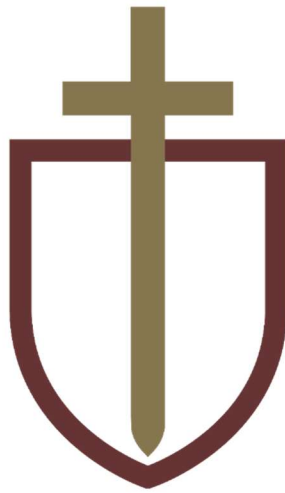


Providence Academy



STUDENT-PARENT HANDBOOK 2025-2026

Revised: August 11, 2025

2788 Carroll Creek Road
Johnson City, TN 37615

(423) 854-9819

Fax: (423) 854-8958

www.providenceacademy.com

Contents

History of PA’s Formation	10
Organization Structure	14
General Statements	14
Statement of Faith	14
Secondary Doctrinal Statement	15
Final Authority on Matters of Belief and Conduct	15
Mission Statement	16
Statement on Marriage, Gender, and Sexuality	16
Core Values	16
Educational Objectives	17
Educational Philosophy and Goals	18
In Loco Parentis (“In the Place of Parents”)	19
Conclusion:	22
A Christ-Centered and Classical Education	22
Primary Doctrine	22
Bible Translation	22
Chapel	22
Discipleship Groups (High School)	23
House System (High School)	23
Reverence	25
Classical Methodology	26
Latin Instruction	26
Trivium Definitions	26
Enrollment	28
Mid-Year Enrollment	28
Notice of Acceptance	28
Grade Placement	28

Class Rosters	28
Student To Teacher Ratios	28
Continued Enrollment.....	28
Academics	29
Accreditation.....	29
Latin at Providence Academy (Grades 3-12)	29
iCode (Elementary, Middle School & 9th Grade).....	30
Subjects and Grade Scale Used	30
Elementary Grading Guidelines	30
Academic Probation Grades 3-5.....	31
Transfer Students (Grades 2-5)	32
Elementary Student Promotion	32
Middle School and High School Grading Guidelines.....	32
Alternate Credit for High School Physical Education.....	33
Academic Probation Policy (Grades 6 – 12)	33
Student Promotion – Middle School	34
Student Promotion – High School	34
Students Who Fail a Course.....	34
Final Transcript.....	34
High School Transfer Student Course Placement.....	34
Standardized Testing.....	35
Secondary Math Placement Guidelines (Grades 8-12)	36
Dual Enrollment (High School).....	36
Advanced Placement (AP) Courses	38
High School Semester Exam Exemption Policy	38
Freshmen and Sophomores	39
Juniors and Seniors.....	39
GPA and Class Rank.....	39

Graduation Requirements – Class of 2026	39
Senior Thesis	42
Homework Guidelines & Frequently Asked Questions	42
Academic Recognition	44
National Honor Society (High School)	46
Valedictorian and Salutatorian (High School)	46
Attendance.....	46
Yearly Attendance Requirements.....	46
Makeup Work	47
Absences	47
Early Departures.....	50
Tardiness.....	50
Arrival Procedures	51
Parking.....	51
Dismissal Procedures	52
After-School Student Supervision	52
After-School Program.....	53
Athletics.....	53
Field Day Grades Pre-K-5	53
Middle School and High School	53
Care Center	54
Fever Policy	54
Care Center Forms	55
Medication Policies and Procedures	55
Insurance	56
Campus Wear	56
Campus Wear Guidelines	56
Spirit Wear Guidelines	58

Spirit Store	58
Field Trip Wear	58
Communication.....	59
Professional Communication Policy	59
PA Notes.....	61
Discipline	61
Conduct and Discipline Policy	61
Parental Partnership	61
Conduct Expectations – On and Off Campus	61
Authority and Consistency of Policy	61
Discipline Policy	62
Student Relationships and Public Displays of Affection.....	62
Cell Phone and Electronic Device Policy	62
Office Visit for Conduct Issues	63
Bullying	63
Cheating and Plagiarism	63
Artificial Intelligence Policy	64
Detention	65
Suspension	65
Expulsion	65
Demerit System for High School and Middle School	66
Senior Privileges (High School)	69
Student Drivers (High School).....	69
Driver’s Permit (High School).....	70
Junior-Senior Prom (High School)	70
Textbooks (Middle School and High School)	70
Locker Guidelines	71
Student Drug Testing Policy.....	71

In-School Suspension Policy and Absences	72
Financial Management	73
Miscellaneous Billing Guidelines	74
Student Fees	74
Financial Assistance	75
Student Records	75
Right of Access to Records	75
Rights of Non-Custodial Parents	75
Fine Arts Program	75
Attendance	75
Absences	76
Grade Deductions	76
Rehearsal/Performance Schedules	76
Audition Procedures	76
Grading	77
Required Expenses and Fees	77
Uniforms/Costumes	77
Student Services.....	77
Confidentially Statement	77
In High School:	81
Student and Family Responsibility	82
Educational Support Policy	82
Expected Student Outcomes	82
Safety	83
Crisis Management	83
Raptor Alert	84
Guard Station	84
Stray or Wild Animals	84
Video Surveillance Equipment	84

Technology	85
Acceptable Use of Connectivity	85
General School Policies.....	86
Artificial Intelligence Policy	86
Animals on Campus Policy	87
Birthday Celebrations	87
Invitations to birthday parties	87
Class Parties, Celebrations, and Events	88
Child Abuse Reporting Policy	88
Early Dismissal	89
Facility Usage	89
Field Trips	89
Field Trip Procedures for Parents	89
Fundraising Policy	90
Grievance Policy	90
Guest Speakers – Enrichment Policy	92
Inclement Weather Policy	92
Library and Media Policy	93
Emergency Lunches	94
Solicitation	94
Volunteer Groups	95
School Prayer Groups	95
Parent & Grandparent Involvement	95
Classroom Visits and Observations	95
General Participation Guidelines	96
Opportunities for Involvement	96
Policy Exceptions	96

Introduction

The purpose of the Student/Parent handbook is to provide parents, students, faculty, staff, and those inquiring about Providence Academy a concise presentation of the mission, philosophy, policies, and practices of Providence Academy. The Handbook provides students and parents a set of guidelines for citizenship and behavior in and around Providence Academy. We recognize that the handbook is imperfect and silent on some issues which may arise. In cases of disagreement about a particular interpretation, the Administration and the Board of Directors of Providence Academy will render decisions that they deem fair to both the students and the school.

NOTE: The Administration and Board of Directors of Providence Academy reserve the right to establish new policies and to modify existing policies contained herein upon written notice to all parents and students by the Administration.

Leadership Team

Mr. Ben Holland	Head of School	bholland@
Dr. Paul Davidhizar	Dir. of Academics & HS Principal	pdavidhizar@
Dr. Daniel Kilgore	Dean of Boys	dkilgore@
Mrs. Ruth Stevenson	Dean of Girls	rstevenson@
Mrs. Sherry Chambers	Middle School Principal	schambers@
Dr. Dustin Williams	Elementary Principal	dwilliams@
Mrs. Debra Weaver	Director of Lower Elementary	dweaver@
Mr. Mark Kosack	Director of Development	mkoscak@
Mrs. Jennifer McCormack	Admissions Coordinator	jmccormack@
Mrs. Jessie Denton	Director of Finance	jessiedenton@
Mrs. Lindsey Mitchell	Director of Student Services	lmitchell@
Mr. George Pitts	Director of Athletics	gpitts@

School Email

paknights@providenceacademy.com

Office Hours

7:30 a.m. – 3:30 p.m. Monday- Friday (August – May)

8:00 a.m. – 2:00 p.m. Monday – Thursday (June-July)

History of PA's Formation

In early March of 1994, five couples from various walks of life, with ten grade school-aged children among them and from three different local churches, were brought together with a sense of calling that our community needed another Christian school. Those five couples that formed the original steering committee were Billy and Penny Kilgore, Earle and Cara Chute, Wayne and Vicki Carroll, Keith and Nina Gilchrist, and Paul and Debbie Gorman. After a few months, the five men instituted the original school board. Our children had been in schools ranging from home-based, to Christian, to public. Penny Kilgore had taught in another local Christian school and provided a wealth of many years of classroom experience that kept us focused on what a new school would need in place when the doors opened.

The initial inspiration was multifaceted and far beyond a general call to reactively start up another alternative to government school in Johnson City. We all did recognize, though, that restoring the ruins of modern education and embracing a biblical world and life view with which to educate was not going to come from politicians and bureaucrats-much less with more of our tax dollars. The naming of the school took the better part of one early meeting-but it was only by divine providence that we were being used by God to implement His plan; and as a proposed school of excellence, the title of academy was propitious. Thus, was born *Providence Academy*...at least on paper and on our 5011 3 application.

The educational “high ground” was inspired by the Spirit’s conviction that parents’ Christ-centered lives also include the God-given stewardship responsibility not just to teach school-age children, but also to provide for them an orderly, nurturing, and challenging environment in which they would learn to think and be life-long learners. For reasons known only to God, doing so in a Classical and Christian school was the motivation behind our labor. A choice does not need to be made between genuine learning and a love of Christ. The myth of moral/spiritual neutrality in all aspects of life, but especially in education, was also appreciated, and we desired a school that would be ostensibly Christian, knowing that education is a major battleground in the spiritual warfare that the Lord tells us that we and our children will encounter (Eph.6:4).

The call became more refined through prayer and in the evening and weekend meetings that took place at *Heritage Baptist Church* and our homes. The Protestant Classical method of instruction became the academic foundation upon which we would build the curriculum and staff. Douglas Wilson’s book, *Recovering the Lost Tools of Learning*, the *Logos School* resources, Dorothy Sayers’ original 1947 essay on Classical Education, *A.C.S.I.* manuals, classical educational cassette tapes, notepads, briefcases, and empty bottles of *Tylenol* shared much table space with Scripture in our individual homes and meetings. It is fair to say that this effort became a second job for all of us, as much delegated work was also done individually amidst already busy schedules. The school became a charter member of the *Association of Classical and Christian Schools*, which at that time had less than a dozen member schools across the country and none in Tennessee or this several state area. In the last three years, however, dozens more have been started by the grace of God...the Classical/Christian education is still swimming upstream in the cultural river, but Christ’s momentum is proving more than able to continue. Readers are encouraged to learn in more detail elsewhere the particulars of Classical education and why, for centuries, it was so successful in producing truly educated young adults and why Providence Academy steadfastly embraces this educational method.

A Classical and Christian school is evangelical and discipling in its ministry; however, the founders of the school were burdened for a non-denominational school (therefore, not parochial) that would

minister to the children of believing parents (discipleship model). This is in contradistinction to a Christian school whose students may come from families that do not have believing parents (evangelical model). The type of Christian school one forms, then, is defined largely by what types of parents will be accepted and/or by the specific parochial (denominational) doctrine the school will espouse. But the discipleship school remains evangelical, *in effect*, because not all children of believers will enter the spectrum of offered grades with a saving knowledge of Christ. Thus, the importance was recognized early to recruit good biblical role models for teachers and administrative staff and to form a sound statement of faith that embraced the essential primary doctrinal tenets of the Christian faith. Secondary doctrinal issues, such as mode and age of baptism, would not be endorsed by the school; but where questions did arise on such secondary theological issues, the student would be referred to the authority of his parents and pastor.

We planned to start grades K-6 in August 1994 if a meeting place could be secured before July 1. This was a daunting task as most church educational wings are not in compliance with city school building codes, and some eligible churches were not seeking a para-church ministry of this magnitude at the time. Some open meetings were held at *Heritage Baptist Church* to inform Christian parents further of our mission. The publicity was by word-of-mouth and church bulletin announcements. Startup money was provided generously by the steering committee families and enabled plans to progress for five months without tuition. The idea of faith promise giving on a larger scale, similarly, supported by the school's patrons, was thus born.

As a conduit of His unlimited funds, this benevolent giving program helped to bridge the difference between tuition and the actual cost of education and served to strengthen parents' commitment to the school. We wanted Christian families of many different income strata to be more likely to afford private tuition, thus intentionally avoiding elitist prep school tuition rates. The first year's tuition was \$1500.00 largely due to the stewardship vision of our host, Mountain View Baptist Church, which was to impact the community for Christ by making its facility open for use by a para-church ministry during the week, the time that churches are most under-utilized. By not only offering their church, but doing so rent-free, the tuition even now remains well below that of most private schools.

