretary/Historian, and Communications Director.

Study Skills Guidelines

Grammar Students

Grammar students in the primary grades (K-2) gain a background in making oral presentations and copying notes from the board and overhead. 3rd through 6th grade students should gain experience in note taking and outlining through grammar and writing exercise and the use of classroom books.

7th-8th Grade Students

Outlining skills should be reviewed if students are expected to outline materials from texts or develop outlines for written assignments. Expectations for note-taking during class should be low. All 7th and 8th grade teachers who expect students to use this skill should give the students specific guidance on accomplishing this task. During the year, the teacher should periodically collect notes from students to check on their success in note-taking. They need not be graded but could be. In presenting material on the board for note taking, teachers should use key words and phrases and avoid writing complete sentences for students.

7th and 8th grade students should also have experience in writing reports. Further expectations for research reports should be made clear to the students, and teachers should continue to define plagiarism and the necessity of avoiding it. The secondary teachers and Secondary Principal will meet on a monthly basis to arrange a monthly calendar for tests, major papers, and projects.

9th-12th Grade Students

9th through 12th grade students may be expected to have good study skills and note-taking habits. Teachers are to coordinate their major writing assignments to ensure that the students have no more than one major writing assignment at any one time. The secondary teachers and Secondary Principal will meet on a monthly basis to arrange a monthly calendar for tests, major papers, and projects.

Extracurricular Activities

Extracurricular Activities are school-sanctioned activities intended for student participation and enrichment beyond the normal academic (curricular) activities. As such, participation in such activities (which generally occurs outside of regularly scheduled class time) is considered voluntary. Examples include student organizations and clubs, athletics, drama, special music groups, debate, etc.

Extracurricular activities will not take priority over the academic program at Providence Classical Christian School. Each student must have parental permission in writing to participate in such activities. The following guidelines apply to extracurricular activities:

1. The hiring of non-staff directors or coaches must be approved by the Providence Classical Christian School Board. The hiring of staff members to be directors or coaches must be approved by the Headmaster.
2. The purpose of all such activities must conform to the school's established philosophy and standards, excepting those activities under NCSL (Northwest Christian Schools League). Programs wherein Providence Classical Christian School does not have unilateral authority.
3. All Providence students participating in extracurricular activities must maintain a GPA of 2.5 or above. This will not apply to transfer students for their first trimester of attendance.
4. Operating expenses for such activities will be paid by participant fees or by participant-initiated fundraising, unless funds are specifically included in the Providence Classical Christian School annual budget.
5. For the good of the rest of the participants in any activity, students who are ineligible for the beginning of a season remain ineligible for participation during the entirety of that season, regardless of the grade point average for the following trimester. Similarly, if students are eligible to begin a season, they remain eligible until the end of that season.
6. Provided there is sufficient student interest, Providence Classical Christian School will offer programs only on the basis of a favorable annual review of each of the previous years' activities and Providence Board approval for subsequent specific annual extracurricular offerings.

Athletics Memberships

To facilitate scheduling of activities and to encourage competition, Providence Classical Christian School will strive to maintain membership in the NCSL (Northwest Christian Schools League) so long as it is deemed beneficial to the school and its Athletics Program. Such membership will allow Providence Classical Christian to participate in NCSL sanctioned activities with the exception of district and state tournaments and playoffs. Providence is also a member of the WIAA, the Washington Interscholastic Activities Association. For more information on the school's Athletic Program, please refer to the Athletic Handbook of Providence Classical Christian School.

School-Sponsored Events

School-sponsored events must meet the same standards for quality and content established in the educational programs at Providence Classical Christian School. Events must also ensure that the same standards for student conduct established at the school are maintained at all events sponsored by Providence. Finally, this policy is also designed to limit the liability assumed by Providence Classical Christian School for school-sponsored events. This will apply to all activities that are school-sponsored.

School-sponsored events are events which are organized by the Providence faculty and staff acting in their official capacity as a teacher or administrator. Events organized by parents, volunteers, PTF representatives, or any individual approved by the School Headmaster will also be defined as a school sponsored event and the individuals listed will be responsible to ensure that these guidelines are followed.

Events which are published on the Providence yearly calendar and/or receive financial support from Providence (including fund-raising opportunities provided through Providence) are considered school-sponsored. The following guidelines apply to school-sponsored events:

1. School-sponsored events require the attendance of a staff or faculty member from Providence Classical Christian School.
2. Class time is not to be used for planning school-sponsored activities.
3. Attendance at school-sponsored activities is generally limited to students who are currently enrolled in Providence. Exceptions may be granted by the Headmaster.
4. Timely information about school-sponsored activities must be provided to the parents. All written communication must be submitted to the Headmaster prior to being sent to the parents.
5. Parents must sign a written waiver releasing Providence from any liability for all events taking place off campus. This statement should also authorize medical treatment to be given to the student in case of injury.
6. Only school-sponsored events will be placed on the monthly school calendar.
7. The Headmaster must approve all proposed activities, determine the number of chaperones required, and approve a date for the event.
8. Only school-sponsored activities will receive financial and publicity support from Providence Classical Christian School (e.g., no charge for copier and telephone use, bulletin announcements to publicize the event, use of supplies, etc.).

Manuscript Form for Handwritten Work

1. Use college-ruled paper. Do not use spiral-edged paper. If you type your paper, it must be double spaced.
2. Use only *one* side of the paper unless instructed to use both sides.
3. Write in blue or black ink only, where ink is required. Otherwise, a #2 pencil should be used.
4. Do *not* write on the last line.
5. The margins are to be: two inches at the top, one inch at the sides and bottom, with the right-hand margin as straight as possible.
6. At paragraph breaks, the indentation must be one-half inch.
7. For written assignments: In the first three lines, right-hand corner, you must put your name, the date, and the assignment.
8. If there is a title, it must be centered on the top line. Skip a line between the title and the first line of your work.
9. If there is more than one page, number the pages in the middle, one-half inch down from the bottom. Do *not* number the first page.
10. Write legibly and neatly.
11. You must learn the rules of abbreviation. Do not abbreviate unless you are sure. Do not use abbreviations such as &.
12. In writing numbers, be sure to write them out (first, not 1st).
13. In writing dates, use the numerals (June 14).
14. If the number is more than two words, write in numerals, not words (165, not one hundred sixty-five).
15. In a sequence of numbers, be consistent.
16. If it begins a sentence, then spell the number out.
17. At the right-hand margin, be sure to divide your words at the syllable breaks.
18. If an error is made in ink, draw one line neatly through the error.

“In essentials, unity. In non-essentials, liberty. In all things, charity.”

- Rupertus Meldenius, c. 1627

Controversial Issues

Controversial topics are topics not explicitly defined as primary doctrine in our statement of faith that tend to elicit controversy or are divisive among Christians. Examples include issues related to sexuality, entertainment standards, or secondary doctrines such as baptism. Inevitably in the course of teaching, controversial topics will arise. A set of rules is never a substitute for Godly wisdom, and each teacher is expected to exercise good judgment as these topics arise. If parents have any question regarding a discussion topic or a specific subject that arose in class, they are expected to contact the teacher and follow the parameters outlined in the Grievance Policy.

Guidelines for Literature Selections

The Secondary curriculum at Providence makes use of both secular and Christian materials in various courses. The use of Christian literature is expected in a Christian school, but the use of secular writings perhaps requires further explanation. It is important to remember that Providence is not only a Christian school but a *classical* Christian school, which means that by definition it is going to draw from the classical tradition in order to educate its students. This means, in particular, reading the works of the ancient Greeks and Romans who were not Christians. They were, however, men of faith, men who believed in the importance of human relation to the divine. Their gods were unquestionably the wrong ones, but the ancient thinkers understood the centrality of a properly ordered universe and knowing one's place within it.

They were also men of virtue, men who understood that a man's deeds are the window to his beliefs, and who sought to praise and emulate courage, justice, prudence, and temperance. When, centuries later, the Christians added the so-called theological virtues of faith, hope, and love to these four classical virtues, they were consciously gleaning that which was admirable in their classical forbears for the furtherance of the gospel.

But, for all that, the ancient Greeks and Romans were pagan. On what basis then do we defend the use of secular works in the Providence curriculum? Here are a few points to consider:

1. We know from Scripture that early Christian apologists were familiar with secular writings - knowledge which was used in the explanation and defense of the Gospel (e.g. Acts 17:28, Acts 26:14, Titus 1:12, I Corinthians 9:16).
2. In addition, we see throughout history that many godly men were well-versed in, and made use of, secular literature, including Augustine, John Calvin, R.L. Dabney, and C.S. Lewis.
3. We believe that truth comes from God, including that truth which he has seen fit to reveal to non-Christian thinkers. Christians should champion all truth, wherever it is found, and proclaim it to God's glory (Col. 2:3, 8).
4. In order to be conversant in the great discussion that is Western Literature, students must be familiar with the works which its writers take for granted their readers know. (It is impossible, for example, to truly make sense of Edmund Spenser's *The Faerie Queene* without having read Homer's *Iliad* or Virgil's *Aeneid*. Spenser assumes his readers know these works and his Christian allegory depends on our familiarity with his antecedents.)

