Providence Christian Academy

Parent Student Handbook

2019-2020

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GENERAL INFORMATION

Mission Statement

Providence Christian Academy's mission is to teach students to seek God's truth and equip them with the tools for a lifetime of learning.

Philosophy

Providence Christian Academy (PCA) was established in 1996 as an academically advanced, inter-denominational school without affiliation to any one church body. PCA is governed by a Board of Trustees which is comprised of individuals who meet the criteria of being a trustee established by the committee on Trustees.

PCA operates on a three-pillared foundation. The first pillar is a Christian worldview. Believing that all truth is God's Truth, PCA provides a biblically-based education which teaches students to approach their studies and all of life through the perspective of the Bible. The second pillar is a classical education. Understanding that people learn best through a series of stages outlined in the time-honored and proven model of the Trivium, PCA offers a rigorous yet delightful experience in each content area. PCA equips students for success in their educational undertakings through the age-specific teaching tools and cumulative approach to learning inherent in the grammar, logic and rhetoric stages of the Trivium. The final pillar is parental involvement. Realizing that the education of young people is the responsibility of parents, PCA operates as an extension of the family "in loco parentis." Through required classroom observation, attendance of various school functions and understanding of school policies and philosophies, parents are obliged to take an active role in their children's education and experience at PCA.

The academic community at PCA offers students, parents and faculty the opportunity to think for themselves in light of God's word and pursue an excellent work "as unto the Lord."

Classical Approach to Education

Birthed by ancient Greeks and Romans, refined by generations of Europeans and employed by early Americans, the classical model of education has shaped the growth of Western civilization over the last thousand years.

Early Christians incorporated the core concepts of Classical education into a teaching method centered on the Seven Liberal Arts. The first three of these disciplines, collectively called the Trivium, focus on providing students with the "tools of learning," training them not only to comprehend the content being taught but to master a means of learning that can be applied to any content area. The Trivium consists of the arts of grammar, logic and rhetoric. The study of grammar focuses on the foundational "bits and pieces," the facts of a given subject which must be memorized. Logic is the reasoning or set of thinking skills that ties those facts together and leads to deeper understanding. Rhetoric teaches students to express what they have learned in a polished and effective way, emphasizing genuine understanding and graceful communication.

PCA employs a two-fold approach to the Trivium; it influences what we teach as well as how and when we teach it. The elements of the Trivium naturally line up with the developing stages of a child, thus Classical education capitalizes on the natural abilities and desires of the student at each stage. At the grammar stage, elementary students use chants, songs, rhymes, and drills to aid mastery of the basic facts of different disciplines. Latin is introduced at this stage when students are best equipped to successfully memorize the vocabulary and other building blocks of language. As students progress to the logic stage, they learn to analyze the basic information of each content area. In addition, a formal logic class is taught at the middle school level, the stage when the tools of logic, discussion and debate are highly utilized. The rhetoric stage, during the high school years, develops the student's communication skills through thesis papers, speeches, presentations, drama, etc. Great works of literature are integrated as part of each stage of a classical education.

While the Trivium provides the model for our curriculum and instructional methods at PCA, it should be noted that these time-honored practices of Classical education are incorporated in all subject areas at all stages of learning. Though critical thinking skills are formally taught, emphasized and pervasively used at the middle school level, they are introduced and utilized during the elementary years. By the same token, students at the rhetoric stage are still responsible for the memorization and recall of material.

Classical education furnishes students with the basic thinking and character skills needed for a lifetime of growth and learning. By implementing these proven educational practices in a purposefully Christian atmosphere, PCA is raising up a generation of leaders who are equipped to impact their culture for God's glory.

Core Values

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

1) Base all instruction on the foundation of scripture while following an integrated approach to curriculum (II Timothy 3:16-17).
2) Provide a clear model of biblical Christian life through the school staff and board (Matthew 22:37-40).
3) Disciple every student to develop a personal relationship with God the Father through Jesus Christ and to be empowered by the Holy Spirit as agents of redemption in their world. (Matthew 28:18-20).
4) Employ a challenging, yet well-balanced classical approach to education with an emphasis on grammar, logic, and rhetoric in all subjects.
5) Encourage every student to develop a love for learning and to achieve maximum academic potential.
6) Provide an orderly and secure atmosphere conducive to maintaining these standards.
7) Operate as an extension of the family with delegated authority (in loco parentis) from the parents.

Statement of Faith

The statement of faith adopted by PCA is limited to primary Christian doctrine which is considered to be central to all Christian denominations and which sets Christianity apart from other faiths. The following statement of faith is one that defines the direction of the school.

We believe . . .

1) . . . the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God. (2 Timothy 3:16, 2 Peter 1:21)
2) . . . there is one God, eternally existent in three persons—Father, Son, and Holy Spirit. (Genesis 1:1, Matthew 28:19, John 10:30)
3) . . . in the deity of Christ (John 10:33), His virgin birth (Isaiah 7:14, Matthew 1:23, Luke 1:35), His sinless life (Hebrews 4:15, Hebrews 7:26), His miracles (John 2:11), His vicarious and atoning death (1 Corinthians 15:3, Ephesians 1:7, Hebrews 2:9), His resurrection (John 11:25, 1 Corinthians 15:4), His ascension to the right hand of God (Mark 16:19), His personal return in power and glory (Acts 1:11, Revelation 19:11)
4) . . . in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature; and that we are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith alone we are saved. (John 3:16–19, John 5:24, Romans 3:23, Romans 5:8–9, Ephesians 2:8–10, Titus 3:5)
5) . . . in the resurrection of both the saved and the lost—the saved to the resurrection of life, and the lost to the resurrection of condemnation. (John 5:28–29)

6) . . . in the spiritual unity of believers in our Lord Jesus Christ. (Romans 8:9, 1 Corinthians 12:12–13, Galatians 3:26–28)

7) . . . in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life. (Romans 8:13–14, 1 Corinthians 3:16, 1 Corinthians 6:19–20, Ephesians 4:30, Ephesians 5:18)

Vision

PCA will thrive as a model of an academic and spiritual community of individuals living well-rounded, Christ-like lives.

Our students will be taught to respect their own unique purposes and the unique qualities of others in the light of the distinctiveness of all God's creation. Their minds will be trained in the classical approach to learning and will be exposed to classical culture, literature and language. Their hearts will be inspired toward an appreciation of the world in which they live, enabling them to humbly and positively affect their culture for the Kingdom of God. They will have a biblically-based education which they can draw upon to sustain their faith and learning for a lifetime.

Our highly-qualified faculty will consist of lifelong learners and will lead our educational community. With adequate support, our faculty will not only mentor in academics but collaborate with students and parents in a broad-based extra-curricular "life," including sports, fine arts activities, and classically-based social organizations.

Our parents will fully embrace their educational responsibilities in the lives of their children and our school. Further, parents will be fully invested in their own growth and that of the community.

PCA's outreach to the broader Murfreesboro community will include partnering with local churches, educational institutions and various faith-based ministries in ways which are consistent with our Philosophy, Mission, Core Values, and Statement of Faith. This will enable us to offer educational services and assistance to a diverse ethnic and socio-economic population of academically-capable students and like-minded families. Further, we will reap the benefits of associating with a wide group of experts in their respective fields.

PCA will embody a community of believers genuinely pursuing academic and spiritual maturity in our society.