After much prayer and many discouraging weeks of looking at churches and several visits to a vacant elementary school, we were almost resolved by late May to defer opening the school for another year. Then we were given the name of Mr. Jim Cambron, a bi-vocational pastor at *Mountain View Baptist*, and information that the church, built just two years earlier, might have the potential educational space we needed to get started and grow into. Mr. Cambron and Deacon Ray Long were instrumental in helping us convey our mission to their membership. The rest is unvarnished providential timing and provision as the congregation of the church voted in favor of hosting us at their June 29 meeting! God provided so abundantly...a church with a warm heart and hospitality, a building already built to city codes, second floor unfinished space in which to add a grade with each subsequent year, and a rent-free user's agreement by which we paid only for our share of the utilities and janitorial service. We have, though, in partnership with the church supplied many dads and moms that have helped financially and with "elbow grease" to build new classrooms, erect an outdoor play structure, and pave the parking lot. It has, by the grace of God, been a wonderful partnership with our co-laborers for Christ at M.V.B.C.

During the summer of 1994, prior to school opening in the fall, only the steering committee's children were enrolled "for sure." Once the facility was procured, the charter classes began to fill for grades K-6, with combined Third/Fourth and Fifth/Sixth grades. Teacher and Administrator interviews consumed much time in June, July, and early August. P.E., Art, and Music were taught by the K-6 grade classroom teachers and parental volunteers, and a part-time teacher's aide was

hired. Interest in this nascent school was very encouraging, and through additionally donated funds and equipment, we were able to stay out of long-term debt (another objective of the founders) and hire an Administrator, Mrs. Margaret Hartzler. She served us well during that first year before returning with her husband to the mission field with Wycliffe Bible Translators in Indonesia. Faculty members were hired by August 1, and their orientation began on August 15. The school's dedication service was held on August 17, and 63 students began their charter year at Providence Academy on August 22, 1994. Within a few weeks, the student body had increased to 69, and growth in the subsequent two years allowed for additional teachers to be hired for the individual grades and for the 7th and 8th grades to be created. An elementary principal, office secretary, and teacher's aide were soon added on a full-time basis, in addition to part-time Art, P.E., Music, and Logic teachers.

Providence Academy is a servant school to you, the parents, and is but one of many tools that God has given you to biblically raise up your children to trust eternally in Jesus Christ alone for the remission of sin, impact the world for Christ, cherish and defend Truth, lead others to the Lord, and appreciate that which is truly righteous and beautiful in the Creator's world. Eventually our children will themselves be child-raisers, wage earners, church, and community leaders...how are we doing as a culture or even as the Body of Christ? We can all do better educating and nurturing our children in a spiritually hostile world, and we believe God expects it. But this, nor any other school, will do all the preparatory work for parents. Parents alone, particularly fathers, must understand, implement, and oversee the rearing of their children, and delegate where and when conscience allows.

Semper fidelis.




"Religion is the only solid basis of good morals; therefore, education should teach the precepts of religion, and the duties of man towards God." - Governor Morris, an American colonial statesman

"Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord." Ephesians 6:4

Sola Deo Gloria, Paul Gorman, M.D., August 16th, 1997

Crest, Logo, Colors, Mascot and Song

The brand and visual identity of Providence Academy include the following:

	<p>Crest Providence Academy’s School Legacy Crest “Coram Deo” Latin Phrase meaning “In the presence of God” #lthappenshere!</p>
	<p>Logo Providence Academy’s logo depicts the shield and the cross.</p>
	<p>Color Palette The official colors of Providence Academy are burgundy (HEX: 643335) and gold. (HEX: 84754E).</p>
<p>Mascot PA’s official mascot is the knight.</p>	
<p>CHORUS: In your hands, O Lord We give ourselves to you. In your providence and love, We trust for all we do.</p> <p>VERSE 1: In your hands, O Lord, We know we can be safe; And as we give our hearts more fully, We will know your love more truly, As your Spirit makes us holy In your hands.</p> <p>We come into your presence; We listen for your word. Our hearts are open to your touch of grace. We long to feel your mercy, We want to know your way, Our greatest joy to come before your face.</p> <p>Chorus & VERSE 2: We know that you direct us; We trust you for our way. Our ears are listening for your guiding voice. For we know in all that happens You mean it for our good. You love to see your seeking child rejoice. Chorus</p>	<p>School Song “In Your Hands, O Lord”</p> <p>The PA student song, “In Your Hands, O Lord,” was written on April 17, 1995, by Margaret Hart and arranged by Penny Kilgore.</p>

Organization Structure

Providence Academy, Inc., is a private, non-profit organization registered in the State of Tennessee and is the legal owner of Providence Academy.

The Providence Academy Association is made up of founders, parents, and patrons. Its primary mission is to operate the school in alignment with the Statement of Faith and the objectives outlined in this document. The Association's principal office is located at 2788 Carroll Creek Road, Johnson City, TN 37615, though the location may be changed at the Board's discretion. An annual meeting is held each spring, with written notice provided to members at least 30 days in advance.

The Board of Directors includes both elected and appointed members from the Association. Board roles and responsibilities are defined in the Association By-Laws and the Providence Academy Policy Manual. The Head of School is appointed by the Board and manages daily school operations while advising the Board on long-term decisions related to curriculum, policy, budgeting, and facilities.

Principals and Administrators are also hired by the Board. They oversee day-to-day school functions—such as teacher management, scheduling, and student discipline—and support the Head of School with information related to academic and operational planning.

General Statements

Statement of Faith

The following is the foundation of beliefs on which Providence Academy is based. They are also the key elements of Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is that which will be considered *primary doctrine* in Providence Academy.

1. We believe the Bible to be the inspired, the only infallible, authoritative Word of God; and as such, it is the final authority in faith, life, and standards of education. (2 Timothy 3:16, 2 Peter 1:21)
2. We believe that there is one God, eternally existent in three Persons: Father, Son, and Holy Spirit. (Genesis 1:1, Matthew 28:19, John 10:30)
3. We believe in the deity of our Lord Jesus Christ (John 10:30), in His virgin birth (Isaiah 7:14, Matthew 1:23, Luke 1:26), in His sinless life (Hebrews 4:15, 7:26), in His miracles (John 2:11), in His vicarious and atoning death (1 Corinthians 15:3, Ephesians 1:7, Hebrews 2:9) through His shed blood, in His bodily resurrection (John 11:25, 1 Corinthians 15:4), in His ascension to the right hand of the Father (Mark 16:19), and in His personal return in power and glory. (Acts 1:11, Revelation 19:11)
4. We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary. (Titus 3:5)
5. We believe that salvation is by grace through faith alone. (Ephesians 2:8)
6. We believe that faith without works is dead. (James 2:17)
7. We believe that the Christian is enabled to live a Godly life by the Holy Spirit who dwells within him. (Romans 8:13-14, 1 Corinthians 3:16, 6:19-20, Ephesians 4:30, 5:18)

8. We believe in the resurrection of both the saved and the lost, they that are saved to the resurrection of life and they that are lost to the resurrection of damnation. (John 5:28-29)
9. We believe in the spiritual unity of all believers in our Lord Jesus Christ. (Romans 8:9, 1 Corinthians 12:12-13, Galatians 3:26-28)
10. We believe that the chief end of man is to glorify God and enjoy Him forever. (1 Corinthians 10:31, John 17:22-24, 2 Thessalonians 1:12, 1 Peter 4:11)

Secondary Doctrinal Statement

In almost all cases, Providence Academy does not take a stand on secondary doctrinal issues. In keeping with its Core Values, Providence partners with the parents and the church in these types of matters (i.e., baptism, predestination, etc.). However, Providence Academy does take a stand on four key secondary doctrinal statements. While we acknowledge that belief in these statements is not necessary for salvation, Providence Academy will teach these statements as truth and in accordance with God's holy word. Providence Academy will affirm these truths without apology and with conviction in all areas of its curriculum, teaching, and interaction with the community.

1. We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God (Genesis 1:26-27). Rejection of one's biological sex is a rejection of the image of God within that person.
2. We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Genesis 2:18-25). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Corinthians 6:18; 7:2-5; Hebrews 13:4). We believe that God has commanded no intimate sexual activity be engaged in outside of a marriage between a man and a woman.
3. Where fundamental to the curriculum, the six (24 hour) day account of creation will be taught as. All efforts will be made to resist the modern tendency to accommodate the creation account to modern scientific theories. True knowledge in every area of human thought is to be found in submitting to God's revelation in Scripture. We understand the of creation "by faith" (Hebrews 11:3).
4. All human life is sacred and begins at conception. Each unborn child is a unique, living human being, created in the image of God, and must be respected and protected both before and after birth. The abortion of an unborn child or the active, intentional taking of human life through euthanasia or assisted suicide constitutes a violation of the sanctity of human life and is a crime against God and man. (Genesis 9:6; Exodus 20:13; Deuteronomy 5:17; Psalm 51:5; 1 Corinthians 15:49; James 2:11; Psalm 139:13-14).

Final Authority on Matters of Belief and Conduct

The Statement of Faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and only inerrant word of God that speaks with final authority concerning, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of Statement of Faith, doctrine, practice, policy, and discipline, our Board of

Directors is Providence Academy's final interpretive authority on the Bible's meaning and application.

Mission Statement

Providence Academy partners with parents to equip students to develop spiritual maturity and achieve academic excellence through a biblically base, Christ-centered, classical education, so they will think and live in a manner which brings glory to God.

Statement on Marriage, Gender, and Sexuality

1. We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God (Genesis 1:26-27). Rejection of one's biological sex is a rejection of part of God's image within that person.
2. We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Genesis 2:18-25). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Corinthians 6:18; 7:2-5; Hebrews 13:4). We believe that God has commanded no intimate sexual activity be engaged in outside of a marriage between a man and a woman.
3. We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God (Matthew 15:18-20; 1 Corinthians 6:9-10).
4. We believe that in order to preserve the function and integrity of Providence Academy as the local Body of Christ, and to provide a biblical role model to the Providence Academy association and community, it is imperative that all persons employed by Providence Academy in any capacity, or who serve as volunteers, agree to abide by this Statement on Marriage, Gender, and Sexuality (Matthew 5:16; Philippians 2:14-16; 1 Thessalonians 5:22).
5. We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ (Acts 3:19-21; Romans 10:9-10; 1 Corinthians 6:9-11).
6. We believe that every person must be afforded compassion, love, kindness, respect, and dignity (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the doctrines of Providence Academy.

Core Values

- **Classical**
 - Instill wisdom and virtue through the cultivation of affections for truth, beauty, and goodness.
 - Equip children to be free people and live in the freedom of Christ.
 - Guided by the great, classical works, languages, and disciplines found in the Western Tradition.
 - Distinct teaching methods as they exist in grammar, logic, and rhetoric stages.
 - Affirms rigor (extended focus and depth) and stirs wonder with the aim of developing a love of learning.

- We are not a reform school for behavior or academics.
- **Discipleship**
 - Custodial parents must have the following upon admission:
 - Profession of faith
 - Involved in a local church
 - Pastoral/Elder reference from current/past church
 - Custodial parents must believe statement of faith and affirm core values and secondary doctrine (sign off on annually)
 - Faculty/Board Members/Staff will believe statement of faith, core values, and secondary doctrine as evidenced by application, interview, and lifestyle
- **In Loco Parentis**
 - While holding the authority of the parent, we must strive to love the child as Christ loves them.
 - Ultimate responsibility to educate a child remains with the parent.
- **Christ-Centered**
 - God's Word is inerrant, infallible, and authoritative regarding in all things.
 - Knowing Christ more deeply and becoming more Christ-like is the ultimate goal of education.
 - Serving Christ and seeing Him glorified compels us to do all things with excellence and to the best of our abilities.
 - We follow the example of Christ by communicating the Gospel through love and relationships.
 - Prayer is central to the life and health of the school.

Educational Objectives

Education at Providence Academy is defined as inherently different from public education in philosophy and content. Providence Academy attempts to operate as an extension of the family and to foster spiritual development and a biblical worldview in the lives of its students. This includes leading students to develop a biblical understanding of morality and to pursue a life that is governed by the biblical moral code. The school works in partnership with families to achieve these desired outcomes, which necessitates that both the school and home come under the authority of God for the benefit of the student. At all its levels, programs and teachings, Providence Academy seeks to: Teach all subjects as parts of an integrated whole with the Scripture at the center (2 Timothy 3:16-17).