General Guidelines

The selection of reading materials for use in secondary courses is the responsibility of the secondary teachers and the Secondary Principal, under the authority granted by the School Board. The choice of materials which best accomplish curriculum objectives for each course and the instruction of students in the study of those materials involves discernment. It is neither simple nor easy, and it is undertaken with a number of important considerations in mind. Among them are the following:

1. **What worldview does the selection communicate?** The perspective on God, Man, and the created order in any work is always taught in the light of biblical truth. Literature with both Christian

and non-Christian worldviews is analyzed according to Scripture.

2. **To what end is a work with a secular worldview being taught?** Our world is replete with non-Christian, even anti-Christian, philosophies. We confront these points of view daily in our contact with friends and neighbors, in television sitcoms and dramas, on the evening news, in the music we hear and the books we read. No place is such anti-Christian philosophy more confidently avowed or more stridently asserted than on the college campus. This is the world into which many of our students are venturing upon graduation, and we believe it is part of our job to see to it that they are prepared to respond to the challenge to their faith that *will* come, “to give an answer for the hope that lies within” them. The first step to being able to fight one’s enemies is to recognize that he is an enemy. The second step is to know how to respond to his philosophy. Students who have confronted secular worldviews before; who know the historical trajectory of Western thought; who have, in the relatively safe arena of the classroom, dealt with the strengths and weaknesses of false claims to truth; such students are prepared to speak the truth in love, to be “all things to all men, for the sake of winning some.”
3. **Are the ungodly elements of the work gratuitous or are they integral to a serious inquiry into the nature of God, Man, and the universe?** Works that contain merely incidental and gratuitous acts of violence, profuse obscenity, or which mock virtue for the sake of mockery are not considered for use in the Providence curriculum. On the other hand, some genuine inquiries into truth do contain violence, coarse language, or vice in service of their greater aim. Subject to the additional considerations listed here, such works may be considered.
4. **What is the maturity level of the students being taught?** The selection and teaching of material takes into account the ability of students to properly understand and deal with its content. While ignorance of the fallen state of our world and the ramifications of that Fall to human lives is not a virtue, neither is it wise to dwell unduly on evil or to investigate too curiously its workings, including sexuality or violence. Teachers are aware of the potential of certain things to unnerve students detrimentally or to lead to temptations to sin in the minds of the students. This, too, is considered when choosing a work and teaching it.

Parent Concerns

We recognize that parents may have additional questions or may wish to investigate further the issues discussed here. We are always eager to talk with parents about the education of their children and invite them to discuss their child’s studies with their teachers. We encourage parents to bring questions or concerns about worldview or literature selection to the Secondary Principal.

In addition, below are just a few of the many titles we could suggest to parents who wish to better understand questions of worldview in literature and the study of secular works from a Christian perspective.

1. Louise Cowen and Os Guinness, *Introduction to the Classics*
A world class overview of “what to read” and why from a Christian perspective; it covers myriad secular authors and explains their ideas, the significance of those ideas to the “great conversation” of Western Literature, and the influence each of them has had on society.
2. Bruno Bettelheim, *The Meaning and Importance of Fairy Tales*
Bettelheim is not a Christian. He is a psychologist whose book examines the crucial role that fairy tales play in a child’s personal, social, and spiritual development. He also addresses the issue of violence, which is so integral to fairy tales and without which they lose their potency to do good.

3. James Sire, *The Universe Next Door*
Sire examines various worldviews and explains their relevance to Christians in the present age—what do these worldviews posit, where do they come from, what do they lead to, how do we respond as Christians?
4. Gene Edward Veith, Jr., *Reading Between the Lines*
A well-planned discussion of how to read literature for meaning and think Christianly about it.
5. C.S. Lewis, *The Abolition of Man*
Lewis critiques the results of an education which does not allow for a genuine pursuit of truth; the chapter “Men Without Chests” is a brilliant introduction to the dangers of an education which lacks what classical and Christian philosophers called “virtue.”

GRADING

Progress Reports and Report Cards

Grammar Level (K-6)

Teachers in grades K-6 will issue 2 types of reports:

- At Mid-trimester: Progress Report
- Following each trimester: Report Card

Progress Reports are to be issued three times a year at mid trimester (the Grammar Principal will notify teachers as the mid-trimester date approaches). The purpose of a mid-trimester progress report is to communicate to the parents (and the student) the academic and behavioral progress of their child. These are not official grades; rather, they are akin to a half-time score of a basketball game. Though comments are not required, teachers should take this opportunity to communicate with parents regarding any issues parents need to be aware of (e.g. late work, attitude, behavior, and work ethic). Following each trimester, teachers in the grammar school will complete an official report card for each student.

The Progress portion of the trimester report provides an opportunity for an evaluation of the student's class/school behavior. The marks used for acquiring skills (such as in kindergarten and first and second grade) are:

- **E =Excellent** – Meets the standard with excellence
- **S+** =Between Excellent and Satisfactory
 - Used for a student who has made progress from the “S” but hasn’t yet reached the “E”
- **S = Satisfactory** - Meets the standard; few or no problems in evidence
- **S-** = Between Satisfactory and Needs Improvement
 - Used for a student who has made progress from an “N” but hasn’t reached the “S”
- **N = Needs Improvement** – Does not meet the standard; unsatisfactory
- **I = Incomplete** - work missing or insufficient grades

Types of behavior to evaluate include:

1. Work/study habits: neatness/timeliness of work, completeness of work, works independently, follows directions, uses free time well
2. Conduct: follows rules, avoids unnecessary talking, accepts responsibility, considerate to others, shows initiative
3. Skills related to specific subject areas

Secondary (7-12)

Teachers in grades 7-12 will issue two types of reports:

1. At mid-trimester: Progress Report
2. Following each trimester: Report Card

Mid-trimester Progress Reports are to be issued three times a year at mid trimester (the Secondary Principal will notify teachers as the mid-trimester date approaches). A mid-trimester progress report will give the parents (and the student) an update on the progress of their child. Though comments are not required, teachers often take this opportunity to communicate with parents regarding any issues parents need to be aware of (e.g. late work, attitude, behavior, and work ethic).

Homework assignments are due at the *beginning* of the period in which they are due. Any assignment turned in after the assignments are collected is late. Secondary students will earn a .5% deduction from their overall course grade for each tardy after the first two in each class (example: four tardies in History will result in a 1% deduction in the overall trimester grade in History).

For each day an assignment is late its grade is to be reduced 20% for the first day, 50% for the second day. Assignments may not be turned in for credit more than two days past the due date. There are two exceptions to this requirement. First, if a student had an unplanned absence (illness, family crisis, etc.), the due date is to be extended by the number of days they were absent. Second, a student had a planned absence (vacation, operation, move, etc.) of three or more days, the due date may be extended by half the number of days they were absent. If the student was given the work prior to the planned absence, the teacher will require the homework to be submitted upon arrival back from the absence.

At the secondary level, official grades (e.g. for the transcript if applicable) will be issued only at the trimester level. Year-long classes will consist of three trimester grades. Along with the academic letter grade, teachers will evaluate each student based on three character categories, using the following rubric:

- **E =Excellent** – Meets the standard with excellence
- **S+ =Between Excellent and Satisfactory**
 - Used for a student who has made progress from the “S” but hasn’t yet reached the “E”
- **S = Satisfactory** - Meets the standard; few or no problems in evidence
- **S- = Between Satisfactory and Needs Improvement**
 - Used for a student who has made progress from an “N” but hasn’t reached the “S”
- **N = Needs Improvement** – Does not meet the standard; unsatisfactory
- **I = Incomplete** - work missing or insufficient grades

Grading Guidelines

Percentages, Grades, and Grade Point Equivalents:

Standard Scale

97.5% - 100%	A+	4.0
93.5% - 97.4%	A	4.0
89.5% - 93.4%	A-	3.7
86.5% - 89.4%	B+	3.3
83.5% - 86.4%	B	3.0
79.5% - 83.4%	B-	2.7
76.5% - 79.4%	C+	2.3
73.5% - 76.4%	C	2.0
69.5% - 73.4%	C-	1.7
66.5% - 69.4%	D+	1.3

63.5% - 66.4%	D	1.0
0% - 63.4%	F	0.0

Secondary Classroom Comportment Grading Guidelines

Classroom comportment is an integral part of student success at Providence. Preparing to learn, seeking to honor the Lord with a positive attitude, arriving at class with the necessary materials, and participating and contributing actively are all critical to the learning process at the dialectic and rhetoric level. Below are some of the classroom comportment expectations:

1. Entering class with a positive attitude toward learning;
2. Treating others charitably and respectfully;
3. Contributing to a healthy exchange of ideas;
4. Actively listening with the intention of speaking appropriately and intentionally;
5. Coming prepared to class having done the necessary work/reading, and with all necessary materials.