History

PCA was conceived by the Holy Spirit and planted first in the heart of Sheila Given in the spring of 1994 while she was participating in an *Experiencing God* bible study. After much prayer and dialogue with various church and educational leaders, God led Mrs. Given to home-school educators Nancy and Jim Carter, who felt led to join God's project. In August 1996, a community-wide meeting was held which attracted over ninety adults desiring a new, free-standing, non-denominational, Christian school committed to academic excellence in Murfreesboro.

From the community-wide meeting emerged a group of additional leaders including Melody and Bill Noah, Steve and Diane Preston, Glyn and Betsy Boone, Gary Holt, and Frank Hall. Each brought diverse gifts and abilities which they hoped to offer for the start of the new school. Particularly Mrs. Given, Mrs. Carter, and Mrs. Noah each brought elements which were to become the pillars of the future Providence Christian Academy.

In the fall of 1997, housed in Believers' Chapel Church, PCA opened its doors as a kindergarten through sixth grade school with 31 students, 4 classroom teachers, 3 fine arts teachers, 2 administrative staff, 7 board members, and a host of parents from a variety of Christian churches. James Frazee served as Chief Administrator.

PCA's second year had an enrollment of 62 students. In the second year of operation, PCA purchased and, under the direction of Rick Thurman, remodeled a horse riding and training facility on DeJarnette Lane adjacent to land donated to PCA. Prior to the remodel completion, PCA was housed at Saint Rose Catholic Church and College Heights Chapel. Carl Buckner, retired Superintendent of Rutherford County Schools, helped with administration during that school year. There were 101 students in the third year, and Mr. Frazee served as principal.

From 2000 to 2003, Lisa Carlton, an original PCA faculty member, served as principal of the growing Grammar School, K-6th grade. A brave endeavor was pursued to fulfill the vision of being a K-12 grade school. After a year of experimentation, the board decided to focus exclusively on the K-8th grade foundation and postpone the development of the high school. Overall school enrollment during the fourth year was 120 students and grew to 169 over the next four years, with the successful addition of 7th and 8th grades. In the fall of 2003, Mr. Frazee, having received a Master's in Education, was recalled as principal with Mrs. Carlton as Director of Curriculum and Instruction.

These were stabilizing years for PCA, and the faculty grew in number, experience and expertise. The board managed an unwieldy budget and then determined that there was significant interest within the school community to undergo a $2.5 million building project. This was successfully completed in September of 2004. Coinciding with the joyful opening of the new building, PCA experienced a heartbreaking loss on September 29, 2004, when James Frazee passed away unexpectedly. Lisa Carlton served as principal of PCA for the remainder of the 2004-2005 school year.

The board hired Ted Trainor as headmaster of PCA in July 2005. Mr. Trainor served as headmaster from July 2005 until December 2006. Mrs. Carlton served in the interim headmaster position from January through May 2007. In May, after an extensive search, the board hired Joseph Fox to lead Providence in the continued growth of its high school. Mr. Fox served until September of 2008. Mr. Butch Vaughn served PCA as Headmaster from 2008-2015 and currently serves as PCA's Headmaster Emeritus. Currently, Dr. Bill Mott serves as headmaster of PCA's growing Pre-k through 12th grade school.

Throughout PCA's history, board chairpersons have included Jim Carter, Glyn Boone, Bret Hinson, Julie Knox, Michael Hein, Mike Thomas, and Kyle Ingrum.

PCA was accredited with both ACSI and SACS in July of 2010. The school is housed on 18 acres in a single building totaling approximately 72,000 square feet. In the summer of 2009, the upper school building went through renovations to add more classrooms and to aesthetically enhance the building. Physical plans for a high-school expansion were drawn up as the high school program continued to grow. In 2014 the expansion plans were realized. The former lower school is home to both the School of Logic and Rhetoric while the major addition to the building houses the School of Grammar. PCA has 43 operational classrooms, a spacious library, a multi-purpose room used primarily as a lunchroom, four locker rooms, a weight room, a science lab, and a full-sized high school gym

Board of Trustees

PCA is a not-for-profit corporation, therefor the fiscal and policy-making authority is vested in a self-perpetuating Board of Trustees. Board members are faithful Christians as evidenced by their lives and involvement in a local evangelical church. A list of current board members is available in the office.

Affiliations

PCA is a member of the Association of Christian Schools International (ACSI). ACSI, founded in 1978, is the largest Christian school organization in the United States. ACSI has over 2,500 member schools representing nearly 1,000,000 Christian day school students in 94 countries. Membership provides many resources such as professional development conferences for teachers, accreditation and certification opportunities, student activities, publications, listings in its national directory, and insurance programs.

PCA is dually accredited through both ACSI and the Southern Association of Colleges and Schools (SACS).

PCA is also a member of the Tennessee Association of Independent Schools which is a non-profit association. Member schools share four key qualities: they provide strong academic programs, appreciate students as unique individuals, promote student engagement in community services and facilitate the moral and ethical growth of their students. In addition, all TAIS schools maintain non-discriminatory policies, are incorporated as nonprofit organizations governed by the Board of Trustees, and are accredited either by the Southern Association of Independent Schools (SAIS), the Southern Association of Colleges and Schools (SACS) or the state of Tennessee.

ADMISSIONS

Student Admission Policy

Providence Christian Academy is a religious, Bible-believing institution providing education in a distinct Christian classical environment, and it believes that its biblical role is to work in conjunction with the home to mold students to be Christ-like. On those occasions in which the atmosphere or conduct within a particular home is counter to or in opposition to the biblical lifestyle that Providence Christian Academy teaches, the school reserves the right, within its sole discretion, to refuse admission of an applicant or to discontinue enrollment of a student. This includes, but is not necessarily limited to, living in, condoning or supporting sexual immorality; practicing homosexual lifestyle or alternative gender identity; promoting such practices; or otherwise having the inability to support the moral principles of the school (Romans 1:24-25; Matthew 19:4-6; I Corinthians 6:18-20).

PCA admits students of any race, color, national, and ethnic origin 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 the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school programs.

Students are selected in order to maintain a student body of high academic and moral caliber. Admission is granted and vacancies are filled on the basis of academic achievement, ability tests, prior performance in school, and other pertinent data. Additional consideration is given to brothers and sisters of currently enrolled students.

Each parent signs a statement indicating that they are in agreement with the school policies contained in the Parent/Student Handbook. Each child in 6th grade or higher signs a Code of Conduct form indicating an understanding of and agreement with their personal responsibilities as older PCA students.

The opportunity to attend PCA is based upon evidence that parents and students are committed to the Mission Statement, Philosophy, and educational programs offered at PCA.

Eligibility

PreK – to be eligible for PreK4 a student must be four years of age on or before September 30th of the year of enrollment.
Kindergarten - To be eligible for Kindergarten, a student must be five years of age on or before September 30th of the year of enrollment.

Grade level placement and teacher assignments are determined by school officials.

Enrollment Process

To begin the enrollment process, we invite you to visit our campus for a tour or shadow day for your student. The online application is then completed and submitted along with all documentation requested in the application packet. A non-refundable application fee is due upon submission of completion of the online application. Next, PCA faculty administers an academic assessment to potential students and a family interview takes place. New student applications are accepted by PCA at any time. The PCA office notifies parents in writing regarding acceptance decisions. All financial arrangements between the family and PCA are to be made before admission is considered final.

