

PARENT / STUDENT HANDBOOK
2024 - 2025



PROVIDENCE
ACADEMY

Superior Evangelical Christian Education

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A Letter from the School

Fellow Paladins and Prospects,

Thank you for taking the time to read through this Parent/Student Handbook. In doing so you are taking an active interest and role in Providence Academy as well as your child's education. The handbook begins with **Providence Academy Distinctives**, which essentially is who we are and what we believe in. In reading this section, you will see how Providence is unique from many other schools because ultimately, our desire is to see the Kingdom of God expand for the Glory of God. Next, we will discuss what **Classical and Christian Education** means to us, which directly ties in to our curricular practices and choices explained in **Providence Academy Programs and Curriculum**. Everything within our classrooms and hallways is intended to aid in the enculturation of our students to a biblical worldview, or Christian paideia. The Greek word *paideia* roughly means culture, and this is the word that the Apostle Paul chose when he wrote, "Fathers, do not provoke your children to anger, but bring them up in the *paideia* and instruction of the Lord." (Eph. 6:4)

We have four academic programs and a correlating curriculum so that we can teach at the developmental level of the child. We have an Early Childhood Education Program, a Grammar School Program, a Logic Program, and a Rhetoric Program. The **Providence Academy Staff and Grading System** section explains the qualifications of our faculty and staff who are shepherding students at the various program levels, as well as the methods and progression of our assessments and grades. The next area of the handbook describes the **Providence Academy Traditions**. Traditions such as our school song, colors, logo, and chapel services are instrumental in maintaining our foundation as a school that seeks Christ and His Kingdom.

Providence Academy Procedures and Policies are discussed at length in the next section of the handbook. These policies seek to foster an environment of clear communication and structure so that Providence Academy students, parents, and staff can relate with one another with grace, hope, and love. Matters such as enrollment, attendance, discipline, dress code and uniforms, health and medication, electronics, and other such policies are covered here. This section tends to get referenced most frequently, and the school is more than willing to discuss any questions or concerns with stated policies.

The Handbook concludes with **Other School Information** which can assist families in the day to day logistics such as class schedules, bussing, extra-curriculars, and hot lunch. Providence Academy is governed by the **Providence Academy Board of Directors**, and it is the hope of the Administration and Board that this school will be a blessing to your family. Thank you for your commitment to your child's education!

Providence Academy Distinctives

Vision

Providence Academy (Providence Ministries, Inc.) strives to partner with parents in raising up Godly leaders whose firm foundation is Jesus Christ. Through our Christian and classical method of education, we teach our students how to think, learn and reason with a Biblical worldview. Our goal is to achieve excellence in education, but most importantly build future generations of strong believers who can stand firm in their faith and impact the world for Christ.

Goals

In addition to the Vision Statement above, we aim to graduate young men and women who think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate precisely; who are capable of evaluating their entire range of experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from biblical, and to not be swayed towards evil by the former. We aim to find them well prepared in all situations, possessing both information and the knowledge of how to use it. We desire them to be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire they have a heart for the lost and the courage to seek to dissuade those who are stumbling towards destruction; that they distinguish real religion from religion in form only; and that they possess the former, knowing and loving the Lord Jesus Christ. And all these we desire them to possess with humility and gratitude to God.

We likewise aim to cultivate these same qualities in our staff and to see them well paid so that they may make a career at Providence. We desire them to be professional and diligent in their work, gifted in teaching, loving their students and their subjects. We desire that they clearly understand classical education, how it works in their classroom and how their work fits into the whole; that they possess a lifelong hunger to learn and grow; and that they have the opportunity to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We look to see them mature in Christ, growing in the knowledge of God, their own children walking with the Lord.

We aim to cultivate in our parents a sense of responsibility for the school; to see them well informed about the goals of our classical and Christ-centered approach. We desire them to grow with the school, involved in and excited about the journey. We aim to help them to follow biblical principles in addressing concerns, to be inclined to hearing both sides of a story before rendering a verdict, and to embrace the Scripture's injunctions to encourage and stir up one

another to love and good works.

Finally, in our relationship with our community, we aim to be above reproach in our business dealings and supportive of the local business community. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with the churches, and to bring honor to our Lord in all our endeavors.

Goals for a Graduate

Providence Academy's curriculum is designed around its mission and the seven goals listed below. With these attributes in mind, we have constructed a unique and successful academic program beginning in 4K. By considering these goals every time we make improvements, we continue to develop students who will impact the world for Christ.

Successful graduates will possess:

1. **Virtue and mature character**– This includes heart-obedience rather than mere rule-following, good manners, honorable relationships, self-control, and Christian leadership. We model this, teach this, and instill it in students by studying the great stories of the West. Above all else, we teach students to live in accordance with *Coram Deo*– as though they were in the presence of God at all times.
2. **Sound reason and sound faith**– We expect students to realize a unified Christian worldview with Scripture as the measure of all Truth. We expect them to exhibit the wisdom to recognize complex issues and to follow the consequences of ideas.
3. **A masterful command of language**– Because language enables us to know things that we have not directly experienced, nothing is more important within Christian education. Without a strong command of language, even Scripture is silent. As people of “the Word,” Christians should be masters of language. We expect our students to master uncommon vocabulary, grammar, usage, and translation through our study of Latin, English, and Greek.
4. **Well-rounded competence**– Educated people are not specialists who know little outside of their field of specialty. Educated people have competence in a variety of areas including fine art, drama, music, physical activity, math, logic, science, and arithmetic. Throughout our program, skills are introduced that are essential for an educated person. We expect our graduates to be well-rounded.
5. **Literacy with broad exposure to books**– Educated people are well-read and able to discuss and relate to central works of literature, science, art, architecture, and music. We expect our graduates to be well read in the important literature and ideas of Christian theology and the West.
6. **An established aesthetic**– Further, educated people have good taste, formed as they are exposed to great aesthetic masterpieces, particularly at a young age. We expose our students to the great artists to develop their aesthetic and cultural appreciation.

7. **Able citizenship**– Our students are being developed to be Godly leaders in the context of living as citizens of both a Federal Constitutional Republic (USA, Wisconsin, Green Bay) and a Spiritual Kingdom (Kingdom of God). We expect our graduates to be citizens who participate and lead in both kingdoms.

Intellectual Virtues:

- Knowledge: Simple Apprehension of Truth
- Understanding: Deriving Truth from Truth
- Wisdom: Properly Ordering Truth

Moral or Cardinal Virtues:

- Prudence: Knowing the Right Thing to Do
- Justice: Doing the Right Thing
- Temperance: Doing the Right Thing Despite the Desire to Do Otherwise
- Courage: Doing the Right Thing Despite Fear

Theological Virtues

- Faith: God-Given Ability to Grasp and Believe Divine Revelation
- Hope: God-Given Desire and Expectation of Receiving God's Promises
- Love (Charity): God-Given Ability to Love God (above all things for his own sake), and our Neighbor as Ourselves (for the love of God)

Principal Areas of Study

Using these seven goals as our ultimate end, we can identify specific principal areas of study which can equip students with what Dorothy Sayers referred to as “the tools of learning.” These tools empower individuals to become lifelong learners in his or her calling. These principal areas of study flow through our curriculum from the early stage of Grammar, the middle stage of Logic, and the final stage in the Trivium - Rhetoric. These areas of study can be seen as the means to achieve our defined graduate goals. However, it is essential to avoid reductionism by assuming a one-to-one relationship between an end and its means. The connections between our ends and means are an acknowledgment that certain disciplines naturally align with specific ends. These connections should not be read as exhaustive, but rather informative to give guidance to objectives, application, and emphasis within the curriculum.

Ends

Means

Sound Reason	Math, Logic, Science
Sound Faith	Bible and Theology
Masterful Command of Language	Grammar, Writing, Spelling Language, Speaking
Literacy with Broad Exposure to Books ➔ Able Citizenship	Reading, Literature, History
Virtue and Mature Character	Physical Ed, Recess, House System
Established Aesthetic	Fine Arts, Performing Arts, Electives

It is from this framework that we form our Curriculum Map.

Biblical Integration

Providence Academy teaches from a biblical worldview in which the sovereign creator God lays claim to every square inch of creation. Arthur F. Holmes wrote “All truth is God’s truth,” and if all truth is God’s truth, then education that ignores or opposes God’s truth is based on a lie. One of the primary means of special revelation is the God-breathed Scriptures, therefore, we seek to integrate the truth of biblical revelation in every part of our curriculum. Furthermore, in order to create an environment that will raise a child in the paideia of the Lord, we look to make God’s truth, God’s goodness, and God’s beauty a part of everything we do.

Statement of Faith

The following statements are the foundation of biblical beliefs on which Providence Academy is based. They are the key elements of Christianity that we will purposefully and clearly teach to our students in various ways through all grade levels.

1. We believe the Bible to be the only infallible, authoritative Word of God. 2 Timothy 3:16; 2 Peter 1:21; John 10:35; Isaiah 55:11.
2. We believe that there is one God eternally existent in three persons: the Father, the Son and the Holy Spirit. Deuteronomy 6:4; 1 Timothy 1:17; Colossians 1:17; Psalm 139:16; Matthew 28:19.
3. We believe in the deity of our Lord Jesus Christ, in his virgin birth, in his sinless life, in his miracles, in his vicarious and atoning death for sin 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. John 1:1; Matthew 1:23; 2 Corinthians 5:21; Hebrews 4:15; 1 Timothy 2:5; 1 Peter 1:3; Ephesians 1:20-23; 1 Thessalonians 4:16.
We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary. Jeremiah 31:33; Ezekiel 36:26-27; Ephesians 1:13.
4. We believe the Biblical account of the creation of the physical universe, angels, and man; that this account is neither allegory nor myth, but a literal, historical account of the direct, immediate creative acts of God without any evolutionary process; that man was created by a direct work of God and not from previously existing forms of life; and that all men are descended from the historical Adam and Eve, first parents of the entire human race. Genesis 1; 2; Colossians 1:16, 17; John 1:3.
5. We believe that the Bible clearly states that marriage is only between one man and one woman. Genesis 1:26-28, Genesis 2:21-24 and Matthew 19:4-6.
6. We believe that salvation is by grace through faith in the shed blood of Jesus Christ alone. Ephesians 2:8-9.
7. We believe that faith without works is dead. James 1:22-25; James 2:14-17; Ephesians 2:10.
8. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a Godly life. Galatians 5:22-24.
9. We believe in the resurrection of both the saved and the unsaved. Those who are saved to the resurrection of life, and those who are unsaved to the resurrection of damnation. John 5:25-29.
10. We believe in the spiritual unity of all believers in our Lord Jesus Christ. Ephesians 4:1-6.

Educational Philosophy

Although most Christian schools would agree on certain fundamentals, it is imperative that parents scrutinize the foundational beliefs of any school in which they may enroll their child(ren). Therefore, below are the most important philosophical elements that we at Providence Academy believe distinguish our approach to education.

1. We believe that the Bible clearly instructs parents, not the Church or State, to "bring children up in the discipline and instruction of the Lord." (Ephesians 6:4) Therefore, we seek to teach and discipline in a manner consistent with the Bible and a godly home environment.
2. We believe that God's character is revealed not only in His Word, but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated and can instruct us about God Himself.
3. God wants us to love Him with our minds, as well as with our hearts, souls, and strength (Matthew 22:37). Therefore we seek to individually challenge children at all levels and teach them how to learn, versus what to learn, by using the century's old, proven classical method, incorporating instruction in Latin.
4. We want to help parents teach their children that all they do should be done "heartily, as unto the Lord." (Colossians 3:23) Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This includes biblical discipline principles.

Above all, our highest goal is to love your children with Christ's love and provide a rigorous educational and spiritual environment that will challenge them to learn, think, and live for the glory of God.

History

Providence Academy (Providence Ministries, Inc.) opened its doors in August of 1993. It represented the concerted efforts and convictions of primarily seven families. After reading Douglas Wilson's book entitled "Recovering the Lost Tools of Learning," and studying the classical Trivium model, as described by Dorothy Sayers in her 1940's article, "The Lost Tools of Learning," it became their goal to provide high-quality Christian education for children by means of the Trivium. These families were Providence Academy's first and founding steering committee. Providence quickly became a charter member of the Association of Classical Christian Schools (ACCS) and regularly attends the annual ACCS conferences.

Providence Academy began with eighteen students in rented facilities at the West Side Moravian Church on Green Bay's west side. Primarily through word-of-mouth, the school grew. Our preschool program was introduced for the 2005 – 2006 school year. In the spring of 2007, the vacant former St. Jude's school facility became available to Providence Academy, located on 1420 Division Street on the west side of Green Bay. This outstanding building enabled us to continue toward our goals of reaching more families with a classical Christian education and expanding our offering to include high school grades. In the fall of 2014, Providence Academy opened a second location, to better service the growing middle and high school grades. This Logic & Rhetoric School, serving middle and high school students, was located at 1087 Kellogg Street and was located inside the vacant Annunciation school facility, while the Preschool through 6th grade Grammar School continued at the St. Jude facility. Construction on a new school building, located at 3435 Shawano Avenue in the Howard area, began in the fall of 2020 and completed in December of 2021. Students and staff were blessed to transfer to the new building and begin classes there partway through the 2021 – 22 school year, on January 10, 2022. In the fall of 2024, construction commenced on expansion of the building and grounds at 3435 Shawano Avenue to include additional classroom and performing arts space, as well as athletic facilities including a field house and tennis courts.

As more families become convinced of the necessity and advantages of a classical, Christ centered education, the Providence Academy school board and the administration will continue the capital campaign, to further the development and expansion of the new school building, as our student body continues to grow and the need for additional space becomes necessary in the future.

To date, by the grace of God, Providence Academy continues to grow, while staying committed to our small class sizes, loving staff and consistently high level of academic and biblical instruction.

Church Affiliations

Providence Academy (Providence Ministries, Inc.) is a non affiliated and nondenominational school. We are a distinctly Christian institution that is committed to the Word of God, the Bible, as the foundation and guide for all we do, but we are not associated with any particular denomination or local church. Our Statement of Faith is reflective of historic Evangelical Christianity. We draw students from a wide variety of area churches.

Governance

Primarily the Word of God, as understood and applied by the school's board of directors and administration, governs Providence Academy. There shall be a minimum of three and not more than nine board seats. New board members may be nominated by two or more sitting board members. Any two sitting board members may remove a nominee from consideration. A nominee will be elected by an affirmative unanimous vote of the sitting board members. The purpose of the board, on behalf of Christ and Christians of our community clearly committed to the Ends of Providence Academy (see *The Making of a Paladin* and our Vision) is to ensure the school achieves appropriate results for appropriate recipients at an appropriate cost, and avoids unacceptable actions and situations. The board operates under the school's adopted bylaws, vision, and goals statements and issues policies to the administration of the school for implementation. The board examines the school's policies, programs, and curriculum to ensure their consistency with the school's vision and goals. Because of the corporate nature of the board, any single member, as an individual, has no authority over the school in any capacity.

Providence Academy Oversight

1. Board of Directors
2. Providence Academy Headmaster

The headmaster reports to the board and is directly responsible for the day-to-day operations of the school (Policy development, implementation, management of finances, facilities, teacher supervision/training, student discipline, curriculum development/implementation, etc).

3. The Finance Committee

The finance committee is a board appointed committee given the responsibility of ensuring the financial stability of Providence Academy while working towards the future goals of the organization. The headmaster serves as a non-voting member of the finance committee.

The Association of Classical Christian Schools

The Association of Classical Christian Schools (ACCS) is an association of Christian schools designed to serve the needs of established schools who are seeking to return to the educational heritage of the West. Neither reactionary or progressive, we see a return to our cultural roots so that we may resume the process of cultural growth, as God gives the increase. Requirements for all member schools can be found at <https://classicalchristian.org/membership/>

ACCS Member school must:

1. Be private and classical Christian.
2. Not accept government funding sufficient to compromise the classical Christian mission should the government funding be withdrawn in the future.
3. Operate a school with classrooms (physical or digital) and teachers where students are sent by their parents to be instructed.
4. Serve some combination of grades k-12.
5. Commit to providing or finding a path to full k-12 classical Christian education for students.
6. Serve more than one family.
7. Conform to the trivium in the grades that you serve and provide at least two years of Latin or ancient Greek, one year of formal logic, and one year of rhetoric in the secondary for each student.
8. Support the work and mission of the ACCS.
9. Agree with the ACCS definition of classical Christian education and implement it insofar as you have the ability and resources.
10. Agree with the ACCS statement of faith.
11. Not discriminate on the basis of race, color, or national/ethnic origin.
12. Not affirm unbiblical family relationships.

Providence Academy (Providence Ministries, Inc.) became a Charter Member of the ACCS in 1994 and as such enjoys the full benefits of helping to form the direction and policies of the ACCS, along with other charter schools.

Classical and Christian Education

The following article by Gregg Strawbridge (c2003) provides a sound explanation for choosing a classical and Christian education. It is included in this handbook as the basis of our programs and curriculum. It is reprinted with permission from the Veritas Press catalog.

Classical and Christian Education Revisited

Classical and Christian education is the granite foundation for the rebuilding of our civilization. This may sound too grand. Bear with me. Faithfulness to our sovereign Lord means: 1. Dig in, 2. Stick to it, 3. Raise the next generation of faithful warriors in the kingdom-so help us God. When Christians think of our society today, it looks like the fishing line knotted in an old tackle box. We have knots from our disunity (all 1,023 Christian denominations), tangles from our individualism and affluence, and snags from our defeatist, yet ever popular “Rapture Fever.” To the point of this article, we have a line binding us from faithfulness in training our children. Dig in!

In the past, Christians forged a civilization with a lot less funds, faculty, and facilities than any major city’s school district. The “West was won” as believers cultivated the “liberal arts.” Unfortunately, the word “liberal,” like “logic,” “rhetoric,” “catholic,” “liturgy,” and others has developed a sour taste. (The devil is a great lexicographer, you know). “Liberal arts” means freeing arts. They free and enlarge the mind. So much so that Augustine reports how Julian the Apostate (the Roman emperor, 361 – 363) forbade “masters of rhetoric and grammar to instruct Christians” because these liberal arts were “conducive to the acquisition of argumentative and persuasive power” (see the City of God, 18). Julian the Apostate had more educational sense than many Christians. Dig in!

For those unfamiliar with the classical Christian practice, read the 1947 Dorothy Sayers article, “The Lost Tools of Learning” and Douglas Wilson’s contemporary newly expanded civilization-saver, *The Case for Classical Christian Education* (2002), or for a short summary, see my booklet, *Classical and Christian Education*. Here’s the summary: Like one of these fine old steam engine trains, the Trivium is the engine, the classical content of the great works are the fuel, and the tracks are the truths of God’s Word. We consume classical learning, harnessed in the engine of the Trivium, but our rails are straightened by the whole counsel of God.

The Trivium engine serves in three ways: as a set of important subjects, as an approach to subjects, and as an approach to students. In early medieval times and before, the subjects of the

Trivium were simply Latin, logic, and classical rhetoric. These studies (grammar, logic, rhetoric) first developed in the Greco-Roman world. The Christians, such as Cassiodorus (480 – 575) molded and shaped the liberal arts into what we now see. So important to our medieval brethren, these arts held “a place in the Model of the universe” and in the “cosmic framework” (C.S. Lewis, *The Discarded Image*).

The fruit of using the Trivium is the skill of taking apart a subject, that is, to see the grammar, logic, and rhetoric of any subject. This was Sayers’ observation: “We often succeed in teaching our pupils ‘subjects,’ we fail lamentably on the whole in teaching them how to think.” The Trivium imparts the “tools of learning.” Sayers’ words are worth printing even again: “The sole true end of education is simply this: to teach men how to learn for themselves, and whatever instruction fails to do this is effort spent in vain.” In contemporary use, we have pressed harder on the third use of the Trivium, as an approach to students. As Sayers instructed and Wilson implemented, children learn in stages that correspond to the Trivium. There is a grammar, dialectic and rhetoric stage of learning.

With respect to the fuel or content, part of our downfall is accepting what [anti-Christian] progressive educator John Dewey taught that only the process of education is important, since after all, there is no truth. Dewey is the victor in America. He attained his goal: socialization through education. We are socialized, though we can’t read or reason. The classical view, unlike Dewey, values the classics since they sketch a world of objective values (I recommend Lewis’ *The Abolition of Man* for further study). It is inescapable: all methods require content. Skill in the real tools of learning requires a certain kind of content. For us this is embodied in the Western canon of great books (give or take a few). It turns out to be the liberal arts and sciences. To put it theologically, we must teach God’s revelation, providence, and creation. Stick to it!