Students will be assigned a classroom comportment grade in most secondary courses.

Guidelines for Work Missed During a Suspension

Students suspended are expected to complete all assignments given during their absence within a reasonable amount of time established by the teacher (generally within the same time frame as a student who misses time due to illness). Generally, students serving suspensions will not receive credit for work (including class work, quizzes, tests, etc.) missed during the suspension. Because learning course material during the suspension is still essential to success in the class, students are required to complete all work missed in order to receive a final trimester grade.

Academic Probation Policies

Academic probation is used to provide motivation to a student whose academic achievements are not up to his capability. If implementation of this policy would be counter-productive to the objective, the Secondary Principal may decide not to place a student on probation. A written record explaining this decision will be placed in the student's file and signed by the Secondary Principal. The following guidelines apply only to secondary students.

1. Secondary students are required to maintain at least a 2.0 grade point average (average of all subjects) each trimester. A student may be placed on academic probation, at the discretion of the teacher and Secondary Principal, for failing any class during a trimester.
2. Grade point averages (GPA's) for each secondary student will be calculated at the end of each trimester.
3. If a student's GPA is at or below 2.0 (i.e., a "C" average), that student will be placed on academic probation during the following trimester. A parent/teacher conference will be arranged at this time.
4. Students on academic probation are ineligible to participate in extracurricular activities.
5. If, at the end of the next trimester, the student's GPA has not risen to at least a 2.0, that student will be expelled.
6. Grade point equivalents: A = 4.0, B = 3.0, C = 2.0, D = 1.0, F = 0.0

Students participating in extra-curricular activities must have a minimum G.P.A. of 2.5 in the previous trimester, and must maintain a GPA of 2.5 during the athletic season in which they are playing. Students on

academic probation for athletics are subject to the following guidelines:

1. Any student whose cumulative GPA drops below a 2.5 during a sports season will be placed on academic probation for a minimum of two weeks.
2. Students on academic probation may practice with the team, but may not play in games, travel with the team, or sit with the team while on probation.
3. Students are encouraged not to attend games while on academic probation, but to instead spend their time on their studies in an effort to work themselves off academic probation.
4. While on academic probation, grades will be monitored by the Athletic Director at least every two weeks. A student is technically taken off probation once he has brought his trimester grades up to the 2.5 cumulative GPA minimum requirement as determined by the athletic director.
5. If, after a month (four weeks), a student still has not met the minimum GPA requirements for athletic participation, the students will be dismissed from the team for the duration of the season.

HOMWORK PHILOSOPHY AND GUIDELINES

“Classical education goes against the grain of much contemporary culture. It makes pampered children work hard. It forces the television generation to read. Teachers will have to convince students that the good, the true, and the beautiful have more value than the glittering prizes of pop culture and the easy answers of relativism.”

- Gene Edward Veith and Andrew Kern, *Classical Education: The Movement Sweeping America*

Philosophy

Homework is an essential part of the education at Providence Classical Christian School. After-school study reinforces the day's learning activities and emphasizes that the school day should not be the only time when the student's task is to practice, review, or learn. Students often need some amount of extra practice in specific new concepts, skills, or facts. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for necessary practice. Homework is generally assigned Monday through Thursday.

Creating an environment at home conducive to good study habits and appropriate use of time is crucial to student learning. Providence recognizes parents as partners in their children's educational progress and stresses the need for parents to establish and monitor homework time, free from the distractions of television, video games, email, text messaging, and other manifestations of popular culture. When involved in athletics and other extracurricular activities, students must be especially careful to budget their time wisely and communicate effectively with parents, teachers, and coaches.

Average Homework Time Allotments Per Grade Level

The guide below should be regarded as maximum times for the average student, not as required minimum times, and then only if homework is assigned. In any event of homework normally being assigned, a weekly homework assignment sheet should be used in the grammar grades (see sample in manual) and a student-owned planner should be used in the secondary grades. Homework times depend on many factors, including a student's ability level in each subject, management of time, and personality factors (e.g. Is the student a perfectionist? Are they particularly interested in engaged in a certain assignment? etc.).

Kindergarten	None (work at home on Monday and Thursday)
1 st Grade	20 minutes
2 nd Grade	30 minutes
3 rd Grade	45 minutes
4 th Grade	45 minutes
5 th Grade	60 minutes
6 th Grade	60 minutes
7 th -8 th Grade	90 minutes
9 th -10 th Grade	120 minutes
11 th -12 th Grade	150 minutes

Secondary Homework Allocations

The following are **general guiding principles** help maintain homework allotments within the above guidelines. On a given night volume will vary, with the goal of keeping within the time parameters above. Secondary teachers meet on a weekly basis to plan and coordinate homework, with the goal of working together to integrate learning and to keep the homework volumes to those stipulated in the Handbook.

7th and 8th Grade

The majority of homework resides in Math and English, typically between 30 and 45 minutes. Latin teachers may also assign between 10-15 minutes of homework per night. Other than studying for tests and quizzes, other classes will have minimal homework.

9th and 10th Grade

Math and English teachers typically assign between 30 and 45 minutes. Latin and Spanish teachers may also assign between 10-15 minutes of homework per night. In addition to these three subjects, up to a half hour may be assigned in other subject areas.

11th and 12th Grade

Math and English: Up to 45 minutes per night

Rhetoric: 20-30 minutes per night

History: 20-30 minutes per night

Other Subjects: 20-30 minutes

Secondary Homework Logs

Some students in each secondary grade level will be asked to complete weekly homework logs to record the time spent each night on homework. New students to Providence and all 7th grade students will also be asked to complete weekly homework logs. The purpose of the homework logs is to provide an average of actual homework times for the teachers and administration as we work together to stay within the expressed school guidelines.

POLICIES AND PROCEDURES

Class Size Policy

From its inception, Providence Classical Christian School has planned for, and seen the benefits of a relatively small student-teacher ratio. Pre-k classes will generally be capped at twelve students. Class sizes in kindergarten-12th grade will vary depending on several factors, including the physical size of the classroom, the frame and experience of the teacher, and the composition of students in the particular class. In cases where the administration deems it appropriate, additional classroom assistance in the form

of part-time or full-time aides will be allocated. Both kindergarten and pre-k teachers will have a full-time aide, regardless of class size.

Priority Placement: In order to facilitate student placement in classes, the following priority listing will be adhered to:

1. School-aged children of faculty/staff
2. Continuing students
3. New students from continuing families (e.g. younger siblings)
4. New students (from new families)

Guidelines for Part-Time Students

Part-time students are subject to the same expectations and guidelines as full-time students. Below are some guidelines for part-time students.

1. Part-time students are bound by the same policies and expectations as full-time students. This includes all policies outlined in the Family Handbook and Providence Policy Manual.
2. In addition to tuition, students are required to pay the standard fees (application fee, enrollment fee, activity fee, etc.). These fees entitle students to participate in field trips and certain events (e.g. fall retreat, Reformation Day, etc.). In addition, secondary students will receive any supplemental materials (including books) that all students in the classes receive.
3. Part-time students enrolled at least half time are eligible to participate in extra-curricular activities such as Drama, Forensics, Protocol, Grand Tour, and Athletics. In order to qualify for at least half time, students must be enrolled in a minimum of four full-time classes at the secondary level.
4. In order to attend or participate in certain extra-curricular events, part-time students are required to attend appropriate required classes (e.g. protocol training, Grand Tour class, etc.).
5. Behavior and academic expectations are the same for part-time students as they are for full-time students.
6. Part-time students are expected to adhere to the same uniform requirements at all times while on campus.
7. Part-time students should remain on campus for their classes and any appropriate extra-curricular activities. Because Providence has limited work space, students should arrive no more than thirty minutes prior to their first class, and stay no more than thirty minutes after their last class.
8. Part-time students will not be considered for graduation at Providence, unless they have met the specific Providence graduation requirements as outlined in the Family Handbook.
9. Specific requests for placement of classes in the secondary schedule (e.g. two preferred classes back-to-back in the schedule) are encouraged as early as possible (e.g. May/June) prior to the schedule being finalized in August. Granting parental requests may not always be possible due to multiple factors involved in secondary class scheduling.
10. Parents and school will work closely together when any scheduling changes occur. It is particularly important for parents to read school communications and correspond with teachers and school personnel to remain abreast of the latest schedule changes.

School Dismissal and After-School Policy

School hours are from 8:00 AM – 2:45 PM (grammar), and 8:00 AM – 2:50 PM (secondary). Grammar students should be picked up between 2:45 and 3:00 PM. Secondary students should be picked up between 2:50 PM and 3:05 PM. In the event a student is not ready outside in the pick-up line, the driver will be asked to pull back around to the end of the line. Because Providence cannot be responsible for supervising students after school, all students not participating in a school activity may not stay at school after 3:05 PM.