Health Records

As part of the enrollment process, PCA requests that proper health records be submitted with the Application for Admission. All schools are required by the Tennessee Department of Public Health to maintain records of childhood immunizations to assure that all students enrolled in grades K-12 have presented proof of immunization against diphtheria, measles, mumps, polio, rubella, and tetanus or have a Medical or Religious Exemption form on file. A Tennessee Health Form may be acquired from physician offices or health care agencies. This form is not available at the school. State law requires that no student attend the first day of class without the proper health form being on file in the school office. Students born outside the U.S. must have proof of TB test.

Withdrawal

Our goal at PCA is for students to thrive and enjoy their experience. However, we recognize that on rare occasions, circumstances prevent this from happening. Should a student withdraw or be dismissed from PCA for any reason, parents should reach out to the appropriate principal to discuss their concerns. If withdrawing from PCA is still the intent, a letter of withdrawal must be submitted to the head of school.

The withdrawal process is not complete until the head of school has received the withdrawal letter and all financial obligations have been met. The student's records will be held until all conditions are met. After all official steps have been completed, the

student's records can be released when an official request from another school is received.

Should a student withdraw or be dismissed from PCA for any reason, parents are responsible for tuition payments for the entire academic semester in which the student attended plus a $200.00 withdrawal fee. Payments will be drafted from the on-line tuition payment system until the tuition obligation is fulfilled. Parents may be relieved of tuition for any semesters in which the student does not attend. Should a student enroll mid-semester, tuition obligation will be pro-rated at a weekly rate based upon start date. Application Fees and Tuition Deposit is non-refundable regardless of the number of days a student attends PCA.

FINANCIAL INFORMATION

Tuition and Incidental Fees

PCA utilizes FACTS Management as the primary payment method for all tuition and incidental fees. Payment arrangements made outside of the automatic FACTS payment system must be coordinated and approved by the PCA Business Office.

Each family has the option to schedule tuition payments to be paid on an annual, semi-annual, quarterly, 10 month, or 11 month basis, according to the plan selected on the enrollment contract. Tuition is then drafted from the account holder's designated bank account or credit card on the schedule requested.

Contact the school office or visit the PCA web-site for current tuition rates.

Tuition not fully paid on the fifth business day after the due date is considered delinquent tuition.

For incidental billings, the fee will be billed in FACTS and automatically drafted from the account holder's designated bank account or credit card fifteen (15) days after the posted charge. These fees can include but are not limited to items such as athletic fees, withdrawal fees, non-refundable tuition deposit, after school care charges, milk fees, hot lunch fees, miscellaneous sales, choir fees, music lessons, and/or drama fees.

Tuition Assistance

Providing tuition assistance is an important component in what we do to insure that PCA is an affordable option for your family. When making your application, please indicate if you wish to be considered for tuition assistance. All tuition assistance is need-based and a third party, independent organization (FACTS), reviews a family's financial information. Assistance is only available to those students who are in good standing. Information on how to apply online is available from the Director of Enrollment and Marketing. After your information is submitted and reviewed, you will be contacted regarding your request for tuition assistance in writing. Tuition assistance is only available for grades K-12th.

Please note: All information submitted is highly confidential. PCA will use FACTS information only to determine financial need. Also, you are required to keep your application for Tuition Assistance confidential. Please know if it is determined that you have shared this confidential information the application process may be terminated and any award could be withdrawn.

Information contained in this handbook regarding Tuition Assistance is subject to change.

Delinquent Tuition

In order to ensure the collection of tuition, PCA will undertake the following process:

1) The guidelines set forth by the on-line tuition management partner regarding late fees will be adhered to regarding delinquent fees.

2) If tuition payment is not collected within 60 days of due date, the student(s) may not participate in any extra-curricular activities, including but not limited to, athletics and fine arts until payment has been made.

3) If tuition payment is not collected within 90 days of due date, written correspondence is sent to the parent or financially responsible party stating a deadline for payments to be collected. Unless payment or payment arrangements are made prior to the deadline established, the student(s) may not be able to return to school.

4) Should tuition payment still not be received within 60 days of the stated deadline, a letter from the school administration is sent to inform the family of a formal withdrawal date for their student(s) for non-payment of tuition.

5) A student may not re-enroll if there is outstanding delinquent tuition.

6) As noted previously in the withdrawal section of this handbook, the parent or financially responsible party will still be responsible for full payment of tuition for the entire academic semester in which the student attended plus a $200.00 withdrawal fee.

PARENTAL INVOLVEMENT

Parent Participation Program

PCA believes that parents are responsible for their child's formal education. Working in partnership with parents in educating their child(ren) is one goal of PCA. PCA's beliefs are based on the following scriptures:

1) "Train up a child in the way he should go; and when he is old he will not depart from it." Proverbs 22:6
2) "These commandments that I give to you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up." Deuteronomy 6:6-7
3) "He decreed statutes for Jacob and established the low in Israel, which he commanded our forefathers to teach their children, so the next generation would know them, even the children yet to be born, and they in turn would tell their children." Psalm 78:5-6

Parent involvement is an essential part of a student's education at Providence Christian Academy. A point system has been established whereby a parent may fulfill his/her annual parent participation requirements of a minimum of 24 points (12 per semester). Both parents are required to fulfill point requirements and log them online separately. Please be aware that some activities are mandatory and the remaining hours can be made up of any activities. Other activities and their respective point values are listed for you to choose from to fulfill your remaining requirements. Volunteer service hours should be recorded on the individual parent portal through RenWeb.

Please note that ANY time you are volunteering, providing assistance to PCA, or attending a PCA event may be recorded as participation. Below are some of the options available:

MANDITORY ACTIVITES:
1 hour classroom observation each semester (4 points each hour)
1 hour at a Parent night (worth 3 points)

ADDITIONAL ACTIVITES:
4 POINTS
Teach a class
Chair a committee
Serve as room mom

3 POINTS
Serve on a committee
Attend a service Saturday
Attend a parent education night
Assist with a field trip

1 POINT
Attend Parent Conference
Volunteer for one hour
Attend Chapel
Read Parent Handbook
Attend Athletic or Fine Arts Events

Parent Nights

These fellowships are opportunities for parents to spend time with the teachers and other PCA families. The following list contains PCA's parent nights.

1st Semester: New Parent Orientation
Service Saturday
Parent Teacher Conference Week
Fall Festival
Chili Supper
Christmas Program

2nd Semester: Service Saturdays
Family Skating
Parent Teacher Conference Week
Fine Arts Coffeehouse
End of the Year Picnic

Visitors

Parents are always welcome to visit the school. Parents should register in the school office before proceeding to their child's classroom. Likewise, they should check out before they leave. Other visitors are encouraged to obtain approval 24 hours in advance from the office.

Parent/Teacher Conferences

A conference with parents is scheduled at the end of the first and third grading periods to discuss student progress. Teachers or parents may arrange additional conferences as needs arise.

ACADEMIC STANDARDS

Content Areas

The **Bible** is studied as a core content area at PCA, but it serves as the standard through which all content areas are appraised. This is the primary way PCA trains students to operate from a Christian worldview. Once a week, students meet for Chapel – a time of corporate praise and Biblical teaching.