Our classical education train has been running on this line for only a decade or so. Is it possible to crash the train so soon? Temptations arise to pull us off the tracks. I will suggest problems that touch on the three basic features of our approach: Trivium troubles, classics killing, and worldview worldliness.

Luther once spoke of how a drunken man may fall off a horse on the left or the right. We can have Trivium troubles from the left – “Eighth graders can’t do logic.” “Latin is too hard for third graders.” We are familiar with these. On the side from the right, some parents push their child to skate across the surface of the Trivium too fast. They are sure their first-born is ready for logic in the fourth grade, since he learned to read at three. Are first graders really ready to do serious historical study? Let me encourage putting our efforts into going deeper into each stage,

with more exciting learning. Teach “with the grain,” as Sayers says. Don’t treat the Trivium’s stages as Monopoly – do not pass “Go,” do not collect \$200, go straight to rhetoric. Stick to it!

To others, classical education sounds good until they see this involves studying works of non-Christians, even downright pagans. There’s no hiding it. Some of these books were not written by Christians! Couldn’t we spend our time learning more of the Bible, or developing character at the expense of teaching/learning? Classics killing is the shallowly pious resistance to deeper classical studies. Let’s remember that Joseph, Moses, and Daniel knew all about the pagan powers (Egypt, Assyria, Babylon, Persia, etc.). Paul and Luke are replete with quotes and allusions to the Greeks. Augustine, Aquinas, and Calvin mastered Greek and Roman classics. We must stand in their shoes to critique unbelief and show, “Has not God made foolish the wisdom of the world?” (1 Corinthians 1:20, Acts 17). We are to stand on the shoulders of past giants. Resistance to depth in the classics boils down to propaganda. Once, Christians vigorously engaged classical pagans and won. Now, “Christians” turn from the vapors of “gospel propaganda” to paganism. It is my prayer that laying the granite floor of classical education will have the effect that Julian feared. Stick to it!

Finally, worldview worldliness is something of a corrective to falling off the left side on the classics or other aspects of non-Christian culture. We must recognize that by God’s common grace, truth, goodness, and beauty are in unbelievers’ art, literature, and music. However, we may take our worldview Christianity to the point of worldliness. We may relish the work of unbelievers so much that we fail to fully critique it. We may end up with no enemies, in a world without a battle, where there are no wounded, and have nothing from which to be saved. Faithfulness is faithfulness to the complete Word. We are to raise faithful warriors who by the grace of God use the tools imparted, the talents given, and the timely opportunities to wage war and win. Doing this in the name of Christ means we are called to fruitfulness not to futility. As Paul urged, “Therefore, my beloved brethren, be steadfast, immovable, always abounding in the work of the Lord, knowing that your labor is not in vain in the Lord” (1 Corinthians 15:58).

Rationale for Christian Education

Tom Thistleton, a board member of the Mars Hill Academy in Cincinnati, Ohio, wrote the following essay. It is included in this handbook because it presents a rationale for considering a distinctively Christian school as opposed to a secular, public school.

What is Christian Education?

The purpose of this essay is to present a Biblical defense of distinctively Christian education over and against the decidedly secular character of most education today. Specifically, it endeavors to demonstrate to the reader that a Christian school (or a home school) is the ideal place for this Biblical approach to occur. The underlying assumption of this essay is that Christianity is true and that all truth is God's truth.

As Christian theologian and philosopher Francis Schaeffer has said:

1. True spirituality covers all of reality. There are things the Bible tells us as absolutes which are sinful -- which do not conform to the character of God. But aside from these the Lordship of Christ covers all of life and all of life equally. In this sense there is nothing concerning reality that is not spiritual.
2. Related to this, it seems to me, is the fact that many Christians do not mean what I mean when I say Christianity is true or Truth. They are Christians and they believe in, let us say, the truth of creation, the truth of the virgin birth, the truth of Christ's miracles, Christ's substitution death, and His coming again. But they stop there with these and other individual truths.
3. When I say Christianity is true I mean it is true to total reality -- the total of what is, beginning with the central reality, the objective existence of the personal-infinite God. Christianity is not just a series of truths but TRUTH -- Truth about all of reality.

God created the whole world and all that is in it, and this has implications not just for “religious” education but for all knowledge and learning. Second Corinthians 10:4 – 5 tells us that we should bring all thoughts into submission to Christ. As God is the Creator of the world and the Author of all truth, we must acknowledge Him in all fields of study. Practically, this means more than just affirming that God is the source of, say math. It suggests that we should think about math differently than non-believers and strive to understand what math teaches us about God and His creation.

With this as a foundation, let me make several assertions and then discuss each individually. The first is that God commands parents, not the state or the church, to train and educate their

children. Secondly, a child's instruction should begin and be saturated with God's truth. Next, that we are commanded to love God with our minds. Finally, that Christian school is the place where these principles are best put into practice.

As we survey God's Word, we see that when God speaks concerning the instruction of youth, He is directing His words to parents. The books of Deuteronomy and Proverbs are most instructive in this respect, as they contain many exhortations and reminders to parents of their duties to train their children. Deuteronomy 6:4 – 9 is just one example in which parents are instructed to teach their children diligently. In the New Testament, Ephesians 6:4 teaches fathers to “bring them up in the training and instruction of the Lord.” In contrast, the Bible, in speaking of the duties of the state, never mentions the work of educating the children of the nation (Exodus 18:22 – 26; Deuteronomy 1:16 – 17; Matthew 22:17 – 21; Romans 13:1 – 7, Peter 2:13 – 15). This is especially noteworthy given the fact that in much of the Old Testament, God speaks to the nation of Israel as a whole and yet reserves comments about education and instruction for parents. Thus, any true school must see itself as a servant to parents before God.

The Bible teaches that fear of the Lord is the beginning of knowledge (Proverbs 1:7). It has been pointed out that the fear of the Lord is not the final goal of education; such fear is the foundation of education, and as the foundation it is the basis for all subsequent goals. While the fear of the Lord is the foundation, God's truth should not stop at the foundation. I referred to Deuteronomy 6:4 – 9 earlier and now let us look at this text:

Hear, O Israel: The Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the door frames of your houses and on your gates.

Here we see that God's Word should permeate all of a child's life and learning. This general prescription includes, but is certainly not limited to, the more specific area of formal education. God's Word should permeate all that children are taught. A thorough Biblical instruction can only be provided when related to all of life. God wants the children of His people to live in an environment conditioned by His Word.

Ephesians 6:4 says, “Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord.” In order to obey this command, we must ensure that our children are taught in a consistently Biblical manner about all of life. We should consider how

exasperating it must be for a youth to learn one thing at home and another in school. Proverbs 22:6 teaches us to “train a child in the way he should go, and when he is old he will not turn from it.” In raising our children to be godly, mature Christians, we must ensure that their formal education follows this pattern.

Jesus teaches us that the greatest commandment includes loving God with our minds (Matthew 22:37). This does not mean that we are to simply acknowledge God with our minds, but to truly love Him. In light of this, we need to think like Christians as we study literature, history, math, etc. In this way, we will bring all thoughts under the Lordship of Christ and begin to love God with all our mind. This also suggests that we should not be slackers in our approach to education and learning but strive for excellence. Loving God with our mind is something that children (and adults) must be taught to do and encouraged to persevere through because it is hard work. In other words, teachers need to believe this and strive to make it a reality in their own and their students' lives.

As we consider these things, we see that our children should be taught in an environment where the truth of Scripture is acknowledged; an environment in which God's Word permeates all instruction; an environment where teachers profess belief in the Word of God and seek to model this belief before the students. Luke 6:40 tells us that "everyone who is fully trained will be like his teacher." Recognizing this, we must seek out teachers for our children who will serve as godly role models. In conclusion, where else, but in a Christian school, will we as parents best satisfy the Biblical requirements for our children concerning formal education? Enrolling children in a Christian school will not relieve parents of the responsibility for their children's education or the need to be involved in this education, but it is one step towards fulfilling this responsibility.

I would like to close with a quote from R.L. Dabney, the great nineteenth century theologian:

The education of children for God is the most important business done on Earth. It is one business for which the Earth exists. To it all politics, all war, all literature, all money-making, ought to be subordinated; and every parent especially ought to feel, every hour of the day, that, next to making his own calling and election sure, this is the end or which he is kept alive by God - this is his task on Earth.

Dabney might have overstated the case, but not by much. May God grant us wisdom as we work to be faithful to the Word of God in this most important matter, and may God bless us and our children.

The Classical Education Model

In the 1940's the British author, Dorothy Sayers, wrote an essay titled "The Lost Tools of Learning." In it she not only calls for a return to the application of the seven liberal arts of ancient education, the first three being the "Trivium" (grammar, logic, and rhetoric), she also combines three stages of children's development to the Trivium. Specifically, she matches what she calls the "Poll-parrot" stage with grammar, "Pert" with logic, and "Poetic" with rhetoric (see chart on page 21). At Providence Academy, the founding families were intrigued with this idea of applying a classical education model in a Christian context. Doug Wilson explained the classical method further in his book, *Recovering the Lost Tools of Learning*. Providence Academy has been committed to implementing this form of education since the school's inception.

Classical education is a return to proven educational methods and theories of the past. In fact, until about one hundred years ago the classical method was the method for everyone in Western civilization. Although the classical approach was not distinctly developed until the Middle Ages, its practice dates back to the Greek and Roman eras. Any list of the great minds of the past will reveal people who were products of classical education – Archimedes, St. Paul, Dante, Leonardo da Vinci, Galileo, Sir Isaac Newton, John Calvin, Martin Luther, William Shakespeare, Jonathan Edwards, and even George Washington, John Adams and Thomas Jefferson.

The goal of education in the ancient and medieval times was to teach children how to think and learn for themselves. They were given the tools of learning and then taught how to apply those tools of learning to any subject they encountered. In contrast, modern education generally tends to teach "subjects" or "skills."

An excerpt from Douglas Wilson's book, *Recovering the Lost Tools of Learning*:

The structure of our curriculum is traditional with a strong emphasis on "the basics." We understand the basics to be subjects such as mathematics, history, and language studies. Not only are these subjects covered, they are covered in a particular way. For example, in history class the students will not only read their text, they will also read from primary sources. Grammar, logic, and rhetoric will be emphasized in all subjects. By grammar, we mean the fundamental rules of each subject (again, we do not limit grammar to language studies), as well as the basic data that exhibit those rules. In English, a singular noun does not take a plural verb. In logic, A does not equal not A. In history, time is linear, not

cyclic. Each subject has its own grammar, which we require the students to learn. This enables the student to learn the subject from the inside out.

The logic of each subject refers to the ordered relationship of that subject's particulars (grammar). What is the relationship between the Reformation and the colonization of America? What is the relationship between the subject and the object of a sentence? As the students learn the underlying rules or principles of a subject (grammar) along with how the particulars of that subject relate to one another (logic), they are learning to think. They are not simply memorizing fragmented pieces of knowledge.

The last emphasis is rhetoric. We want our students to be able to express clearly everything they learn. An essay in history must be written as clearly as if it were an English paper. An oral presentation in science should be as coherent as possible. It is not enough for history or science to be correct. It must also be expressed well.

The Trivium is nothing more than a proven and very practical approach to education that works. It is an instructional model that: (1) is a common sense way of looking at subjects, (2) approaches the study of subjects in a way that naturally fits with how we learn, (3) tailors curriculum content to a child's cognitive development.

1. The Trivium is a Common Sense Way of Looking at Subjects

It breaks subjects down into concrete facts and rules, abstract comprehension and reasoning, and application and expression. Every subject can be broken down into its grammar, logic and rhetoric. The grammar of a subject is its basic facts and fundamental rules. The grammar of math includes the numbering system and basic math facts. The grammar of history is names, dates and places (e.g. The Declaration of Independence was signed in 1776 in Philadelphia by John Hancock and others.). The grammar of English includes phonics, vocabulary and spelling rules.

The logic of a subject is the comprehension of how its facts fit together logically. The logic of math is Algebra and Geometry. The logic of history is understanding the how and why of names, dates, and places including understanding reasons for wars, migrations, cultural movements and political revolutions (e.g. How did the French Revolution influence the American Revolution?). The logic of English includes understanding the parts of speech and the proper construction of sentences and compositions.

The rhetoric of a subject is its articulation, expression and application. The rhetoric of math includes the application of mathematical study to accounting or engineering (e.g.

Calculus). The rhetoric of history includes developing and effectively communicating views about political science and cultural trends. The rhetoric of English includes writing effective essays, debating techniques, and public speaking

2. The Trivium approaches the study of subjects in a way that fits naturally with how we learn.

The Trivium goes "with the grain" of how humans learn any new subject material. If you decided to learn about baking bread (or molecular biology or electrical engineering for that matter) you would first learn the "grammar" of bread baking. You may not consciously think about the grammar, but you would initially learn the basic facts and rules of bread baking –the kinds of flours, measuring ingredients, varieties of breads, types of bread machines, etc.

Your learning process would continue into the "logic" phase. You would learn about how different flours produce different breads, how certain ingredients produce certain results in your final product and how proper mixing, kneading and baking each affect how the bread tastes. You would begin to "comprehend" bread baking.

Finally, after having mastered the grammar and the logic, you would progress to learning how to articulate and express what you know about bread baking. You might develop a presentation about "The Benefits of Whole Wheat Flours" for your ladies group or you might learn how to persuasively discuss your views about particular bread machines with other bread connoisseurs. In other words, you would be in the "rhetoric" stage of your learning. You would be learning skills in communication, articulation and application as it relates to bread baking.

3. The Trivium tailors curriculum content to a child's cognitive development.

It does this by utilizing methods and subject matter that are appropriate to the age of the student. Children in grammar school (4K – 6th grade) tend to think in concrete terms and have an amazing ability for memorizing loads of facts. Children in the logic phase (7th – 9th grade) are naturally developing reasoning and analytical thinking abilities. As they mature to rhetoric school (10th – 12th grade), they are able to think in very abstract terms and have greater interests in being creative, expressing themselves, and communicating their ideas. The classical method plays to these age-related tendencies. Memorization and concrete facts are stressed in grammar school. Analytical thinking, logical reasoning and comprehension are emphasized in logic school. In the rhetoric stage the focus is on articulation and expression through writing and speaking. We can say that the classical method goes "with the grain" of how children develop cognitively.

4. Other Elements of Classical Christian Education

With the Trivium as its framework, classical Christian education is also characterized by rich exposure to the history, literature and culture of Western Civilization. Students are immersed in the "Great Books" of our Christian tradition and Western cultural heritage. In the logic and rhetoric phase students read fewer "textbooks" and more original source documents and literary works, especially in history and literature. The languages of Western Civilization, especially Latin, are at the core of their academic studies. The development of a thoroughly biblical worldview is an underlying aim of every lesson and class.

In Conclusion, Trivium is a tried and tested approach to learning. It is not another educational fad that is here today and gone tomorrow. It is a proven approach to learning that in many ways is none other than the progression of knowledge (grammar), understanding (logic), and wisdom (rhetoric) found throughout the Scriptures (especially Proverbs), but here applied to academics. The Classical method will equip our children with the necessary tools to master whatever subject they encounter in life, and more importantly, to tackle the great issues of life to the glory of God.

Stages of the Trivium

The following material is drawn from the essay *The Lost Tools of Learning*, by Dorothy Sayers. It lays out the stages of the Trivium.

Pre-Grammar	Grammar	Logic	Rhetoric
Grades 4K-2	Grades 3-6	Grades 7-9	Grades 10-12
Approx. ages 4-8	Approx. ages 9-11	Approx. ages 12-14	Approx. ages 15-18
Grades 4K-2	Grades 3-6	Grades 7-9	Grades 10-12
<p>Obviously excited about learning</p> <p>Enjoys games, stories, songs, projects</p> <p>Short attention span</p> <p>Wants to touch, taste, feel, smell, see</p> <p>Imaginative, creative</p>	<p>Excited about new, interesting facts</p> <p>Likes to explain, figure out, talk</p> <p>Likes collections, organizing items</p> <p>Likes chants, clever, repetitious word sounds (e.g. Dr. Seuss)</p> <p>Memorizes easily</p> <p>Can assimilate another language well</p>	<p>Still excitable, but needs challenges</p> <p>Judges, critiques, debates, critical</p> <p>Likes to organize items, others</p> <p>Shows off knowledge</p> <p>Wants to know "behind the scenes" facts</p> <p>Curious about How? and Why? for most things</p> <p>Thinks, acts as though more knowledgeable than adults</p>	<p>Concerned with present events, especially in own life</p> <p>Interested in justice, fairness</p> <p>Moving toward special interests, topics</p> <p>Can take on responsibility, independent work</p> <p>Can do synthesis</p> <p>Desires to express feelings, own ideas</p> <p>Generally idealistic</p>

The Tools of Learning

In order to produce self-learners and effective influencers, students must be taught the “tools of learning.” Imagine trying to build a house without tools. No hammer would be available to frame the house. No brush would be available to paint the house. Construction would be

disastrous. Sending students into a complex world without the ability to learn new subjects independently and to express their understanding effectively is similarly disastrous. Classical education aims to provide a toolbox for building an understanding of new subjects and arguing for one's conclusions persuasively. What are these tools of learning?

Grammar Tools

1. Acquiring Information – Knowing where to find information
2. Categorizing Information – Sorting information into predefined categories
3. Memorizing Information – Retaining in the mind the key facts of the subject, often by using mnemonics

Logic Tools

1. Deduction – Determining the validity of arguments
2. Induction – Determining the probability of arguments
3. Definition – Stating the meaning of a term accurately in order to show relationships, remove ambiguity, and increase precision

Rhetoric Tools

1. The Arts of Persuasion (from Aristotle)
 - a. Ethos – Using the personal character of the speaker
 - b. Logos – Providing proof, or apparent proof, by the words of the speech itself
 - c. Pathos – Putting the audience into the right frame of mind
2. The Types of Oratory (from Aristotle)
 - a. Political Oratory – Persuading or dissuading people to action, based on expediency or harmfulness – Speaking persuasively about the future
 - b. Ceremonial Oratory – Praising or censuring someone, seeking to prove the person worthy of honor or dishonor – Speaking persuasively about the present
 - c. Forensic Oratory – Attacking or defending someone by establishing the justice or injustice of the person's past actions – Speaking persuasively about the past
3. The Canons of Rhetoric (from Quintillion)
 - a. Invention – The devising of the matter, true or plausible, that would make the case convincing
 - b. Arrangement – The ordering and distribution of the matter, making clear the place to which each thing is to be assigned
 - c. Style – The adaptation of suitable words and sentences to the matter devised
 - d. Memory – The firm retention in the mind of the matter, words, and arrangement
 - e. Delivery – The graceful regulation of voice, countenance, and gesture
4. Stasis Theory – Understanding the point in an argument that must be resolved in order to

reach a conclusion

Providence Academy Programs and Curriculum

Providence Academy offers a full academic program beginning at ages 4 (4K) through 12th grade. See the Providence Academy Procedures and Policies section of this handbook for more information on the application and enrollment process.

Providence academic programs run as follows:

Grades	Days of the Week	Times of the Day
4K (ages 4 – 5) (Morning)	M, W, F	7:50 am – 11:15 am
All other Grades (4K Full day - 12)	M – F	7:50 am – 3:15 pm

Student to Teacher Ratio

Providence Academy believes that low student to teacher ratios are very beneficial to the students because they allow significant personal attention from our teachers. In 4K through 2nd grades, Providence Academy’s general policy is to have no more than 18 students per class, with a Teacher’s Aide hired when the class size reaches 15. In 3rd through 12th grades, the general policy is to have no more than 20 students per class, with a Teacher’s Aide hired if any Grammar class size reaches 17.

Academic Rigor

At Providence Academy, we are committed to an instructional program that promotes both academic excellence and spiritual depth. We believe in setting standards that will stretch students to reach their fullest potential, both intellectually and spiritually. New students adjust well to Providence, as we serve students with a range of academic abilities. Work ethic, rather than intelligence, is the more critical factor toward success at Providence. Any hard-working student will thrive at Providence.

Early Childhood Education Program

Providence Academy offers a rigorous academic program for grammar, logic, and rhetoric school students. Our Early Childhood Education Program, grades 4K through Kindergarten, is designed to prepare children for such a program. In addition, the program has been created to provide an enriched environment for early age children, which benefits their intellectual, physical, emotional, spiritual and social development. During the pre-grammar years, children develop characteristics which will affect their lifelong love of learning and prepare them for the

rigors of a classical Christian education. Note: Students entering the Early Childhood Education Program must be toilet trained.