Students here waiting at school for an activity such as an athletic game or practice are expected to use their time for homework, and agree to follow the after-school guidelines. Unless a student is here under the supervision of his/her parent, the following guidelines will apply:

1. Time spent here at school should be used for homework and study. Students should realize that being on campus after school is an exception to our policy and is thus a privilege being extended to the students and their families.
2. Anyone here for the reasons above must be working in a designated study hall room. Specific faculty or staff (e.g. athletic director, drama director, etc.) will designate the specific work area. Seniors and team captains are expected to help maintain an environment conducive to study.
3. Students should be in the designated area no later than 3:05 PM. This allows a 15-minute break to get to your locker, use the bathroom, grab a snack, etc.
4. Students may not leave campus for any reason unless cleared by a faculty member or the athletic director.
5. The policies applied during the day for cell phones, music, and electronics will apply for this after-school time. The one exception to this rule is that students may use their cell phones to stay in contact with their parents (travel arrangements, etc.).
6. The one exception to this policy is 12th grade students. Senior privilege allows seniors to leave campus during this time, but they must check out with a coach, athletic director, or teacher.

Grammar: Students left waiting at the pick-up line will be brought back to the school office at 3:00 PM. They will be instructed to sit quietly while waiting for their ride. Due to lack of supervision, students will not be allowed on the school playground.

Some activities for grammar students are offered at school (e.g. 6th grade athletics, Latin Club, etc.). Grammar students staying after school for these activities should be picked up from school as soon as these activities conclude.

Laws Regulating Child Abuse

In accordance with state law and school policy, school faculty and staff are considered “mandated reporters” of suspected child abuse, and thus are required to report the reasonable suspicion of physical abuse, sexual abuse or child neglect. In the state of Washington, RCW 26-44-020 defines abuse and neglect as injury, sexual abuse, sexual exploitation, negligent treatment, or maltreatment of a child by any person under circumstances which indicate that the child’s health, welfare, and safety is harmed.

In this serious and legally narrow area, the school will not contact parents in advance of making a report to authorities, which would be the procedure followed in most other legal matters. The intent of the law, based on the seriousness of the crimes listed above, is to mandate that a report of reasonable suspicion of abuse be made. School faculty and staff will make such reports in the best interest of the affected child and do not, once reasonable suspicion is established, have any legal alternative except to make the report to the proper authorities for their investigation and review. Once a report is made, please inform either

the grammar principal, secondary principal, or headmaster. The child abuse hotline is 1-866-363-4276. More specific information can be found by visiting: <https://www.dshs.wa.gov/ca/child-safety-and-protection/who-required-report-child-abuse-and-neglect>.

Serious & Contagious Illness

The Headmaster will take every appropriate precaution to reduce the risk of infection of any student or teacher by any known serious or contagious illness that school may have been exposed to. This will include, but is not limited to, isolating the student(s) who may be sick or has been exposed. Providence School cannot be held responsible for the communication of any serious disease that was introduced to the school without the knowledge of the administration. Upon receiving reliable information that a student or teacher at Providence has contracted, or has been in contact with, a serious illness, the Headmaster will take the necessary precautions to protect the student body, faculty and staff. If necessary, health officials and the Disease Control Center may be contacted for more information and assistance. All cases of serious illnesses that have affected or could affect the school will be reported to the Board.

Head Lice

Any student can get head lice; lice have no preference for dirty hair or clean households, and lice are not a sign of poor hygiene or neglect. If you know your child has head lice, please keep him or her home until all live lice and eggs (nits) are removed. If live lice or nits are found in your child's hair at school, your child will be sent home until lice are treated and nits are removed. You must bring your child back to school for a lice check prior to having him or her admitted back to class. If your child has head lice, please inform the school so we can determine whether or not a check in a particular grade level is necessary.

Guidelines for Managing Students with Food Allergies

Food allergies can be life threatening. In any school setting the risk of accidental exposure to a food allergen is present. School staff, parents, teachers, physicians, and students themselves must work together to minimize the risk and provide a safe educational environment for food-allergic students.

School's Responsibility

The school will take the following steps:

1. Review annual health records submitted by parents and doctors. A list of students with allergies will be distributed to each teacher at the beginning of each year.
2. Establish a core team to work with parents and students to establish a prevention plan. This plan includes a list of students with specific food allergies, highlighting those that are life threatening. The team will maintain an appropriate sense of confidentiality and respect for each student's privacy. Each student should have a Food Allergy Action Plan signed by a parent. Students with multiple food allergies should have a signed form for each food.
3. Because peanut/nut allergies can be life threatening, classrooms with students having these specific allergies will be identified as a "Peanut/Nut Free Zone."
4. Include food-allergic student in school activities. Students should not be excluded from school activities because of their food allergy. The Allergen Core Team (ACT) will coordinate, in advance, with parents to eliminate the use of food allergens in student meals at events such as, but not limited to, Reformation and Grandparent's Day.
5. Assure that all staff who interact with the student on a regular basis understands the food allergy, can recognize the symptoms, and knows what to do in an emergency.
6. To be sure medications are appropriately stored and that an emergency kit of epinephrine is current and available for students with a prescription.

7. Be prepared to handle a reaction and ensure that there is a staff member available to administer medications during the school day regardless of time or location.
8. Review policies/prevention plan with ACT members, parents, school staff, and student after a reaction has occurred.
9. Discuss field trips with the family of the food-allergic child to decide appropriate strategies for managing the food allergy. Chaperones, and drivers assigned to the child on field trips will be required to carry a communication device until he/or she is returned back to campus. A NO TRADING FOOD POLICY WILL BE ENFORCED ON ALL FIELD TRIPS.

Family's Responsibility

Each family will take the following steps:

1. Notify the school of a child's allergies.
2. Provide written medical documentation, instructions, and medication prescribed by the child's doctor.
3. Provide properly labeled medication to the school, and replace medications after use or before expiring.
4. Work with the ACT to develop a plan that accommodates the child's needs throughout the school year. Including, but not limited to, class parties, Reformation Day & Grandparent's Day, field trips and Field Day.
5. Complete a Food Allergy Action Plan. It must be specific, especially with nut allergies. A form should be completed for each food allergy and updated each year.
6. Educate and review often with the child the self management of his food allergy:
 - a) Safe and unsafe foods
 - b) How to read food labels (age appropriate)
 - c) Strategies for avoiding exposure to unsafe foods
 - d) Symptoms of allergic reactions
 - e) How and when to tell an adult that he may be having an allergic reaction
 - f) Review policies/prevention plan with ACT members, school staff, and the child after a reaction has occurred
 - g) Keep emergency contact information current

Student's Responsibility

1. NEVER trade food with other students
2. Do not eat anything with unknown ingredients.
3. Read every label (age appropriate) and always check with an adult.
4. Be responsible in the care and management of his food allergies and reactions based on his development level.
5. Tell a teacher or staff member if a reaction seems to be starting, even if there is no visible appearance of an allergic response.
6. NEVER go off alone if symptoms are beginning. Have a friend or an adult with you at all times.

Learning Disabilities

Mild Learning Disabilities

A mild learning disability is defined as any condition in a potential student or student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents (e.g. Hyperactivity, Attention Deficit Syndrome, dyslexia, etc.). Students diagnosed with a mild

learning disability are expected to meet the same expectations as all students enrolled at Providence. The following guidelines have been established to help students with mild learning disabilities succeed at Providence:

1. With the understanding that every student is unique and demands certain attention as a member of class, the classroom teacher will provide the same amount of attention to a student with a mild learning disability as she will any other student in class.
2. Students diagnosed with a mild learning disability may use a computer or other technologies, provided they do not pose a distraction in the classroom and that they are still held accountable to master the skills and objectives other students in the class are accountable for.
3. The student may work with another student to obtain notes for missed work, or to help reinforce concepts from class; as a general policy, teacher notes will not be provided to the student.
4. The teacher will work to accommodate any seating requests that will offer the best opportunity for student success.
5. Student may purchase copies of class books, including textbooks, and may highlight or mark in the books to maximize learning.
6. Extended time for tests may be given at the discretion of the teacher; tests should be completed on the same day at lunch, recess, or after school (a student may not go back after the original testing time and rework problems or check answers of his work completed during the first sitting).
7. At the discretion of the teacher, extended due dates and/or additional time to complete a paper or project may be given. Such extensions will be minor, to prevent the student from getting behind in other assigned work.
8. Parents may opt to work with the teacher to provide additional help such as enlarging worksheets or tests.
9. In general, home-administered tests will not be allowed.
10. Parents may request to opt out of certain courses/courses given the approval of the Headmaster. Opting out of certain classes may affect the report card grading, honor roll status and/or graduation eligibility.