A solid understanding of the **English Language** is imperative for all other studies. Emphasis is placed on intensive phonics instruction; spelling; word etymology (study of word origins); English grammar, including sentence parsing; reading comprehension; composition; and penmanship instruction. A multi-sensory approach is used in teaching many of these English Language elements in order to meet the needs of the various learning styles of our students. In addition to the mastery of these elements, Language Arts material is presented in a manner that promotes analytical thinking skills (logic), thereby contributing to the development of students in all content areas.

Latin instruction begins in the third grade and serves to enhance the students' understanding of the English language, introduces students to the vocabulary and grammar of a practical foreign language, and is consistent with the classical approach to education.

Mathematics is taught using a hands-on approach. Manipulatives are used to demonstrate math concepts until a child's abstract skills increase. Math is taught as a practical, problem solving skill needed in many aspects of life as well as an evidence of an orderly Creator God.

Science is approached by looking at the world through the eyes of the Psalmist, who declared, "The earth is the Lord's, and everything in it." Children are taught that God designed our world with order and, therefore, a comprehensive understanding of His creation is valuable. Emphasis is first placed on mastery of basic scientific facts, or building blocks. Students learn through discovery and experimentation whenever possible.

PCA students study **History** "in the light of Christ," and are taught that God is sovereignly at work in His creation. History is truly "His Story." Beginning in second grade, an introductory overview of Western civilization is begun. A timeline, including traditional facts about people, places and ideas is learned, and it integrates the literature, music, and art of peoples and time periods. Students are trained to be discerning pupils of history and astute observers of current events.

Deductive **Logic** is taught to eighth grade students parallel with their internal cognitive development. They are ready at this age to learn universal principles of reasoning which reflect God's rational mind and His created order. Learning about informal fallacies trains them to avoid these common thinking errors and to spot them in newspapers,

magazines, and public discourse. Studying the proper way to form valid categorical syllogisms puts these eighth graders in the company of Aristotle and all standard legal education until the mid-twentieth century. Successful thinking in virtually any profession is dependent on the legitimate use of logical skills, and mastery of logic will enable the student to connect the facts of any discipline in an orderly and coherent fashion ready to be beautifully expressed given the proper development of rhetorical skills.

Physical Education needs are addressed through the introduction and development of fundamental coordination skills and fitness practices. Age appropriate skills are taught, and the promotion of wholesome recreation encouraged.

PCA's **Art** and **Music** training develops technique and skill and emphasizes appreciation of the works of the masters of the past.

Conduct and Discipline

The conduct of all persons related to PCA is to reflect a respect and honor of God and the principles outlined in scripture. Acceptable behaviors include, but are not limited to, personal integrity and responsibility, cheerful and prompt obedience to authority, and courteous respect for self, others and school property.

Classroom teachers are responsible for determining and clearly communicating their classroom expectations for student behaviors and discipline procedures for violations to administration, students, and parents. In order to maintain consistency, the teachers and administration meet together as required to discuss biblical standards and school policy concerning discipline.

All discipline is based upon biblical principles, particularly 2 Timothy 3:16: "All scripture is God-breathed and is useful for teaching, rebuking, correcting, and training in righteousness." Love and forgiveness are integral parts of the discipline of a student.

The discipline of student's behaviors and attitudes is determined first by the teachers and next by the head of school, if necessary. Teachers handle the majority of discipline matters at the classroom level. Repeated violations of classroom expectations result in an office visit.

There are five behaviors which automatically necessitate discipline from the appropriate principal. Those behaviors are:

1) Disrespect shown to any staff member. The staff member is the judge of whether or not disrespect has been shown.
2) Dishonesty in any situation while at school, including lying, cheating, stealing, and plagiarism.
3) Rebellion or defiance, i.e. outright disobedience in response to instructions.
4) Fighting, i.e. striking in anger with the intention to harm the other student(s).
5) Obscene, vulgar or profane language as well as taking the name of the Lord in vain.

During the visit with the principal, the principal determines the nature of the discipline. The principal may require appropriate measures consistent with biblical guidelines. Corporal punishment is not administered without prior written approval of the parent. The principal may request that the parents come to the school to administer appropriate discipline. The principal may remove the child for the remainder of the day or for a one or two day suspension. Corporal punishment is not administered to Pre-Kindergarten students by anyone including parents.

When a student is sent to the principal for an office visit, the following accounting is observed within a given semester of the school year:

1) The first two times a student is sent to the principal for discipline, the student's parents are contacted and given the details of the visit. The parent's assistance and support in averting further problems is sought.
2) The third office visit is followed by a meeting with the teacher, the student's parents and the principal.
3) Should the student require a fourth office visit, a two-day to five-day suspension is imposed on the student depending upon the nature and frequency of the offense as well as the attitude of the student.
4) Ultimately it is the decision of the principal, in consultation with the head of school, as to what course of action will be followed.

If a student commits an act with such severe consequences that the head of school deems it necessary, the office-visit process may be by-passed and suspension or expulsion imposed immediately. Examples of such serious misconduct may include, but are not limited to, acts endangering the lives of other students or staff members, gross violence, vandalism of school property, or violations of civil law. Students may be subject to school discipline for serious misconduct occurring after school hours. Should an expelled student desire to be readmitted to PCA at a later date, the principal, in conjunction with the head of school will determine if that is to be considered.

In all areas of instruction, especially Bible classes and related activities, proper respect and consideration of God's character are given. Specifically, class songs, skits, stories, and discussion that include references to the name and attributes of the Lord must be consistent with biblical principles. Things to avoid include:

1) Silly or trite references to Jesus Christ and His work on the cross.
2) Implying, directly or indirectly, that all the students are Christians.
3) Mockery of angelic powers, whether demonic or heavenly.

Electronic Device Policy

1. There are only three electronic devices that students are authorized to use during normal school hours (7:15 a.m. – 3:10 p.m.): calculators, computers and electronic dictionaries (if required by an instructor). These devices should not be multifunctional (i.e. a cell phone/tablet/ipod/camera/calculator). No other electronic devices will be permitted during normal school hours.
2. If a student violates this, the item(s) will be confiscated and turned into the appropriate principal
3. Parents may reclaim these items from the appropriate principal upon request.
4. There may be special occasions when a teacher determines that a particular electronic device is deemed appropriate for a particular instructional purpose. However, the item must be approved in advance by the appropriate principal and may only be used during the times and purposes specified by that instructor.
5. Cell phones may be brought to school under the following guidelines:
    a. The cell phones must be stored and remain in the students' lockers from 7:15 a.m. – 3:10 p.m.
    b. The cell phones must be powered off during that time. If a cell phone is seen or heard during normal school hours, it will be confiscated and the student will receive the appropriate consequences.

Class Size Policy

PCA believes there are significant benefits in maintaining small class sizes. Therefore, class sizes are limited to 15 students. Any Grade may have up to two additional students per class if they are children of staff members.

The following priority listing is adhered to in placement of students:
1) School-age children of faculty and staff.
2) Continuing students properly re-registered.
3) New students from continuing families (e.g. younger siblings).
4) New students from outside of PCA.

The administration is permitted to exceed the above class size when students of staff members or continuing families would be excluded from a class, when there would not be an inordinate burden placed on the classroom teacher or facilities, or when restoration of the approved class size is possible in the foreseeable future.

Controversial Subjects

PCA respects the convictions of parents and teachers in various academic and/or sensitive subject areas, while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian worldview.