1. Provide a clear model of biblical Christian life through its staff and board (Matthew 22:37-40).
2. Encourage every child to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20).
3. Emphasize grammar, logic, and rhetoric in all subjects.
4. Encourage every student to develop a love for learning and to achieve his academic potential.
5. Provide an orderly atmosphere conducive to attaining these goals.

6. Encourage all children to pursue a life that is governed by the biblical moral code.

Educational Philosophy and Goals

The purpose of Providence Academy is to partner with parents in the instruction of their child by providing a Christ-centered, classical education.

1. We affirm that God's Word gives final and ultimate authority to parents in the task of raising and educating their children. Parents have the liberty to delegate authority in this endeavor. Providence Academy functions in the capacity of a servant to parents in the day-to-day instruction of their children. At Providence Academy, parents are encouraged to be active participants in the education process. Parents are ultimately responsible for the academic and behavioral performance of their children.
2. We seek to teach and discipline in a manner consistent with the Bible and a Godly home environment. We believe the Bible to be the only infallible Word of God, wholly true, applicable to all of life; and its commandments and principles are foundational in all moral and ethical judgment. As such, all of Providence Academy's policies, procedures, curriculum, and interactions with one another are scrutinized through the lens of Holy Scripture. It is through this lens that all human behaviors, relationships, and intellectual activities are evaluated and deemed either wise or foolish.
3. We believe that God's character is revealed not only in His Word but also in every facet of the creation. For man to exercise his God-given dominion over the world appropriately, he must understand the world in which he lives – its science, language, and logic. Providence Academy strives to provide an environment where this development is fostered. We teach that all knowledge is interrelated and instructs us about God himself.
4. 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 encourage quality academic work and maintain high standards of conduct. The moral principles of the Bible are considered by Providence Academy as indisputable and wholly practical. We believe God has written His law upon the hearts of His children; and we teach this reality to our students. Furthermore, we expect an effort to adhere to God's law by everyone involved with Providence Academy – students, parents, faculty/staff, and Board.
5. Providence Academy seeks to enrich its students' understanding of culture, both past and present, by instilling a knowledge and appreciation of history, literature, languages, the arts, mathematics, and the sciences. We believe culture can be properly understood only within the context of a Christian worldview.
6. The Bible teaches that one-way true Christian discipleship is displayed through Christ-like love of others. In other words, one's beliefs are displayed in social interaction. Providence Academy offers students service opportunities in hopes of fostering in them a biblical attitude that seeks to serve others.
7. Providence Academy recognizes the importance of the whole person, including the physical body. We emphasize the value of rest, nutrition, physical activity, and personal hygiene. Organized sports, exercise, and recreation are part of the regular school day. Students are encouraged to respect and take care of the body which God has graciously given them.
8. Providence Academy desires to provide an environment where students will learn about God through the study of His Word and His creation. Our desire is that each student will come to believe in Jesus Christ as Lord and Savior and express his/her saving faith in such a

way as to reflect His in-dwelling to others. We encourage servant leadership among our students and hope that they will live lives which bring honor and glory to God.

9. Where fundamental to the curriculum, the six (24 hour) day account of creation will be taught as truth. All efforts will be made to resist the modern tendency to accommodate the creation account to the modern scientific theories. True knowledge in every area of human thought is to be found in submitting to God's revelation in Scripture. We understand the truth of creation "by faith" (Hebrews 11:3).

In Loco Parentis ("In the Place of Parents")

Practical Guidelines for Teachers and Parents Regarding Their Roles in the Education of Children a Presentation by Mark Hecht, Providence Academy Board Chairman, 8-26-04

"Hear, O Israel: The LORD our God, the LORD is one. You shall love the Lord your God with all your heart and with all your soul and with all your might. And these words that I command you today shall be on your heart. You shall teach them diligently to your children and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise. You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes. You shall write them on the doorposts of your house and on your gates." (Deuteronomy 6:4-9)

"Fathers do not provoke your children to anger but bring them up in the discipline and instruction of the Lord." (Ephesians 6:4)

"Fathers do not provoke your children, lest they become discouraged." (Colossians 3:21)

Key Points:

- Parents are the ones given the charge by God to educate, train, and instruct their children.
- The school has no ordained authority directly from God, but only as that authority flows from parents.
- The Christian school is a "3-walled institution that cannot stand alone, it shares as its fourth wall the living room of the Christian home." (Jay Adams)
- This accountability cannot be handed over to an institution, and no institution should try to take it. Providence Academy has no more business usurping the authority of parents than does the state.
- The parental authority, but not accountability, to educate, train, and instruct can be delegated.
- Providence Academy exists because parents have asked the school to exist.
- Teachers who have been delegated this authority by parents stand "in the place of parents" and carry responsibility and authority for those children who are in their care exactly as the parents would if they were present.

In Loco Parentis – Roles

Teachers	Parents
<p>You face 20–25 different children each day, but you serve 20-25 different sets of parents. As situations arise, seek to relate to a particular child as their parents would in that situation.</p>	<p>Take the responsibility for educating your child as commanded by God very seriously. Do not just “pray and pay.” Do not just “praise and pay” – that the school has your child all day and you do not! As you interact with the teachers, remember that they are seeking to serve 20-25 different sets of parents with different views, all held with equal sincerity, some with great passion, and some being mutually exclusive!</p>
<p>Do not view parental input as an invasion upon your domain in the classroom. You should expect authority to be given from parents. Earn the trust of the parents. Otherwise, parents will see you as a third party between them and their child and will typically take the child’s side in every situation and not delegate the authority you need to do your job properly</p>	<p>Stay involved yet learn to delegate. Your child’s classroom is not simply an extension of your private home school. You have a right and a duty to make sure a proper education is taking place for your child, yet you cannot maintain hands-on authority over every detail of what happens during the day. View Providence Academy as a supplement to your own teaching, enabling you to be even more effective in your time you spend with your children. Give teachers your trust and the authority they need to do their job.</p>
<p>Communicate, Communicate, Communicate! Always promote clear and constant communication with parents. Always defend the authority of the family, especially the authority of the father. Do not put a child in the position of facing a conflict between what is expected of them in the classroom and what is expected of them at home. Know and appreciate the sensitivities of the parents to avoid offense whenever possible. Be careful not to pass judgment on the approaches taken by a parent in raising their child. The parents must give an account to the Lord, not you. Never view the home as an extension of your classroom or the school as a whole.</p>	<p>Communicate, Communicate, Communicate! Always promote clear and constant communication with teachers. If you have a concern about the classroom, go to the teacher first (Matthew 18). Fathers, stay involved. God holds fathers ultimately accountable for the education of their children. Do not view your child’s teacher as simply an extension of your home. They are not expected to be available for your child 24/7.</p>

<p>As teachers, it is easy to expect the agenda of the classroom to dominate the evening activities by the homework assigned and the assistance expected from parents. Keep watch on the homework load so you do not begin to dominate the family “space.”</p> <p>This same principle applies to other activities within the school which can consume a lot of time (sports, student government, etc.).</p>	<p>Most teachers are parents as well and need to give time to their families. While a call at home may certainly be necessary at times, take advantage of the Providence Academy phone system to leave voice mail or call directly to the teacher’s room. Discuss with your child’s teacher the time which would be best for you to call the classroom.</p> <p>Guard your family time with passion.</p>
<p>You, your classroom, and Providence Academy are just pieces of the larger puzzle that parents are trying to put together in the lives of their children as they grow and develop.</p> <p>Respect parental choices when they say “NO” to Providence Academy and some of the school activities that are available.</p> <p>All Providence Academy programs exist to assist the family in the development of their children, not replace the family.</p>	<p>Recognize that the choices you make for and with your child have consequences. If you choose to develop your child in areas outside the school which are time consuming and impact the child’s ability to meet the expectations of the classroom, then you should be willing to accept the possible impact – lower homework grades, lower overall grades, etc.</p> <p>Take the responsibility to help your child balance their areas of involvement within the school. Life does exist outside of Providence Academy.</p>

Thoughts for teachers and fathers: Ephesians 6:4 and Colossians 3:21 speak directly to fathers to make the authority channel clear and to warn fathers – “do not provoke your children,” “do not provoke your children to anger.” Fathers have to continually be on guard not to stir their children up to anger. Since teachers stand in the place of the father’s authority, the same warnings apply.

Applications for Teachers:

- Do not overprotect the child – a proper balance of risk taking is necessary for a child’s physical, moral, and spiritual development. In the classroom, do not fence the children in from every direction.
- Flee the temptation to show favoritism – all of us have experienced the sad results of partiality.
- The importance of encouragement – “break the will, not the spirit.” Be especially watchful of how your words discourage. It is often the tongue that gets us in trouble. Take notice of the positive and communicate the positive to the parents. Do not let parents just hear from you when “Johnny or Sally has been bad.” You can help parents see positive attributes about their children that they may be overlooking. In fact, our goal should be that we recognize the positive at a far greater frequency than we do the negative. However, our busy lives normally drive us to only have time to get involved and contact parents when things go bad. Resist this tendency and emphasize the good attributes and the good things that your students do. In doing so, you will remind parents of the importance of recognizing the positive as well.
- Balance tenderness and mercy with firmness and discipline. Cherish the child, but do not protect them with so much mercy and grace that you shield them from the necessary unpleasantness and pain that will later bring great fruit. Remember that Eli lost his sons

because he would not rebuke them (I Samuel 3:13).

Conclusion:

“As each has received a gift, use it to serve one another, as good stewards of God’s varied grace;” (I Peter 4:10).

- The teachers at Providence Academy have gifts that the parents of Providence Academy do not have and, likewise, the parents have gifts that the teachers of Providence Academy do not have.
- Listening to each other can go a long way in promoting an environment best for our children.
- All our gifts come from God and exist for reasons beyond ourselves. They are given to glorify God and given for the good of others.
- Parents should never underestimate the many ways that God’s grace flows through the gifts of teachers into the lives of their children and families.
- Providence Academy teachers are a blessing to the families of Providence Academy, used by God to strengthen the families in ways they cannot do on their own. The children of Providence Academy would be incomplete without them.
- “Both parents and teachers should consider themselves as parental teachers, one of whom happens to be at home emphasizing parenting and the other at school emphasizing teaching. And each must recognize the other as such. To teach is to parent, to parent is to teach” (Jay Adams).

A Christ-Centered and Classical Education

Providence Academy holds that God is the author of all truth and the Creator of all things. We seek to teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17). Our intent is to provide a clear model of the biblical Christian life and worldview through our faculty, staff, and Board (Matthew 22:37-40). We encourage every student to develop a genuine and meaningful relationship with God the Father through Jesus Christ, His Son (Matthew 28:18 – 10, Matthew 19:13-15).

Primary Doctrine

There are key elements of Christianity that will be unapologetically taught in various ways through all grade levels. The substance of these statements is truth that is considered to be primary doctrine and is in accordance with the school’s Statement of Faith. When issues involving secondary doctrine arise, i.e., mode of baptism, observance of holidays, etc., students will be referred to their family and local churches for clarification on the issue. Final authority for doctrinal positions of Providence Academy belongs to the Providence Academy school board (refer to policy: Final Authority on Matters of Belief and Conduct).

Bible Translation

To provide continuity within the classrooms, Providence Academy has chosen to use the ESV (English Standard Version) translation for Bible study and memory verse work. The King James Version is accepted as an optional choice for student use at the request of the student’s parents.

Chapel

- **Elementary School:** Chapel is held one to two times each month throughout the school year. Chapel speakers include elementary teachers, local pastors, and Providence Academy leadership members.
- **Middle School:** Chapel is every Wednesday for 30 minutes.
- **High School:** Chapel is every Wednesday for 30 minutes.

Discipleship Groups (High School)

- **Mission:** Discipleship Groups exist to be intentional about discipleship as an institution so that student leaders can have more opportunity to live out their faith and their peers have more opportunity to see Christ working within the student body.
- **Leadership Structure:** Leadership positions will be offered to rising seniors first, then to rising juniors. New leaders will be ready to step into their leadership roles in August. Seniors will lead until December and then slowly start to help the rising seniors transition to leadership starting in January.
- **Group Structuring:** The kick-off event for our groups will be a three-day retreat to Doe River Gorge. Groups will participate in team building, Bible study, and community building. Discipleship groups will meet every other Friday for 30-minutes.