By completion of the Early Childhood Education Program (or ECP), which is the end of Kindergarten, students should recognize and write the alphabet and have the necessary basic decoding skills needed for reading. In addition, students should express both an emotional and physical readiness for advancement. Each student should achieve competency in the areas of habits of the heart, math, language arts, history and geography, science, art, music, physical education, and Bible as reflected on the Kindergarten report card. The subject areas listed below give general guidelines for each of these curricula.

Habits of the Heart

One of the primary goals of the ECP is to develop confident and responsible individuals. The hope is that students will grow in virtues that have a depth greater than surface level behavior or moralism. Obedience, attention, respect, and responsibility are the four habits that we hope to cultivate within the students. These habits are often demonstrated through manners, sharing, taking turns, and cooperative play, which are taught, modeled and practiced in the classroom. Small class sizes and experienced, loving teachers create a place where each child knows they are loved and cared for which is essential for the development of happy, healthy students.

Bible

A Biblical worldview is central to all that we do in the early childhood classrooms and is integrated throughout the entire program. Students will memorize Bible verses and learn many Bible stories from the Old and New Testaments. Each student will learn of God's great love for him/her not only through the activities and learning in the classroom, but also through the nurturing attention and guidance of a loving teacher.

Mathematics

The math program focuses on developing the foundational number concepts that are necessary for all of mathematics. Through hands-on experiences, students will also learn skills in patterning, classifying, graphing, and basic geometry.

Reading (including Grammar, Spelling, Phonics and Penmanship)

The Early Childhood Education reading program focuses on the skills needed for success in reading in a way that engages young minds. Students will be mastering important phonics skills, building vocabulary, and increasing comprehension through a variety of activities that are kinesthetic, auditory, and visual.

History

By the end of the ECP students will be knowledgeable and have explored the following topics: families, community and community helpers, a basic overview of the world God created (planets, continents and the various landforms) and key events and people in US history. In addition, students will learn more about our country and its state symbols and government structure as well as explore various countries and cultures throughout the world God created.

Science

The goal of the science curriculum is to help instill a curiosity and wonder about the amazing world that God created. Students will explore various topics throughout their years in the pre grammar stage including senses, seasons, animals, nutrition, plant growth, and basic physics concepts.

Art

Students will use many different media to express their creativity and explore the world of art. As students experience the creative process, they build confidence, increase fine motor skills, and feel confident and uninhibited in their ability to create art. During this time, students are introduced to Classical artists and a few of the Masterpieces.

Music

Music will be incorporated throughout the curriculum in many fun ways. Each school day begins with a time of worship in the ECP. Teachers and students sing songs and offer praises to the Lord. Additionally, as students develop, they learn how to sing on pitch as well as study other basic musical techniques, like rhythm and counting.

Physical Development & Education

Students at the younger ages will focus on small muscle coordination, such as proper pencil grip and control of glue, paint, scissors, etc. Large muscle coordination will focus on running, jumping, skipping, and hopping. As students mature, proper participation, such as following rules and working as a team, will be added to expectations as students develop fundamental techniques.

Why Study Latin?

All students take Latin every year in third through ninth grades. One year of Latin and one year of Greek in high school are required for graduation. We believe there are at least five solid reasons for classical language study at Providence Academy.

1. Latin reveals a great deal about English and greatly enhances the student's powers of expression in his/her native language.
 - a. About 80% of English vocabulary comes from Latin and Greek.
 - b. English vocabulary tests reveal that students of Latin score higher
2. Latin develops and deepens the student's understanding of and appreciation for literature.
 - a. A doorway is opened to great classical literature –Virgil, for example.
 - b. The student's appreciation for English literature grows because great English literature is filled with classical allusions. A student who understands those has an increased advantage.
3. Latin provides an understanding of the classical impact on our modern culture.
 - a. This is evident in wedding rings, dollar signs, political structure, architecture, the names of constellations and planets, and of course, et cetera.
4. Latin trains the student in the essentials of scientific method: observation, comparison, and generalization.
 - a. Students of Latin are equipped with the methodology of rigorous analysis.
 - b. Latin trains minds to encounter unfamiliar material in science and other disciplines.
5. Latin provides a wonderful foundation for the study of other languages.
 - a. Latin is not a "dead language," but rather a language that lives on in almost all major Western languages, including French, Spanish, Italian, Portuguese, and Romanian.
 - b. Students gain an understanding of how inflected languages work. This will prepare them to study the languages of German, Russian, and Greek.

Honors and Awards

Providence Academy maintains a system of formal honors and awards for several reasons:

1. The recognition of good work is endorsed in the Scriptures from the writings of Paul (Romans, Ephesians, I Timothy, etc.). Therefore, we seek to publicly recognize those students accomplishing the necessary prerequisites to receive the applicable award/honor.
2. We hope to encourage the motivation to do good work among all the students by demonstrating to them that such work is not overlooked or taken for granted, but rather it is noticed and commended.
3. We want to draw public attention to the high quality of work being done by our students to the glory of God and their parents.

The following accomplishments will receive correlating Honors/Awards. Grade Point Average calculation on report cards begins in sixth grade, and thus students in sixth grade and above are

eligible to receive these awards. Other awards/honors may be recognized as appropriate in grades below sixth.

- Students earning a 4.00 in a trimester receive a Certificate of Highest Honors
- Students earning a 3.60 – 3.99 in a trimester receive a Certificate of High Honors
- Students earning a 3.30 – 3.59 in a trimester receive a Certificate of Honors
- Students with perfect attendance in a trimester (including no unexcused tardies) receive a Certificate of Perfect Attendance. This is recognized in Kindergarten through sixth grades only.

Advanced Placement (AP) and CLEP Exams

The National College Board offers two different college-level exams which gives the student the potential to earn college credit.

AP tests are administered during the first two weeks in May, and Providence students have the opportunity to register for those exams in partnership with other local High Schools during the Fall. Providence Academy will assist students who wish to take AP Exams as administered by the National College Board by providing study material and assisting with the registration process. Our curriculum and course map aligns so that students may consider taking the following exams in the corresponding year:

- Junior Year: AP Language and Composition
- Senior Year: AP Literature and Composition, AP Calculus AB (for Calculus students)

CLEP exams are similar to AP exams, however, CLEP exams are administered year-round. In general, AP exams are more widely accepted by colleges, but it is at the discretion of the particular college or university to determine standards and credit options for both AP and CLEP.

Dual Credit

Providence Academy has and is developing partnerships with University programs to create opportunities for High School students to receive dual credit in various courses. Currently we have or are in the process of establishing partnerships with the University of Wisconsin - Green Bay, and Southeastern University in Lakeland FL.

Providence Academy Staff and Grading System

Teacher Certification

At Providence Academy, we have a distinct set of standards for our teachers. We require each of our teachers to be active and faithful Christians, to have a true love for teaching children, to be committed to the classical model of education, and to have a love of learning, a passion for their subjects, and a commitment to further developing their teaching abilities. Although a number of our teachers are state certified, state certification is not a requirement for employment at Providence. Degrees and credentials are certainly important, but they alone do not make great teachers. For bios of our faculty and staff, see the faculty page on our website <https://providencegb.org/why-providence/faculty-staff-board/>

Grading System

The following grading system is used to assess the students:

4K - 2 Grading System:

Skill Sets

- Habits of the Heart
- Math
- History and Geography
- Science
- Bible
- Language Arts and Reading

Grades 3 – 12 Grading System:

A =90 – 100 Outstanding

B =80 – 89 Above Average

C =70 – 79 Average

D =60 – 69 Below Average

F =below 60 Unsatisfactory Progress

Rational for Skill Set Grading

At the 4K through second grade levels, students at Providence Academy are assessed using the skills set grading system listed above. Although every student is unique and develops at his/her

own pace, there are certain skills and knowledge sets that our curriculum model stresses are essential for social and academic growth, development, and achievement in school.

Grade Point Average (GPA) Calculation

Grade Point Average (GPA) Calculation is utilized to determine honor roll, extra-curricular activity eligibility, and academic probation. It is also necessary at the high school level for transcript and academic scholarship purposes for education beyond high school. GPA is seen on Report Cards beginning in 6th grade.

Grading Scale with Grade Point Value:

Letter	Percentage	Point Value
A	94 – 100	4.0
A-	90 – 93	3.67
B+	87 – 89	3.33
B	84 – 86	3.0
B-	80 – 83	2.67
C+	77 – 79	2.33
C	74 – 76	2.0
C-	70 – 73	1.67
D+	67 – 69	1.33
D	64 – 66	1.0
D-	60 – 63	0.67
F	Below 60	0.0

Each Course is valued by this formula: Grade (0 – 4) x Credit (0.25 – 1) = Value

Example 1: 1 Credit Course – Biology – Grade = 89%

3.33x 1 = 3.33 grade point

Example 2: 0.25 Credit Course – Art History – Grade = 76%

2.0 x 0.25 = 0.5 grade point

GPA is calculated by this formula: Total Grade Values/Total Credits (TGV/TC)

Example: From the above two course examples the TGV = 3.83 and the TC = 1.25
 $3.83/1.25 = 3.06$ GPA

Providence Academy Traditions

At Providence Academy, we are proud of the established tradition of Superior Evangelical Christian Education. This is the foundation upon which the school exists. Below are other school traditions, which further enhance the vision and goals for this school.

School Song

Non nobis Domine, Not unto us,
Domine, O Lord,
Non nobis Domine, Not unto us,
Sed nomine, sed nomine, but unto Thy name
Tuo da gloriam. Give glory.
Psalm 115:1a Psalm 115:1a

School Colors

Purple and Gold

School Logo



Crest – The Providence Academy crest is the sword and shield of a Paladin – a holy knight who stood for all that was true and virtuous. All that is true and all that is virtuous (Veritas et Virtus) has been embodied by Jesus Christ who is the Way, the Truth, and the Life. The shield harmonizes the head of a Lion and a Lamb, the representation of who Jesus is (Rev. 5:5 – 6). Jesus alone is the Lion of Judah who sits upon the throne at the right hand of God. To Him belongs all reverent praise and honor. Jesus exercised his kingly power by humbly offering himself for our iniquities as a sacrificial lamb upon the cross. In Christ we receive not what we deserve, but what his sacrificial love and grace provides; royal status (purple, 1 Peter 2:9) and an eternal inheritance that is imperishable, undefiled, and unfading (gold, 1 Peter 1:4). The sword forms a cross, for that was where power and humility, justice and grace, truth and virtue met.

School Mascot

Paladin

A paladin is a knight-errant; a distinguished champion of a medieval king or prince; as, the paladins of Charlemagne; a champion of a cause.

Paladins were holy knights who protected kings or princes. They stood for all that was good and just, and would destroy all that was unholy and evil. A true paladin would never leave a comrade behind and would stand and fight until all of his allies had escaped. A true paladin would treat others with respect and would give his life to save another's. Paladins were strict followers of the code of chivalry.

Paladin derives from Late Latin *platinus*, "an officer of the palace," from Latin *palatium*, "royal residence, palace," from *Palatium*, one of the seven hills of Rome, on which Augustus had his residence.

Paladin Catechism

Part One - Identity and Purpose

Who are you?	We are Paladins!
What is a Paladin?	Paladins, like all Christians, are to live a life of service for Christ and His Kingdom!
What does it mean to be a Paladin?	Paladins, like all Christians, are to live a life of service for Christ and His Kingdom!
Who do we live for?	For Christ and His Kingdom!
Who do we live for???	FOR CHRIST AND HIS KINGDOM!
How do you say "For Christ and His Kingdom!" in Latin?	Christo et Regno Eius (Kree-stow et Reg-know ee-yoos)

Part Two - Life and Motto

What is the Motto of a Paladin?	Veritas et Virtus (Where-i-toss het Weer-tops)
What is the Motto in English?	Truth and Virtue

What does it mean?	As a Paladin, I seek to walk in the way of Truth and live a life of Virtue.
What does it mean to “walk in the way of Truth”?	It means that by faith: I follow Jesus who is the Way the Truth and the Life (John 14:6); I believe the Bible which is God’s Word of Truth (Psalm 119:160); And I submit to Christ’s Church which is the Pillar and Ground of Truth (1 Tim. 3:15)
What does it mean to “live a life of Virtue”?	It means that by God’s Grace, through the power of the Holy Spirit, I seek always to do right (Prudence and Justice) despite fear (Courage) and despite my desires to do otherwise (Temperance).
What is the fruit of a life lived according to the Paladin Motto?	The fruit of a life so lived is: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. (Galatians 5:22-23)

Part Three - Society

Why do we need modern-day Paladins?	We live in a fallen world and our Lord Jesus Christ has called us to be citizens of His Kingdom. By proclaiming His Reign and living according to His Ways: we are salt and light in a decaying and dark world, bringing forgiveness, hope and life and preserving truth, goodness and beauty.
What is the hope of a Paladin in this modern-day life?	That until the Lord returns, we might see the advance of His Kingdom, Power and Glory. (Matt. 6:13(KJV) 1 Chronicles 29:11)
How is this accomplished?	It is the Lord’s doing and it is marvelous in our eyes! (Psalm 118:23)
What then, does a Paladin do?	A Paladin is to live a life of obedient faith expressed by Benedict as: Ora et Labora (or-a et labor-a)
What does Ora et Labora mean?	Pray and Work.
How does Pray and Work advance Christ’s Kingdom?	God ordinarily works his will through ordinary people doing ordinary things. Through the partaking of the ordinary means of grace and the pursuit of ordinary

	vocations, we accomplish our tasks as citizens of Christ's Kingdom.
What vocations does a citizen of Christ's Kingdom pursue?	Husband or wife, father or mother, student or teacher, and worker in business, government, church and home. These ordinary pursuits done in the Name of our King, the Lord Jesus Christ, produce extraordinary results.

Grammar School Psalms

We believe that singing the Word of God is an excellent and beautiful way to memorize scripture and build school unity. Each Grammar grade, beginning in 1st grade is assigned a Psalm to memorize and sing throughout the year in chapel, the classroom, and throughout their day.

Grade	Psalm
1st Grade	Psalm 117
2nd Grade	Psalm 134
3rd Grade	Psalm 1
4th Grade	Psalm 100
5th and 6th Grade	Psalm 121

Weekly Chapel

Once per week, students in grades 4K – Kindergarten, 1 – 6, and 7 – 12 go to a chapel service. Although the Early Childhood Program, Grammar School, and Logic & Rhetoric School have separate services, the purpose is the same. Chapel is an opportunity for the school community to come together and worship the Lord. The students will spend time in song, in prayer, and listening to a short expository sermon led by the chaplain or a guest preacher. Chapel is an intentional time set aside in the format of a worship service to glorify God and declare the gospel of the Lord Jesus Christ.

Logic and Rhetoric School House System

Overview

In 781, Charles, soon to be Emperor Charlemagne, met with the monk Alcuin in York and commissioned him to bring classical Christian education to the Frankish kingdom. Charlemagne's vision and Alcuin's execution of that vision birthed the Carolingian Renaissance.

In the early eleventh century, an epic poem called the Song of Roland was written about the legendary deeds of Charlemagne's paladins. The Providence Academy Houses are named after these heroic paladins with the hope that from within the walls of Providence will come future holy knights who stand for *veritas et virtus* (truth and virtue).

The house system had its beginnings in the academic institutions of the early Middle Ages. At that time, master teachers would gather students together to live and study together in a house. The master was not only responsible to teach students academic subjects, but they were also expected to disciple them in their Christian faith. These gatherings of students with their masters were the foundations of the great universities of Europe. Today, the term "house" refers simply to groupings of pupils, usually with no buildings involved.

It is in this tradition that Providence Academy has divided its Logic and Rhetoric School into groups of students, each led by house master teachers. The goals of our house system are:

- To assimilate new students into the PA culture.
- To provide Godly accountability on campus between students.
- To enable students to form bonds of fellowship around common interests and goals.
- To foster a love of learning and academic excellence.
- To inspire a vibrant walk with God.
- To more effectively serve the school and the community.

The competition among the houses involves a weekly assessment of points accumulated from various sources. These points are earned through academic, artistic, and athletic excellence, as well as virtuous behavior. Additionally, points can be deducted from a house for tardiness, dress code violations, and poor behavior.

Every Trimester, the house with the most points has their standard raised above the rest in Paladin Hall, showcasing their accomplishment to the entire school. The winner of the previous year's House Cup will hold the top standard position in the 1st Trimester.

Throughout the year, special competitions between the houses will take place, adding to the excitement of the overall competition.

At the end of each academic year, the house with the most accumulated points will be awarded the House Cup, earning them the distinction of being the year's champion. The winning house's name will then be permanently engraved on the Cup as a lasting recognition of their achievement.

House Leadership

House Dean:

The house dean is responsible for overseeing the house system as a whole.

House Masters:

Each house is organized around teachers who serve as masters for their house. Their responsibilities include supervising house activities, encouraging the captains to complete their duties, and modeling a Christian walk before the students. House masters, in consultation with the L & R School Administrator, with prayer, choose which house incoming L & R students will join each year. The master hosts house meetings in his or her classroom and may also call additional meetings after school or at lunchtime, provided there are no conflicts and parents are notified of after school meetings. The master makes sure house members use the time wisely to work on house projects, to make preparations for upcoming competitions, to pray, or to complete other house-related tasks. Meetings also serve as a time for fellowship within each house, and masters are expected to get to know their house members. Masters are the personal point of contact for the students in the house and a main source of encouragement for their success at school. They should encourage the upperclassmen to edify and teach the younger students and should urge the younger students to imitate the right attitudes and behaviors they see in the older students.

House Faculty:

Each full-time L&R faculty member is assigned to a house, with preference given to having at least one male and one female faculty member (including the house master) associated with each house. House Faculty members will act in a support role for house masters and the house

officers. These faculty members are encouraged to support the house as requested by the house master, and can fill in gaps if the house master is absent for any reason.

House Captains:

The administration and representatives from the board, with input from the house masters, will interview captain applicants, and will appoint two house captains to serve under the house master. The house captains are responsible to make certain that the officers are completing their tasks and that the students are conducting themselves in ways that befit a Paladin. House captains schedule and preside over house meetings and work closely with the house masters to make their houses successful. The house captains are chosen based on observations of their leadership abilities, their spiritual walks, and their positive examples to other students. In order to apply for the position of house captain, an applicant must have served one year in a different officer position. House captains are the spiritual leaders of their houses and should see to it that their houses pray together, work on projects together, and honor the Lord in all things. The house captains are the official spokesman for their houses and may be called upon to represent their houses in meetings, in presentations, or in other activities. The captains must take initiative to make sure that every member of their respective houses is aware of his or her right to be heard in meetings and that their houses as a whole are unified and are moving forward with positive goals.

House Scribes:

The scribes are responsible for the collection and distribution of data and for all records associated with their houses.




House Grammar School Envoy:

The Grammar School Envoy's main objective is to embody and promote virtue by actively engaging with the grammar grade associated with their respective house. This entails working closely with the classroom grammar teacher and assuming responsibility for identifying meaningful, Christ-centered actions that can have a positive impact on the lives of the grammar students.

House Service Team:

The house service team may include up to three house members. This role of servant leadership is for those who desire to bring the Kingdom of God to areas beyond the scope of the house system. Service will be focused on projects or activities outside the school community, or at the very least, outside the Providence Academy House system. Service projects will emphasize sharing the gospel through word and deed by listening, loving, and leading towards God's Kingdom.

Houses

			
House Name (Paladin)	Holger	Oliver	Roland
House Virtue	Courage	Wisdom	Loyalty (Faith)
House Symbols	Tower Elk	Olive tree Lamp	Horn Ivy
House Sword	Curtana: Sword of Mercy	Hauteclaire: High and Neat	Durendal: Endurance
House Feast Day	Ansgar (801-865), Apostle of the North. 2nd / 3rd week in Feb.	Bernard (778-842), Archbishop of Vienne. 4th week in Jan.	Martin (316/336-397), Bishop of Tours. 1st / 2nd week in Nov.
House Moto	Vaer Pa Vagt	Mea Prudentia Mea Est Fortitudo	Fortius Quo Fidelius
Grammar School Pairing	4th Grade	3rd Grade	5th Grade

Providence Academy Policy and Procedures

Academic Policies

Promotion Policy

This policy was created to establish a consistent set of standards to be applied in determining grade promotions for all students. It is applied to all entering and continuing students. Students entering the Early Childhood Education Program (4K or K) must meet only the age and maturity requirements outlined previously in the Early Childhood Curriculum Goals.