A subject which Christian families and churches commonly consider divisive or very sensitive is considered a controversial subject. If in the course of teaching a class, a teacher sees that a subject has arisen which (s) he has good reason to believe is controversial or obviously of a sensitive nature and discussion of that subject will not help him achieve the goals set for that class in the curriculum guide, then the teacher does not allow class time for the discussion of the topic at all.

If a subject arises which the teacher has reason to believe is controversial and/or of a sensitive nature and the discussion of that topic will help achieve the goal set out in the curriculum guide for that subject, then the teacher instructs the class on the responsibility of Christians to be charitable in debate and on their responsibility to honor the teaching they have received from their parents on this subject. When appropriate (i.e. pertinent to the stated goals of the class), teachers direct the students' attention to informed sources on each side of the subject concerned and refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.

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

PCA teachers serve as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with student/s on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy and sound teaching practices, he or she is to encourage a gracious and scholarly attitude in the students.

Secondary Doctrine Policy

Doctrinal issues which are not addressed in the PCA Statement of Faith are considered secondary doctrine. Classroom discussion of secondary doctrine is conducted on an informative, non-partisan level. Teachers are careful not to speak to the students in a manner that would cause offense to the parents. Teachers are expected to be able to present all sides of secondary doctrinal issues in a non-confrontational manner. The teacher encourages the students to follow up any questions they have with their parents and/or pastor.

Homework

Homework is an integral part of the curriculum and is a day-to-day connection between home and school. It is given regularly, should require students to use only skills already learned in class, and may be individualized as necessary. Homework is intended to benefit students, parents and the educational process. The homework load is not intended to be a detriment to the student's family time.

Average estimated sum of time to be spent on homework, which is dependent on the pace of individual students, follows:

Kindergarten:	15 minutes
1st – 2nd grades:	20 – 30 minutes
3rd grade:	30 – 45 minutes
4th – 6th grades:	45 – 60 minutes
7th – 8th grades:	60 – 90 minutes
9th – 12th grades:	10-13 ½ hours/week

In the School of Logic homework over the weekend should be limited. No more than two tests should be scheduled on one day (this does not include quizzes).

Outside projects should be limited and approved with the appropriate principal.

Academic Assessment

Report cards are issued at the end of each nine week quarter. The reports are designed to indicate student performance and progress in each content area. The following system is used to assess student academic performance for 1st – 12th grades:

A = 90% - 100%	P = Pass
B = 80% - 89%	F = Fail
C = 70% - 79%	I = Incomplete
F = Below 70%	

All tests with grades below 70% are sent home for parent's signature and must be returned to the teacher. Parent conferences are held as necessary to better identify ways to enhance student performance.

Students are required to maintain a "C" average to remain in good academic standing.

Academic Probation

PCA students who receives a failing grade on their report card in any subject, at the end of any quarter, will be given a grace period until the next mid-term progress report. However, if the student does not, he/she will be placed on academic probation and will be restricted from all extra-curricular activities. The student will remain on probation until the grade is raised to a C average or above.

If the student raises the grade to a C or above by mid-term no further action will be taken.

Learning Policy

The goals of PCA's learning policy are to define and provide reasonable classroom support in order to equip students for success in the challenging, college preparatory academic environment of PCA and to equip students with learning tools tailored to their individual needs, thus assisting them with learning throughout their lives.

In keeping with the mission of Providence Christian Academy to "equip students with the tools for a lifetime of learning," PCA faculty and administration are committed to maximizing each student's growth and success by meeting the individual needs of each learner and assisting in the learning process. Because students learn in a variety of ways, teachers at PCA utilize diverse instructional approaches in the classroom to address a range of learning styles and needs.

Some PCA students, however, do not experience academic success despite routine instructional interventions by the classroom teacher. In these situations, a licensed professional consultant who contracts with the school will serve as an additional resource to teachers, parents and students. In addition to consulting services, the consultant provides formal and informal diagnostic testing for instructional purposes and offers on-campus individual tutoring from qualified instructors to address specific student weaknesses or differences in learning. All costs associated with diagnostic testing and/or tutoring will be the responsibility of the parent(s), not the school.

The process for working with students who need additional assistance in maintaining academic success is as follows:

Routine instructional interventions will be identified and implemented by the classroom teacher(s) and documented by a minimum of two conferences with parents and/or administration.

1. If necessary, the teacher(s) will suggest additional activities to improve student skills and performance with parents and an administrator. At the discretion of teachers and parents, the student may be present at this meeting. Administration, teacher(s) and parents will agree upon a timeframe during which these activities will be implemented. All parties will genuinely attempt to understand the

problem and to address the situation with compassion, grace and diligent efforts toward remediation.

2. If substantial progress is not made within the agreed upon timeframe, the teacher(s) will meet with the school consultant to identify additional learning supports along with a recommended period of time during which to implement these supports in the classroom. The procedures and activities will be of a nature to benefit the majority of the classroom students without requiring individualized instruction beyond what is normally provided in the classroom setting or will be implemented and monitored by the student and his parents.
3. If the educational supports do not result in the desired level of student performance, the teacher will recommend that the student receive tutoring outside of the school day. Tutoring is defined as assistance given by an educational therapist or other professional to help a student with concepts or assignments given by the classroom teacher. Tutoring may be sought through an authorized tutoring service provided at PCA for a reduced price to PCA students, or through other services. The student's family is responsible for making arrangements for tutoring and for all fees associated with the process. The teacher(s), parents and, if possible, the tutor will agree on a time period during which academic improvement should be achieved.
4. If significant improvement is not achieved within the reasonable time period, as agreed upon above, PCA administration will advise parents to have a complete academic and psychological evaluation done by a professional provider or the family's public school district. All fees associated with the evaluations are the responsibility of the student's family. Results from academic and psychological testing must be shared with the appropriate administrator and teacher(s), and will become part of the student's file at PCA. All results will be kept confidential.
5. Once testing is complete, involved parties will meet to determine the best academic placement for the student. The outcome of this meeting will decide if PCA is the best academic setting for the student or if another school setting would be more appropriate.

Note: Steps 2-4 of this process may overlap or be combined.

Learning Differences

Profound Learning Difference is any condition in a prospective student which would, without the supply of personnel dedicated to him or her, leave the student unable to perform to PCA standards for academics in the core subjects taken by students his or her age. Examples of differences which affect learning include but are not limited to: Down's syndrome, autism, deafness, blindness, muteness, severe emotional or behavioral disorders, severe speech and language disorders, or significant motor control dysfunction.

Specific Learning Difference is a chronic neurological condition in a student that selectively interferes with the development, integration, and/or demonstration of verbal and/or non-verbal activities; or interferes with the student's learning as his or her average

to superior intellectual abilities would otherwise allow the student to learn. Examples include but are not limited to: dyslexia, dysgraphia, dyscalculia, auditory and visual processing disorders, and nonverbal learning differences.

In keeping with the mission of Providence Christian Academy to "equip students with the tools for a lifetime of learning," PCA is committed to maximizing each student's growth and success by meeting the individual needs of each learner and assisting in the learning process. Because students learn in a variety of ways, teachers at PCA utilize diverse instructional approaches in the classroom to address a range of learning styles and needs.