Severe Learning Disabilities

A severe learning disability is defined as any condition in a student which would require a separate classroom, program, and staff in order to provide the educational services desired by the parents (e.g. Down syndrome, deaf/mute, blind, etc.). Given these definitions, Providence has provided the following guidelines:

1. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.
2. Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.
3. Children with severe learning disabilities may be admitted to Providence under the following conditions, as determined by the Board:
 - a. The school (teachers and administrators) will work with the parents to decide whether or not enrollment of the student is mutually beneficial to the school and family. The number of students in a particular grade level, the make-up of the class, and the overall fit in the classroom will be considered when making the final enrollment decision.
 - b. The school will not hire additional personnel to work specifically with the student, and will not be responsible for providing special services for the student.
 - c. With the understanding that every student is unique and demands certain attention as a member of class, the classroom teacher will provide the same amount of attention to a student with a severe learning disability as she will any other student in class.
 - d. Other than standard practices of effective teaching (i.e. using various approaches to teach lessons to learners of various abilities and skill levels), the classroom teacher will not be responsible to offer accommodations or modifications for the student.

- e. The teacher will work with the parent to provide necessary direction regarding modifications and accommodations for the student, with the understanding that the parent is responsible for following through on the specific preparations for such material.
- f. It is the responsibility of the school (teacher and administration) to monitor whether or not the initial acceptance of the student is a good match for the school environment. While it is ultimately the school's responsibility to determine, on an ongoing basis, if the overall effect of the student's presence enhances, or detracts from, the overall learning environment, it is imperative that clear communication be kept between school and family regarding the progress of the arrangement.
- g. The child's parents, or adult delegated by the parent (see below) will be responsible to provide daily assistance with the student, and must be with the student at all times. The student can attend school only if a parent/adult is present for daily assistance.
- h. The parents must provide at least 40% of the day-to-day assistance (a minimum of two full days per week for a student attending five days a week), and may choose to have other adults fill in on days they are unable to provide the assistance.
- i. Normal tuition and fees will apply to the family of a student with severe learning disabilities, with the understanding that the family is responsible to absorb any additional costs that may be incurred as a result of the disability.
- j. A contract stipulating the requirement and guidelines must be signed by both parents and the school Headmaster prior to official admittance.

Comprehensive Grievance Policy

Providence's grievance policy is established to provide biblical guidelines for the resolution of disputes and grievances in the operation of school. These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Providence's operations, between any two parties connected in a direct way to the school. This includes students, parents, and staff. Detailed steps for volunteers, administration, and Board can be found section 9.9 in the Policy Manual.

1. Students/parents to teachers:

- a. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
- b. If the problem is not resolved, the parents or student may bring the concern to the principal. If the student brings the concern, he must have permission from his parents to do so.
- c. If the problem is not resolved, the parents or student may then bring the concern to the headmaster. If the student brings the concern, he must have permission from his parents to do so.
- d. If the problem is still not resolved, the parents should appeal the decision by requesting a hearing from the Providence School Board.

2. Parents/patrons to Headmaster:

- a. If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the headmaster.
- b. If the situation is not resolved, they should request a hearing from the Providence School Board.
- c. This procedure applies to board members who are acting in their capacity as parents/patrons, and not as representatives of the Board.

3. Staff to Administration:

- a. All concerns about the standards of the school must first be presented to the principal. A respectful demeanor is required at all times.
- b. If the problem is not resolved, the staff member may appeal the decision in writing to the

headmaster followed by a meeting to discuss the matter.

- c. If the problem is still not resolved, the staff member may appeal to the Board in writing and request a hearing to discuss the matter.

Parent Behavior

Parents are welcome and encouraged to come on campus, attend school events, and share in the life of the school. The administration welcomes parental feedback, input, and questions. Actions or decisions made by parents should be consistent with the standards and protocols expressed in the parent contract and outlined in the Family Handbook. Should a parent speak or act in a way detrimental or harmful to the school community, parents may be asked to refrain from coming on campus, or may be asked to withdraw their child or children, regardless of the desirability of the student.

EMERGENCY AND DISASTER PLAN

Providence recognizes that the most important responsibility we have as a school is to protect the spiritual, emotional, and physical safety of the children we have been entrusted with. As we act in loco parentis, it is essential that we act prudently at all times, and in particular when emergencies arise. In order to do this, we must think through possible scenarios ahead of time and plan accordingly for them. We have outlined specific procedures in our Emergency and Disaster Plan that include possible emergencies, some more unlikely than others. Our goal is to be ready should any of these scenarios occur, adequately preparing the staff and faculty to act calmly and prudently, and also trusting in God's sovereign rule in our lives. The goal of this plan is:

1. To provide procedures for response to an emergency/disaster at Providence.
2. To establish the general concept of operation and emergency response organization required to respond to a variety of emergencies/disasters.
3. To identify and assign to personnel various tasks and responsibilities for emergencies/disasters and response operations.
4. To coordinate emergency response with local authorities.

If a disaster were to occur on-site, the primary concerns would be the following:

1. The safety and well-being of the students and staff.
2. The protection of the physical plant.
3. The preservation of school records.

Located in each classroom is an **emergency packet** with emergency procedures containing the following:

1. Class list (grammar) or grade level lists (secondary)
2. Site map for the school, with the emergency exit route
3. Red or green colored card (for display after exiting building during emergency)
4. **Emergency Action Plan Card** for each of the following:
 - a. Lock Down
 - b. Fire and Hazardous Materials
 - c. Earthquake
 - d. Bomb Threat

Routine drills will be conducted at school so that all students and staff are well prepared for any emergency that could occur during school hours. Additionally, school administration has developed relationships with local police and emergency response teams to ensure effective school safety protocols.

Release Of Students

Teachers are not to release a student to anyone before first checking with the office. Parents should notify the classroom teacher and the school secretary if someone other than the parent is to pick up the student

from school.

The office should be made aware of any instance where the parent or legal guardian has requested that their child be dismissed before the end of a regular school day. It is the parent's responsibility to notify both the teacher and office staff if a child needs to be dismissed early for appointments such as doctor and dentist visits. On such a day the parent must pick up their student in the office, and only after signing him or her out.

Teacher Gifts

At least once during the year (around Christmas time and possibly at the end of the year), parents may be offered an opportunity by a parent coordinator (e.g. the 3rd grade room mom) to direct a monetary gift toward specific faculty or staff members. These gifts are considered "love gifts" and are not tax deductible, nor are they considered taxable income for the recipients (the IRS views gifts provided to show goodwill, esteem, or kindness as non-taxable income). Any opportunities are optional and parents are free to choose to participate.

Solicitations

As a general rule, direct selling or marketing of any kind to faculty, staff, or parents is prohibited at school. School email addresses and distribution lists are not to be used for solicitation purposes.

STUDENT CONDUCT AND EXPECTATIONS

"The end of education is not thinking; it is acting. It is not just knowing what to do; it is doing it. The sublime premise of a classical education asserts that right thinking will lead to right, if not righteous, acting."

- David Hicks, *Norms and Nobility*

As a community seeking to honor and glorify our Lord Jesus Christ in all we do (Colossians 3:17), the following set of guidelines has been developed to communicate expectations we have for all our students. These expectations flow from our school statement of beliefs and foundational vision. Please note that a few of the guidelines below apply to secondary students only. In September, all secondary students will receive a Student Handbook, which outlines the policies and expectations for the upcoming year. All secondary students are expected to read through the Student Handbook and affirm their commitment to uphold the standards outlined therein.

Academic Integrity Policy

Essential to the core of our statement of beliefs, academic integrity involves upholding the standards and integrity consistent with Scriptural teaching. Students are expected to take personal responsibility for their work, demonstrating the highest level of effort in their work both inside and outside of the classroom. Academic dishonesty, cheating, and plagiarism will not be tolerated. Examples include (but are not limited to):

1. Submitting another's work and claiming it as your own
2. Copying and pasting information from a source (e.g. a document on the internet) and claiming it as your own (whether explicitly or implicitly)
3. Using another's work by summarizing, rewording, or editing without correctly citing the sources
4. Encouraging or conspiring with another student by inappropriately furnishing work, answers, or information
5. Obtaining information about a test or quiz (intentional or otherwise) without permission from a

teacher

6. Using written information on any assessment without teacher approval
7. Altering grades or scores without teacher approval

Consequences for violation of the school academic integrity policy may include receiving a “0” on the given assignment/assessment, suspension, or expulsion. Specific consequences will be handled by the Headmaster, and appropriate faculty members, on a case-by-case basis based on the circumstances of the violation.

Honor Code

Students agree to hold other students accountable and do what is necessary to protect the school community from anything that may be harmful or destructive. Sin can fall into two categories: acts of commission and acts of omission. Examples of acts of commission include gossiping, stealing, or taking the Lord’s name in vain. Sins of omission include not telling a teacher about a student you witnessed cheating, or not standing up for a student getting teased. The school Honor Code involves acting in a way that avoids both sinful acts of commission and omission.