The following definitions are listed to further clarify the Promotion Policy.

Promotion

The advancement of a student from the most recent grade completed to the next successive grade.

Retention

Requiring a student to repeat the grade in which he/she was most recently enrolled.

New Students

Those students entering Providence Academy for the first time, coming from another Christian school, a home school, or a public school.

Current Students

Those students enrolled at Providence Academy during the current year or previously enrolled at Providence within the last two academic years.

Criteria for Advancement

New students must meet the following criteria to be accepted into the next successive grade level:

- Have documentation showing that they successfully completed the previous grade by a demonstrated proficiency of at least 70% or higher in reading, math, and English (language arts). They also should have satisfactorily (60% or higher) completed science and "social studies" (history and/or geography) within the previous curriculum.
- Recognizing that many public schools (and some home schools) do not use letter grades (A – F) or percentages to indicate academic proficiency in the elementary grades, a mark

of "satisfactory" (i.e. meets grade level requirements) in at least 90% of the subjects on the student's transcript/report card will be acceptable. However, if there is any doubt as to the student's abilities or the quality of the curriculum used previously, the student will be tested in the three critical areas of reading, math, and English mechanics.

- If the new student has taken any standardized tests, the student should have earned national scores of at least 50% or higher in reading, math, and language arts (as appropriate to age level). If he/she has never taken any standardized tests and there is any doubt as to his/her abilities, the student will be tested in the three critical areas of reading, math, and English mechanics.
- The results of any in-school testing will be combined with the new student's report card and any previous standardized testing scores to determine the best grade level at Providence for that student to enter. If the combined results are not satisfactory, the parents will be apprised of this and be encouraged to consider having their child retained at the previous grade. It should be noted that Providence Academy's academic program can be a challenge with varying degrees of difficulty for students coming into the program. Should a student have had academic difficulties in his/her previous program, the likelihood of compounding that difficulty would be great were he/she to be promoted to the next successive grade at Providence. With that said, new students that work hard and persevere through difficult subject areas have the ability to be academically successful at Providence.

Current Students must meet all the following basic criteria for promotion to the next successive grade.

4K to Kindergarten:

- Must be 5 years old by August 31st and have behavioral maturity for Kindergarten.

Kindergarten to First Grade:

- Behavioral maturity and reading readiness for First Grade.

First Grade to Second Grade:

- Show satisfactory progress in math, reading/phonics, and spelling.
- Reading: Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension.
- Grammar/Penmanship: Able to write complete sentences, with neat lettering.

Second Grade to Third Grade:

- Show satisfactory progress in math, reading/phonics, and spelling.

- Reading: Able to read fluently and independently, using books of a second grade level.
- Grammar/Penmanship: Able to correctly identify the basic parts of a sentence and write neatly.

All Subsequent Grade Level Promotions for Grades 3-6:

- Cumulative mastery of above requirements.
- Pass at least two trimesters each of reading (literature), math, writing/grammar (composition), and have at least a 70% average for the entire year in each of these subjects.
- Pass at least two trimesters each of history and science.

All Subsequent Grade Level Promotions:

- For grades 7 – 12, where grade point average (GPA) is calculated, a 1.7 cumulative yearly GPA is required. For grades 9 – 12 students must pass at least two trimesters of a three trimester course. If a required course is not passed, the course is to be retaken. All trimesters of a required one or two trimester course must be passed or otherwise must be retaken.

Withdrawal Policy

If a parent withdraws his/her student prior to the end of the grading period and the student does not complete all school work for that grading period, the student will receive an incomplete (INC) on his/her report card for each course of the grading period. In addition, the parent must be current and complete all financial obligations to the school or grades/school records will be withheld/not transferred until payment is received.

Probation Policy

This policy is intended to provide additional motivation to Logic & Rhetoric School students (grades 7th – 12th) whose academic achievements are not up to their capability. If implementation of this policy would be counterproductive to this end, the school principal or headmaster may decide not to place a student on probation. A written record explaining this decision will be signed by the school principal or headmaster and placed in the student's file. Grammar School students (grades 4K – 6th) will not be subject to academic probation.

- Grade point averages (GPA's) for each Logic & Rhetoric School student will be determined from each trimester report card.

- If a student's GPA is below 1.7, that student will be placed on academic probation during the following trimester. A parent-teacher conference will be arranged at this time.
- If at the end of the next trimester the student's GPA (for the trimester) has not risen to at least a 1.7, that student may be expelled.

Cheating Policy

Any student caught or involved with cheating on an assignment, quiz, test, etc. will receive a zero for that assignment, quiz, test, etc. and an office visit. This includes intentional plagiarism. The determination of a cheating incident(s) is decided by the teacher, principal, or headmaster. Continual cheating incidents will lead to student suspension and possible expulsion.

Homework Policy

Providence Academy may assign some amount of homework to any K – 12th grade student at any given time. Below are the primary reasons or causes for homework being assigned.

- Students often need some amount of extra practice in specific new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
- Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study.
- Since Providence Academy recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his/her studies. This will also keep the parents informed as to the current topics of study in the class.
- Students who do not use their given classwork time wisely will be required to complete the assigned classwork at home. In this instance, the homework serves as a corrective natural consequence of wasted class time.

Guidelines for Assigning Homework:

The necessity for doing homework will vary from grade to grade. The amount of time spent on homework may also vary significantly from student to student depending on the student's capabilities and work habits. The guide below should be regarded as maximum times, not as required minimum times, and then only if homework is assigned. The guide should also be regarded as applying to the average night during an average week for the average student. Some students may consistently spend more time than the guideline prescribes, some may consistently

spend less. If homework is regularly assigned, the teacher will provide some sort of detailed syllabus or homework assignment schedule so the students will know what to anticipate and how to plan for homework. This homework information is also available to the parent in FACTS Family Portal. For more information, see the Other School Information section of this handbook.

Generally, homework is not assigned over holidays or vacation periods and weekend assignments do not exceed regular “weeknight” work.

GRADE	Approximate Time Per Weeknight
4K	Minimal
Kindergarten	Minimal
1 st & 2 nd	20 – 30 minutes (infrequently)
3 rd & 4 th	30 – 45 minutes
5 th & 6 th	45 – 60 minutes
7 th – 8 th	60 – 90 minutes
9 th – 12 th	90 – 180 minutes

Guidelines for Make-Up Homework:

It is expected that the child or parents discuss arrangements with the teacher and take the initiative in completing missed work. When extended absences are planned, we expect all schoolwork to be completed within the time specified by the teacher. Teachers have the option to hand out missed assignments and administer missed tests before or after the absence. Teachers are under no obligation to tutor students who fall behind due to planned absences; parents may need to arrange outside tutoring in such cases. With regard to long-term or extended absences, planned or unplanned, all assignments and tests must be completed and handed in within the time specified by the teacher. Failure to do so will result in a 0% on such assignments and tests.

Generally, when absence is due to illness, a student will be allowed extra time to complete assignments according to the teacher’s discretion.

Extra-Curricular Activity Eligibility Policy

This policy is intended to motivate students to make their academic studies a priority over sports and other extracurricular activities. This policy applies to ALL Providence Academy students.

- Students must maintain at least a 1.7 GPA in order to participate in extracurricular activities. In grades where GPA is not shown on report cards, a GPA will be calculated to determine extra-curricular eligibility.
- Grades on trimester Report Cards or mid-term Progress Reports will be used to determine eligibility. In addition to #1, above, a student will also be ineligible to participate if he/she has more than one F (failure) and/or INC (incomplete) grade on his/her trimester Report Card or mid-term Progress Report.
- A student who becomes ineligible as a result of a trimester Report Card will be ineligible for a period of at least two weeks. After the two-week period the student will become eligible for participation in extracurricular activities whenever the student's GPA improves to 1.7.
- A student who becomes ineligible as a result of a mid-term Progress Report will remain ineligible only until the student's GPA improves to 1.7. Once a 1.7 GPA is achieved the student will be permitted to participate in extracurricular activities. A student cannot regain eligibility by doing "extra credit" work.

Learning Disability Policy

This policy applies to all students enrolled at Providence Academy. Children with a severe learning disability will not be admitted to Providence Academy due to the lack of adequate staff, funding, and facilities. Children who are diagnosed as having a learning disability after enrollment will be required to meet the same academic standards as all other children in their grade level. Children who are diagnosed as having a learning disability after enrollment will be given as much individual instruction and encouragement as their classmates (see Tutor Policy below). While there are some services, according to the law, that public schools must provide to private school students (e.g. speech and language), it is the responsibility of the parent to initiate the process by contacting the student's teacher, the principal, or the headmaster to inquire if services are available. Accommodations for a student with a diagnosed learning disability may be provided at the discretion of the school. It is the responsibility of the parent to initiate the process and provide the school with documentation. Accommodations that are provided will not alter the curriculum or grade-level requirements.

Adherence to this policy is based upon the following definitions:

Severe Learning Disability

Any condition in a potential student which would require a separate classroom, program, and staff in order to provide the educational services desired by the parents (e.g. Down's syndrome, deaf/mute, blind, etc.).

Learning Disability

Any condition in a potential student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents (e.g. hyperactivity, attention deficit disorder, dyslexia, etc.). For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed and is a genuine learning disability.

Tutor Policy

Teachers are under no obligation to tutor students, but have the right to tutor individual students if they desire. Talk with your student's teacher if you find that your child is falling behind in a particular subject area and would benefit from tutoring.

School Elective Course Policy (Logic and Rhetoric School)

Students in grades 7 – 12 may not add an elective course after the first week in the trimester or drop an elective course after the third week in the trimester in which the elective course is offered. Additionally, written parental permission for all added and dropped elective courses is required before the student can add or drop the elective course.

Admissions and Enrollment Policies

Admissions & Enrollment - New Families

1. Parents begin the admissions process by completing the online application; available for submission starting November 1st of the previous year. Providence Academy utilizes an online admissions process through our school program, FACTS Family Portal. See the FACTS Family Portal Program under Other School Information for more information. A link to begin the online application process is found on the Providence website, under the Admissions tab. The application requires a pastor to complete an online Pastor Verification Form (one per student). Instructions for completing this are included in the application.

2. In order to submit the online application, an application fee is required (see Supplemental Fees section). This is paid via debit or credit card and is included in the online application process. In the event that a family withdraws their application or chooses not to enroll a particular student, the application fee is non-refundable for each student.
3. After the application is reviewed and the Pastor Verification Form is received from the pastor, the family is contacted to schedule a parent interview with the prospective Principal. Students in grades 6 – 12 are also required to attend this interview. During this interview the need for student assessment for proper placement is addressed and scheduled as appropriate.
4. After completion of the parent interview with the Principal, the family (including any 6th – 12th grade students) is scheduled for an interview with the school board. Once this interview is complete and the board has made a decision to approve the family for acceptance, the family is notified and offered admission. An offer of admission does not equal an offer of enrollment. Families may be offered admission to the school, but need to wait for an offer of enrollment based on classroom availability.
5. During the Open Enrollment Period (April 16th - April 30th), families approved by the Board are sent enrollment offers based on classroom availability. If classroom space is not available, students are added to the wait pool and notified as space becomes available. If enrollment is declined, another student from the wait pool will be offered enrollment.
6. Once an offer of enrollment is accepted, new families then create a FACTS account and complete a short online enrollment process with standard new student paperwork, such as emergency contacts, medical information, transportation, etc. When creating a FACTS account, it is easiest for the family to use the same username and password created during the admissions process.
7. During the online enrollment process, the family also creates a FACTS financial account, which is different from the admissions/enrollment FACTS account. FACTS financial is the accounting system that the school uses to auto debit enrollment fees and tuition payments. See FACTS Accounting System under Other School Information for more information.
8. Once online enrollment is complete for each new student, the FACTS financial account is finalized, tuition payments are set up, and the enrollment fee (see Supplemental Fees section) is auto debited from the new family's FACTS account.
9. The deadline for mid-year admissions is November 1st. Applications received after this deadline are considered at the discretion of the Admissions Director. Mid-year transfers are to follow the same application process and meet the same admission requirements as students applying at the beginning of the school year.

Admissions Requirements for Students

1. 4K applicants must be at least 4 years old and Kindergarten applicants must be at least 5 years old by August 31st of the current school year. Minimum age requirements continue in this manner for each grade level.
2. If a child successfully completes the previous grade, he/she will proceed to the next grade level. New students are assessed individually so that they can be challenged with a curriculum appropriate to their needs and abilities.
3. The child should understand that his/her parents have delegated their authority to Providence Academy while the child is in school. He/she is therefore subject to the instruction and discipline of the teachers and staff while at school.

Admissions Requirements for Parents

1. During the parent interviews with the headmaster and the school board, at least one parent must be willing to clearly articulate a personal and saving relationship with Jesus Christ. In addition, both parents should have a clear understanding of the biblical philosophy and functioning of Providence Academy. Both parents must read the Statement of Faith and affirm the doctrinal beliefs of the school and that its truths will be purposefully and clearly taught to their children who are enrolled at Providence Academy. These matters will be reviewed in the personal interview.
2. At least one parent must be a professing Christian with active and regular attendance or membership at a local church that holds to a traditional, conservative Christian orthodoxy as defined by our statement of faith.
3. Admission will not be considered if the professing Christian parent is living in open, unrepentant sin according to God's laws in Holy Scripture.
4. Parents must be willing to cooperate with the policies of the school board. This is most important in the areas of discipline and schoolwork. Parental non-compliance or interference with school policy is grounds for student expulsion.
5. Both parties, prior to final admission of the student(s), should understand the financial arrangements between the school and the parents.

Re-enrollment - Current Families

1. All currently enrolled families have priority to enroll their children at Providence Academy for the following school year by enrolling during the Early Re-enrollment Period (January 1st - Last day of February) and the Re-enrollment Period (March 1st - April 15th). Currently enrolled families who choose not to re-enroll for the following

school year during the re-enrollment periods, forfeit priority to re-enroll and must wait to receive notification of eligibility to re-enroll during the Open Enrollment Period.

2. During the Open Enrollment Period (April 16th - April 30th), families who have not yet enrolled are sent enrollment offers based on classroom availability. If classroom space is not available, students are added to the wait pool and notified as space becomes available. A \$50 late fee is assessed for each currently enrolled student who is re-enrolled during the Open Enrollment Period.
3. The enrollment process is completed online in the FACTS Family Portal. A link to complete online enrollment is in FACTS, under Apply/Enroll, and then the Enrollment/Reenrollment hyperlink. For most families, the enrollment responsibility is defaulted to the mother's FACTS Family Portal account. If the family would like the enrollment responsibility to default to the father's account, simply contact the school office each school year prior to the beginning of the enrollment process.

Statement of Non-Discrimination

Providence Academy, Providence Ministries, Inc., admits students of any race, color, national, and ethnic origin to all 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 administration of its educational policies, admissions policies, scholarship and loan programs, athletic programs, and other school-administered programs.

All School Trimester Meeting Policy

Parents and teachers meet as a corporate body to fellowship once each trimester. The meeting is organized by the administration and school board and held on a Thursday evening, from 6:30-7:30 p.m. There are typically three (3) meetings held per school year.

Attendance at the All School Meetings are essential to further our commitments to partner with parents and cultivate the paladin community. Our hope is that parents will be able to attend every meeting. A parent must at minimum attend one All School Meeting each school year. Failure to attend at least one meeting will prompt a follow-up meeting with the school board. The board meeting is designed to ensure that both parents and the school continue to have a functioning partnership and share similar educational goals for their students.

Artificial Intelligence

Unauthorized use of Artificial Intelligence Models and/or Artificial Generated Content to complete an assignment will be treated as cheating according to our cheating policy.

Attendance Policies

These policies are designed to encourage student attendance at school. During school a student is exposed to various types of instruction. Because each class period contributes significantly to the curriculum objectives of Providence Academy and because the instructional program is progressive and sequential, it is necessary to encourage student attendance in all prescribed classes.

Planned absences are considered any absence that is the result of a parent deciding to excuse their student from attendance at school for reasons that are foreseeable. Examples are absences due to family vacations, doctor or dentist visits, programs that are not school-related, etc.

Unplanned absences are any unforeseeable absence. Specific examples are illnesses or family emergencies.

- Students enrolled in Providence Academy are expected to attend all prescribed classes (i.e. parents and/or students may not choose how many classes to attend).
- 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.

The following codes will be used to distinguish absence categories:

A - Absent A parent called prior to/day of absence to excuse student

AE - Absent Excused An excuse was received by someone other than the parent

Example:Physician,Therapist,Dentist/Orthodontist,Chiropractor

AU - Absent Unexcused No notification of absence was received

- The office must be notified by 8:00 a.m. with the reason for any unplanned absence (sickness, etc.). Absences will be listed as unexcused (i.e. truant) until the parent has communicated with the school regarding the absence. Three or more unexcused absences could lead to student probation or expulsion.
- The office must be notified as soon as possible of planned absences. The office will notify the teacher(s) of the planned absence; however, it is the responsibility of the parent and/or student to communicate with the teacher(s) at least two weeks prior to a planned absence in order that appropriate homework/test arrangements can be made.
- We recommend that parents plan vacations which coincide with school vacations. Certain

subject material can only be learned through class participation and group interaction. We realize that vacations offer a certain amount of educational experience, but they cannot replace the skill learned in the classroom.

- At the Grammar School, attendance is taken in the student's main classroom at the beginning of the day and adjusted by the office if the student leaves early or comes in late. If a student is gone from school for 3 – 4 hours in the school day, this is considered a half day absence. If a student is gone from school for more than 4 hours in the school day, this is considered a full day absence. If a student is gone from school for less than 3 hours in the day, the student is considered present for the day; however, a note is made on the day of the absence and the student would not be eligible for a perfect attendance award. This includes arriving at school late or leaving early.
- At the Logic & Rhetoric School, attendance is taken each period by the student's teacher and adjusted by the office if the student leaves early or comes in late due to an appointment. If a student is gone 3 – 5 periods of the day, this is considered a half day absence. If a student is gone 6 or more periods of the day, this is considered a full day absence.
- The school may notify and/or conference with the student's parent when the student has accumulated 8 days of absences (Absent), or the equivalent in a school year. Per Wisconsin Statute 118.15.3(c), a child enrolled in grades K-12 may not receive more than 10 parent excused absences (Absent) in a school year. Ninth through twelfth grade students who accumulate 10 or more absences in a single course will receive an INC (incomplete) for their course grade, unless exceptions are made at the discretion of the administration.

Tardy Policy

A tardy is defined as any occasion when the student is late for school at the beginning of the day or late for a class during the day. To be counted "on time" the student must be in the room, in their seat and prepared for class to begin. Students at both schools are allowed six (6) unexcused tardies per trimester.

Below are the definitions of excused and unexcused tardies and how the school determines whether or not a tardy is excused or unexcused.

Excused Tardy

The student is late to the school because of sickness, injury, death in the family, medical or dental appointments with a note from the physician, school sponsored activities, late bus, or other reasons approved by school administration.

Unexcused Tardy

The student is late to school and it is not due to one of the reasons in the excused tardies listed above. Students in grades K – 6 who are tardy (excused or unexcused) will not be eligible for perfect attendance for the trimester. The only exception is if the student's bus was late.

Any Logic & Rhetoric student who is tardy for the seventh time in a trimester will be sent to the office for a disciplinary visit and a note will be sent home to the parents. Each succeeding tardy will result in a disciplinary office visit. The Providence Academy Discipline Policy states that students are subject to suspension at their fourth disciplinary office visit in one school year and subject to expulsion at their fifth visit. If a Grammar student is tardy for the seventh time in a trimester, a parental meeting will be scheduled with the headmaster or administrator.

Student Entrance/Exit from Classroom Policy

The teachers and administration have the responsibility and custody of all children while they are in school.

Grammar School:

- Any student arriving after the beginning of the school day must enter the office and be signed in by the parent or adult who brought them.
- If a student leaves school before the end of the school day, the parent must notify the office by 9:00 am the day of. Prior to leaving, the student must be signed out by a legal parent or guardian or by one designated by that legal parent or guardian.
- A student will not be released to someone other than a legal parent or guardian without notification from a legal parent or guardian.
- Notification of all after school transportation changes must be made to the school office by 2:30 pm. Any transportation change requests made after 2:30 pm will not be honored. This allows for end-of-day transportation rosters to be completed correctly and timely.