House System (High School)

Mission: The Providence Academy House System exists to further the school's mission by seeking to:

- Provide student leadership opportunities
- Integrate faith more fully into school community life
- Enable students to grow academically, spiritually, and socially
- Promote unity among students and growth of relationships between grade levels
- Nurture a vibrant school spirit
- Create an avenue to affirm Christ's goodness in the lives of students
- Help foster a love of service among the student body
- Celebrate and foster the fruit of the Spirit in the lives of Providence students
- Help make Providence a great place to be for students

Ultimately, the goal is to honor Christ and to bring Him glory in all House related activities.

The Houses

The Providence Academy House System consists of four houses which are named after four of the orthodox Solas from the Reformation movement. These include Scriptura (symbolized with a falcon), Gratia (symbolized with a fox), Fide (symbolized with an orca), and Christus (symbolized with a lion).

House Structure

The House System is overseen by the Director of Student Life alongside the Dean of Boys and Dean of Girls. Together, this team leads all aspects of the House System. In addition, each House is supported by at least two male and two female faculty members which serve as Faculty

Advisors. Finally, all Houses are led by student Prefects. There are typically two student boys and two student girls per House.

Every year, freshmen and new students are added into the existing Houses randomly as needed to ensure that each House contains approximately the same number of students. Freshmen who have older siblings that are already in an existing House are considered Legacy House members and will be added to the same House as their sibling.

Faculty Leadership

First, the House System is lead ultimately by the Director of Student Life who works in conjunction with the Dean of Boys and Dean of Girls. The Director of Student Life's House responsibilities include:

- Provide vision and goals for the House System.
- Oversee the sorting of students in the Houses.
- Provide guidance to the Houses through leading the House Prefects.
- Set the schedule of events for the House System to include:
 - Chapel gatherings, speakers, and topics.
 - Discipleship groups and topics of discussion.
 - House Cup events and other in-school student events.
 - After-hours student events.
 - Service opportunities.
 - Annual spiritual retreat.
- Manage all aspects of the House System, including the awarding of House points.
- Plan events for the school as a whole.
- Establish meeting dates along with the Deans.
- Evaluate the workings of the House System.
- Evaluate the performance of the Prefects.
- Communicate information to the school as a whole.
- Record and communicate the points accrued by each House.

Second, the House System is led by the Dean of Boys and Dean of Girls. Their responsibilities include:

- Assist the Director of Student Life in overseeing the House System.
- Plan House activities and competitions alongside the Director of Student Life and the Prefects.
- Assist in developing leadership among the Prefects.
- Assist in evaluating the performance of the Prefects.
- Assist in sorting students into Houses.
- Assist in selecting Prefects.
- Encourage the interrelationship of Prefects and Students.
- Cultivate spirit within the House.

Third, each House contains House Faculty Advisors. There are at least two male and two female faculty members per House who serve as House Faculty Advisors. Their responsibilities include:

- Foster a familial culture where students get to know one another and develop a sense of caring and responsibility for each other.
- Be aware of and help track the attendance of students in their House.
- Encourage students to participate in the House activities, competitions, and service projects.
- Attend in-school House activities to help cheer on their House and model good leadership and school spirit.
- Attend the annual spiritual retreat and help to lead their House through all retreat activities.
- Work with the Prefects to develop the spirit of their house and to develop leadership skills in the Prefects.
- Support the Prefects in organizing and moderating House activities.
- Participate in the discipleship of the school by leading a discipleship group on a weekly basis like all other high school faculty.
- Seek to develop leadership and spiritual growth in the students who lead weekly discipleship gatherings.

Student Leadership

All Houses are led by student Prefects. The goal of a House Prefect is to shape the culture of the House in a way that fosters fellowship and community engagement, while being a Christ-like example to all Houses and the Providence Academy community. Prefects must demonstrate an extraordinary amount of leadership, maturity, responsibility, and discernment, as well as clearly exhibit the fruit of the Spirit. Due to the level of leadership and responsibility required, only rising Juniors and Seniors can be chosen as Prefects. House Prefects are also expected to maintain a 3.5 GPA. Because of the hard work involved, Prefects are given some privileges, such as Prefect parties outside of school, a Prefect Lounge with snacks, and other privileges, as necessary. There are four Prefects in every House who are responsible to:

- Meet with the Director of Student Life and Deans weekly.
- Plan activities, competitions, and service projects for the school.
- Encourage and promote school spirit among the Houses.
- Communicate all events and activities to the Houses.
- Set a Godly example for other students to follow.
- Attend all in-school and outside of school House events and encourage other students to do the same.
- Serve their House and school at high levels.
- Follow school rules and operate above reproach.

Reverence

These guidelines ensure that God's name, character, and are honored and respected at Providence Academy.

- In all areas of instruction, especially Bible classes and related activities, 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.
- Things to avoid include (but are not limited to the examples listed below):

- Silly or trite references to Jesus Christ and His work on the cross
- Implying, directly or indirectly, that all the students are Christians
- Mockery of angelic powers, whether demonic or heavenly
- Emphasis on good feelings or works vs. humble obedience and grace
- For the sake of the student's 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.

Classical Methodology

Providence Academy employs the classical method of learning, based upon a system of education, inherited from the Greeks and Romans, referred to as the *Trivium* as described in *The Lost Tools of Learning* by Dorothy Sayers. An early emphasis is placed upon basic learning skills during the *grammar stage*, followed by formal instruction in logic during the *dialectic stage* and finally by the development of clear verbal and written mechanisms of expression in each subject studied during the *rhetoric stage*. The goal is to teach students *how to think* as a basis for mastering specific subject areas as well as to assist each student in developing a *life-long love for learning*.

Latin Instruction

At Providence Academy, students are introduced to Latin instruction in grades three, four, and five. Our purpose in teaching Latin to elementary students is to provide them, in a fun and inviting way, with the basic Latin grammar, vocabulary, and translation skills that prepare them for the Logic level instruction in grades sixth-eighth. Sixth grade students complete a basic exploratory curriculum. Seventh and eighth grade students continue in their Latin studies, building on elementary instruction. Students in eighth grade may take Latin I which will count as a High School credit. Students in ninth and tenth grades continue Latin instruction by taking Latin I and Latin II; Latin III and AP Latin are offered as electives for students in eleventh and twelfth grades.

By introducing students to Latin at an early age, we take educational advantage of their great capacity for learning vocabulary and their love for the rhythmic chanting of verb conjugations and noun declensions. The exercise of fitting the meaning, tense, number, case, and gender of a Latin word to its English equivalent develops analytical skills in addition to developing vocabulary. Latin instruction also promotes an appreciation for literature and an understanding of our cultural heritage.

Trivium Definitions

Grammar: The fundamental rules of each subject.

Logic: The ordered relationship of particulars in each subject.

Rhetoric: How the grammar and logic of each subject may be clearly expressed.

TRIVIUM

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

Enrollment

Providence Academy admits students of any race, color, national, or ethnic origin, to all the rights, privileges, programs, and activities generally made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, athletic, needs-based assistance, or other school-administered programs except where necessitated by specific religious tenets held by the institution and its controlling body. If a student is offered admission, the enrollment fee must be paid with 10 days. After this deadline, the applicant will be moved to a waitlist, and the seat will be offered to the next eligible student.

Mid-Year Enrollment

Student admission in grades K-12 after the first nine-week grading period is at the discretion of Administration. Solid academic mastery must be reflected on the Providence Academy entrance test for consideration of enrollment. For students in lower elementary grades K-1, a faculty/administrative evaluation of the student's ability to transition easily into a new school setting is an additional factor of consideration.

Notice of Acceptance

After all admission steps have been completed, Administration will meet to discuss the admittance of each student. The family will then receive an email and/or phone call informing parents of the acceptance or denial of the application.

Grade Placement

Providence Academy reserves the right to place students in the grade level deemed most appropriate based on assessment data and developmental maturity. To be eligible for enrollment in kindergarten, children must be five years old on or before August 15. For Pre-K enrollment, children must be four years old on or before August 15.

Class Rosters

Students are placed on classroom rosters according to the results of a random mixing of students enrolled in that particular grade. Attention is given to balancing the number of girls and number of boys in each class. Placement requests made by parents of siblings in the same grade will be honored. General Placement requests will be considered but are not guaranteed.

Student To Teacher Ratios

Pre-Kindergarten	18:1
Grades K – 3	22:1
Grades 4 – 5	24:1
Grades 6 – 12	25:1

Providence Academy administration may consider exceeding class ratio by no more than two students for children of faculty and staff or if the students' siblings are already seated in the school.

Continued Enrollment

If an expelled student wishes to be readmitted to Providence Academy at a later date, the Board- or a designated committee-- will consider the request based on the student's attitude and circumstances at the time of reapplication.

Academics

Accreditation

Association of Christian Schools, International (ACSI)

ACSI is a service organization serving Christian schools across the United States and around the world. Each member school or college retains its individual distinctive and operating independence. Participation in any or all of the services of ACSI is voluntary.

As a member school of ACSI, an internationally recognized accrediting agency, Providence Academy achieved accreditation status by this organization in the spring of 2001 for grades K – 6 and in the spring of 2003 for grades 7–12. We renewed our accreditation status in the fall of 2020, receiving the highest status achievable. ACSI member schools must agree with a common statement of faith and must not be affiliated with the World or National Council of Churches. Providence Academy fully agrees with both requirements.

Additionally, Providence Academy participates in the following ACSI sponsored programs:

- Certification program for faculty and staff
- Various annual academic competitions, meets and festivals
- Annual standardized testing program (grades K-10)
- Receipt of all regional and national items of interest

Affiliation with the Association of Classical and Christian Schools (ACCS)

Providence Academy is a proud member of the Association of Classical and Christian Schools (ACCS), an organization committed to promoting, establishing, and supporting schools that embrace a classical approach to education grounded in a biblical worldview. ACCS equips its member schools to teach through the Trivium—grammar, logic, and rhetoric—a time-tested methodology that forms the foundation of Western education. Rooted in the truth of both the Old and New Testament Scriptures, this approach seeks to cultivate wisdom and virtue, trusting that God will continue to bless this approach when principles set forth in His Word are followed. The ACCS also provides accountability and guidance to ensure that the classical tradition and our rich cultural heritage are preserved and passed on to future generations.

Latin at Providence Academy (Grades 3-12)

“I will say at once, quite firmly, that the best grounding for education is the Latin grammar. I say this not because Latin is traditional and medieval, but simply because even a rudimentary knowledge of Latin cuts down the labor and pains of learning almost any other subject by at least 50 percent.” – Dorothy L. Sayers

Considering the sheer number of years and amount of quality schools wherein the teaching of Latin was an integral part of any good academic training, the instruction of Latin at Providence Academy should need no explanation or defense. However, like many traditional particulars of good education lost in the name of modern or progressive education, Latin’s advantages have been neglected and forgotten by recent generations. Latin was taught even in American high schools as late as the 1940’s. It was considered necessary to a fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.

Providence Academy teaches Latin for the following reasons:

- Latin is not a dead language, but rather a language that lives on in almost all major western languages, including English. Instruction in Latin not only gives the student a better understanding of the roots of English vocabulary but also lays the foundation for learning other Romance languages, such as French, Spanish, Italian, Romanian, and Portuguese.
- Learning the grammar of Latin reinforces the student’s understanding of the reasons for, and the use of, the parts of speech being taught in our traditional Grammar class work.
- Latin is a language which requires attention to detail. Therefore, instruction in Latin will train a mind with a discipline toward detail which will better prepare the students for advanced subjects later in their education.

iCode (Elementary, Middle School & 9th Grade)

Providence Academy partners with iCode to offer after-school and summer STEM enrichment opportunities for students in elementary and middle school. All iCode staff working with Providence Academy students must sign the school’s Statement of Faith and follow Providence Academy’s standards for conduct and dress.

Subjects and Grade Scale Used

Kindergarten:

In Kindergarten an assessment of skill mastery will be checked each grading period in all academic areas. The student’s report card will list specific skills that should be mastered by the end of the school year in each subject area during each grading period. A check mark (P) denotes progressing and (M) denotes mastery in: Bible, Phonics, Reading, Math, Handwriting, History and Science.