Some PCA students, however, do not experience academic success despite routine instructional interventions by the classroom teacher. In these situations, a licensed professional consultant who contracts with the school will serve as an additional resource to teachers, parents and students. In addition to consulting services, the consultant provides formal and informal diagnostic testing for instructional purposes within PCA's Student Learning Services, held on-campus either during the school day or after hours. A specific plan of tutoring and support for teachers will be given to address specific student weaknesses or differences in learning. All costs associated with diagnostic testing and/or tutoring will be the responsibility of the parent(s), not the school.

The process for working with students who need additional assistance in maintaining academic success is as follows:

1. Routine instructional interventions will be identified and implemented by the classroom teacher(s) and documented by a minimum of two conferences with parents and/or principal.
2. If necessary, the teacher(s) will suggest additional activities to improve student skills and performance with parents and a principal. At their discretion, teacher(s) and parents will agree upon a time frame during which these activities will be implemented. All parties will genuinely attempt to understand the problem and to address the situation with compassion, grace and diligent efforts toward remediation.
3. If substantial progress is not made within the agreed upon time frame, the teacher(s) will complete evaluative paperwork for Student Learning Services and meet with the appropriate principal and school consultant to identify additional learning supports. The procedures and activities suggested will be of a nature to benefit the majority of the classroom students and/or could require individualized instruction beyond the classroom setting. If the educational supports do not result in the desired level of student performance, the teacher will recommend that the student receive help from Student Learning Services during the school day or tutoring outside of the school day. The student's family is responsible for all fees associated with the process. The teacher(s), parents and, if possible, the tutor will agree on a time period during which academic improvement should be achieved.

4. If significant improvement is not achieved within the reasonable time period, as agreed upon above, the principal will advise parents to have a complete academic and psychological evaluation done by a professional provider or the family's public school district. All fees associated with the evaluations are the responsibility of the student's family. Results from academic and psychological testing must be shared with the appropriate principal and teacher(s) and will become part of the student's file at PCA. All results will be kept confidential.

5. Once testing is complete, involved parties will meet to determine the best academic placement for the student. The outcome of this meeting may determine if PCA is the best academic setting for the student or if another school setting would be more appropriate.

(Note: steps 2-4 of this process may overlap or be combined)

Additional Guidelines:

1. Prospective students with a profound learning difference are not admitted to PCA.
2. Children who have been diagnosed as having a learning difference must meet the same academic standards as all the other children in their grade level.
3. A student with an attention disorder such as Attention Deficit Disorder or Attention Deficit Disorder with Hyperactivity would also be expected to meet the same academic standards as all other students in his or her grade level and is given the same individual instruction as his or her classmates.

Bullying Policy

In seeking to equip students for the tools needed for a lifetime of learning, the following biblical mandates will be used to help children foster positive, loving relationships with one another and the adults they work with daily.

Matthew 7:12

So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.

Romans 12:18

If it is possible, as far as it depends on you, live at peace with everyone.

John 15:12

My command is this: Love each other as I have loved you.

Colossians 3:13

Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.

1 Thessalonians 5:11

Therefore encourage one another and build each other up, just as in fact you are doing.

Each year certain chapel discussions will include training and information regarding all forms of bullying. Guidance initiatives with the school counselor and the principals, will include appropriate consequences for students unable to adhere to the policy, regarding relationships with others.

Specific consequences shall be determined by the lower or upper school principal based on circumstances, the seriousness of the misbehavior, and whether or not the student has committed similar offenses in the past. The head of school shall be consulted in the principal believes it is necessary to do so.

Student Counseling Policy

PCA's mission is to teach students to seek God's truth and to equip them with the tools for a lifetime of learning. The purpose of the guidance department is to strengthen and support the mission of the school in a very personal way for each student. We believe that each student was created by God in His image (Genesis 1:27), and is therefore to be served with dignity, charity, and respect. We believe that God has a purpose and a plan for each student in every area of their lives (Jeremiah 29:11). Therefore, we seek to expand the opportunities available to all students by encouraging their interests and abilities as they seek God's will. We believe that God has called His people to glorify Him in all areas of life (1 Corinthians 10:31). Therefore, the guidance department is committed to helping students develop their God given potential academically, behaviorally, emotionally, mentally, physically, socially, and spiritually.

Services provided by the guidance counselor may include, but are not limited to, the following:
*Assistance with new student adjustment and integration
*Individual and small group counseling
*Crisis prevention and intervention
*Assessments and referrals to school and community services
*Consultation with parents and staff
*Student service, leadership, and mentor opportunities
*Assistance with time management, organization, and study skills
*Exploration of individual abilities, interests, personality, and skills
*Assistance with educational planning and national testing requirements
*Resources for college, career, and scholarships

Referrals
Students, parents, faculty, and staff may contact the guidance counselor if there are concerns about a student's well being. When possible, a referral form must be completed and returned to the guidance counselor in a sealed envelope. If assistance is deemed appropriate, a support plan will be developed for the student.

Confidentiality
All group or individual counseling sessions are confidential except as noted below:
*Thoughts, feelings, or actions involving suicide
*Thoughts, feelings or actions involving harm to yourself or others
*Disclosure or suspicion of neglect, emotional, physical or sexual abuse
*Disclosure involving a violation of the Providence Christian Academy Handbook
*The student would benefit from the involvement of others in the counseling process

Student and Family Responsibility
Students are responsible for all class work that is missed due to the student's participation in counseling during the school day. The guidance counselor will attempt to meet with students when it is most appropriate according to the student's schedule.

If Providence Christian Academy requests that a student receive a professional assessment, the parents and student must comply at their own expense. In situations involving risk to self or others, all recommendations made from the assessment must be followed in order for the student to remain at Providence Christian Academy.

Upon reviewing the guidance services and procedures section and signing the appropriate line on the general permission form indicating that you have read and will abide by the PCA handbook, a parent is granting the guidance counselor permission to provide these services for their child when appropriate. If you prefer for your child not to receive these services, please inform the guidance counselor in writing of this choice.

Student Promotion Policy

New students are those students entering PCA for the first time and coming from another Christian school, a home school, or a public school. This includes previously enrolled students returning to PCA. New students must meet the following criteria to be accepted into the next successive grade level:

1) All new students must meet all of the requirements of the Admissions Policy.
2) All new students must have documentation showing that they have successfully completed the previous grade by a demonstrated proficiency of at least 70% or higher in Language Arts, Math, Science, and Social Studies (History and/or Geography).
3) The student is tested in the two critical areas (Language Arts and Math) using testing materials utilized by PCA.
4) If the new student has taken any standardized tests, the student should have earned national scores of at least 50% or higher in Language Arts and Math (as appropriate to age level). If he has never taken any standardized tests and there is any doubt as to his abilities, PCA may administer the Stanford Achievement Test at the parent's expense for student acceptance and placement.
5) The result of any in-school testing is combined with a new student's report card and any previous standardized test scores to determine student's appropriate grade level.

Current students are those students enrolled in PCA during the current year. Current students must meet the following criteria to be promoted to the next successive grade:

1) Pass Language Arts and Math with at least a 70% average in each subject area.
2) Have no more than one "F" (below 70%) per quarter in any other academic subject (e.g. history, science, etc.) and no more than one "F" (below 70%) in the same subject within an academic year.
3) In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery of specific skills/subjects required for students entering each grade as outlined in the Curriculum Guide.