Logic & Rhetoric School:

- Any student arriving after the beginning of the school day must sign in at the main office.
- If a student leaves school before the end of the school day, the parent must notify the office by 9:00 am the day of. Prior to leaving, the student must sign out at the main office.
- A student is not allowed to leave the school with someone other than a legal parent or guardian without notification from the legal parent or guardian to the school office.
- Notification of all after school transportation changes must be made to the school office

by 2:30 pm. Any transportation change requests made after 2:30 pm will not be honored. This allows for end-of-day transportation rosters to be completed correctly and timely.

Discipline Policies

The standards for student behavior are very high at Providence Academy. We have no tolerance for disrespect, dishonesty, rebellion, fighting, and/or obscene language. We have a set of discipline guidelines that are strictly followed. The goal of all discipline at Providence is Christ likeness and is exercised in a spirit of grace and compassion. Parental involvement and cooperation in disciplinary matters is expected and strongly emphasized at Providence. The words “discipline” and “disciple” both come from the same Latin word "discipulus," meaning pupil. At Providence Academy, the administration and faculty will serve as a complement to the home in disciplining children to live God-honoring lives, and, as one would expect, discipline will be an important aspect of that discipling process.

All discipline will be based on biblical principles, such as prayer, apologies (public and private), restitution, swift discipline, restoration of fellowship, no lingering ungodly attitudes, etc. The vast majority of real and potential discipline problems will be dealt with at the classroom level. The kind and amount of discipline (within these stated guidelines) will be determined by the teachers, principal and/or headmaster. The specifics and nature of each discipline incident and the individual personality of the student involved will be considered in the administration of discipline.

The central discipline principle and truth that we want our students to learn is that we as believers should honor God completely by valuing Him, His creations, and all people and things. We believe that this principle of honor is among the greatest values they could have, and we desire to teach this principle at every opportunity. As in all other areas of education at Providence, love and forgiveness will be an integral part of the discipline of a child. It is because we love that we discipline.

Discipline Policy

Objective

Love and forgiveness, firmness and fairness will be an integral part of the discipline of a student. The school will also seek ways to encourage positive self-discipline characteristics in all students.

Guidelines

The kind and amount of discipline (punishment) will be determined by the teachers and/or staff, and if necessary, the Headmaster/Administrator. The discipline will be administered in the light

of the student's issue and attitude. All discipline will be based on biblical principles (e.g. restitution, apologies (public and private), restoration of fellowship, no lingering attitudes, etc.). The vast majority of discipline problems are to be dealt with at the classroom level. Teachers are expected to make a distinction between “high-handed” sin and “unintentional” sin. (Numbers 15:28-31) Certain behaviors, especially among younger or neurodivergent students may fall under the category of “unintentional.” Forgetfulness, naivety, lack of attentiveness, or immature impulsivity may lead to unintentional [not high-handed] rebellion, disrespect, or similar sin. Such behaviors should be dealt with at the classroom level with discipline administered in light of the student’s ability, awareness, and attitude.

1. Office Visits

- a. There are six basic behaviors that will automatically necessitate discipline from the headmaster/administrator (versus the teacher and/or other staff). Those behaviors are:
 - i. High handed Disrespect shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown and if it was high handed.
 - ii. Dishonesty in any situation while at school, including lying, cheating, and stealing.
 - iii. High handed Rebellion, (e.g.. outright disobedience in response to instructions).
 - iv. Fighting, (e.g. striking in anger with the intention to harm another student).
 - v. High handed obscene, vulgar, or profane language, as well as taking the name of the Lord in vain. This includes hateful language that strikes at a person’s value as an image bearer of the LORD God. (Mth. 5:21-22)
 - vi. Gossip, rumor or talk of a personal, sensational or intimate nature. Trivial talk or writing about another individual.

During the visit with the headmaster/administrator, the headmaster/administrator will determine the nature of the discipline. The headmaster/administrator may require restitution, janitorial work, or parental attendance during the school day with the student, or other measures consistent with biblical guidelines which may be appropriate.

If for any of the above behaviors, or other reasons, a teacher or other staff member deems it necessary for a student to receive discipline from the headmaster/administrator, parents will be informed, and the following accounting will be observed. Within each school year:

1. The first two times a student is sent to the headmaster/administrator for discipline the student's parents will be contacted and given the details of the visit. The parents’ assistance and support in averting further problems will be expected.
2. A meeting will follow the third incident with the student, student’s parents, Headmaster/Administrator, and teacher if necessary.
3. Should a fourth incident arise, one of the following disciplines will be imposed on the

student:

- a. After school detention.
 - b. An in-school suspension.
 - c. An out-of-school suspension.
 - d. A two-day suspension.
 - i. In the event of a two day suspension, the student will be required to make up all classroom assignments and tests missed during the suspension period. In addition, the school board will be notified and a letter sent from the board. This letter will spell out the misdeeds of the student, will outline the steps that have been taken to correct the situation, will give a warning regarding expulsion and will give an invitation to the parents to talk with the board regarding their student.
4. If a fifth or subsequent incident occurs, the school board will be notified and a letter sent from the board. This letter will spell out the misdeeds of the student, will outline the steps that have been taken to correct the situation, will give a warning regarding expulsion and will give an invitation to the parents to talk with the board regarding their student. In addition, one of the following disciplines will be imposed on the student:
- a. After school detention.
 - b. An in-school suspension.
 - c. An out-of-school suspension.
 - d. A two-day suspension.
 - e. Expulsion from the school.

Serious Misconduct Policy

1. Serious Misconduct
 - a. Should a student commit an act with such serious consequences that the school deems it necessary, the office visit process may be bypassed, and suspension or expulsion imposed immediately. Examples of such serious misconduct could include:
 - b. Acts endangering the lives of other students or staff members.
 - c. Gross violence/vandalism to the school facilities.
 - d. Violations of civil law, or any flagrant act in clear contradiction of scriptural commands.
 - e. Students may be subject to school discipline for serious misconduct that occurs after school hours or when school is not in session.
2. Expulsion
 - a. The Providence Academy board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his/her parents not be able to eliminate the behavioral problems the student is having, the headmaster is empowered to expel

the student. The procedure will be as follows:

- b. Parents will be notified immediately after the decision for expulsion.
 - c. The student will turn in all school texts/materials, clear out his/her desk and/or locker area, and be picked up by his/her parents the same day.
 - d. Transfer of school records will be arranged within a week following expulsion.
 - e. Appeals may be made first to the headmaster and then to the Providence Academy school board.
3. Readmission
- a. Should the expelled student desire to be readmitted to Providence Academy at a later date, the school board will make a decision based on the student's attitude and circumstances at the time of reapplication.

Student to Student Physical Contact Policy

Students must learn how to exercise honor and restraint when it comes to their physical interactions in this world. We want boys and girls who learn to be aggressive and adventurous while accurately evaluating risk and responsibility. Boys, especially, must learn how to live out their God-given instinct to physically conquer, fight, and defend in a manner that glorifies God and seeks the good of others. This does not mean that women do not physically confront evil, but in general, the Bible expects men to take the lead when engaging in physical combat and confrontation. (Num. 1:2-3, Deut. 3:19-20, Deut. 20). Likewise, husbands are called to imitate Christ by adopting a sacrificial posture toward their bride. (Eph. 5:25).

1. Students should never initiate physical contact with the intent of causing harm.
2. Students may not (even in play):
 - a. Violently strike another student using a: fist, elbow, head, knee, foot, or open hand.
 - b. Grab another student's neck with their hands or place them in a headlock.
 - c. Manipulate another student by their head.
 - d. Initiate physical contact if the other student is unaware. (shove from behind, tripping, pulling a chair out from under someone, etc.)
 - e. Violently throw another student to the ground.
 - f. Strike another student with a weapon.
 - g. Initiate unwelcome or unwanted physical play.
3. Boys may not tackle, wrestle, strike, or act in a physically aggressive manner towards a girl. Likewise, girls should not initiate physical aggression towards a boy, as the boy cannot respond in kind. The intention behind this is to train male students, as early as possible, to honor, respect, and protect the well-being of girls and women.
4. General principle: those with greater power and strength are called to protect and defend those with less power and strength.

Parent Misconduct Policy

It is the expectation of the school that parents are modeling godly behavior to their children in their interactions with the Providence Academy faculty and staff. Providence Academy is not an ecclesiastical body, and as such is not the shepherding authority in the lives of parents. However, Jesus Christ has instructed all brothers and sisters in Christ in Matthew 18 and 1 Corinthians 5:11 to glorify God by seeking the restoration of sinners, and protecting the purity of the people of God.

Therefore, if a parent is guilty of unrepentant sin against Providence Academy faculty or staff, the following process will be followed:

1. The faculty or staff member will mercifully and lovingly point out their fault.
2. If there is no repentance, one or two witnesses will join in the admonishment. (The headmaster or other administration may function as a witness.)
3. If there is no repentance, the headmaster or school board will issue an admonishment.
4. If there is no repentance, the suspension or expulsion of the family may occur.

Readmission Policy

Should the expelled student desire to be readmitted to Providence Academy at a later date, the school board will make a decision based on the student's attitude and circumstances at the time of reapplication.

Reverence Policy

This policy was established to ensure that God's name, character, and truth are honored and respected at Providence Academy. It applies to the entire program of Providence Academy.

In all areas of instruction proper respect and consideration of God's character will be 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.

Topics 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.
4. Emphasis on good feelings or works, versus humble obedience and grace.

For the sake of the students' spiritual training and the work of Providence Academy, joyful

encouragement and instruction in reverential knowledge of the Lord is necessary, honored, and respected at Providence Academy.

Bus Discipline Policy

Busing companies use the following discipline procedures for inappropriate behavior:

1. At the first offense, a student receives a written warning. The school receives a copy.
2. At the second offense, a student loses riding privileges for two days.
3. At the third offense, a student loses riding privileges for the remainder of the school year.

Providence Academy reinforces the bus company's discipline policy by making each bus offense an office visit as well.

Code of Ethics Policy

This policy was established to maintain the testimony of Providence Academy as a Christian school. This policy applies to all individuals who represent Providence Academy in any capacity and states that all teachers, staff members, and representatives of Providence Academy are expected to conform to biblical standards of behavior at all times.

Code of Student Citizenship

Parents are required to go over the following student code with each of their students every school year. It is part of the online enrollment process.

Providence Academy has developed a Code of Student Citizenship based on a practical mixture of:

1. The ethical and moral principles of Scripture
2. Institutional preferences which foster an environment conducive to achieving the school's goals
3. Expectations for a climate of mutual respect, love and encouragement among students, faculty and staff.

All students are expected to abide in the Code of Student Citizenship. Each teacher will use a system of classroom management to encourage compliance with the school code.

Students who do not follow the code will be subject to disciplinary action.

- Since God is holy and since His name is to be revered, students are expected to treat worship, prayer and class discussion with proper reverence. Jokes, songs, conversation or behavior that treat the Lord's name or character with triviality are not permitted.
- Since fidelity to the truth is commanded by God and is the core of all meaningful relationships, students will demonstrate honesty in all their dealings with one another and

the staff. Students will respect the property and belongings of others.

- Since working with others involves self-discipline and gratitude, students will be prompt in their arrival to class and school activities. Students will refrain from actions that distract others from their academic pursuits and refrain from rough physical contact with other students such as hitting, punching, tripping, wrestling, and the like.
- Since the Academy cares about the health and well-being of its students and staff, the possession and use of drugs, alcohol, tobacco or weapons of any sort is strictly forbidden on school grounds.
- Since appropriate response to authority is biblically mandated and critical to the shaping of a child's life, students must obey instructions from the Academy's staff and its supporting adults, promptly, willingly, completely and cheerfully. Talking back, arguing and undue familiarity with Academy staff will not be tolerated. An atmosphere of mutual respect and courtesy will be maintained between students and staff.
- Since words have a power and integrity of their own and since God expects man to be stewards of thoughts and expressions, students will refrain from language and actions which are vulgar, inappropriate and demeaning to either God or mankind. Teasing, criticizing, put-downs, insults and name-calling are not permitted.
- Since our physical facilities and school materials exist of God's provision and since some activities are inconsistent with responsible stewardship, students are expected to treat all school materials (e.g. textbooks) and facilities with respect and care. Students are expected to be aware of and avoid the off-limits areas of the building and grounds. Students are expected to keep the school's campus neat and clean. Chewing gum is prohibited on school grounds, unless permitted by the classroom teacher under special circumstances. Gum must stay in the classroom.
- Since some forms of recreation can distract students from their educational pursuits, all personal electronic devices, games, toys, cards, and sports equipment are prohibited on school grounds. The principal or headmaster must approve any exceptions. See the Student Electronic Device/Internet Policy, which includes each school's technology guidelines, in the Providence Academy Procedures and Policies section of this Parent/Student Handbook for further clarification.
- Since students are to conduct themselves in a manner consistent with biblical principles of purity and holiness, public displays of affection (e.g. holding hands, kissing, etc.) in the context of boy/girl relationships are not permitted on school grounds.
- Since our students serve as ambassadors for Christ and representatives of the school, it is expected that students will conduct themselves accordingly whenever they are away from school to participate in field trips, athletic events, or any other school functions.

As a student of Providence Academy, I promise, by the grace of God, to honor the Code of

Student Citizenship and obey its precepts and commands.

(Student Name-Print)

(Student Signature)

(Date)

Dress Code & Uniform Policies

Providence Academy is a workplace for students as well as for teachers. Students should dress in a way to demonstrate their respect for the school. Therefore, students shall dress neatly, be clean, and be modest.

- Being overly concerned with clothing and outward appearances is contrary to God's will for us as revealed in Scripture (1 Sam. 16:7; Matt. 6:19 – 21; James 4:4; 1 John 2:15 – 17).
- Pressures felt by children to compete in areas of dress are destructive to the unity of the school and the body of Christ.
- Everything in our lives, including our clothing, should reflect the order of the Godhead and the order He has created in the world (1 Corinthians 14:40).
- Clothing should be modest and not draw attention to the individual (1 Timothy 2:9 – 10) and should reflect differences in gender (Deuteronomy 22:5).
- Our children are serving as witnesses and ambassadors both for the Lord Jesus Christ and the school. Student appearance is a reflection of both.

All School Dress Code & Uniform Guidelines

- Be Respectful
No holes or tears in clothing.
Clothing appropriately sized for the wearer.
An overall neat appearance.
- Be Modest
No tight tops.
No short shirts. Shirt may not reveal any midriff area when standing or sitting, or have a plunging neckline.
No short shorts, skirts, dresses, or jumpers.
- Be Professional and Beautiful
Outlandish or distracting clothing or appearance will not be allowed.

Wear attractive clothing. Consider the interests of those who have to look at you during the day, not just your own desires about what you want to wear.

- Be Diligent

Dress as if you are coming to work, prepared to do the work of a student. Be consistent in presenting yourself well each day at school.

- Be Clean

Recently washed.

Hair combed neatly.

All School General Standards

- Clothing must be solid colors; this excludes stripes, flowers, decorative patches, off-color collars, etc., unless otherwise specified in the dress code (e.g. specific plaid skirt in the Logic & Rhetoric School dress uniforms).
- Providence Academy insignia is welcome on all tops, jumpers, and dresses. Insignia must be located in the left chest area and be the appropriate size per specifications at approved retailers Lands' End or Towsley's.
- All skirts, jumpers, dresses, and shorts must not be shorter than the student's hand width (measured across the palm), above the knee. Jumpers must have a polo shirt or collared blouse underneath. Logic & Rhetoric School Lands End skirts should hit the top of the knee or below the knee depending on the cut.
- All pants, shorts, and skirts must fit at a natural waistline.
- Cargo pants/shorts, denim, knit pants (i.e. sweatpant material), jeggings (i.e. jean leggings) and leggings are not part of the dress code regardless of color; however, plain color white, navy, gray or black leggings may be worn underneath a skirt, jumper, or dress. Leggings are to be worn fully extended and not rolled or bunched up.
- Students may not wear outdoor coats to class. If a student is cold, long-sleeved shirts or tops, sweaters, cardigans, fleeces, or sweatshirts should be utilized. Additionally, winter snow boots are not to be worn in the classroom.
- No body piercings or tattoos are allowed.
- Jewelry Specifications: Girls may wear up to two earrings per ear; boys may not wear earrings.
- All shoes must be worn the way they were designed (e.g. shoelaces laced all the way up and tied, Velcro straps in place, etc.).
- Hair must be a modest cut and style. Boys must have a clean-shaven face.
- Sweaters, cardigans, vests, fleeces, or sweatshirts do not have to be tucked in; however, they must be clearly recognizable as a sweater, vest, fleece, or sweatshirt, must be hoodless (according to dress code at each school), and used as a second layer only. A

collared shirt must be worn under all V-neck sweaters.

- *Casual Days*: No jeggings (jean leggings), sweatpants, or athletic pants allowed. Tennis shoes or dress code shoes are expected. Sandals, crocs, slippers, open toed shoes or high heels are not allowed.

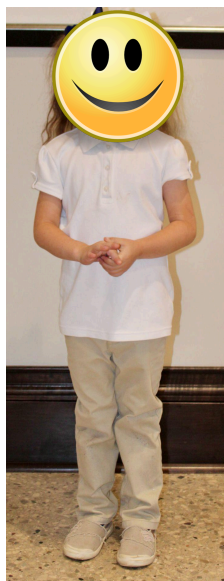
Grade Specific Standards

Grammar School Dress Code

In the Grammar School, grades K – 6 have a standard dress code, meaning that students have specific clothing types and colors that they must wear; however, these clothing items can be purchased from any retail store.

- 4K: Students may abide by the *Grammar School Dress Code*, but are not obligated to do so. Neat, clean, and modest clothing is acceptable.
- K - 3: Students must abide by the *Grammar School Dress Code*. Students may tuck in shirts and blouses with a belt, but are not obligated to do so.
- 4 - 6: Students must abide by the *Grammar School Dress Code*. All shirts and blouses must be tucked in, and any clothing with belt loops must be worn with a belt.

Providence Academy has an account with Lands' End with Grammar School dress code clothing pre-identified; however, at the Grammar School level dress code clothing may come from any retailer. To purchase from Lands' End, go to landsend.com/school and create or sign in to your account. Include your student and school information in My Account (or find our School using the Preferred School Number Search: 900053083). By creating an account, you have access to obtaining our school logo on approved clothing items. To purchase by phone, call 800-469-2222 and reference your student's Preferred School Number 900053083, grade level, and gender.



TOPS		
Top Type	Length Options	Color Options
Polo	Short or long sleeve	Purple*, navy, light blue, white
Collared Shirts/Blouses	Short or long sleeve	Purple*, navy, light blue, white
Sweaters, Cardigans	Long sleeve or vests	Purple*, navy, light blue, white
Fleeces, Sweatshirts	Long sleeve or vests	Purple*, navy, light blue, white
Turtlenecks	Short or long sleeve	Purple*, navy, light blue, white

*Purple color needs to be “Providence” purple, meaning the purple in our school logo, which is a dark purple. See Lands’ End dress code site for Providence for examples.

BOTTOMS	
Bottom Type	Color Options
Plain Front, Pleated, or Elastic Waist Dress Pants	Navy, khaki
Capri Pants (girls)	Navy, khaki
Plain Front, Pleated, or Elastic Waist Shorts	Navy, khaki
Skirts, Jumpers, Dresses (girls)	Purple, navy, khaki

SHOES & SOCKS*	
Shoe/Sock Type	Color Options
Dress Shoes	Brown, tan
Tennis Shoes	Any style/color tennis shoe
Socks	Preferred navy, khaki, or white

*Students in grades K – 6 can wear any style and color of tennis shoe, provided they are not distracting (i.e. no lighting or noises). Socks for all grades have a preferred color, but the school will not adhere to strict guidelines regarding sock color, provided they are not distracting. No sandals or open toe shoes allowed. If children choose to wear dress shoes, they must be flats, boat style shoes or ankle boots (without laces) and have no larger than a one-inch heel. Note that moccasins and crocs are not permitted.

PHYSICAL EDUCATION UNIFORM REQUIREMENTS (Grade 6 Only)*		
Tops	Bottoms	Shoes
Gray Crew Neck Plain T-shirt (long or short sleeve)	Athletic Shorts/Pants (Athletic Capris - girls)	Tennis shoes

*No form fitting shirts are allowed. No form fitting shorts, pants or capris are allowed. Shorts must not be shorter than the student’s hand width (measured across the palm) above the knee. Students may wear athletic shorts over navy, black, or gray leggings. Athletic pants must be wind pants or sweatpants.