Grade	Grade Scale	Subjects
1st	S+, S, S-, U	Bible, Reading, Spelling/Phonics, Math, Grammar, Handwriting, History, Science/Health
2nd	A, B, C, F	Bible, Reading/Literature, Phonics, Spelling Math, Grammar
	S+, S, S-, U	History, Science/Health, Handwriting
3rd	A, B, C, F	Bible, Reading/Literature, Spelling, Math, Grammar, History, Science/Health
	S+, S, S-, U	Keyboarding, Penmanship
	P, F	Latin
4th	A, B, C, F	Bible, Reading/Literature, Spelling, Math, Grammar, History, Science/Health
	S+, S, S-, U	Latin
5th	A, B, C, F	Bible, Reading/Literature, Spelling, Math, Grammar, History/ Geography, Science/Health
	S+, S, S-, U	Art, Music, PE

Elementary Grading Guidelines

Grade level assessment is made in the areas of academics and conduct for all elementary students each grading period. Grades are based on several types of assignments such as tests,

quizzes, homework, classwork, book reports, compositions, presentations, research, projects, class participation, etc. Grades for projects may count as test grades. No single assignment should be worth more than 25% of the students' total grade for anyone grading period.

Midterm Notices

To ensure complete understanding and communication, midterm notices are issued during each grading period for students in grades 1 – 5, who have an average of “C” or below in any subject area. Midterm notices will be issued by the individual classroom teachers when necessary.

Progress Reports

Halfway through each grading period, a progress report will be emailed to each family of students in grades 1 - 5. Progress reports are emailed to families on the Wednesday after midterm.

Report Cards

Report cards are issued at the end of each grading period for all elementary students in grades K - 5. The report cards contain grades for academic achievement and for conduct. A checklist of objective mastery is used for assessment at the kindergarten level only.

Elementary Grade Scale

A+	=	100-98	A+	=	Excellent
A	=	97-93	S	=	Satisfactory
A-	=	92-90	S-	=	Needs Improvement
B+	=	89-87	U	=	Unsatisfactory
B	=	86-83	P	=	Pass
B-	=	82-80	F	=	Fail
C+	=	79-77			
C	=	76-73			Conduct
C-	=	72-70			K and 1 = S-, S, S-, U
F	=	69 or below			Grades 2-5= A, A-, B, B-, C, C-, F

Academic Probation Grades 3-5

The purpose of academic probation is to encourage students to reach their full academic potential and to alert parents when a serious academic concern arises. This early warning allows both school and home to partner in supporting the student's academic improvement.

Academic probation will be implemented as follows:

- A student who earns below a “C” average during any grading period will be placed on academic probation.
- Parents will receive a written notice informing them of the probation status.
- A parent conference will be scheduled to explain the probation and to create an academic improvement plan.
- The students' academic progress will be closely monitored during the next grading period.
- If the students raise their average to a “C” or higher, they will be removed from probation.
- If the student continues to have a “C” average or lower and/or receives one or more “F” grades, the student may face expulsion, at the administration's discretion.

- If a student is withdrawn or expelled for academic reasons, they may reapply for admission at the start of the next school year.

Transfer Students (Grades 2-5)

Students transferring into grades 2–5 may be temporarily exempt from grading in the following subjects for a minimum of three weeks to support a smooth transition:

- Latin (Grades 3–5)
- Cursive Penmanship (Grades 2-3)

This exemption period may be extended at the teacher’s discretion if more time is needed for the student to adjust. During the transition, grades may be recorded and included in the final average if the teacher believes it will benefit the student.

Elementary Student Promotion

To be promoted to the next successive grade, a student must:

- Pass Reading, Math, and Grammar with a minimum of a 70% (C) yearly average at their current grade level.
- Show academic maturity in all areas by not having frequent failing grades in multiple subjects.

Final determination regarding student promotion will be at the discretion of the elementary principal (with the chief goal to do what is ultimately in the best interest of the student), the parents, and the teachers.

Middle School and High School Grading Guidelines

Middle school and high school grades are based on several types of assignments such as tests, quizzes, homework, classwork, book reports, compositions, presentations, research, projects, class participation, etc. Grades for projects may count as test grades. In most instances, no single assignment should be worth more than 20% of the students’ total grade for anyone grading period (exceptions to this will be outlined in the course syllabus). Parents receive evaluation of their child’s academic accomplishment through progress reports and report cards every nine weeks, based on the uniform grading system which is listed below.

Progress Reports – Grades 6-12

Progress reports for students in grades 6-12 will be emailed to families halfway through each grading period. Reports are sent on the Wednesday following the midterm.

Report Cards

Numeric grades are used for most Middle School and High School courses to indicate the level of performance in each course (see course syllabi for course specific grading criteria). Report cards are issued at the end of each nine-week grading period.

Grading Scale

Uniform Grading System – Weighting for Advanced Coursework				
Grade	Percentage Range	Honors Courses	Dual Enrollment Courses	Advanced Placement

A	90	100	Shall include the addition of 3 % points to the grades used to calculate the semester average	Shall include the addition of 5% points to the grades used to calculate the semester average.	Shall include the addition of 5% points to the grades used to calculate the semester average.
B	80	89			
C	70	79			
F	0	69			

Note: If a course is repeated, the two grades will be averaged to calculate a single final grade for that course. Grades received prior to 2022-2023 school year will remain on the previous grading scale. This distinction is explained on the school profile sheet, which is submitted along with the high school transcript.

For transfer students, any course in which a grade of “D” was earned t a previous school will be recorded as a “D” with a 1.0 GPA on the Providence Academy transcript.

Students who fail a course for the year at Providence Academy will be required to complete a credit recovery course, with an outside approved credit recovery program, during the summer. That grade will be averaged with the failing grade for the final grade to be listed on the transcript.

Alternate Credit for High School Physical Education

Students who complete one full season on a Providence Academy high school athletic team will earn 0.5 credit toward the state’s Physical Education requirement.

- This credit will appear on the student’s transcript, but it will not be included in the GPA calculation.
- At the end of each school year, the **Athletic Department** will submit a list of eligible students to the College and Career Advisor.

Academic Probation Policy (Grades 6 – 12)

“Do your best to present yourself to God as one approved, a worker who has no need to be ashamed, rightly handling the word of .” 2 Timothy 2:15

The academic probation policy is intended to motivate our students toward doing their best academically. It also gives notice to the parents and student that a serious academic problem exists. This early notice will enable both school and home to work together toward improving the student’s academic progress.

Academic probation will be implemented as follows:

1. If a High School student falls below a 2.0 GPA in any grading period, he/she will be placed on academic probation. In addition, if a Middle School or High School student receives an “F” in a subject in any grading period, he/she will be placed on academic probation.
2. The student’s parents will receive a written notice of academic probation status.
3. A conference (phone or face to face) will be held with the parents to explain the probation and to develop a “plan of action” for improvement.
4. The principal and teacher(s) will monitor the academic progress of the student during the subsequent grading period.
5. A High School student who improves to above a 2.0 GPA and a Middle School student who does not receive any Fs in the subsequent grading period will be removed from academic probation.

6. A student who remains below a 2.0 GPA and/or receives “Fs” in the subsequent grading period may be subject to expulsion, at the discretion of the school administration.
7. Following removal or withdrawal for academic reasons, a student may reapply for enrollment at the beginning of the next school year.

If the principal determines that, because of various circumstances, academic probation would be counterproductive to the objective of improving the student’s grades, an exception will be allowed. In this case, a written record explaining this decision will be signed by the principal and placed in the student’s file.

Student Promotion – Middle School

To be promoted to the next successive grade, current students must:

- Pass Math and English with at least a 70% average. Tutoring will be recommended for students who do not show mastery of key concepts in these subject areas. Students who fail Math and/or English must complete a credit recovery course before being promoted to the next grade level.

Student Promotion – High School

- *New students* enrolling in Providence Academy must have earned the number of credits needed to be accepted into the next successive grade level.
- *Current Students* may progress to the next successive grade level based upon earning the minimum number of credits they have earned. These credits are as follows:
 - *Freshman to Sophomore 7*
 - *Sophomore to Junior 14*
 - *Junior to Senior 21*
 - *Senior to Graduate 28*

Students Who Fail a Course

If a high school student fails a required course, credit for the course must be recovered or the course repeated for a passing grade. Arrangements as to how and when the recovery course must be completed will be decided between the Providence Academy administration and the parents of the student. The grade from the failed course and the grade from the recovery or repeated course will be averaged for a final grade (70% passing). A note will appear on the student's high school transcript explaining the course was repeated.

Final Transcript

Final high school transcripts will be sent to colleges one week after final report cards are posted.

High School Transfer Student Course Placement

Entering freshmen who received high school credit in 8th grade for Algebra I will be considered for Honors Algebra II placement based on their final numeric grade in Algebra I (A/91 or better) and will also be asked to take our end of course Honors Algebra I exam. The Honors Algebra II instructor will reach out to parents regarding their course path recommendation. Per Tennessee State Standards, no other high school credits will be awarded for middle school courses. If the student received a numeric grade lower than 91, he/she may be asked to complete an Algebra I review course before the start of school (typically scheduled at the end of July).

Students transferring in grades 10-12 are required to submit a high school transcript upon application. The transcript will be reviewed by the College and Career Advisor to determine courses required to meet Providence Academy graduation requirements. Transfer students must meet the requirements set forth by the State of TN, without exception, to graduate from Providence Academy. Depending on the courses taken prior to transferring, the following exceptions may be made to Providence Academy graduation requirements.

- Students only need to take Bible courses each year that they attend Providence Academy. Prior year courses do not need to be taken.
- If a student has completed two years of a foreign language prior to attending Providence Academy, the Latin requirement can be waived.
- If the student has completed only one year of a foreign language, the student will be required to complete both Latin I and Latin II.

Every effort will be made to keep the student in courses with grade-level peers, but it may be necessary for a student to take independent study courses or courses with lower grade levels to complete graduation requirements. It is not recommended that a transfer student take honors courses. The progress of new students will be monitored closely to ensure there is a good adjustment to Providence Academy's academic program.

Courses taken at other schools will be transferred to Providence Academy based on the course names, credits, and numeric grades recorded on the transcript (based on the Uniform Grading Policy set forth by the state of Tennessee). If numeric grades are not provided, the letter grade will be entered. In some cases, this may alter the student's cumulative GPA.

Standardized Testing

All students in Grades K – 8 are administered the IOWA test during the spring of each year to measure their achievement in basic academic areas. The student scores are compared to those in other public and private schools across the nation (national norms) as well as within Providence Academy (local) and with other Association of Christian Schools International (ACSI) schools. Results of this testing are normally received by the end of the school year or at the beginning of the following school year. If the scores do not arrive until after the school year has ended, parents can pick up the scores from the school office during the summer.

PSAT (11th Grade)

Juniors take the PSAT/NMSQT each fall at Providence Academy. Parents are billed for the test, which helps identify academic strengths and areas for improvement in preparation for the SAT and/or ACT. PSAT scores from 11th grade are also used to determine eligibility for the National Merit Scholarship Program.

PreACT (9th & 10th Grade)

Freshmen and sophomores take the PreACT (preliminary test to the ACT) during the week of achievement tests in the spring. No extra fee is involved. Juniors will take a practice ACT during this time as well.

ACT and SAT

All students must take either the ACT or SAT at least one time to meet graduation

requirements for both Providence Academy and the State of TN. Students should take this in June after completing their junior year, but no later than October of their senior year. It is the student's responsibility to complete the test registration on the official website of either the ACT or SAT, as well as to pay the appropriate fees. The writing portion of the test is optional, but it is recommended that the student take it once to have a complete test should college admission require it. Each official score received by the school will be recorded on the student's official transcript for college admission purposes. Most colleges will take scores through December of the student's senior year for admission and scholarship consideration.

Secondary Math Placement Guidelines (Grades 8-12)

After the completion of 7th grade math, students will receive a recommendation for one of three 8th grade math courses. This recommendation is based on the student's final grade in 7th grade math, the student's score on the Orleans Hanna Algebra readiness test and the student's overall math subtest score on the Iowa Achievement Test. The following is the sequence of study for 8th through 12th grade (all 12th grade math courses include a spring dual enrollment option). See comments about 12th grade courses in math table.

	8th	9th	10th	11th	12th
CP	Pre-Algebra	Algebra 1	Geometry	Algebra 2	Pre-Calculus/Probability & Statistics
Advanced	Advanced Algebra 1	Geometry	Algebra 2	Pre-Calculus	Calculus AB/Probability & Statistics
Honors	Honors Algebra 1	Honors Algebra 2	Honors Geometry	Honors Pre-Calculus	DE Calculus/DE Probability & Statistics

- Students must maintain a 91 or better to remain in honors math (at administrative discretion).
- Students who successfully complete Honors Algebra I in 8th grade will receive credit for the course, but the grade/credit will not count towards the high school UGPA/GPA or required credits to graduate. Students must take one math course each year of high school in grades 9-12.
- Students who transfer from honors math to standard math after 8th grade will enroll in the Advanced Track Geometry in 9th grade.
- Students who transfer from honors math to standard math after 9th grade will be moved to the Advanced Track math classes.