All appeals regarding the requirements of this policy are to be submitted to the head of school. The head of school investigates, renders a decision, and notifies the parents of the decision in writing. The head of school's decision is final.

Attendance, Absences and Tardies

Lower School Policy (PreK – 5th grades)

Absence from or tardiness to class shall be excused for the following reasons:

1. Personal illness
2. Medical appointment (please bring form from Dr.'s office)
3. Funeral service
4. Family emergency (explained in writing by parent)
5. Planned family vacations with prior written approval (request should be submitted to the principal two weeks before the scheduled absence)

Verification of Student Absences/Tardiness

Upon returning to school after an absence/tardy, students must present a satisfactory explanation in writing verifying the reason for the absence/tardy. A written note from parent/guardian should include:

1. Name of student
2. Name of parent/guardian
3. Date of absence/tardy
4. Stated reason for absence/tardy

The student will be allowed 2 days upon his return to bring a note to the **homeroom teacher** from a parent or guardian, indicating the reason for the absence/tardy. This will allow the absence to be recorded as excused if reason stated falls within the previously stated accepted reasons. Please remember that 3 tardy slips will be recorded as an unexcused absence.

All students who are arriving late to school must check in through the front office. Students in Prek-8th grade who are arriving late must be accompanied by a parent. Students in 9th – 12th grade who are arriving late and not accompanied by a parent, must

have a note from their parent. In the case of an upper school student driving a lower school student to school, the upper school student should walk the lower school student to the office for a tardy slip.

Upon receiving a 6th, 7th and 8th tardy slip in one quarter, the student will be assigned to make up lost time during breaks, and a parent will be contacted by classroom teacher.

Upon a student receiving the 9th tardy in one quarter, a parent conference will be scheduled with administration and further disciplinary action will be discussed.

Upper School Policy (6th – 12th grades)

Absence from or tardiness to class shall be excused for the following reasons:

1. Personal illness
2. Medical appointment (please bring form from Dr.'s office)
3. Funeral service
4. Family emergency (explained in writing by parent)
5. Planned family vacations with prior written approval (request should be submitted to the principal two weeks before the scheduled absence)

Tardiness

A "little late" is too late---class time is important!

All students who are arriving late to school must check in through the front office. Students in Prek-8th grade who are arriving late must be accompanied by a parent. Students in 9th – 12th grade who are arriving late and not accompanied by a parent, must have a note from their parent.

Homeroom begins at 8:00am; the student must be seated. It is recommended that students be inside the building no later than 7:55 in order to prepare for first period classes. Students are required to report to each class on time, including homeroom. Being late to an individual class during the school day will result in the teacher marking the student tardy. Three tardies to homeroom/1st period class, during a quarter, will result in a recorded unexcused absence.

Upon receiving a 6th, 7th and 8th tardy slip in a quarter, a parent contact will be made by homeroom teacher, and the student will spend lunch period in a designated classroom eating quietly. If the student does not report to lunch detention, 2 additional days will be assigned.

Upon receiving a 9th tardy slip in a quarter, a parent conference will be scheduled with administration and the student will be assigned to before school detention beginning at 7:00am.

10 or more tardy slips will result in a parent conference with administration and further disciplinary action will be discussed.

Absenteeism

To receive a grade in a class, a student must attend at least 85 % of the days the class meets. A student attending class less than 85 % of the time, whether excused or unexcused, will not receive a grade unless the administration finds that the absences are the result of extenuating circumstances.

Verification of Student Absences/Tardiness

Upon returning to school after an absence/tardy, a student must present a satisfactory explanation in writing verifying the reason for the absence/tardy. A written note by parent/guardian should include:

1. Name of student
2. Name of parent/guardian
3. Date of absence/tardy
4. Stated reason for absence/tardy

Students will be allowed **2** days upon their return to bring a note to the **homeroom teacher** from a parent or guardian indicating the reason for the absence/tardy. This will allow the absence to be recorded as excused if the reason stated falls within the previously stated accepted reasons. This will allow students to receive 100% credit for any missed work. If an absence is unexcused, students can receive 0% credit for the missed assignments.

Grades 9 and above

It is the responsibility of the student to get any missed work assignments. It is due upon return unless other arrangements are made with individual teachers.

Grades 6-8

All work due on the date of absence is due upon return. Two days shall be allowed upon returning to receive full credit for work assigned on the date of absence. Upon the third day after retuning, work shall be considered late and graded as determined by individual classroom teachers' policies concerning late work.

Achievement Testing

Standardized testing begins in the School of Grammar at the first grade level. Lower School students (grades 1-5) are given the STAR Enterprise Test annually. This testing allows PCA teachers to guide students to greater reading growth with standards-based, computer-adaptive assessments that measure students' reading comprehension, monitor achievement and growth, and track understanding of focus skills aligned to Tennessee state learning standards.

Students in grades 1-8 take the Comprehensive Testing Program Test (CTP5), which is an assessment for students in areas such as reading, listening, vocabulary, writing, and mathematics. Verbal and quantitative reasoning subtests are part of the CTP beginning in Grade 3. The CTP helps PCA's administrators and teachers compare content specific, curriculum-based performance to the more conceptual knowledge necessary for reasoning and analysis. The school receives reports from testing that allow the evaluation of both curriculum and practice in light of how PCA's results compare to other independent schools and to public schools on both the state and national levels.

Students in grades 6-8 also are given Writing Assessment Program Test (WrAP). The WrAP is a direct measure of student writing achievement and serves as a tool to help classroom teachers pinpoint specific strengths and weaknesses of their students' written expression. Both the CTP5 and the WrAP are products of ERB (Educational Records Bureau). ERB is a not-for-profit organization that has provided admission and achievement assessment as well as instructional services for Pre-K – Grade 12 for almost 90 years. With over 2,000 member schools and districts around the world, ERB continues to be a trusted source to support curriculum and instruction.

Students in 9th, 10th, and 11th grade can take the Preliminary SAT (PSAT)/National Merit Scholarship Qualifying Test (NMSQT) to measure readiness for college, access scholarships, and practice for the SAT. The PSAT/NMSQT is a standardized test administered by the College Board and cosponsored by the National Merit Scholarship Corporation in the United States.

Beginning in 2019, PCA has partnered with Revolution Prep to provide practice ACT test taking for all School of Rhetoric students as well as tiered, individual opportunities for students who wish to pursue ACT prep study in order to improve their ACT and/or SAT test scores.

Exam Exemption

The school does not encourage exempting students from exams. It is in the student's best interest to participate in the exam preparation and exam administration in training for collegiate level academics. All 9th, 10th, and 11th grade students must take mid-term and end of the year exams. Upon request of the upper school principal, 12th grade students with a semester average of 90 or above for the first semester and third and fourth quarters may be exempt from the second semester exam with parental approval.

Graduation Requirements:

All PCA students must fulfill the required core graduation requirements through successful completion of courses offered through PCA. Exceptions will be given in the event that there is an irreconcilable schedule conflict, a required course (or comparable substitute) is not offered at PCA (most likely transfer students), or the student is in need of an advanced course due to progression beyond the scope of our program. In such exceptional situations, the appropriate PCA principal and head of school must approve the course under consideration and the program through which it is offered.