School Performance Uniforms

In order to make our performances look more polished and professional, we will be using a standard uniform for all school performances except the Christmas program.

All students K-6 need to own the following:

- One navy, short-sleeved polo shirt
The navy polo available for order with the school logo on it is preferred, but not required. No other logos beside the school logo should be used.
- One pair of tan (Khaki) pants
Students must have belt loops with a zipper closure.
No skirts, capri pants or cargo pants are accepted
- Black or Brown shoes and belt
Dress shoes are the best option. If your child’s normal school shoes are all black or all brown, they are acceptable.

Logic & Rhetoric School Uniforms

In the Logic & Rhetoric School, students in all grades are required to purchase school uniform clothing from Lands' End only. The change from a dress code in the Grammar School to a school uniform in the Logic & Rhetoric School is purposeful. It gives the Logic & Rhetoric School a more polished, mature, academic feel which is conducive to learning and promoting the high academic standards Providence is known for. And, of course, uniforms overall limit classroom distractions and reduce potential student conflict.

- 7 - 12: Students must abide by the *Logic and Rhetoric Uniform*. All shirts and blouses must be tucked in, and any clothing with belt loops must be worn with a belt.

Lands' End has the Logic & Rhetoric Uniform on file. To purchase online, go to landsend.com/school and create or sign in to your account. Include your student and school information in My Account (or find our School using the Preferred School Number Search: 900053083). Start shopping with your personalized product checklist. It is important when you purchase online from Lands' End to create an account, so that you can easily identify which clothing is a part of the uniform. To purchase by phone, call 800- 469-2222 and reference your student's Preferred School Number 900053083, grade level, and gender.

LANDS' END TOPS*		
Top Type	Logo Required?	Color Options
Polo	YES	White, Classic Navy
Oxford	NO	White
Cardigan Sweater	YES	Classic Navy
V-neck Sweater	YES	Classic Navy
V-neck Vest	YES	Classic Navy
Sport Coat (boys)	NO	Classic Navy
Tie (boys)	NO	Dark Purple/Gold Stripe (order through Providence)

*For girls, cami undergarments **MUST** be worn under ALL shirts.

LANDS' END BOTTOMS		
Bottom Type	Logo Required?	Color Options
Dress Pants	NO	Khaki, Classic Navy
Dress Shorts	NO	Khaki, Classic Navy
Skirt (girls)	NO	Khaki, Classic Navy, Classic Navy Plaid

ANY RETAILER: SHOES/SOCKS/BELTS/LEGGINGS*		
Type	Logo Required?	Color Options
Dress Shoe (boys)	NO	Brown
Flat Dress Shoe (girls)	NO	Brown
Socks	NO	Preferred Navy or Brown
Leggings/Nylons (girls)	NO	White, Navy, Gray, Black
Belt	NO	Brown

*There is not a specific brand of dress shoe that boys and girls must wear with their uniforms. They just need to be a slip-on or tie style dress shoe in any shade of brown. Moccasins are not considered dress shoes. Contact the school for shoe suggestions. Socks for all grades have a preferred color, but the school will not adhere to strict guidelines regarding sock color, provided they are not distracting.

PROVIDENCE ACCESSORIES*		
Accessory	Logo Required?	Color Options
House Cross Tie (girls)	NO	Dependent upon House Color Scheme
House Tie (boys)	NO	Dependent upon House Color Scheme
Providence Tie (boys)	NO	Purple and Gold

*Accessories are purchased through Providence and assessed in FACTS.

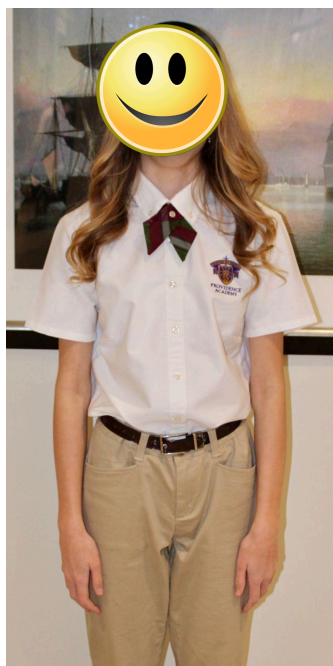
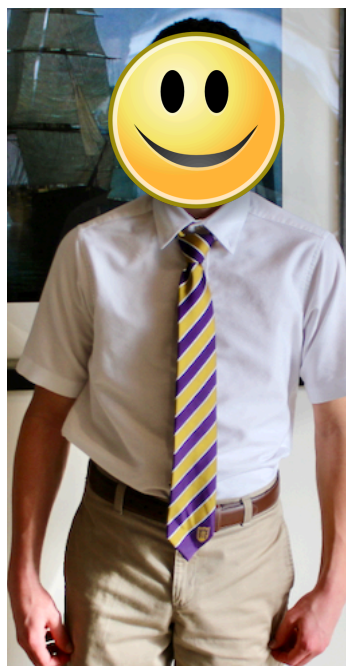
ANY RETAILER: PHYSICAL EDUCATION UNIFORM REQUIREMENTS*		
Tops	Bottoms	Shoes
Gray Crew Neck Plain T-shirt (long or short sleeve)	Athletic Shorts/Pants (Athletic Capris - girls)	Tennis shoes

*No form fitting shorts, pants or capris are allowed. Shorts must not be shorter than the student's hand width (measured across the palm) above the knee. Students may wear athletic shorts over navy, black, or gray leggings. Athletic pants must be wind pants or sweatpants.

LOGIC AND RHETORIC WEEKLY SPECIAL DAY UNIFORM REQUIREMENTS*				
	Chapel Day		House Day	
	Boys	Girls	Boys	Girls
Tops	Oxford	Oxford	Oxford	Oxford
Bottoms	Khaki, Classic Navy Pants	Khaki, Classic Navy Skirt	Dress Pants or Dress Shorts	Dress Pants, Shorts, or Skirt
Accessories	Providence Tie		House Tie	House Tie

*On Chapel and House Days, students may wear the Cardigan Sweater, V-neck Sweater, V-Neck Vest, or Sport Coat (boys) in addition to the uniform requirements for that day.

Chapel Day	Chapel Day	House Day	House Day
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School Dress Code & Uniform Enforcement

The school faculty, principal, and headmaster will enforce the School Dress Code & Uniform Policy. Interpretation and application of the policy standards will be the responsibility of the headmaster.

If the headmaster deems the infraction a “sin of ignorance” or a “sin of forgetfulness,” he will take note of the incident and ask the student not to wear the offending item or forget the required item again. In addition, beginning in 3rd grade, forgetting a required dress code item will result in a loss of recess for the Grammar School student and loss of House Points for the Logic & Rhetoric School student.

If the headmaster deems the infraction a “sin of rebellion,” an incident of disobedience will be recorded and handled by the terms of the Discipline Policy. Furthermore, beginning in 3rd grade, a student will receive an office visit after three dress code violations.

Volunteer & Substitute Teacher Dress Code

As with faculty and administration at Providence Academy, all volunteers and substitute teachers will serve as models of adult Christians to the students.

The following guidelines are to be followed:

- Maturity and modesty in dress, appearance, and overall behavior is required.
- Non-torn jeans are allowed to be worn.
- Dirty or torn clothing is not to be worn.
- Hair, including men’s facial hair, should be neat and clean.
- For women, make-up is to be used sparingly.

Field Trip Policy

Field trips are an integral part of Providence Academy’s academic program and student participation is expected. A field trip form must be completed and signed by the parent for each student attending the field trip. Additionally, all field trip expenses will be assessed in the family’s FACTS account. See the FACTS Accounting System under Other School Information for more information about FACTS.

In an effort to have field trips be good learning experiences for the students and to promote a safe and orderly atmosphere, we respectfully do not allow younger siblings to attend field trips.

For the safety of the children, most field trips will be bused. In the event that a bus is not taken, any parent/approved adult who transports students for a Providence sponsored field trip must have a valid driver's license, have insurance coverage on the vehicle, and the vehicle being used must be in excellent working order, to the best of the driver's knowledge. Additionally, for insurance purposes, all volunteer drivers must complete a Volunteer Driver Form once per year. This form will be kept on file in the school office.

Occasionally, a field trip will require a special student drop off or pick up. While this is not recommended regularly, should a parent request to drop off and/or pick up their student from a field trip, arrangements for these transportation changes must be addressed with the student's teacher prior to the day of the field trip. In addition, a Field Trip Transportation Release Form will need to be completed by the parent prior to the day of the field trip. If arrangements have not been made and a form not completed prior to the day of the field trip, the requested change in transportation cannot be honored and the student will either attend the field trip with transportation as normal, or not attend the field trip at all.

Finally, most field trips require payment prior to the date of the field trip. For this reason, if a student or chaperone is absent for the field trip, he/she will still be charged the full price for the field trip.

Financial Policies

The following financial policies were created to ensure timely payment of tuition expenses, enrollment fees, supply fees, and fundraising requirements as well as to establish policies whereby unpaid tuition, fees, fundraising requirements, and other expenses can be collected as early as possible.

All tuition, enrollment fees, fundraising requirements, and incidental expenses (e.g. field trips, lunch expenses, library fines, athletic fees, etc.) must be current in order for a family to enroll their student(s) for subsequent school years. Any returning families who are not current in the aforementioned expenses must pay these expenses in full before enrollment is complete.

Tuition, Enrollment Fees, and Fundraising Requirement Collection Policy

The following process must be followed unless specific other arrangements have been made between the board or its delegate and the family involved. Parents who enroll their student(s) in Providence Academy agree to pay the required tuition, enrollment fees, and fundraising

requirement for the entire school year in accordance with the terms specified below. Good faith will be presumed on the part of the families unless subsequent circumstances indicate no positive action can be expected. Late Tuition and Fees are defined as tuition and/or fees not paid within 10 days of their due date (the 1st or 15th of the month, whichever was chosen at the time of enrollment).

- In the event that tuition and/or fees are not paid within the first 10 days of their due date, fee reminder correspondence will be sent to all applicable families. This will be done no later than 10 days after the due date of each month. If tuition and/or fees are still not paid, or arrangements made within the following 15 days, the Board or its delegate will personally contact the Student's parents. The essential elements or agreements made at that time will be recorded and filed. If an agreement is not made or adhered to, and payment is not received after 60 days, the Student(s) will be expelled and grades withheld until payment is received.
- Each family further expressly agrees that Providence Academy reserves the right to dismiss (expel) the Student at any time for academic or disciplinary reasons, for lack of parental compliance of the rules, policies, and regulations, or for nonpayment of tuition or fees. Each family also expressly agrees that Providence Academy shall have the right to dismiss the Student at any time if the School, in its sole discretion, determines that the dismissal of the Student is in the best interest of the Student or the School. Each family understands that neither the dismissal by the School, nor absence or withdrawal by the parent of the Student, shall diminish said family's obligation to pay all tuition, enrollment fees and fund raising requirements due the School for the entire school year as set forth above.
- Each family expressly agrees that if the Student discontinues enrollment for any reason, that all prepaid tuition and fees are non-refundable and non-transferable regardless of the circumstances.
- With regard to Separated or Divorced Parents, Providence Academy is not required to accommodate families who wish to keep separate FACTS Financial accounts, for separated or divorced parents who share financial responsibility. If Providence allows a family to keep separate accounts and one family member is not current in their required payments, the parent who initiated enrollment and signed the Enrollment Contract will be financially responsible, regardless of divorce/separation decree or court orders.
- A contract in this format will be signed by each enrolling family every school year and shall be interpreted in accordance with the laws of the State of Wisconsin. In the event a family should have any disagreement with the School concerning the contract they sign or any other matter, they agree to seek resolution of any such disagreement through arbitration (in accordance with the rules of the American Arbitration Association) and not through judicial proceedings.

- Parents or guardians who sign the enrollment contract and enroll their student(s) understand their financial commitment and the dates payments are due, and agree to faithfully meet their obligations to the school. They have read the Providence Academy Statement of Faith and understand that it constitutes the doctrinal beliefs of the school. They understand that its truths will be purposefully and clearly taught to their child/ren. They have read the Educational Philosophy of Providence Academy. They have read this Parent/Student Handbook and, insofar as it applies to parents, they will adhere to it. They understand that they will be given the most current Parent/Student Handbook at orientation in August and that it is their responsibility to read the handbook by the first day of school so that they are up to date with the current policies and procedures of the School.

FACTS Incidental Billing Policy

FACTS uses Incidental Billing to auto debit charges for items such as lunch fees, field trips, etc. When families sign up their student(s) for lunch, sign field trip forms, etc. for items that are auto debited through FACTS, it is the responsibility of the family to ensure funds are in the bank account on file in FACTS. Families will also be notified when incidental billing is taking place via an email message from FACTS and all auto debits will be 10 days out from the original notice. If FACTS assesses an incidental billing and the charge is returned due to account problems (e.g. non-sufficient funds), a fee of \$30 (per FACTS policy) will be assessed for each return. The family will be contacted and, within five days of contact, will need to login to or call FACTS to manually pay the outstanding invoice. If the charge is returned again, the family may not take part in activities which require incidental billing (e.g. lunch fees, field trips, etc.) until the charge goes through. For more information about FACTS, see FACTS Accounting System under Other School Information.

Fundraising Policy

To ensure the effectiveness and thoroughness of fundraising activities, the school board or its delegate is required to approve all donation requests, fees, and fundraising activities. Fundraisers on Sundays should be done as a family and should not interfere with worship.

Fundraising Requirement

Fundraising for a school year runs from June 1st of the current school year to May 31st of the current school year. Families will receive trimester statements, informing them of the total amount raised towards their fundraising goal. See Fundraising Opportunities under Other School Information for ways that families can meet their fundraising requirement.

Each Providence family understands that there is a \$1,200 per family fundraising requirement. Fundraising begins June 1st each year.

The first \$400 installment is due by the end of the first trimester.

The second \$400 due by the end of the second trimester.

The third \$400 due by May 31st

If a family only has a 4K Student (3-½ days only), 60% of the \$1,200 fundraising requirement (\$720) is the fundraising requirement.

If a family does not raise \$400 (or \$240 for 4K) by the end of each trimester (or May 31st if third trimester), the amount due will be auto debited from said family's FACTS account two weeks after the end of the trimester (or two weeks after the May 31st final due date if third trimester) of the current school year.

Supplemental Fees

The following amounts will be auto debited from each family's FACTS account.

Fee Type	Grade	Cost	Charged
Application Fee	New Families Only	\$25	Initial application
Enrollment Fee	New & Re-Enrollment	\$220/Student	New/Re-Enrollment
School Supply Fee	4K	\$15	Beginning of School
Music Fee	3rd-4th Recorders 5th-6th Binders 7th-12th Binders (Choir) 7th-12th Binders (Band)	\$5	Beginning of School
Choir Uniform	7th-12th	\$15	Late Fall
Planner	2nd-8th	\$6	Beginning of School
Technology Fee	3rd-8th	\$7	Beginning of School
Book Fee	7th-12th	\$100 Students will keep some books to begin their personal library	Beginning of School
Art Supply Fee	7th-8th	\$10	Beginning of School

Art Supply Fee	9th-12th If taken as an Elective	\$5/each Trimester	After beginning of each Trimester
Tie Fee	7th,8th-12th new students	\$10 Girls, \$25 Boys	Beginning of School
Graduation Fee	12th	\$70	March-School Year
Library/ Curriculum Book Fines	Any	Unreturned library books/ curriculum will be assessed the full price to purchase a new book. Books returned in poorer condition than when they were initially borrowed will be assessed fines based upon the drop in the book condition/value.	Assessed in FACTS on an as needed basis

Health Policy

Providence Academy strives to provide a healthy and safe environment for students. The welfare of each student is our first consideration. Health information is shared with staff in contact with the student unless otherwise requested by a parent or legal guardian. Providence Academy's Health Policies align with the standards of Providence Academy, other Brown County schools and the Wisconsin Department of Health law. The Health Policies have been approved by the Headmaster.

It is expected that students are sent to school healthy, well rested and able to participate in class. Providence Academy does not employ a school nurse or a dedicated health aid and is not equipped to accommodate students who are not able to participate in the classroom. It is each parent/legal guardian's responsibility to update the school regarding new health concerns and up-to-date contact and emergency contact information. Contact information may be updated in each family's FACTS Family Portal account.

Immunization Policy

All students attending Providence Academy must be compliant with the Wisconsin Student Immunization law. In order to avoid exclusion from attending classes, students have until the 30th day of school to provide the appropriate documentation of immunization(s) or an up-to-date signed waiver. If documentation of receiving the required immunizations are

available on the Wisconsin Immunization Registry (WIR), no further action is needed. Otherwise, Wisconsin Immunization form F-04020L, obtained from the school office, needs to be completed by the parent/legal guardian. Parents/legal guardians who choose to waive an immunization(s) are required to use the F-04020L form. Previously signed waivers do NOT waive future immunization requirements; a new waiver using the F-04020L form must be completed. Immunization documentation is required at the start of the new school year for students who are new to Providence Academy, 5 years old, entering 7th grade, 12th grade or completing an immunization series.

Providing Health Care Policy

Minor Injury and Illness Care

Providence Academy will provide limited first aid in case of minor injuries (e.g. band aids, ice, etc.) and provide comfort for minor illness. Over-the-counter medications will not be given without parent/legal guardian consent. If the student is unable to return to the classroom to participate in classroom activities, the student will be sent home. A staff member of Providence Academy will make every effort to contact a parent/legal guardian, designee or emergency contact person to coordinate the timely pick up of the student.

Illness

If the student is diagnosed with gastroenteritis, hand-foot-and-mouth, influenza, COVID-19, impetigo, lice, measles, meningococcal, mumps, rubella, pink eye, pertussis, ringworm, strep throat or varicella (chickenpox), inform the office staff. Providence Academy may then take necessary steps in preventing further spread of the disease or, if required by the Department of Public Health, will take steps in reporting it to the Wisconsin Department of Health. Refer to the Wisconsin Childhood Communicable Diseases chart at the following link for detailed information of the above and other communicable diseases (i.e. spreading, incubation period, signs and symptoms, criteria for exclusion from school, etc.):

<https://www.dhs.wisconsin.gov/publications/p4/p44397.pdf>

A student is to be kept home or will be sent home if:

- The student has a fever. A fever as defined by the Wisconsin Department of Health is 100.4° (oral) or greater. The student may return to school 24 hours after his/her fever is gone without fever-reducing medication, such as acetaminophen (e.g. Tylenol) or ibuprofen (e.g. Advil, Motrin).
- The student is vomiting or has diarrhea (loose stools three or more times in one day). The student must remain home for 24 hours after the last episode.
- The student is unable to practice good hygiene with an excessive cough, a colored

discharge from the nose or discharge from the eyes.

- The student has a contagious rash. Any rash, of which the cause is unknown, should be checked by a physician before the student returns to school.
- The student is diagnosed with a bacterial infection. The student may not return to school until he/she has been on antibiotics for 24 hours.
- The student is feeling too ill to participate in normal school activities including outdoor recess.

Emergency Medical Treatment

In the unusual circumstance of a sudden and/or severe illness, injury or other medical emergency, the school may act with prudence and call 911 for medical assistance, consultation or transportation. EMS personnel will NOT administer any non-life-threatening medical treatment or transportation without a parent/legal guardian's consent. Designees may NOT give consent for any medical treatment or transportation for a non-life-threatening condition unless a parent/legal guardian has given written consent to do so.

Implied Consent

Regarding minors, if a parent/legal guardian is not immediately available or cannot be reached in a timely manner to provide consent for treatment in a severe or life-threatening/grave situation and the delay in treatment would cause death or a serious loss to the student's health, care may be provided without the prior consent of a parent/legal guardian. It is implied that if the parent/guardian was present, they would consent to the care provided to save their student's life or prevent serious loss.

As defined by the Wisconsin State Legislature Statute: 632.85, Implied Consent is assumed if a lack of immediate medical attention will likely result in any of the following:

- Serious jeopardy to the person's health
- Serious impairment to the person's bodily functions
- Serious dysfunction of one or more of the person's body organs or parts

The determination of a life-threatening/grave or serious loss to the student's health will be made with the help of the EMS personnel and/or School Nurse. Some examples of urgent conditions in which Implied Consent is used and treatment is given may be: anaphylactic shock, severe bleeding and respiratory or cardiac arrest. Providence Academy is not liable for the costs of the EMS personnel medical assistance, consultation or transportation. Such costs remain the responsibility of the parent/legal guardian.