Dual Enrollment (High School)

Providence Academy high school students may take Dual Enrollment courses to earn both high school and college credit. Most students choose general education courses such as Intro to Psychology, Sociology, or Speech/Communication, while others explore elective areas like Intro to Business, Medical Terminology, or Computer Science.

Courses are currently taken through institutions such as ETSU, Bryan College, and Northeast State.

Important Note: Parents and students should be aware that dual enrollment courses offered through secular or non-aligned Christian colleges may not reflect a biblical worldview and may not fully align with the mission and values of Providence Academy.

East Tennessee State University (ETSU)

Providence Academy partners with ETSU to offer Dual Enrollment (DE) courses in Pre-Calculus, Calculus, and other elective options. ETSU is a fully accredited, 4-year university. All DE courses through ETSU use a hybrid model in which an ETSU professor serves as the primary online instructor, while the Providence Academy faculty member is the in-class instructor and facilitator.

Milligan University

Providence Academy partners with Milligan University to offer Dual Enrollment courses in Rhetoric and Biology. Milligan University is a fully accredited, 4-year Christian university. All DE courses through Milligan University are taught by a Providence Academy teacher on campus as part of the regular school day.

Bryan College

Providence Academy partners with Bryan College to offer Dual Enrollment courses in elective options. Bryan College is a regionally accredited, 4-year Christian college. All DE courses through Bryan College are taught by a Bryan College professor who serves as the primary online instructor, while the Providence Academy faculty member is the in-class instructor and facilitator.

Northeast State Community College

Providence Academy partners with Northeast State Community College to offer Dual Enrollment courses in Probability and Statistics and Elective Options. Northeast State Community College is a fully accredited, 2-year technical college. All DE courses through Northeast State Community College use a hybrid model in which a Northeast State professor serves as the primary online instructor, while the Providence Academy faculty member is the in-class instructor and facilitator. Additional Dual Enrollment information can be found [here](#).

Junior and senior students who qualify may enroll online at any TN postsecondary institution of their choosing. Seniors, in good standing, may choose to dual enroll on-campus at ETSU, Northeast State or Milligan after lunch if they do not have any afternoon elective class.

- Students must complete all required courses for graduation on site at Providence Academy. Only elective courses may be taken for concurrent dual enrollment.
- Student must have completed the sophomore year and meet the pre-requisite of an overall GPA of 3.0 or higher or a 21 or better on the ACT. The only exception to this is offered by Northeast State, in which the student must receive individual approval from both Providence Academy and the NE State Dual Enrollment office prior to applying.
- Students must complete the Dual Enrollment Checklist provided by the College and Career Advisor prior to the courses beginning. This includes completing the current year Dual Enrollment Grant application within the student's Tennessee Student Assistance Corporation (TSAC) account.
- Dual enrollment classes taken over the summer will be noted on a student's Providence Academy transcript. The grade received for the course will not be calculated with the Providence Academy grade point average.

- Dual enrollment courses taken during the school year will be counted on the Providence Academy transcript as a 0.5 elective credit for a 3-credit course and 1 elective credit for a 4-credit college course with the addition of four extra points added to the final numeric grade.

Advanced Placement (AP) Courses

The College Board's Advanced Placement (AP) Program provides an opportunity for high school students to experience post-secondary-level coursework across multiple subjects. Each course is aligned to a subject-specific AP exam, which provides students with the potential to each credit for post-secondary coursework in that subject. Upon passing the AP exam with a score of 3, 4, or 5, the score is recorded on the student's transcript. Providence Academy offers AP courses to students in grades 11 and 12. These courses are more challenging than regular courses (and do not fall under updated homework guidelines).

Students in excellent academic standing may elect to take AP courses at the discretion of, and with permission from, the teacher and principal.

Students in AP courses will have 5 points added to each nine weeks grade for the course and to the semester and final exam in the course. In addition, 1.0 quality point shall be added to the weighed GPA for the final transcript grade.

*A final grade below 70 in any AP course will not receive extra points.

GPA's that are reported to the Tennessee Student Assistance Corporation (TSAC) for HOPE/GAM scholarship purposes must be reported as unweighted (meaning that the extra quality points are not added to honors and AP/DE courses.) Both un-weighted and weighted GPA's are included on the high school transcript.

High School Semester Exam Exemption Policy

Exemption from an exam is a privilege, not a right. Students who qualify for an exemption are still required to attend all exam review days. Failure to attend will result in absences being counted, which may lead to the loss of the exemption.

Important Note:

- The exam exemption policy does not apply to 8th-grade students taking Honors Algebra I.
- In certain upper-level courses, a teacher may require all students to take the exam. This decision must be approved by the principal and will be clearly communicated to students by the teacher.

Exam Exemption- Definition of Absence

Any absence other than school sponsored field trips, school academic/fine arts trips, or school athletic trips count in the absence number. Also, funeral services for immediate family members (father, mother, siblings) do not count as an absence. Five (5) unexcused tardies to a class = 1 absence.

Freshmen and Sophomores

Students in 9th and 10th grade who meet the exemption criteria below may exempt one (1) semester exam of their choice each semester (fall and/or spring).

Juniors and Seniors

Students in 11th and 12th grade who meet the exemption criteria may also exempt one (1) semester exam of their choice each semester (fall and/or spring).

Additionally, juniors and seniors are permitted two college visit days per semester (up to four per year). These are considered school-sponsored absences. Students must notify teachers in advance of any college visit and submit official documentation to the College and Career Advisor.

Exemption Requirements

Option 1: "A" Average

- The student has earned an A average in the course for the semester.
- No more than 3 absences in that class for the semester (including absences resulting from accumulated tardies).
- No more than 6 total absences for the semester (all-day count).
- No major disciplinary issues (i.e., no office visits or more than 3 demerits, as determined by the Deans).

Option 2: "B" Average

- The student has earned a B average in the course for the semester.
- No more than 2 absences in that class for the semester (including absences from tardy conversions).
- No more than 5 total absences for the semester (all-day count).
- No major disciplinary issues (i.e., no office visits or more than 3 demerits, as determined by the Deans).

GPA and Class Rank

Grades on the report cards issued at the end of each grading period do not reflect a student's cumulative grade point average (GPA). At the end of the school year all completed courses and the final grade for each course is used to calculate the student's GPA. The course title and the final grade for each course are then recorded on the student's high school transcript at the completion of each academic year. High school courses taken in middle school, i.e., math or Latin, are not recorded on the high school transcript. Students completing those courses will follow the honors track courses required in high school. All high school students must take one math class each year and two years of the same foreign language to meet state graduation requirements.

Graduation Requirements – Class of 2026

MINIMUM OF 27 CREDITS ARE REQUIRED FOR GRADUATION

English	4	Science	3
Rhetoric	2	Health/Wellness	1

Math	4	PE(Lifetime or Athlete)	0.5
History	3.5	Finance	0.5
Bible	4	Electives	2.5
Latin	2	(1 elective credit must be Fine Arts)	
		Total	27

Course	Credit	Grade offered	Course	Credit	Grade offered
English 9/*Honors	1	9	Biology/*Honors Biology	1	9
English 10/*Honors	1	10	Physical Science/*Honors Chemistry	1	10
English 11	1	11	Choose Third Lab Science:		
English 12/*AP Literature	1	12	<ul style="list-style-type: none"> • Chemistry/*Honors Chemistry 	1	11
			<ul style="list-style-type: none"> • Anatomy & Physiology 	1	11-12
Honors Rhetoric I/*DE	1	11	<ul style="list-style-type: none"> • *Honors Physics 	1	11-12
Rhetoric II/*Honors	1	12	<ul style="list-style-type: none"> • *DE Biology I & II 	1 ea	*12
Standard Math Track:			Health/Wellness	1	9
Algebra I	1	9	PE (+see below)	0.5	9-12
Geometry	1	10	Finance	0.5	10-12
Algebra II	1	11			
Seniors must select one:			Electives:	2.5	9-12
<ul style="list-style-type: none"> • Probability and Statistics 	1	12	Fine Arts (min. 1 credit required)		
<ul style="list-style-type: none"> • Pre-Calculus/*Honors 	1	12	Art Intro/Intermediate	0.5/1	9-12
*Honors Math Track (if eligible):			*Set Design (Art)	0.5/1	9-12
*Honors Algebra I	1	8	Drama Intro/*Intermediate	0.5/1	9-12
*Honors Algebra II	1	9	Chorus/*Orchestra/*Percussion	1	9-12
*Honors Geometry	1	10	*Choral Ensemble/Chapel Band	0.5	10-12
(**Pre-Calculus)	(1)	(11)	*Yearbook (Graphic Arts)	1	10-12
*Honors Pre-Calculus	1	11	Audio/Visual Production	1	10-12
Choose: Probability & Statistics	1	12	*Advanced Art	1	11-12
Or *Honors Calculus	1	12	Academic:		
Must take one math each year of HS			Harvesting Wisdom	0.5-1	10-12
			Contemporary Issues	0.5-1	10-12
World History Survey I/*Honors	0.5/1	9	*Online Dual Enrollment	0.5 ea	11-12
World History II/*Honors	1	10	*Honors Latin III	1	11-12
US History/*AP	1	11	*AP Latin	1	11-12
US Government/*Honors	0.5	12	*AP European History	1	11-12
Economics/*Honors	0.5	12	*AP Art History	1	11-12
			Anatomy and Physiology	1	11-12

Bible Exploration	1	9	<i>*Honors Physics</i>	1	11-12	
Biblical Theology	1	10	Philosophy of Film	1	11-12	
Historical Theology	1	11	<i>*Honors Philosophy of Science</i>	1	11-12	
Apologetics	1	12				
			<i>^Non-academic - see electives doc</i>			
Latin I/*Honors	1	9	<i>^Weights</i>	0.5-1	10-12	
Latin II/*Honors	1	10	<i>^Peer Tutor</i>	0.5	11-12	

Courses in bold print are required; *indicates pre-requisite or application required

- **Honors/AP Options in Italic; DE credit is optional per student.**
- **Non-bold print courses are options/electives**
- **+State PE requirement may be met through one PA Athletic season, Lifetime PE or Weights**

Other Courses with Pre-Requisites

Course	Grade	Pre-Requisite
Art Set Design	9-12	Previous art course with the HS Art teacher (even 8 th grade) see her for approval
HS Orchestra/Percussion	9-12	Must have prior experience to register
Intermediate Drama	10-12	Intro to Drama credit and audition required – see the Fine Arts Director
Choral Ensemble or Chapel Band	10-12	Must see the Fine Arts Director for course information. Audition and student contract required.
Yearbook (Graphic Arts)	10-12	Must complete application/contract and receive approval prior to selection
Audio/Visual Production	10-12	See Coach Burns for criteria and approval prior to selection
Advanced Art	11/12	Must have completed both Introduction and Intermediate Art Must see the HS Art teacher for criteria and approval prior to selection
Philosophy of Science	11-12	Mandatory course with DE Biology and Honors Physics
Dual Enrollment	11/12	3.4 or better UGPA and meet criteria for college acceptance
Peer Tutor (varies)	11/12	3.0 or better UGPA and be approved by application
Various School Aides	11/12	Offered to available students during study halls – determined in the fall

Honors/AP additional numeric and quality points:

- An Honors course will receive one-half (0.5) quality point added to the numerical quality point value corresponding to the letter grade received for the course (ex: B = 3.5), in addition to the 3 numeric points that are already added to each quarterly grade and exam grade.
- An AP course will receive one (1) quality point added to the numerical quality point value corresponding to the letter grade received for the course (ex B = 4.0), in addition to the 5 numeric points that are already added to each quarterly grade and exam grade.
- A DE elective course will receive one (1) quality point added to the numerical quality point value just as an AP course for placement on a Providence Academy transcript. 4 numeric points will be added to the college numeric grade for placement on the Providence Academy transcript.