DAILY OPERATIONS AND GUIDELINES

School Hours and Schedule

The regular school day for grades 1 through 12 is from 8:00 a.m. to 3:00 p.m. Students are to arrive no earlier than 7:45 a.m. and stay no later than 3:15 p.m. unless in a PCA organized class, sports activity, Before School Care or After School Care. Pre-K and Kindergarten hours are from 8:00 a.m. to 12:00 noon. Pre-k and kindergarten students should arrive no earlier than 15 minutes prior to the beginning of class and be picked up no later than 15 minutes after dismissal.

PCA operates on a modified "year-round calendar" schedule. The total number of school days is the same as in a traditional school calendar; however, quarters are broken into approximate 9-week periods, with 2 – 3 week breaks between quarters. The dates for classes and breaks are set each March and are posted as the school calendar.

School Office Hours

PCA's office is open on regular school days from 7:30 a.m. until 4:00 p.m. When school is not in session, PCA's office is only open on Wednesdays from 9:00 a.m. until 1:00 p.m. These office hours apply to
summer break.

After School Care/Before School Care

In grades Pre-K-12, care for students before school is provided as a free service. Before school care is offered from 7:15 until 8:00. After school care is available from 12:00-5:30 for pre-kindergarten and kindergarten students and 3:00 – 5:30 for students first grade and higher. There is a charge for After School Care. Additional information may be obtained in the school office.

Uniforms

All students are expected to observe the guidelines set forth in our Uniform Guide. A Uniform Guide, which includes uniform requirements and ordering information, is available in the school office.

PCA is a workplace for students as well as for teachers. Students are to dress in a way to demonstrate their respect for the school. Therefore, students are to dress neatly by wearing shirts tucked in, shoes tied, no holes or tears in clothes, and properly sized clothing. Pants with belt loops are to be worn with a belt. Students are to be clean, with hair kept, and older boys are to be clean-shaven. Students are to be modest, meaning no tops of stretchy or clingy fabric, and skirts and shorts are to be of modest length. Outlandish appearance or distracting clothing is not allowed. Students are to be discreet, meaning visible tattoos and/or excessive body piercing is not allowed at school.

The teachers determine if there is a violation of the dress code, either in fact or attitude. Students not complying with this dress code are required to rectify their appearance as quickly as possible. Cheerful, consistent compliance is expected and disrespectful and challenging attitudes are subject to disciplinary action.

As the principal or teacher determines, events such as P.E. and field trips may call for other clothing options. Special days may be scheduled, such as dress-up days, Spirit Week, or casual day, during which other clothing options are allowed. Non-uniform clothing, however, should still comply with the spirit of these guidelines.

Student Lunches / Hot Lunch Program

All students (with the exception of pre-k and kindergarten) may participate in the Hot Lunch Program. These lunches are pre-packaged meals from area restaurants that are pre-ordered by students and delivered to the school. Hot Lunch is offered on Monday through Friday at a nominal fee to students. Students pre-order food monthly. All orders must be turned in by the due date indicated on the hot lunch form.

Students not participating in hot lunch, must bring their lunch and a beverage. Carbonated soft drinks are not allowed for lunch. A microwave is available for students to use, but is used at the discretion of individual classroom teachers. Students eat in a designated lunch area and are responsible for the proper disposal of their own litter. Chewing gum is not allowed on campus.

Lunches are to be brought to school with the students at the beginning of the school day. This courtesy prevents classroom disruption later in the day and allows teachers the flexibility to change class schedules when necessary. **Parents are asked not to provide fast food lunches except on special occasions such as birthdays.**

Student Activities

Various student activities are available for PCA students. Participation in team sports such as basketball, volleyball, soccer and cross country track are available. Information about these activities is available in the school office. These activities have separate fees which are delineated prior to a student's participation.

Lost and Found

Items that are left at PCA are normally placed in the "Lost and Found" box located in the entryway just past the gym leading to the multi-purpose room. Parents are encouraged to mark their children's supplies and clothing for easy recognition. At the end of each semester, items left in the Lost and Found are given to charity.

Illness Policy

Students with temperatures of 100 degrees or more are not permitted to be at school. A minimum period of 24 hours without fever reducing medication is required before the student may return to school following an illness. Students will be sent home immediately for vomiting.

In case of minor accidents at school, first aid is provided by the teacher or other school personnel. In case of a serious injury or illness, first aid is provided and attempts are made to contact the student's parents. In the event that parents cannot be reached, those listed on the "in case of emergency" portion of the student's application are contacted.

Minor and major accidents are documented in the office through a form filled out by PCA's faculty.

Medication

No prescription or non-prescription medicines are administered without written parental permission, and a completed "Permission to Administer Medication" form on file in the office. All prescription medication must be brought to school in its original non-breakable container with the original label and directions. Non-prescription medication must be sent to school in a sealed plastic bag with the child's name on the bag. Medication must be given to the classroom teacher or the office upon arrival at the school. Any medication brought to school not in accordance with these regulations is kept in the school office pending further contact with or clearance from the parents.

School Supplies

Students are to provide the necessary classroom supplies required for their grade. Materials must accompany students on a daily basis for proper class participation. A list of school supplies is furnished in student information packets and in the school office prior to the beginning of the school year.

Inclement Weather

During winter, adverse weather sometimes affects the normal operations of the school. Any weather related closing of the school is determined by the head of school when it is necessary for the safety of the students. As soon as a decision is made, an announcement will be communicated to the local TV channels for their Snow Report updates and a text will be sent via the PCAlert system. Channels 2, 4 and 5 will also report on closings or opening delays for PCA.

While it is our desire to be in school if at all possible, student safety is our number one priority. In the event of inclement weather, it is our goal to notify parents as soon as a

decision is made about postponing or closing school for the day. We will strive to make a decision about school closings or delays by 9:00p.m. the day before if at all possible.

We encourage parents to use discretion regarding travel during inclement weather. If school is open and conditions are not safe for you or your student driver, you may choose to stay home and your student(s) will not be penalized.

Signing Students Out of School

When necessary for a parent to remove a student from campus during school hours for an appointment or illness, please advise the secretary of the circumstances. The parent signs the student in and/or out through the school office. The secretary allows only the parent or one who has permission from one of the parents to remove the student from school. PCA requests doctor and dentist appointments be made after school or on intersession dates when possible.

Field Trips

PCA believes learning can be enhanced when students are able to participate in off-campus activities. Field trips serve several purposes: to enrich academics, to give students opportunities to put into practice what they have learned, to provide community service, and to develop gracious deportment in social situations. Fees are charged on a quarterly or semester basis to cover expenses. Students and parents are notified of details in advance. Permission slips signed by the child's parent are required for all field trips.

School Pictures

Individual, class, and sibling pictures are taken each year and are available for purchase. A yearbook is available to every student at the end of the year. The yearbook fee is included in the Material's Fee paid at the beginning of the year. A photographer is on site during Grandparent's Day for optional photographs to be made.

Emergency Drills

A number of fire and emergency drills are conducted during the year.

Parties

All parties held during the school day are arranged through the classroom teacher.

Grievance Procedure

When a parent has a concern about an issue, they are asked to follow the scriptural principle outlined in Matthew 18 and bring the matter directly to the specific individual or teacher involved during non-teaching hours. If the problem cannot be resolved, the parents or students may bring the concern to the appropriate principal then the head of school. The student must have written permission from his or her parents to bring a concern to the principal. The Apostle Paul reminds us in Romans 14:19 to "make every effort to do what leads to peace and to mutual edification."