The Honor Code is not intended to function as an internal police force; rather, it involves acting in a way – whether on or off campus - that represents Jesus Christ and upholds the unity or reputation of the school community. The school will hold students accountable for lying, cheating, stealing, sexual impurity, illegal drug use, gossip, and all other sins detrimental to our school culture (sins of commission). The school also will hold students accountable if they fail to act or speak in situations where God requires them to do so (sins of omission). Because sin harms everyone in the community, it is imperative that we all hold one another accountable as brothers and sisters in Christ. When students have knowledge of a situation, they have an obligation, for the betterment of the school community, to inform a teacher or administrator so the sin can be dealt with and potential for harm *to the community* will be minimized.

Suspensions

Students suspended from school may not attend any morning or evening school-affiliated or school-sponsored activities. All suspensions will count as unexcused absences. Work missed during suspensions must be submitted in order to receive a final trimester grade but may not receive grade credit.

Student Technology Principles and Practices

The goal of a Providence education is to develop the whole person in a Christ-centered life, to cultivate wisdom and love for the good, true, and beautiful, and to equip students to be servant leaders. Such formation requires reading great works, grappling with great ideas, learning hard work through self-discipline in study, growing in character, and actively engaging with peers, parents and teachers. We desire students to develop habits of observation, attentiveness, patience, concentration, and memory, and to engage others in civil discourse and discussion. Every tool of learning must be evaluated on the basis of its contribution to these stated goals.

At Providence, we examine modern technologies according to the above student goals; a place where technology is used appropriately to fulfill our mission. We do not seek to avoid technology. A Christian classical (liberal arts) education develops free people, so the wise use of the common tools of the age must be part of that education. Cell phones, laptops, and tablets are staples of modern life and excellent tools for particular tasks. However, like all technologies in a fallen world, they are liable to be used in ways that are not edifying. Use of these technologies in school, as well as improper or excessive use of these technologies can undermine the very qualities and skills we seek to cultivate. Hence, we seek to create a focused learning environment that teaches students discernment.

Practices

1. For students to have a cell phone on campus, a parent must sign a Cell Phone Permission form.
2. Upon arrival at school, students with a cell phone will check their phone into their designated spot when they enter the building. Students may not have on their person or use cell phones for any purpose between the time they enter the building and end of school.
3. A student who must make a call during the day may use the phone at the front desk.
4. If it becomes urgent to send a text message, a student must go to the office and ask permission. The office staff member will allow the student to send a text on his personal phone.
5. Students will not be permitted to take notes in class using laptops or tablets. Our observations and the research are in accord—students looking at screens are less engaged with one another and with the teacher. There may be exceptions to this based on a student's diagnosed learning needs.
6. Laptops may not be used before school, during school, or after school unless specific, explicit permission is given by an individual staff or faculty member. This permission must always be *explicitly given*—it can never be assumed. When given, permission for laptop or tablet use is restricted for written assignments or projects during the specific class in which permission was granted.
7. Generally, laptops may not be used during study halls. Students are expected to spend time on homework that does not necessitate use of a computer.
8. School-owned computers may be used only for classes requiring such use (i.e. yearbook, computer applications, etc.). School-owned computers may not be checked out and used by individual students outside of these specific classes requiring such use.
9. Laptops and tablets are to be used exclusively for school purposes. This precludes using them for email, instant messaging, playing games, surfing the web, viewing photos or videos.
10. Senior privileges:
 - a. Laptops may be used by seniors during independent study halls for school-related work.
 - b. Laptop music with headphones are permitted during independent study halls according to the above guidelines.
 - c. As necessary and as specifically requested, the secondary principal may grant a one-time exception to the cell phone policy for job-related or college-related use for seniors. In such cases teachers of seniors will be notified of the exception given.
11. Printing of documents should be done at home, and may be done only with permission from a faculty member.

Consequences

1. The first violation of the Technology Policy will result in a two-week loss of all electronic devices on school campus.
2. The second violation of the Technology Policy will result in a one-day suspension and a one-month (30 days) loss of all electronic devices on school campus.
3. Any subsequent violations of the Technology Policy will result in escalating consequences determined by the secondary principal and headmaster. Such consequences may include longer-term loss of electronic device privileges, suspension, or expulsion for willful and repeated violations.

A student who has violated the Technology Policy within the previous academic year will be treated as already having one violation, should a new incident occur. More than one year without a violation will reset

to a record of no violations.

Uniforms

Students are expected to follow the uniform guidelines as outlined in the Family Handbook. Dress uniforms are generally worn every Wednesday and during special events (e.g. first day of school, the end-of-the-year assembly, etc.). The school calendar contains the dates of all the dress uniform days. Seniors (12th grade students) have the option on select days to wear professional (non-uniform) dress commensurate with the teacher dress expectations.

Our expectation at Providence is that the students will come to school dressed in their uniform daily. Students violating the uniform policy will be spoken with by a faculty member or the Grammar or Secondary Principal, and parents may be contacted. Students choosing not to comply with uniform standards may be given clothes to wear at school, or may be temporarily suspended until proper clothes are brought from home. In egregious cases, the student's parents and a teacher or administrator will meet with the family to determine the most appropriate consequences.

Dress at school events

Occasionally students are allowed to wear non-uniform dress at specific events (e.g. Fall Retreat). On such occasions students are expected to dress appropriately and modestly. Clothing must be clean and free of rips and tears. Tank tops, halter tops, and midriff cut tops are not allowed. Students are not to wear clothing containing inappropriate language or humor, or that displays advertisements for music bands, alcohol, or cigarettes.

General Behavior and Expectations

Students are expected to cooperate with basic Christian standards of behavior and conversation. There should be no talking back or arguing with adults (teachers, staff, parents, etc.). Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated. It is expected that all students show respect to adults (holding doors open for adults, not crowding the hallway when adults need to pass, making eye contact when speaking, etc.). Quiet talk and good behavior is to be the standard in the hallways and during lunchtimes. This includes keeping your voice at an appropriate volume, using appropriate language (e.g. not crass or vulgar), and showing deference to others (specifically adults and younger children).

Behavior on and off Campus

Since Providence is responsible to preserve a healthy and faithful Christian school culture, students should be aware that they may be held accountable for behavior off campus. The Christian life cannot be compartmentalized, and thus the identity of the student is a result of his or her actions in school and outside of school. Students should expect to be held accountable for any egregious offenses (as defined by the school administration), and repercussions for such offenses may include suspension or expulsion. This includes sins of speech or deed, whether committed in person or in cyberspace, regardless of whether or not other Providence students or families are involved. This type of student accountability outside of the school is not communicated because the school will proactively track all student behavior outside of school (which the school has no intention of doing); rather, such expectations merely confirm that the Christian life is lived 24/7, and because sins outside of school will necessarily affect the community inside the school, it remains imperative that we not create a dualistic view of Christian behavior.

Cell Phones, iPods, and other Electronic Devices

Use of cell phones and electronic devices on school campus is limited. In creating an environment of community and mutual service to one another, students are asked to comply with a limited use of such

technologies while on the school campus.

No electronic devices of any kind, including the use of ear buds and headphones, may be used before school (any time prior to 8:00 AM), or during the school day. Cell phones may not be used **for any reason** during the school day. "Any reason" includes answering a phone, checking or sending text messages, listening to voice mail, putting a phone number into your contacts, taking a photograph, and checking the time. Each student is responsible for turning off his or her cell phone so that it will not ring during the day, and for storing it in the designated spot. Use of cell phones for text messaging or internet usage is prohibited at school. Parents needing to contact their child should contact the school office, and one of our office staff will relay the message. Exceptions may be made for students for specific situations only (e.g. an emergency situation), with expressed permission from a Providence staff or faculty member. Ear bud and headphone use may be granted to seniors during study hall at the discretion of the secondary principal.

After-school use of cell phones on the school campus should be limited to a quick checking of voice mail/text messages or a brief phone call. Cell phones should not be used to listen to music, check websites, watch videos, play games, etc. Students may not access the internet through the school server on their phones, iPods, etc.

Students should refrain from using any electronic devices before or during school hours. These devices may be used after school for students staying for activities (drama, athletics, etc.) as directed by the coaches and teachers. Music and other such entertainment choices should conform to scriptural standards (Philippians 4:8, 1 John 2:15-17). Students should be aware that any faculty or staff member reserves the right to listen to a student device (e.g. MP3 player, iPod, etc.) at any time after school.

Warnings for violations of this policy will not be given, and the consequence for violation will be a one-day suspension.

Lockers

Locker decorations should be inside the locker only. Every student will be given one magnet to place on the inside of the locker, to be used for messages from the school during the day. All students are required to take home and deliver to a parent anything attached to the magnet on a student's locker. Decorations and photographs (no magazine pictures) should be in accordance with school standards of propriety. Students decorating the inside of the locker should use blue tape only (NO scotch tape), which is available from the office staff. Students should refrain from writing on the inside or outside of their lockers.