Important Note: GPA's that are reported to the Tennessee Student Assistance Corporation (TSAC) for HOPE/GAM scholarship purposes must be reported as unweighted (meaning that the extra quality points are not added to honors and AP/DE courses). *Both un-weighted and weighted GPA's are included on the high school transcript.*

Senior Thesis

As a graduation requirement, all seniors will successfully complete a Senior Thesis and Presentation that serves as Providence Academy's culminating educational experience. The project encompasses written components and an oral defense that demonstrates the student's understanding of a controversial topic from a biblical worldview. The process is guided by the Rhetoric II teacher and assigned mentors, who support students in developing, refining, and defending their thesis.

Homework Guidelines & Frequently Asked Questions

What is the purpose of homework? Regular homework provides opportunities to develop independent study skills, apply learned skills, and experience enrichment activities.

What type of homework is assigned to students? All homework will be assigned with a purpose and tied to the current subject matter, given in amounts and at a level of difficulty which students can complete successfully, and be checked quickly with feedback. Emphasis will be placed on quality, not quantity.

How much time should homework take my student? The time required to complete assignments will vary with each student's study habits, academic skills selected course load, and involvement in extra-curricular activities.

What are the responsibilities of the student? Students are expected to turn in work on time. The following are suggestions to help develop good homework procedures:

- Write down assignments in a planner and look on Canvas for updated assignments.
- Do not be afraid to ask questions.
- Develop a routine by setting aside a regular time for studying in a specific, well-lit area.
- Produce quality work, ensuring assignments are done according to the given instructions and completed on time.

What are the responsibilities of the Parent/Guardian? Parents/guardians are encouraged to have a supportive role regarding their student's assignments. Parents/guardians can help by the doing the following:

- Make homework a daily activity – assume your student should be studying every night. Work with your student's outside activity schedule and preferences when setting up a regular homework time.
- Set up a comfortable location with the necessary supplies for doing homework.
- Show interest in your student's schoolwork and discuss what your student is learning.
- Watch for signs of failure or frustration. Discuss with your student and then, if necessary, encourage your student to contact the teacher to clear up any misunderstandings, troubleshoot problems, discuss time management, and be informed about their learning progress.

- Check progress on homework and grades through Canvas. Coordinate homework efforts with the teacher in special cases

What are the responsibilities of the Teacher? It is the responsibility of the teacher to:

- Assign relevant, challenging, and meaningful homework that reinforces classroom learning. State the purpose of the assignment and provide homework that is specific, within the student’s ability and has clearly defined expectations. Ensure homework assignment in Canvas is updated.
- Provide specific, written explanation of long-range assignments so that the requirements and expectations are clearly understood by the students and their parents. Assist students in breaking down larger assignments into smaller chunks.
- Define “late” for assignments and consequences for lateness and communicate both to students; repeat periodically. Involve parents if a pattern of late or incomplete homework develops.
- Be available to answer questions pertaining to the completion of all homework assignments.
- Provide specific and timely feedback on assignments, use results of homework to plan future instructional activities.

Homework Estimated Time Guidelines

The necessity for doing homework will vary from grade to grade and from student to student. The amount of homework will increase if students are enrolled in honors, AP, or DE courses. The following schedule is an *estimation* of the amount of time required per night for students to complete assignments:

	Grade	Approximate time guidelines per weeknight
Elementary	Kindergarten	15 minutes as needed
	Grades 1 & 2	30 minutes
	Grade 3	30 – 45 minutes
	Grades 4 & 5	45 – 60 minutes
Middle School	Grades 6 – 8	Up to 80 minutes
High School	Grades 9 – 12	Depends on courses taken; range 60 (9th) – 120 minutes (12th)

Academic Recognition

Honor Roll (Grades 4 – 5)		
Accomplishment	Honor	Award Given
All A's in all subjects, including Conduct, during the grading period	A Honor Roll	Placement on the A Honor Roll (for the grading period)
All "As" and no more than two "Bs," including Conduct, during the grading period	A/B Honor Roll	Placement on the A/B Honor Roll (for the grading period)
An A in all subjects, including Conduct for the yearly average	A Honor Roll for the Year	Certificate issued and recognition given at the Awards Assembly in May
No more than two "Bs" and the remainder "As" for the yearly average, including Conduct	A/B Honor Roll for the Year	Certificate issued and recognition given at the Awards Assembly in May

Providence Academy Knight Award (Grades 1 – 5)

One boy and one girl from each class will be selected within each Providence Academy Knight category. Selected students display consistent, observable respectful behavior towards all. Students are only able to receive this award once within each Providence Academy Knight Category.

Grades 1 & 2	Paige Award	Certificates are issued and recognition given as a member of the Providence Academy Knights at the Awards Assembly in May
Grades 3 & 4	Squire Award	
Grades 5	Knight Award	

Middle School & High School Honors and Awards

Providence Academy maintains a system of formal honors and awards for several reasons. The recognition of good work is endorsed in the Scriptures, from the writings of Solomon in Proverbs to those of Paul in Romans, Ephesians, I Timothy, etc. Therefore, the school seeks to recognize publicly those students accomplishing the necessary prerequisites to receive the applicable award/honor. The school seeks to encourage the motivation to good work among all students by demonstrating to them that such work is not overlooked or taken for granted, but rather it is noticed and commended.

HONOR ROLL		
Accomplishment	Honor	Award Given
End of Year UGPA of 4.00	Summa Cum Laude	Awards list published after Q4 grades are issued.
End of Year UGPA of 3.75 - 3.99	Cum Laude	
OTHER AWARDS		

Academic, Leadership, Department, Service	Plaques will be awarded at the Awards Assembly in May and names will be published on the Awards list at the end of Q4.
---	--

Honors Graduation Recognition

Providence Academy Graduate of Distinction Requirements	State Graduate of Distinction Requirements	Cumulative UGPA Graduation Honor Cords
<p>Must have a 3.75 or higher UGPA and complete <u>ALL</u> of the following:</p> <ol style="list-style-type: none"> a. Attain a score of 29/1330 or higher ACT/SAT <u>composite</u> score (not super score) 1. Complete a minimum of 28 credit hours upon graduation 2. A combination of 6 or more Honors/AP/DE courses 3. Perform 80 hours or more volunteer service hours to help your community. These hours must be done before or after school and cannot be counted as a grade or for pay. Mission trips can be counted as 8 hours per day you work (maximum 40 hrs. per trip). <p>Note: <i>Recommended</i> for minimum service per year:</p> <ul style="list-style-type: none"> ➤ 10 hours community ➤ 5 hours to school ➤ 5 hours to church <p>- No School Suspensions *Burgundy cord</p>	<p>Must have a 3.0 or higher UGPA <u>AND</u> complete <u>one</u> of the following:</p> <ol style="list-style-type: none"> 1. Earn a national (ex. WorkKeys) or TN recognized industry certification 2. Participate in one of the state’s All State musical organizations 3. Earn state recognition or award at a skill- or knowledge-based (not athletic) state tournament, convention or competition hosted by a statewide student organization, and/or qualify for national recognition by a national student organization (ex: National Latin Exam) 4. Be selected as a National Merit Finalist or Semi-Finalist 5. Attain a score of 31/1390 or higher ACT/SAT <u>composite</u> score (not super score) 6. Attain a score of 3 or higher <u>on at least 2</u> AP exams 7. Earn 12 or more semester hours of postsecondary credit <p>*Blue Cord</p>	<p><i>Cumulative High School UGPA Calculation through the end of Q3-12th</i></p> <p style="text-align: center;">4.0 UGPA Gold Cord Summa Cum Laude 3.75-3.99 UGPA Gray Cord</p> <p>Magna Cum Laude on Note: All Honors recognitions are based the UGPA</p>

National Honor Society (High School)

The purpose of the National Honor Society (NHS) is to “create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in students of secondary schools” (Article I, section 2 of NHS Constitution).

Providence Academy maintains a chapter of the NHS, which was originally chartered in 1934. Induction into the Honor Society is open only to juniors and seniors who have attended Providence Academy for at least 1 year (2 semesters), maintained a minimum cumulative UGPA of 3.75, and have demonstrated exemplary scholarship, service, leadership, and character in the school and in the community. Transfer students who were inducted at their previous school may submit a membership letter for consideration for induction into the Providence Academy chapter.

Students who meet the scholarship criteria for the National Honor Society will be invited to apply for membership. To be considered for admission, students must submit an application along with a résumé detailing their service and leadership experiences. A faculty committee will review all submissions. An induction ceremony is held each fall.

To remain in good standing with the National Honor Society, members must continue to uphold the standards demonstrated at the time of their induction. This includes maintaining a minimum unweighted GPA of 3.75, exhibiting strong leadership skills, and serving as positive role models within the Providence Academy community. Any member who receives an out-of-school suspension will be dismissed from the NHS.

Valedictorian and Salutatorian (High School)

Providence Academy does not assign class rankings except for the purpose of determining the Valedictorian and Salutatorian. To be eligible for either Valedictorian or Salutatorian, a student must be a student at Providence Academy for both the junior and senior years and be a member of Providence Academy’s National Honor Society. Valedictorian and Salutatorian are determined by placing the highest student cumulative GPA’s on a graduated scale that takes into account the actual final number scores (not just the earned quality points) for classes taken from 9th grade through the third nine weeks of the senior year. Three people have oversight of the system and its application: the high school principal, the college and career advisor, and the math department chairperson.

Attendance

Yearly Attendance Requirements

To maintain the standard of a classical Christian college preparatory education, Providence Academy expects students to be present and on time for school each day. Irregular attendance deprives the student of an opportunity for effective learning. We recognize that situations arise in which missing school is unavoidable.

Elementary: If a student accumulates more than thirty (30) absences during the school year, he or she may not receive credit for the school year (subject to administrative review). Elementary students must be present for at least half of the school day to be counted present for the day

Middle School: If a student accumulates more than thirty (30) absences during the school year, he or she may not receive credit for their courses (subject to administrative review).

Note: Students who are absent for more than twenty (20) days in a school year will be required to provide a doctor's note for any additional absences.

High School: If a student accumulates more than twenty (20) absences (ten for half-credit courses) during the school year in any one class, he or she may not receive credit for the course (subject to administrative review).

Note: If a student is absent due to suspension, he/she will not be allowed to attend or participate in extracurricular activities before, during or after school hours. This includes off-campus activities as well.

Additional Attendance Notes:

For every ten unexcused tardies in elementary school and every five unexcused tardies in middle or high school, one absence will be recorded. Tardies will be counted cumulatively within each grading period.

- Parent/guardians are expected to inform the school of any planned absences.
- The makeup work policy applies to all absences.
- Since the school calendar allows for several vacation opportunities periodically throughout the year, parents/guardians are encouraged to schedule vacations and doctor's appointments to coincide with school breaks/in-service days.
- Middle School and High School students must be in attendance for at least half of the class period to be counted present in a class. Additionally, middle school and high school students should be marked present in at least half of a day's instruction time (not to include study halls) to be counted present for the day. Students must be present for at least 3.5 hours to be counted present for the day and to participate in extracurricular activities and athletic competitions.

Makeup Work

It is the student's responsibility to obtain all makeup work from Canvas immediately upon return after an absence from school. Students should also check with his/her teacher for any other assignments that may have been missed. Failure to obtain makeup work is not an excuse for not doing work.

Absences

For absences other than pre-arranged ones, the student will have one school day for every day missed to complete makeup work. For example, if a student is absent on Monday and Tuesday, he/she has Wednesday and Thursday to make up work missed. If a student misses only the day a test is given or project/assignment is due, the student should be prepared to take the test or turn in the project/assignment on the first day he/she returns, provided that the student was informed of the due date in advance of the absence. Assignments not turned in on the due date may be counted late and will be graded according to grade, department, and/or course policy.

Reporting Absence

Upcoming weekly assignments are posted on Canvas, but where additional information about homework is needed the following guidelines apply:

Elementary: Parents of elementary students who are absent from school for any reason other than an extended vacation absence may call the school by 10:00 a.m. to request make-up work for that day. Textbooks, workbooks, and worksheets needed to complete make-up assignments may be picked up from the shelf to the left of the gym doors on that day or may be sent home with a sibling or other student as specified by the parent. Make-up work assignments may not be able to be compiled for requests that are received after 10:00 a.m. due to the teacher's schedule.

Middle School: Parents should inform the middle school principal, as soon as possible, when a student is absent, to provide the reason for the absence, and to request any books or materials needed to complete assignments. Details concerning homework assignments can be viewed via Canvas. Books and materials can be picked up from the front office at the end of the day.