Medication Management Policy

General Medication Information

Providence Academy desires for the parents/legal guardians to consider a medication administration plan which avoids or minimizes school-day doses. This will limit and provide fewer classroom disruptions and ensure a more academic focus for the student.

It is the responsibility of the parent/legal guardian to provide, at a minimum, a yearly review and update the student's health and medication information in FACTS Family Portal.

A licensed prescriber is only defined as a practitioner who is legally authorized to prescribe medications such as a physician, physician assistant, advanced practice nurse prescriber, dentist, optometrist, naturopathic doctor or podiatrist per Wisconsin Statute § 118.29(1)(e).

Providence Academy has stock available for the students the following over-the-counter (OTC) medications: acetaminophen, ibuprofen, and Benadryl. Parents/legal guardians may give consent in FACTS Family Portal for staff to administer any of the stock OTC medications. (Refer to Medication Documentation, later in this policy).

Cough drops must be provided by the parents/legal guardians with a note to administer them to the student. (Refer to Medication Administration, later in this policy).

Students are not to self-carry or self-administer medications; see exceptions under Medication Administration, later in this policy.

Medications given to the student during the school day must be in an appropriately labeled container. (Refer to Medication Administration, later in this policy).

Medications given to the student during the school day must have the appropriate form completed and submitted to the office. (Refer to Medication Documentation, later in this policy).

Medication Authorization Forms and other Health Plan forms are available at the school office.

Refer to the Medication Authorization and Health Plan Forms section, below, to determine the appropriate form(s) for each student's medication.

Medication Authorization and Health Plan Forms

H.3.1.1 Medication Authorization Form – use for:

- Prescription Medications – daily or as needed (PRN)
- OTC Medications (stock OTC medication consent is given in FACTS Family Portal)
- Short Term Prescription or OTC Medications (given for less than 10 consecutive school days)
- See Medication Documentation, later in this policy, for situations that require a licensed prescriber’s signature.
- DO NOT use for epinephrine or asthma medications.

H.3.1.2 Asthma Medication Authorization Form – use for:

- Asthma Medications
- Requires a licensed prescriber’s signature

H.3.1.3 Asthma Action Health Plan

- Page/side 2 of Asthma Medication Authorization Form
- Completion is optional but recommended

H.3.1.4 Epinephrine Authorization Form – use for:

- Epinephrine Medications
- Requires a licensed prescriber’s signature

H.3.1.5 Allergy Anaphylaxis Emergency Health Plan

- Page/side 2 of Epinephrine Authorization Form
- Requires parent/legal guardian to complete, sign and date

H.3.1.6 Student Allergy Information Health Plan – 2 pages

- Requires parent/legal guardian to complete only if student has a severe or complex allergy history
- Reviewed and updated yearly
- Valid for 3 years

Medication Documentation

The following information gives additional details regarding the Authorization Forms listed above in the Medication Authorization and Health Plan Forms.

Written instructions, a parent/legal guardian’s signature, and a licensed prescriber’s signature (Sections 1, 2, and 4 of the Authorization Form) are required for the administration of:

- prescription medication and OTC medication that is to be given daily for greater than 10 school days, or
- nonprescription drug product in a dosage other than the recommended therapeutic dose on the label, regardless of the number of days given, or
- prescription medication to be given as needed (PRN) for the school year, or d. medication product that contains aspirin.

Written instructions and a parent/legal guardian's signature (Sections 1 and 2 of the Authorization Form) are required for administration of prescription or OTC medications to be given daily for less than 10 school days. The licensed prescriber's signature (Section 4) is not required unless the recommended therapeutic dose differs from the OTC label.

Written instructions should include:

- the name of the drug and its strength.
- the dose to be given.
- the approximate time medication is to be taken.
- the diagnosis or reason the medication is needed.
- a list of adverse effects that may be reasonably expected.
- contraindications in administering the medication.

Parent/legal guardian authorization and acknowledgement is required by signing and dating Section 2 of the Authorization Form.

Written approval (via a checkbox in Section 3 of the Authorization Form) is required from a parent/legal guardian to authorize a High School Student to self-carry and self administer a non-controlled medication unsupervised on field trips. The student will agree to Providence Academy's policy with his/her signature and date in Section 3 as well.

Medications without completed form(s) in the areas described in the policies above (as applicable) will not be given and will be sent home.

Only a Registered Nurse (RN) or higher licensure may take a verbal order from a licensed prescriber and co-sign a medication authorization.

Administration of Providence Academy's stock OTC medications acetaminophen, ibuprofen, or Benadryl as needed (PRN) by a designated school personnel for the school year requires a parent/legal guardian's consent. Consent on FACTS Family Portal is acceptable. Parents/legal guardians choose this option in online enrollment each school year.

Authorization for prescription, OTC medication and stock OTC medications must be obtained annually and when changes occur.

Medication Administration

- All prescription medications must be supplied in a correctly labeled pharmaceutical container. It should include: student's name, medication name, medication strength, medication dose, frequency/time of administration, method of administration, directions,

and current date. When asked, pharmacies will create a “school” label/container.

- All OTC medications must be in their original container and should include the manufacturer’s label with ingredients, dosing recommendations, and possible drug interactions and/or warnings. The student’s name will be written on the container, by the office.
- A self-injectable epinephrine device or inhaler may be self-carried and be self-administered by the student if authorized by the student's licensed practitioner.
- Cough drops and throat lozenges may be self-carried and self-administered with a note from the parent/legal guardian. The note must include the student's name, date, request, and a parent/legal guardian’s signature. Privileges will be revoked if a student shares his/her lozenges.
- Whenever possible, parents/legal guardians should hand-deliver prescribed and OTC medication to the school office. The School Nurse or administrator reserves the right to require parents/legal guardians to bring medicine in as necessary.

School Responsibilities

- All medications (prescription and OTC) will be administered to the student by one of the following:
 - Providence Academy school personnel designated by the headmaster
 - A parent or legal guardian of the student
- School personnel may administer medication by any means other than ingestion with appropriate training and supervision; however, they are not required to administer medications via routes other than ingestion.
- Providence Academy provides training and supervision to their school personnel for the use of a self-injectable epinephrine device.
- School personnel authorized by the Headmaster to administer medication to students shall see that the medication is given within 30 minutes before or after the time specified by the Medication Authorization Form.
- Medication administration and medication errors will be recorded in FACTS Student Information Systems (SIS), where it can be viewed by parents/legal guardians in FACTS Family Portal.
- All medications will be stored in a secure location and inside a securely locked, clean container or cabinet accessible to the persons administering it but not to unauthorized persons.
- Self-carried and self-administered medications will be stored in a safe and secure place for student access but not to unauthorized persons.
- Controlled substances shall be counted and verified by two school staff members. The

amount of medication and initials of personnel who verified the medication count shall be documented in FACTS SIS.

- All Medication Authorization and Health Plan Forms will be retained in the school office, in a locked location for four (4) years.
- Unused medications not picked up by a parent/legal guardian within five (5) business days after the completion of the school year or when the medication has been discontinued will be properly destroyed and disposed of by Providence Academy.

Student Support and Counseling Policy

Every member of Providence Academy's faculty and staff are ready and able to guide students through their spiritual, academic, social, and emotional growth. From time to time, students may need to visit one of our faculty members or pre-approved volunteers who are specifically trained in Biblical Counseling for additional support. These approved faculty members or volunteers are able and well prepared to counsel students in a professional manner. Parents and students should be aware that this is not considered clinical counseling. For this reason, those providing this support will adhere to the following:

- Scheduled counseling sessions will be limited to no more than six over the course of a school year.
- Documentation will be kept for each counseling session.
- Students will be made aware that traditional confidentiality laws do not apply.
- Referrals for clinical counseling will be made when deemed necessary.

Providence Academy does not employ a Licensed Professional Counselor, and any professional counseling services should be obtained by the family.

Invitation Policy

Providence Academy prefers that invitations to private parties (e.g. birthday parties) be distributed off school grounds; however, if a student wishes to distribute invitations on school grounds, the following rules apply:

No teacher or staff is to be involved in distributing invitations or promoting the event. Otherwise, the school could be construed as co-sponsoring the event.

Invitations are to be distributed before school begins or after dismissal.

No one in the student's classroom grade is to be excluded from receiving the invitation.

Loco Parentis Policy

The phrase loco parentis means “in place of the parents.” This policy is maintained to ensure that parental authority over the education of their children is respected at Providence Academy. This policy applies to all teachers and staff who exercise authority of any kind over the students.

At all levels, the Providence Academy School Board, administration, teachers, and staff acknowledge that the school does not function above parental authority, but rather with delegated authority (in loco parentis) from the parents.

The Providence Academy goals and vision statement represent the desired results, which we believe will come from our educational support of godly homes. We intend to fulfill these established goals through supporting parents who are already dedicated to such goals in their respective households.

The school implementation of our goals and vision statement is not intended to supplant the responsibility of parents before God for the nurture and education of their children.

The school will seek to fulfill the obligations we have with regard to this policy, and both our goals and vision statement, primarily through careful admissions procedures, faithfulness to our stated educational mission, and biblical discipline.

Lost and Found Policy

The school Lost and Found is located in the Paladin Hall. The Lost and Found is cleaned out on the morning of the second Friday of each month. Items in good condition are donated, garbage and food is disposed of, and textbooks are turned into the office. If a student’s textbook is turned into the office, due to it being in the Lost and Found, he/she may be required to buy it back.

Lunch Policy-Off Campus Logic & Rhetoric School

Students in grades 11 – 12 (Juniors and Seniors) are permitted to go off campus for the lunch and recess period (11:56 a.m. – 12:50 p.m.) every Friday. Driving is permitted for off campus lunch, provided the student has a valid driver’s license and uses his/her own vehicle. Parents who do not want to allow their Junior and/or Senior to go off campus for lunch on Fridays must notify the school office in writing

Parent Teacher Conferences

Parent Teacher Conferences are held twice per year for grammar students and L&R students. Attendance of at least one parent teacher conference is required for one or both parents during the school year. Failure to attend at least one conference will prompt a follow-up meeting with the school board. The board meeting is designed to ensure that both parents and the school continue to have a functioning partnership and share similar educational goals for their students.

Parent Teacher Fellowship Policy

Providence Academy's Parent Teacher Fellowship (PTF) was established with the following Mission Statement: Parent-Teacher Fellowship (PTF) exists to build community and to support teachers and staff at Providence Academy.

PTF values community building through family fellowship events, weekly prayer on Fridays, mentoring new families, supporting families with birth/adoption, loss, or long-term illness, and the PTF Facebook group.

PTF values supporting teachers and staff by providing meals and snacks in addition to other acts of support and care as needs arise.

At the beginning of each year, a volunteer fair is held for parents/grandparents to learn about opportunities to become involved at Providence. Being generous with a gift as valuable as time will minister to all Providence families and will aid everyone in serving the students, staff, and the Lord more efficiently. Everyone is PTF!

PTF has officer positions and specific committees to support the school as a whole.

Parking & Drop Off/Pick Up Policy

The following parking and drop off/pick up regulations were established to ensure safety for all students, parents, and faculty at Providence Academy as well as to provide organized procedures during the busiest times of the day.

- The Main Entrance internal vestibule doors will be open from 7:35 am – 7:50 am and 3:10 pm – 3:30 pm daily.
- Parents are asked to not enter the west entrance at Shawano Avenue until they are able to turn left into the start of the drop off/pick up line, which begins at the driveway that runs parallel to Shawano. Entering at Shawano Avenue when there is no availability to turn

left into the start of the drop off/ pick up line blocks the buses from being able to enter and drop off/pick up students timely.

- Do not utilize the parking spaces in the front of the building during regular morning drop off/pick up times. If you plan to come into the school during regular drop off/pick up times, park in the west side parking lot (i.e. Staff and Student Driver Parking) and enter through the main entrance of the school.

Drop Off

All Grades

Drop off begins at 7:35 am.

You will enter at the west entrance on Shawano Avenue only if you are able to immediately turn left into the drop off line, which begins at the driveway that runs parallel to Shawano. Otherwise, wait on the side of the road on Shawano Avenue and only turn in when space becomes available. Keeping your children in the car, continue to pull up until the drop off driveway widens, just past the Main Entrance. At this point, your child/ren may exit the vehicle on the right side only, at the curb. The flow of traffic once the drop off driveway widens is similar to airport drop off, with vehicles pulling up into a drop off spot at the curb, allowing their children to exit to the right only, and then, after ensuring traffic is clear, pulling out of the drop off line and exiting the east exit back onto Shawano Avenue.

L & R Student Drivers

While school is in session, students are to park in the side parking lot. The L & R School bell rings at 7:50 am and Exordium begins promptly at that time. Once the Main Entrance doors inside the vestibule are locked, students must go to the main office to receive a pass before going to class.

Grammar Students

Grammar School students enter the Main Entrance and continue to the Paladin Hall, to be supervised until 7:45 a.m. (1st Bell). Exordium begins at 7:50 a.m. (2nd Bell). Once the Main Entrance doors inside the vestibule are locked parents must bring their child/ren into the main office to receive a pass before going to class.

Grammar Parents

If Grammar parents would like to park in the side parking lot and walk their child into the classroom, they are welcome to do so.

All Grades Busing Students

Buses will enter through the west Shawano Avenue entrance and drop students off in the morning at the west side of the school.

Pick Up

4K - Half day

Pick up is at 11:15 am. The students will be brought outside to their vehicles. 4K parents may utilize the front parking spaces for pick up only.

Grades 4K Full day – 12

Pick up is at 3:15 pm for Grades 4K(Full day) – 12. Parents are expected to be waiting for their student(s) in the pick up line in the front of the school. As with morning drop off, enter at the west entrance on Shawano Avenue only if you are able to immediately turn left into the pick up line, which begins at the driveway that runs parallel to Shawano. Otherwise, wait on the side of the road on Shawano Avenue no closer than the sign indicating where the line begins. Only turn in when space becomes available on the driveway in front of the school. Once in the pick up line, continue to pull up until the pick up driveway widens, just past the Main Entrance. At this point, teachers will be directing your child/ren to enter your vehicle from the right side only, at the curb. The flow of traffic once the pick up driveway widens is similar to airport pick up, with vehicles pulling up into a pick up spot at the curb, allowing their children to enter their vehicle from the right only, and then, after ensuring traffic is clear, pulling out of the drop off line and exiting the east exit back onto Shawano Avenue. Use Name Tag Tents for easy identification of vehicles and a smoother pick up process.

All Grades Busing Students

Buses will enter the west entrance on Shawano Avenue and pick students up in the afternoon at the side entrance across from the side parking lot.

Students Who Need Help Buckling

If you need to get out of your vehicle to buckle your child in, park in the side parking lot and walk to pick up your child (and their siblings) from the side door, which is the same location that buses are picking up students. Be sure to let the office know in advance of this pick up preference.

Early Dismissal

For Early Dismissal days (11:15 am for 4K Half day and 11:50 am for all other grades), lunch will not be served and pick up procedures will remain the same.

On Early Dismissal days, busing is NOT provided in the afternoon for students who live in the Howard-Suamico School District, as this is their busing policy. For the Green Bay busing district, early dismissal busing IS provided.

Other Important Parking Information

Staff and Student Driver parking is in the west side parking lot, located on the right when entering the west entrance on Shawano Avenue.

If it is not during regular morning drop off or afternoon pick up times, parents entering and exiting the building to volunteer, pick up children, etc., may utilize the front parking spaces.

For school functions, parents may park in the side parking lot (i.e. Staff and Student Driver Parking) or utilize the front parking spaces (unless otherwise indicated).

Safety and Security Policy

Based on Wisconsin 948.605 (2) Possession of firearm in school zone, the Providence school board has authorized certain staff and parents (by way of signed contract) to carry a firearm on the premises for the purpose of providing protection for students and staff. The law reads as follows:

(a) Any individual who knowingly possesses a firearm at a place that the individual knows, or has reasonable cause to believe, is in or on the grounds of a school is guilty of a Class I felony.

(b) Paragraph (a) does not apply to the possession of a firearm by any of the following:

1m. A person who possesses the firearm in accordance with 18 USC 922 (q) (2) (B) (i), (iv), (v), (vi), or (vii). 18USC992: (B) Subparagraph (A) does not apply to the possession of a firearm (v) by an individual in accordance with a contract entered into between a school in the school zone.

Any individual who has not received authorization from the Board is not permitted to carry a firearm on the premises.

Secondary Doctrine Policy

The objective of this policy is to establish the limits of doctrinal teaching at Providence Academy. This policy applies to all Providence Academy teachers in their capacity as teachers at Providence. In this policy, secondary doctrine is defined as doctrinal issues which are not addressed in the Providence Academy Statement of Faith.

Providence Academy is a non-denominational, evangelical school. There are doctrinal issues within orthodox Christianity that are not addressed in the Statement of Faith, of which various churches may hold differing views. It is not the intent of Providence Academy to attempt to maintain or hold forward as correct a position on these issues (e.g. modes of baptism, the age of the earth, etc.) It is the intent of this school, however, that these issues be explored as they arise in the classroom.

Guidelines:

1. Classroom discussion of secondary doctrine should be on an informative, non-partisan level. Teachers must be careful not to speak to the students in a manner that would cause offense to parents.
2. Presentation of all sides of an issue is encouraged. Presentation of all sides is expected when the secondary doctrine is a part of the curriculum.
3. The teacher should encourage the student(s) to follow up any questions they have with their parents and pastor(s).

Student Electronic Device/Internet Policy

Internet:

No student shall use the internet without explicit permission.

With appropriate filters, high school students will have limited access to Wi-Fi for the purpose of research, paper writing, and email. 3rd through 8th grade students will have limited access to Wi-Fi when their teacher hands out the classroom Chromebooks for curricular use.

Cell Phones:

Cell phones shall not be seen or heard during the school day. Unless there is specific permission given, students are not to use cell phones on campus during regular school hours.

If a student uses his/her cell phone in an inappropriate manner or at an inappropriate time or place, the teacher will take the phone until the end of the school day and the student will receive an office visit.

L&R school functions are intended to facilitate social interactions and bonding within the student body present at the function. Therefore, cell phones at dances and other extracurricular functions may be used to take pictures, but not to surf the web or become absorbed in conversations with individuals not present at the event.

Chromebooks:

3rd - 8th Grade

Providence Academy owns classroom sets of Chromebooks for 3rd - 8th grade teachers to check out and use when deemed necessary. The classroom Chromebooks for 3rd - 8th grade students are for in-school use only. All 3rd - 8th grade students will have a Providence Google Account so that they can use the school Chromebooks. There is an insurance fee assessed through FACTS to enable the school to maintain the devices (see Supplemental Fees section). If a student accidentally damages or breaks a Chromebook, families will not be charged. If a Chromebook is damaged or broken due to gross negligence on the part of the student, the family will be assessed a fine. Gross negligence is at the discretion of the teacher and administration and includes throwing the device, intentionally dropping a backpack on top of the device, playing tug-o-war with the device, or damaging the device because it was used in a rebellious manner.

9th - 12th Grade

In 9th through 12th grade, each student is assigned a school Chromebook that will be theirs to use during the school day throughout the year. Students may not use personal computing devices while in school. The students are responsible for the device assigned to them. If the device is lost, damaged, or broken, the student/family will be responsible for the repairs or replacement regardless of cause. (similar to textbooks assigned to students)

Students may not bring their school Chromebook home, unless they opt to lease the Chromebook from the school.

Chromebooks may not be used for games.

Chromebook use in the classroom is a privilege and not a right. If a student abuses this privilege, they will lose it.

Student Records & Report Card Policy

Prior to and upon admission to Providence Academy, parents waive their rights to access confidential information contained in their child's Admissions File only. This only applies to the Admissions process confidential paperwork. Once enrolled, parents may request copies of student records at any time. The copies will be provided for a nominal fee. Providence Academy will retain original records unless another school requests the originals. When parents do not live together, each parent will receive emailed copies of report cards after each trimester's grading period is complete.

Other School Information

Bus Transportation

By law, public school districts within a five-mile radius of Providence Academy are required to provide busing or busing reimbursement to Providence Academy students who live in those districts. If a family lives in the Howard/Suamico or Green Bay school districts, their child is eligible for busing. Additionally, each district may set certain requirements, such as busing only those students who live more than two miles from their school. If a family lives in the Pulaski or the West De Pere School Districts, they are directed to contact the Providence Academy school office, as busing reimbursement is available directly from these school districts.