Expectations for locker decorations apply to binders and book covers as well. Photographs and personal artistic decorations are appropriate; students should avoid magazine pictures, internet photos, etc.

Weapons

Weapons (guns, knives, explosives, etc.) are not allowed on the school grounds. The one exception is Reformation Day, when play swords or knives may be brought as a part of a costume. If a student should wish to bring something to school as a prop, or item to show the class, prior permission must be obtained by the Headmaster.

Lunch Procedures

Students are expected to eat lunch and conduct themselves during lunch time with respect for one another and respect for the school facility. All trash from lunches should be properly disposed of in the garbage, and any mess or spills should be cleaned up immediately. At no time is food to be thrown or used for anything other than its intended purpose. Use of school microwaves may be allowed depending on the teacher, but students who use the microwaves are responsible for routine cleaning and upkeep. At no time

should food or drink be brought into the auditorium/sanctuary.

Food and Gum

As a general rule, eating is not permitted in class (though water bottles are OK). Students should use designated times such as breaks and lunch time to eat their snacks. Food and drink is not allowed at any time in the library or the auditorium/sanctuary. Gum chewing is not allowed during school hours.

Leaving Campus and Student Visitors

Providence Classical Christian School is a closed campus, meaning that students from other schools may not come on campus during school hours without permission. This also means that no student should leave campus without the specific permission from a parent and teacher. Exception: Seniors (12th grade students) may leave during their designated break time or lunch period. Seniors who wish to do so must first have a parent complete an Off-Campus Permission Slip. Any student leaving campus (for any reason other than a class field trip or athletic team excused absence) must sign out at the office prior to leaving campus.

Fire, Earthquake, and Lock-Down

When the alarm sounds for a specific drill, all students are instructed to take seriously the expectations and procedures. Secondary students should be mindful that they are setting an example for our younger students, and should exit the building quietly and orderly; the same standards are expected when re-entering the building. The goal of each drill is to be prepared in the event an emergency situation develops at school (e.g. the 2001 earthquake in Seattle) Specific procedures for each of the drills above will be reviewed and discussed in class.

Use of School Property

Students are expected to treat all of the school's materials and facilities with respect and care. This includes all textbooks distributed to the students. (Students will be charged for lost or damaged textbooks.) Consequences for damage done to school property (e.g. writing/carving on desks, writing on lockers, etc.) may include school community service and financial compensation for damages.

Work Room, Faculty Lounge

The faculty and staff lounge is for teachers and staff only. Students do not have access to the refrigerator, microwave, or sink. The work area is for faculty and staff only, and students may only use this area with specific, purposeful permission from a staff or faculty member.

Copier and Phone Use

Students are not to use the copy machines for any reason without specific consent from a faculty or staff member. Copies for personal use (which includes homework assignments, projects, or papers) can be made for \$.10 for black-and-white, and \$.25 for color by office staff, at a time deemed convenient by the staff member. The phone located near the front desk is available for student use. Students should ask one of the secretaries for permission to use the phone prior to use. Phone calls should be kept brief.

Tardies

Students should be in their seats, or standing near their desks, when the bell rings to start class (standing or sitting will depend on each teacher). Students with excessive tardies in a particular class will be referred to the Grammar or Secondary Principal, who will contact parents and work with the student on strategies to be more punctual. Secondary students will earn a .5% deduction from their overall course grade for each tardy after the first two in each class (for first period, the course grade will be deducted after the first three tardies). For example, four tardies in History will result in a 1% deduction in the overall trimester grade in History. Additional consequences for excessive tardies include assigned lunch seating, school

clean-up duty, and suspension.

Secondary “House Rules”

Because in the secondary school we have a large number of people sharing a small space, we have established some house rules. Our goal is to show consideration for others and respect for the school and school property.

1. Students agree to love their neighbors by respecting other students and students’ property. Thus, students will not...

- a. open another student’s locker or “borrow” a student’s things (pencils, pens, etc.) without permission.
- b. reserve or save seats for others in class.
- c. leave a mess around their desks at the end of the period.
- d. pass notes nor ask others to pass notes.

2. Students agree to love their neighbors by respecting teachers and school property. Thus, students will not...

- a. walk across desks, seats, or dash across the room to get to their seats/desks.
- b. throw paper from their desks to the trash.
- c. eat or drink (except water) in class.
- d. disturb anything on the teacher’s desk without permission.
- e. sit at the teacher’s desk or open drawers in the teacher’s desk.
- f. prop their feet up on other’s desks.
- g. lean back in their chairs.
- h. throw pencils, pens, Kleenex boxes, white out, etc. across the room to another student.
- i. write on chalkboards/whiteboards without a teacher’s permission.
- j. write on desks, walls, textbooks, posters, bulletin boards, Kleenex boxes, etc.
- k. work on homework assignments during classes unless they have permission from the teacher.

SCHOOL UNIFORMS

School Uniform Guidelines

Rationale

Our Uniform Policy is driven by a desire to create and promote an environment where dress is not a distraction to the educational process. Several key principles to keep in mind:

1. Our goal is to honor God in all we do, acknowledging the Lordship of Jesus Christ in our choices.
2. All human actions, including outward manifestations such as clothing, reveal and communicate the disposition of the heart.
3. Clothing represents the vocational calling of student, and inherent in the uniform standards is a desire to create an environment where undue attention is not drawn to specific students.
4. Expectations differ for boys and girls, and modesty is expected in all manners of dress.
5. Parents are expected to actively support school uniform expectations.

Uniforms should be clean and in good repair, and students are expected to be in uniform while on campus unless specified otherwise. The administration is responsible for the determination of the policy, and the enforcement of the policy is the responsibility of parents, administration, faculty, and staff.

Clarifications

1. Where choices are given, please make sure the specific item (e.g. shoes, hair accessories, nail polish, etc.) does not draw unnecessary attention.
2. Modesty is expected in all areas with the goal of not drawing unnecessary attention to the student.
3. Undershirts/camisoles are optional but must be white.
4. Shirts/blouses may not have special edging or lace on the collars.
5. Pants for boys must be chino or dress pants in khaki color. Khaki can be further defined as light khaki but should not be camel or brown in color. Most shades of stone are acceptable, if not too light. Pants may not be jean-style, cargo-style, skin-tight, form-fitting, or excessively baggy. Dress pants should have in-seam slit pockets at the hip, not sewn-on exterior back pockets.
6. Jumpers and skirts must be at or below the knee at all times throughout the school year. Growth during the year is an insufficient reason for a short skirt.
7. Boys pants must touch the shoelaces when standing.
8. Shirts must be tucked in at all times.
9. Hair ornaments for Grammar girls should be plain navy blue, forest green, white, black, or school black watch plaid). Secondary girls have more flexibility with color.
10. Hair for all students should be natural colors only. Boys may not dye or highlight their hair. Extreme haircuts that draw unnecessary attention to students such as mohawks or shaved styles on girls or excessively long hair on boys (past the middle of the collar or routinely falling into the eyes) are not appropriate for school. Hairstyles such as "man buns," braids, or ponytails may not be worn by boys during school or any school or sports-related activity.
11. Grammar and middle school girls may wear one stud earring per ear. High school girls may wear one stud earring per ear or discreet gold or silver non-stud earrings. Girls may wear bracelets that do not draw unnecessary attention to themselves and may wear necklaces tucked inside the shirt. Boys may not wear jewelry other than a watch. Secondary boys may wear a bracelet.
12. Tattoos on students, including those that are semi-permanent, must be covered while students are on school grounds and participating in or attending school events.
13. Hats are not to be worn inside the building. Hats worn inside may be taken and put in the Special Box, or retained until the end of the school year (Hat exception: costumes for plays, special dress days, and presentations).
14. Secondary sports jerseys or warm-up attire may not be worn with the uniform. The one exception is on Fridays, when Providence sports outerwear, such as a team sweatshirt or jacket, may be worn over the uniform.
15. "Senior Dress Day" - Seniors may wear business attire commensurate with the faculty dress guidelines on Wednesdays.
16. Secondary girls may wear discreet facial makeup and nail polish. Grammar girls may not wear make-up except for lightly colored fingernail polish and lip gloss.
17. Grammar girls should wear navy or black bike shorts under their skirts daily.