Families are asked to note that any time there is a change in transportation for their child, they **MUST** notify the school office immediately **AND** update FACTS Family Portal accordingly.

Communication & Grievances Guidelines

We consider it a great privilege to serve families in educating their children from a classical and Christian perspective. We are committed to upholding and supporting each family's authority in the lives of their children. This kind of relationship requires clear communication. We recognize that in this relationship there lies a great temptation to talk to others (gossip) about a specific issue or person rather than take direct action to resolve conflicts in a manner consistent with scripture. We have outlined the proper lines of communication and dealing with grievances according to the biblical principles found in Matthew 18 and James 3. We believe that Scripture teaches that conflicts should be handled discreetly and carefully, while believing and speaking the best about each individual involved. Providence Academy staff and administration will abide by these same principles in communicating with parents and students.

Parents to Teacher

If an issue should arise regarding an individual teacher's behavior, rules or procedures, the parents should speak directly to the teacher. If the issue is not satisfactorily resolved, the parent may bring the concern to the headmaster.

Parents to Headmaster

If an issue should arise regarding school rules, procedures or curriculum, or the headmaster's behavior, the parents should speak directly to the headmaster. Parents may also present concerns about an individual teacher's behavior, rules or procedures directly to the headmaster if the

matter was not resolved with the specific teacher. If the issue is not satisfactorily resolved, the matter may be taken before the school board.

Parents to Board

If an issue regarding any policy, curriculum, program or staff member has not been satisfactorily resolved with the administration, the parents may present their concerns to the board at the regularly scheduled board meetings. Parents should communicate with the board chairman to schedule such a hearing.

While clear communications between the school and families can break down with negative issues, they can break down with positive issues as well. Often parents will have an idea on how to improve the school, but are not sure how to share it. In this case the same principles should be applied. A parent who has an idea about how to improve a classroom should talk to the teacher. A parent who has an idea about how to improve the school in general should talk to the administration. It is always best to communicate directly with the person primarily in authority over the issue at hand.

Day-to-Day: Important Details to Remember

Classes in both the Grammar School and Logic & Rhetoric School begin at 7:50 am.

Students are tardy if they are not seated and ready for class when the final bell rings.

Parents are to notify the school office with an email or phone call by 8:00 am if their child will be absent from school or by 9:00 am if leaving for an appointment during the day. For absences, we ask parents to provide the reason for the absence. At the Grammar School, parents may contact their student's teachers to make arrangements if they will be picking up homework. At the Logic & Rhetoric School, parents may use FACTS Family Portal as a guide if they plan to pick up homework at their student's locker.

Parents are to notify the office with an email, note, or phone call for planned absences and the reason for the absence. Regarding homework, parents coordinate with their student's teachers early so assignments can be put together and their child can get as much homework, tests, etc. finished prior to the absence.

Parents are to notify the office with an email, note, or phone call if their child's ride home changes from the normal routine. Any after school transportation changes must be made to the school office by 2:30 pm the day of in order to be honored.

If the office does not receive an email, note, or phone call from the parent informing the school of alternative transportation, bused students must ride the bus home (e.g. students will not be able to ride home with a friend, etc.).

Students who do not normally ride the bus will not be able to ride the bus with a friend.

Students who ride the bus may only ride their own bus; they are not able to ride a different bus with a friend.

Children who do not ride the bus must be picked up promptly at 11:15 a.m. for 4K Half day, 3:15 p.m. for grades 4K Full day – 12.

Families and other visitors are asked to sign in/out, in the office, any time they come into/leave school.

Grammar School only-Parents are to sign their child in/out, in the office, any time they drop off or pick up their child outside of the normal start and end times.

Logic and Rhetoric School students are to sign in/out, in the office, any time they enter or leave school outside of the normal start and end times.

If parents wish to talk with a teacher, the school asks that they email or leave a message with the teacher to make an appointment. The school understands that it is convenient for parents to stop in before the school day starts; however, this tends to be a busy time since teachers are responsible for supervising their students and are preparing for the school day. After school, some teachers offer tutoring, or they have appointments and are not available to talk. Out of respect for their time and responsibility to their students, we ask parents to email or call ahead. All of our teachers are more than willing to talk with parents and appreciate input from them.

Students' midmorning snacks should be healthy ones – no cookies or sweets. Examples of healthy options are cheese, crackers, yogurt, fruits or vegetables.

Parents are welcome to join their child for lunch. Parents are asked to call the school office by 9:00 am the day of if they would like to be added to hot lunch.

For cold lunches from home, students bring their own eating utensils. Liquids are to be in containers with leak-proof lids or covers. Students may not pour leftover soup, fruit, etc. down

the sink or into the garbage. All leftovers must go home. For heating, food is to be in microwaveable containers. Parents are asked not to send food that needs to be warmed in a microwave for their 4K - 1st grade students.

Parents are asked to label ALL outdoor clothing for their children and also label fleeces, sweaters, and uniform clothing, which often look alike and are sometimes removed and left behind outside or at gym class.

Parents and students are asked to check the “Lost & Found” areas periodically. It is located in Paladin Hall. All items left on the last day of school are donated.

Outdoor recess takes place during cold weather, so adequate outdoor gear is to be provided. If a student is well enough to be at school, he/she will be expected to go outside for recess and sometimes physical education class, unless the entire school remains inside due to inclement weather (e.g. raining or temperature/wind chill is below zero).

The school newsletter is emailed to parents monthly. This is crucial reading since it contains important information regarding upcoming events, due dates for lunch ordering, fundraisers, etc. Other important dates and announcements may be found in the Providence FACTS App.

Families are welcome to join weekly Chapel services at either of the schools.

Tuition is auto debited from FACTS on the 1st or 15th of each month, depending upon which date families chose when enrolling their child/ren.

Extra-Curriculars, Art, Music, & Physical Education

Extra-curricular activities are offered on the basis of parent and student interest, and, therefore, may vary from year to year. Currently, Providence Academy offers an after-school drama program as part of our extra-curriculars. Students in grades 7 – 12 may participate and each year, the drama program performs for the school and local communities.

Grammar School Art, Music & Physical Education

Within our daily school programs, students take required music classes in 4K – 6th grade, art classes in Kindergarten – 6th grade and physical education classes in Kindergarten – 6th grade. Each year, the music program performs two exceptional Christmas musicals, one in grades 4K – 2nd and the other in grades 3 – 6. There are also other instrumental and choral concerts each

year. Additionally, beginning in 5th grade, students take a band class and learn to play a musical instrument.

Logic & Rhetoric School Art, Music & Physical Education

Students in grades 7 – 12 are able to take Art, Band, and Choir as elective courses. Students in grades 7 – 9 are required to take Physical Education class and may choose to take Physical Education as an elective class in grades 10 – 12. Choir and Band performances and other music ensembles (e.g. Solo & Ensemble, Choir Competition Trips, auditioned ensembles etc.) occur throughout the school year.

Both Schools – Athletic Programs

Currently, Providence partners with several private Christian schools and/or Christian Homeschool organizations to provide athletic opportunities in girls volleyball and softball, boys football and baseball, boys and girls soccer, basketball, cross country, track & field, tennis, and golf depending on demand. Providence also has its own WIAA (Wisconsin Interscholastic Athletic Association) High School soccer and cross country teams.

FACTS Family Portal Program

Providence Academy utilizes an online program called FACTS Family Portal for virtually all school related data. Teachers utilize the program for access to student information (e.g. medical, transportation, emergency contacts, etc.), attendance, and grading. Grammar and 7th-8th grade teachers are required to share a weekly account on FACTS for each class, which gives parents access to their student's homework assignments, such as when a worksheet is due or when the next quiz is for a subject. 9th-12th grade teachers are required to record a weekly account of assignments and due dates in Google Classroom. Additionally, grading for assignments, quizzes, and tests are required to be in the gradebook within one week of the assigned due date.

Student grading information is readily available to parents through FACTS family portal. This online program is a private and secure parents' portal that allows parents to see academic information specific to their children, while protecting their children's information from others. Part of the enrollment process is that each parent sets up a FACTS Family Portal account. Once created, parents have access to each of their students' attendance, homework, missing assignments, grades, and report cards, for their students' courses. Additionally, parents can see the school calendar, the staff and school directories, and the monthly newsletter. They can also see the hot lunch menu for the month as well as order hot lunch for their students.

FACTS Family Portal Mobile Website

FACTS Family Portal offers a free, accessible, and easy-to-use mobile experience for our school's families. Our parents can access features and functions from their device of choice, whether that's a desktop or laptop computer, tablet, or mobile device. The mobile website makes access to student, faculty, and general school information quick and easy. Additionally, the mobile site makes it easier to communicate with other school parents and faculty through their smartphone's integration with the school directory, allowing parents to tap and send emails or make phone calls instantly to directory listings. Furthermore, the user can subscribe to or import school calendar events and student homework assignments into his/her personal calendar. The mobile website contains the features of FACTS family portal in a convenient and easy to use platform.

FACTS Accounting System

FACTS family portal is where you will find financial information for your family/student. You will be able to view tuition payment plan information, enrollment fees, and fundraising requirement invoices. Each family enrolled at Providence has access to the FACTS family portal. Besides tuition and fees, the financial tab in the FACTS family portal provides the following information to Providence Academy families:

Incidental Billing: Incidental billing allows families to be billed automatically for items such as hot lunch, milk, field trips, and various other activities/items which cost money. An automated email notice will be sent 10 days prior to the assessment of incidentals so that families know in advance that funds will be taken from their bank account, debit card, or credit card.

To avoid emails going to junk email, Providence asks families to check their junk emails often and add the automated email address to their safe senders' lists.

If parents have any questions about the FACTS Family Portal contact the Office Administrator at 920.592.0890, ext. 102, or info@providencegb.org. Parents may also contact FACTS Customer Service directly at 866.441.4637.

FACTS Providence Academy App

The Providence Academy app is available to download in the Apple or Google Play stores. Simply search for it by typing in Providence Academy in the Search bar of the app store. Once the app is downloaded and opened, start by clicking on the How to Login icon for instructions

regarding how to get started. This free app provides a place where families will have many school items and information right at their fingertips, including the items listed above.

Fundraising Opportunities

Providence Academy provides families with many ways to meet the \$1,200 per family fundraising requirement/goal. Currently, the following opportunities are available. In the beginning of the school year, Providence provides more detailed information about the fundraisers listed below. As additional fundraisers are added, the school office notifies families and provides the necessary information needed.

RaiseRight

Families may choose to purchase gift cards for places they already shop and receive rebates on the purchased gift cards. These rebate amounts (percentage rebates vary by retailer) go towards each family's fundraising requirement. This is the largest and most popular way families meet their goal. This is a year-round fundraiser.

Shop.com

Families may choose to purchase items online through Shop.com's Non-Profit fundraising program, allowing each family to earn 20% toward their fundraising requirement on over 700 exclusive products, plus earn an additional 2% Cashback on those purchases. This is a year-round fundraiser.

Wreath Sale

Families may choose to sell wreaths to family, friends, neighbors, and local businesses during the early fall, to be delivered right before the Christmas season. This is our second largest fundraiser, as these are all high-quality, fresh, hand-tied wreaths that customers love and will buy year after year. Profits raised go towards each family's fundraising requirement.

La Java Sale

Families may choose to sell coffee, tea and gift cards to family, friends, and neighbors during the early fall, to be delivered right before the Christmas season. This is a quick and easy sell around the holidays. In addition, a La Java website is set up where families can purchase gift cards and select coffee and tea options, with pick up at the school. The La Java website (not the holiday sale) is a year-round fundraiser. In both cases, profits raised go towards each family's fundraising requirement.

Seroogy's Sale

Seroogy's is a locally owned business, selling chocolates since 1899. Families may choose to sell chocolates and coffee to family, friends, and neighbors during the early spring, to be delivered right before Easter. Additionally, Seroogy candy bars, in single flavor boxes, are available for families to purchase and sell from January to mid-March and after Easter to mid-November. In both cases, profits raised go towards each family's fundraising requirement.

Hot Lunch Program

For students in 4K Full day through 12th grade, Providence Academy offers a hot lunch and milk program every school day at a reasonable cost. A discounted price is given to students who sign up for lunch every day. Below are several pieces of important information about the lunch program.

All hot lunch and milk ordering is to be done in FACTS Family Portal. It is ordered by the month and ordering closes down in FACTS Family Portal a few days prior to the month beginning.

Lunch Add-ons: If a student wishes to add additional lunches after lunch ordering has closed for the month, the student notifies the teacher during morning attendance that he/she will be adding on lunch for the day. Additional lunch orders will not be added any later than 9:00 am the day of.

Forgotten Lunch: If a student is not signed up for hot lunch and forgets his/her lunch from home, it is possible to add him/her to the lunch list that day. The student is to notify the teacher during morning attendance that he/she will be adding on lunch for the day. Additional lunch orders will not be added any later than 9:00 am the day of.

Parent Lunch: Parents are welcome to join their student(s) for lunch. They are asked to contact the school office BY 9:00 am, so that an addition can be made to the hot lunch counts.

Lunch on Field Trip Days: If a class is on a field trip over the lunch period, the school hot lunch program does not provide hot lunch for those students. They must pack lunch for the field trip.

Lunch Payment: Payment will be invoiced at the beginning of each month. You will order and view lunch payment information in the FACTS Family Portal. Because of the nature of the lunch program, the school cannot credit for any lunches not taken due to sporadic absences. However, a credit will be given when a school day is canceled due to weather. This credit will be applied to the following month's lunch order.

For students not participating in the hot lunch program, a microwave or toaster oven is available to heat food brought from home (2nd grade and above).

Parent Involvement at Providence Academy

And you, fathers, do not provoke your children to wrath, but bring them up in the training and admonition of the Lord. (Ephesians 6:4)

As a support and extension of the family unit, Providence Academy considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed. We strive to support the family and respect parental authority and responsibility in all we do. Providence Academy believes in the concept of "in loco parentis," that is, in the place of the parent. At the core of our philosophy of education is the conviction that parents are ultimately responsible for the education of their children. We see ourselves as "subcontractors" of the parents. The parents are the contractors, the ones who are responsible for getting the job done. Our authority and our task are delegated to us from the parent. Therefore, we strongly encourage parental involvement in our school. We work hard at communicating with our parents to keep them abreast of their child's progress academically, spiritually, and behaviorally. At Providence we are continually seeking ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school.

Below are just a few of the more common ways to get involved at Providence. Families are free to ask if they would like to be involved in a different manner.

Families may:

- visit the school/class at any time. Simply call ahead out of courtesy to the teacher.
- assist in the classroom, regularly or infrequently. Arrangements should be made with the teacher involved.
- act as chaperones on field trips.
- serve as story-readers, song-leaders, guest artists or offer their special talents.
- with permission and arrangements with the teacher, present their vocations to the class or invite the class to their places of business.
- share their experiences, trips and vacations as they may relate to an area of study in a class.
- help host class parties in the classroom.
- schedule an informal conference with a teacher at any time.

- closely monitor and praise their child's progress by reading all teacher notes and papers sent home as well as monitoring through their FACTS Family Portal account.
- communicate their ideas for school improvements and comments regarding the school program to the administration. Providence Academy wants to hear from families.
- help serve lunch.
- learn about volunteer needs through PTF and then sign up.
- serve on one of the school committees.

School Closing/Delay Information

Due to busing, Providence Academy generally follows the Green Bay Area and Howard-Suamico Public Schools for school closings and delays and may also close or delay if surrounding area schools do because of the wide range of locations Providence students are coming from. Therefore, if Green Bay or Howard-Suamico close or delay, we will generally do the same, but there may be times we close or delay even if they don't.

Providence Academy will be listed on the local TV stations [WBAY (ABC), WFRV (CBS), WLUK (FOX), WGBA (NBC)].

When school is closed or delayed, all parents and staff will receive an email message from the school as well. If parents receive regular emails from the school, they will also receive emails when school is closed or delayed. Parents who do not receive regular parent emails from the school may let the office know and they will be added to the group.

If school is delayed 2 hours, there will be no 4K Half day.

Parents and staff have the option of receiving a text message when school is closed or delayed. To sign up, individuals text @provmsg2 to 81010. You do not need to re-sign up each school year.

School Schedule - Grammar

Grades: 4K – 6th

Grading Periods: Trimesters

The following is a typical daily school schedule at the Grammar School.

7:35 am:	School doors open
7:45 am:	First bell rings
7:50 am:	Second bell rings
7:50 – 7:55 am:	Exordium-School Pledges & Prayer (School begins)
11:15 am:	4K ½ Day Dismissal (M/W/F)
11:00 – 11:55 am:	4K Full day - 2nd Grade Lunch and Recess
11:30 – 12:25 pm:	3rd – 6th Grade Lunch and Recess
3:15 pm:	Dismissal bell rings

There is an adjusted schedule on Tuesdays to reflect Chapel from 8:00 – 8:30 am.

School Schedule - Logic & Rhetoric

Grades: 7th – 12th

Grading Periods: Trimesters

The following is a typical daily school schedule at the Logic & Rhetoric School.

7:35 am:	School doors open
7:50 – 7:58 am:	Exordium (School begins)
7:58 – 8:43 am:	1st Period
8:47 – 9:29 am:	2nd Period
9:33 – 10:18 am:	3rd Period
10:22 – 11:07 am:	4th Period
11:11 - 11:56 am:	5th Period
11:56 – 12:20 pm:	Lunch
12:20 -12:50 pm	Lunch Electives
12:52 – 1:37 pm:	6th Period
1:41 – 2:26 pm:	7th Period
2:30 – 3:15 pm:	8th Period
3:15 pm:	Dismissal bell rings

Volunteer/Substitute/Coach Forms

As a parent, you can choose to have forms on file in the event you are involved in volunteering, substitute teaching and/or coaching throughout the year.

If you are interested, the following items will be required.

Keys/FOBS (if applicable) will not be released until the required paperwork is received.

Coaches

Meet with Athletic Director

Coach Application (Once)

Background Check Authorization and Background Disclosure Form (Every 3 years)

Training dates will be communicated when scheduled

W-4 Federal, WT-4 State, I-9, Direct Deposit Authorization (Once, or if information changes)

Substitutes

Meet with Principal

Substitute Teacher Application (Once)

Background Check Authorization and Background Disclosure Form (Every 3 years)

Training dates will be communicated when scheduled

W-4 Federal, WT-4 State, I-9, Direct Deposit Authorization (Once, or if information changes)

Volunteer

Volunteer Agreement and/or Volunteer Driver Agreement (Once per school year)

Training dates will be communicated when scheduled

Background Check Authorization and Background Disclosure Form (Every 3 years)

Recommended Reading

“The Scriptures”

“The Lost Tools of Learning,” essay, Dorothy Sayers

“Recovering the Lost Tools of Learning: An Approach to Distinctively Christian Education,”
Douglas Wilson

“Repairing the Ruins,” Douglas Wilson

“The Case for Classical Christian Education,” Douglas Wilson

“The Paideia of God,” Douglas Wilson

“Classical Education: Towards the Revival of American Schooling,” Gene Edward Veith, Jr. &
Andrew Kern

“The Quest for Authentic Higher Learning: Two Essays,” Douglas Wilson & Roy Atwood

“Classical and Christian Education: Recapturing the Educational Approach of the Past,” essay,
Gregg Strawbridge

“The Seven Laws of Teaching,” John Milton Gregory

“Excused Absence,” Douglas Wilson

“The Crisis of Western Education,” Christopher Dawson

“Education, Christianity, and the State,” J. Gresham Machen

“Against the Idols of the Age,” David Stove

“Foundations of Christian Education: Addresses to Christian Teachers,” Louis Berkhof and
Cornelius Van Till

“The Christian Philosophy of Education Explained,” Stephen C. Perks

“Standing on the Promises,” Douglas Wilson

“The Screwtape Letters,” C.S. Lewis

“A ‘World’ of Difference in Public and Christian Schools,” Dan Smithwick

“The Intellectual Life of Colonial New England,” Samuel Eliot Morison

“Teaching Children,” Charles Spurgeon

“On Christian Teaching,” St. Augustine

“Christian Reflections,” C.S. Lewis

“Invitation to the Classics,” Louise Cowan and Os Guinness

“Mother Kirk,” Douglas Wilson

“God in the Dock,” C.S. Lewis

“Alias Shakespeare,” Joseph Sobran

“Preface to Paradise Lost,” C.S. Lewis

“The Quotable Lewis,” C.S. Lewis