Clothing Vendor - Dennis Uniform: 12608 Interurban Ave. S, Tukwila, WA 98168 (800-854-9651) dennisuniform.com

Providence Uniform Policy 2019-2020

BOYS		
*must be purchased from Dennis Uniform		
REGULAR Uniform	Grammar	Secondary
Pants	Khaki-colored chino pants	Khaki-colored chino pants
Shirts	Forest green or white polo or turtleneck (no logos)	Navy or white polo shirt or turtleneck (no logos)
Socks	White, tan, or black crew-length socks	Tan or black solid crew-length dress socks
Belts	Black or dark brown belt	Black or dark brown belt
Shoes	Solid black, grey, white, or any conservative combination of these three colors, lace up or Velcro (no slip-ons).	Black, brown, or dark grey shoe. No colored or white soles permitted.
Outerwear to wear in classroom (optional)*	Navy logoed sweatshirt or fleece jacket (Dennis Uniform)	Navy logoed sweatshirt or fleece jacket (Dennis Uniform) Blue blazer (optional) (Dennis Uniform)
DRESS Uniform	Grammar	Secondary
Pants	Khaki-colored chino pants	Khaki-colored dress pants
Shirts	White Oxford long-sleeve shirt (button-down collar)	White Oxford long-sleeve shirt (button-down collar)
Sweaters*	Navy logoed V-neck cardigan or V-neck vest (Dennis Uniform)	Navy logoed V-neck cardigan or V-neck vest (Dennis Uniform)
Ties*	Navy tie* (clip on or four-in-hand) (Dennis Uniform)	House tie (Purchased directly from PCCS)
Socks	Tan or black crew-length socks	Tan or black solid crew-length dress socks
Belts	Black or dark brown belt	Black or dark brown belt
Shoes	Black or dark brown sturdy dress shoes (not tennis shoe styles)	Black, brown or dark grey leather shoes (not tennis-shoe styles) No colored or white soles permitted.
Outerwear to wear in classroom (optional)*	Navy logoed fleece jacket (Dennis Uniform)	Navy logoed fleece jacket (Dennis Uniform) Navy blazer (optional) (Dennis Uniform)

GIRLS		
REGULAR Uniform	Grammar	Secondary
Skirts/Jumpers*	Navy or black watch plaid skirt or jumper, or navy skort (Dennis Uniform)	Black watch plaid skirt or khaki skirt (Dennis Uniform)
Shirts and Blouses	Forest green or white polo or turtleneck (no logos) White Peter Pan blouse (long/short sleeve)	Navy or white polo or turtleneck (no logos) White, pointed collar, long/short sleeve blouse
Socks/Tights Bike Shorts/Leggings	Navy, black, or white ankle cuff, knee socks, or tights (no patterns). Navy or black bike shorts. Navy or Black Lands' End leggings.	Navy, black, or white knee socks or tights (modest patterns OK)
Shoes	Solid black, grey, white, or any conservative combination of these three colors, lace up or Velcro (no slip-ons) (1" heel or less) (no glitter, embellishments, lights, high tops, or booties)	Black, brown, or navy shoe (2" heel or less)
Outerwear to wear in classroom (optional)*	Navy logoed sweatshirt or fleece jacket (Dennis Uniform)	Navy logoed sweatshirt or fleece jacket (Dennis Uniform)
DRESS Uniform	Grammar	Secondary
Skirts/Jumpers*	Black watch plaid skirt or jumper (Dennis Uniform)	Black watch plaid skirt (Dennis Uniform)
Shirts	White Peter Pan blouse - long sleeve only	White, pointed collar, long sleeve blouse
Sweaters*	Navy crew neck or V-neck cardigan or V-neck vest (Dennis Uniform)	Navy crew neck or V-neck cardigan or V-neck vest (Dennis Uniform)
Socks	Navy or black tights	Navy or black tights or nylons (not sheer / no patterns)
Shoes	Black or navy dress shoes (1" heel or less)	Black or navy dress shoes (2" heel or less, non-cloth, no boots or booties)
Outerwear to wear in classroom (optional)*	Navy logoed fleece jacket (Dennis Uniform)	Navy logoed fleece jacket (Dennis Uniform)

*Please note: Pre-K may wear Grammar regular or Grammar dress uniform, but are never required to wear dress uniform.

Frequently Asked Questions Regarding Uniforms

Tops

- 1. May my child wear a polo shirt with an alligator logo on it?**
All polo shirts should be plain and should not have a brand or logo on them.
- 2. My daughter has a white polo with lace on her collar. Is this OK?**
Polo shirts and blouses must be unadorned for both boys and girls.
- 3. My child likes to wear his Oxford with the sleeves rolled up with the top button undone and the tie loose. Is that OK?**
As a general rule, no. All uniform pieces should be worn as intended. Occasionally, however, exceptions are made by teachers or the principal during hot weather.

Bottoms

- 1. My son's pants have a hole in one of the knees. Are they appropriate to wear to school?**
It's time to retire that pair. All uniforms should be in good repair.
- 2. What does "knee length" mean for skirts?**
The skirt should come to the back of the young lady's knee while she is standing. While we don't ask girls to do this, skirts should pass the "kneel test" – that is, the skirt should touch the floor if she is kneeling.
- 3. My grammar school daughter has tights with an ornate pattern on them. Are they OK to wear?**
Tights for grammar school girls must be solid colored without designs.
- 4. My daughter has a run in her tights – is this OK?**
It's time to retire that pair. All uniforms should be in good repair.
- 5. Can my daughter wear leggings under her skirt?**
Approved navy blue or black leggings must be purchased at Lands' End (School Uniform Ankle Length Leggings - Item #433987BR4). Socks must still be worn with leggings. We recommend young ladies wear navy bike shorts under their skirts for modesty (and freedom of play on the playground).

Shoes and Accessories

- 1. My first grader cannot tie his shoes yet. Should he still wear shoes with laces?**
Please have him wear Velcro shoes until he is comfortable tying laces.
- 2. Do boots, booties and sandals count as shoes?**
For Grammar: Please select sturdy leather shoes or tennis shoes per the guidelines. For Secondary: Boys may wear dress ankle boots at any time (no combat or cowboy style). Secondary girls may wear dress ankle boots on regular dress days only. Sandals are not permitted.
- 3. Are Toms shoes OK to wear?**
For Grammar: Toms are wonderfully comfortable shoes, but because they are a cloth shoe, Toms and others like them are not OK to wear at school. For Secondary: cloth shoes are permitted, providing they meet all other shoe guidelines.
- 4. What are some examples of boys' hair styles that are not modest in style and appearance?**
Anything that will make him stand out in a group such as hair below his collar, hair that routinely falls into the eyes, or a Mohawk-style cut. Also, hairstyles such as "man buns," braids, or ponytails, may not be worn by boys during school or any school or sports-related activity.
- 5. What are some examples of grammar shoes that "draw unnecessary attention" to the person?**
Examples include shoes with bling, flashing lights, patterns, booties, or high tops.
- 6. What types of belts are OK to wear?**
Belts should be black or brown leather, with modest buckles.
- 7. My son says that dark no-show or low-cut socks qualify as dress socks. Is that true?**
No, it isn't. Socks must be crew length.
- 8. Is it OK for girls to wear colored hair accessories?**
Yes, hair accessories for grammar school girls should be school colors (black watch plaid, white, navy, forest green, or black) and should be modest in size and style to not draw unnecessary attention to her. Secondary girls have more flexibility with color.
- 9. May my daughter wear white athletic socks with her uniform?**
Socks for girls should be navy, black, or white in either an ankle cuff, knee sock, or tights style.

Pre-Arranged Absence Form

Student Name: _____ Grade _____

Date(s) of pre-arranged absence: _____

Reason for absence: _____

The goal of the pre-arranged absence form is to encourage communication between students, families, and teachers and to minimize problems caused by missed class time. The pre-arranged absence form is to be used for any PLANNED absence such as a family mission trip. This form is not used for unplanned absences such as sickness or emergencies.

The student is responsible to meet with each teacher, to write down the assignments on this form, and to turn in work by the assigned due date. Any assigned work must be completed in advance unless other arrangements have been made with the individual teacher. If teachers receive less than one week's notice, they may be unable to assign work or give credit for tests assigned during the absence. A student will receive credit for what is done during the absence. Though every effort on the teacher's part will be made to provide work in advance, students should keep in mind that some work may not be assigned by a teacher until after they return from the absence.

Please complete and sign this form. Return to the front desk no later than one week prior to the absence; a copy will be given to the student and each teacher.

CLASS	ASSIGNMENTS	DUE DATE	TEACHER'S SIGNATURE

Parent Signature _____ Date _____

Student Signature _____ Date _____

Lost Tools of Learning Chart

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

Advancing Still

Advancing still from strength to strength,
In Christ's unfading light we trod.
The ruins of man's failed attempts
Confessed before the throne of God.
O God, You are our confidence.
Direct the ways of Providence.

Thy people in the past have strayed;
To foreign gods their heart inclined.
Idolatry had blinded them
from loving God with all their minds.
Omniscient One, to Thee we flee,
Committing all our works to Thee.

O Fount of all that's right and true,
There is no knowledge without Thee!
Thy Word holds fast the globes and spheres
Reflecting Your great majesty!
We ask You now in humbleness,
Be glorified at Providence.