High School: Parents need to call the office by 8:30 a.m. each day a student is absent and report the reason for the absence. (For safety reasons, this is especially important for those students who drive themselves to school.) Voicemail is available for parents calling outside normal office hours. Homework assignments can be viewed via Canvas. It is the student's responsibility to contact teachers when more detail or information is needed (in addition to what is listed/provided in Canvas). Parents (or siblings) can retrieve books from the student's locker at the end of the school day.

Voluntary Absences for Family Vacations

Elementary: Canvas allows families to access assignment information for any extended voluntary absence. The students should continue working through routine assignments (math problem sets, reading the next chapters of a novel, etc.) if they are going to be out for more than a few days. Worksheets, workbook pages, class activities, and tests/quizzes will be issued to the students the first day the student returns to class following the vacation, trip, etc.

Middle and High School: Canvas is the primary platform where students should check for information on classwork and assignments missed during absences. It is the student's responsibility to access and complete all assignments given during their absence. Additionally, students must contact their teachers to arrange a plan for making up any missed tests or quizzes.

Athletic and School Sponsored Competition Absences

Students are not marked absent when they miss class for an athletic event or a school-sponsored competition. However, they are responsible for all missed material. Any missed work is due the next class day. If an assignment was given in advance and coincides with a game or competition, it must still be submitted to the teacher before the student leaves for the event.

Snow Day Absences

When the school reopens after a closure due to inclement weather, students who do not return will be marked absent. However, if a parent decides that morning weather conditions make it unsafe to drive, the student may arrive late without being marked tardy.

College Visit Absences

High school students are encouraged to use the school breaks built into Providence Academy's schedule for making college visits. However, a college visit, interview, or audition that does not accommodate our school schedule will be an excused absence. Students need to provide proof of their college visit to the College and Career Advisor for the absences to be excused

Absences From School-Sponsored Field Trips

Providence Academy desires for all students to participate in our many field trips. However, we recognize that there may be occasions that a student either cannot attend a field trip or elects not to attend a field trip. Because our field trips are a part of the curriculum, students who elect not to attend will be counted absent from school.

Discover: High school students who do not participate in a trip during Discover must choose and attend an Intensive class. Attendance will be taken each day. Students who are not in attendance will be counted absent.

Long-Term Absences

If a student needs to be absent from school for three or more consecutive days, the parents should notify the principal and the child's teacher(s) in writing explaining the circumstances. Notification should be made prior to absences, or as soon as possible for emergency situations that may arise as well as for voluntary absences.

Homebound Students

Providence Academy recognizes that there are illnesses or medical situations that may require a student to miss school for an extended period of time. The school will work with families to help them through a period of extended absence.

How Does a Student Qualify for Homebound Instruction?

Any student with a physical or health impairment which, in the opinion of a health care professional, will cause an absence from school for more than two consecutive weeks can qualify for homebound instruction if approved by the appropriate program principal.

What is the Application Process?

- Obtain a Certification for Need for Homebound Instruction from the appropriate program principal.
- Take the request form to the attending physician for completion and signature.
- Return the completed form.
- After the homebound request form has been received, it will be reviewed for approval.
- The approval process may require additional information from parents or physicians. A meeting between parents and school personnel may be required prior to approval. If approved, the program principal will serve as the coordinator for student assignments.
- A student may be approved for homebound status for a period of 30 days. After 30 days, the school requires that a new Certification for Need for Homebound Instruction be completed by the attending physician for an additional 30 days of Homebound Status. Providence Academy's Homebound Status is limited to 60 days.

What is the Impact on the Overall Educational Experience?

Teachers will focus on the core objectives for the course. Some elements of learning will be different because of the differences between an interactive learning classroom and the home setting. Every effort will be made to keep students "on track" with assignments and grades.

What is the Impact on Attendance?

Homebound students will be counted present for the school days declared by the attending physician. Any days absent outside of the physician's declared time frame will count as absences.

Early Departures

It is preferable that doctor's appointments, dental visits, etc., be arranged for after school hours. When this is not possible, the parent or authorized adult picking up their student must go to the office to sign out the student. The office will call the student from the classroom and the student will then report to the office to meet their parents or the parent's designated representative. Parents should not go directly to classrooms to pick up a student. Parents may send a note to their child's teachers informing them that their student will be leaving early; however, the student will not be sent to the office until the parent arrives at school and checks the student out. It is the parent's responsibility to arrive at school 10 minutes early to allow for check-out procedures. For example, if the child needs to leave the school by 2:00 p.m., the parent should arrive by 1:50 p.m. to allow for the necessary check out time. Every effort will be made by teachers to have the student sent as quickly as possible to the office when the office calls for the student. Only in the event of an emergency may middle school and high school students be signed out through the front office after elementary carline begins at 2:45 p.m

Students Leaving Campus (Middle School and High School)

Once students arrive on campus, they may not leave during the day without parental or guardian permission.

Students with Vehicles:

- If it becomes necessary for a student to leave campus during the day (for sickness, appointments, or other reasons) the student may drive home only after parental permission is given.
 - For planned early dismissals, parents should email the office with the time and reason for early dismissal.
 - For unplanned early dismissals, the office will call the parent or guardian to obtain permission.

Students without Vehicles:

- No student may leave campus at any time after arriving on campus unless accompanied by the student's parent or guardian.
- Providence Academy will not release a student to anyone else unless the parent has given prior approval.

Tardiness

All morning tardies to first period, other than ones due to major traffic problems, car trouble, or doctor/dental appointments, will be counted as an unexcused tardy.

Elementary: School begins at 7:45 a.m. Students are tardy if they are not in the classroom by 7:45 a.m. Ten unexcused tardies within a grading period equals one day of absence recorded on the report card. Ten tardies within a grading period will necessitate communication with the principal. If tardiness exceeds ten days within a grading period, the student's conduct grade may be dropped a letter grade for that grading period.

Middle School and High School: Classes begin at 8:10 a.m. Students are tardy to class if they are not in the classroom by 8:10 a.m. Five unexcused tardies for middle school and high school within a quarter equals one absence. For example: Middle School- five unexcused tardies in 3rd period, equals an absence in 3rd period. High School-five unexcused tardies in C block in one grading period, equals an absence in C block.

In addition, students are tardy to individual classes if they are not inside the classroom by the time the bell rings. Because tardiness is disruptive to the learning environment, it is important for students to make a consistent effort to get to school and to class on time. Tardies are recorded in FACTS by the classroom teacher. Disciplinary action for tardies is handled by the Deans of Students and is based upon the number of tardies during each semester.

Discipline for unexcused tardiness is as follows and is based on cumulative tardies; all classes combined:

- 1-4 tardies: teacher/classroom consequences
- 5 tardies: 1-day lunch detention
- 6-7 tardies: teacher/classroom consequences
- 8 tardies: 2-days lunch detention
- 10 tardies: 1 demerit and 3-days lunch detention

Note: Tardies reset at the beginning of the spring semester.

Arrival Procedures

Front Doors: The front doors will be open from 7:15a.m.-8:10a.m. All Pre-K and K must use this entrance. All other grades can use the front or back doors to enter.

Back Doors: The back doors will be open from 7:15a.m.-7:45a.m. for 1st-12th grade students to enter. After 7:45 all students must enter through the front doors. Students are tardy if they arrive at the classroom after 7:45 a.m. (for elementary) and 8:10 a.m. (for middle school and high school). Students who are tardy should check in at the front office before going to class. A tardy slip will be issued by the office that the student will give to the classroom teacher.

Elementary Arrival

Elementary students arriving prior to 7:35 a.m. will report to the cafeteria. At 7:35 a.m., all elementary students will be released from the cafeteria to report to their homeroom classrooms. Elementary students arriving after 7:35 a.m. will report directly to their homeroom classrooms.

Middle School and High School Arrival

Middle School and High School students arriving prior to 7:50 a.m. will report to the main gym. At 7:50 a.m. all Middle School and High School students will be released to report to their 1st period classes.

Parking

For the safety of the students, please follow the traffic signs and speed limits. Parents and visitors may park in the front parking lot or in any available parking space. Students may park only in the bottom lot.

NOTE: Parents may choose to walk their children into the school but are asked not to linger so that class may begin promptly and so the building is properly secured.

Dismissal Procedures

Pre-K – 5th Grade

Pre-K/Kindergarten students and their siblings are dismissed at the rear entrance to the building. 1st–5th grade students are dismissed at the front entrance of the building through carline pickup procedures. *Only in the event of an emergency* may elementary students be checked out through the front office during carline formation and dismissal. If your child needs to be picked up for an appointment prior to carline, please check the students out in the office no later than 2:15 p.m.

Pre-K – 5th grade students remaining after carline dismissal concludes at 3:10 p.m. will be signed in to the After School program. People arriving after 3:10 p.m. to pick up elementary students must park in the front lot and come into the building to sign out students from Student Late Pick-up. Elementary students will be released only to parents, or an adult appointed by the parent. A late fee of \$1 per minute per child up to a maximum of \$25 per family, will be charged for students remaining after 3:15 p.m.

After-School Student Supervision

It is expected for elementary students to always be under the supervision of their parents or parent-appointed persons while attending school events or programs that take place after school. Elementary students are not to be dropped off for ballgames, concerts, dramas, etc. without specific adult supervision. Elementary students are never permitted to roam freely or to run through the building, classrooms, gymnasium, etc., at any time unless directed to do so by the faculty or staff.

Elementary students being supervised, at the parent's direction, by older students are not allowed to be in the building or on the grounds at any time without supervision. Parents are held responsible for those elementary students who may be found to be without supervision by parent-appointed older siblings/students after school dismissal. *Compliance with these school guidelines is a necessity for the safety of all*

Middle School and High School

Middle school students are dismissed at 3:05 p.m. and high school students are dismissed at 3:10 p.m. Students are to go to their lockers to get their belongings and leave the premises in a timely fashion unless they have practice, tutoring, etc. Middle school and high school students remaining on campus at 3:40 p.m. must report to a specific program or the supervised secondary After School program. Fees apply for middle school and high school students who use the After School program. Students remaining after 3:40 p.m. will be sent to the Student Late Pick-up in the After School program. A late fee of \$10 for every five minutes, per child up to a maximum of \$25 per family, will be charged for students remaining after 3:40 p.m.

Sibling Pickup

If you have students in multiple programs (elementary, middle, and high school) in order to ease the burden of multiple pickup times, elementary students should be picked up at 3:10 p.m. from carline or their sibling can pick them up out of carline to drive them home.

After-School Program

Providence Academy offers an After-School Program from 2:45 p.m. (elementary) and 3:15 p.m. (secondary) and ends at 5:30 p.m. each day. There is no After-School Program on scheduled half-days. Enrollment forms and fee information may be obtained through the office

Athletics

It is the goal of Providence Academy to teach fundamental physical development to our students to benefit them for the rest of their lives. We teach each student to take proper care of his/her body, the temple of the Holy Spirit; to exhort one another in times of trial; to complete tasks which are begun; and to cooperate with team members.

We at Providence Academy must never allow the athletics program to become The Program. Athletics is offered so that the student can learn to face tough circumstances with determination and to continue on even if victory seems impossible. We desire for our athletes to learn to persevere, lose with grace, and win with humility.

Finally, the athletics program at Providence Academy will be one that teaches self-sacrifice, self-discipline, and personal commitment to attain the goal of excellence. The primary goal is to develop characteristics in students that will enable them to overcome challenges they will have throughout their lives.

Providence Academy is a member of the TSSAA for high school and the TMSAA for middle school. We are DII, Class A, East Region, District 1 for high school.

Elementary Athletics Program

Students in grades K-5 may participate in a Providence Academy basketball, soccer, or flag football league. These leagues are intended to challenge students to develop both spiritually and physically. Focus is given to sport specific skills and teamwork.

Field Day Grades Pre-K-5

During the last week of school a day is set aside for students to participate in planned activities that center around physical skills and abilities, team competition, and the joy of fellowship.

Middle School and High School

Our middle school program is offered for grades 6-8 and our high school program is offered for grades 9-12.

Please see the Athletic Handbook on our Athletic Website for more information on the policies and sports that are offered.

Fall Sports	
Boys	Girls
Cross Country (Grades 6 – 12)	Varsity Volleyball (Grades 9 – 12)
Varsity Golf (9 - 12)	Junior Varsity Volleyball (Grades 9 – 10)
	Middle School Volleyball (Grades 6 – 8)
	Cross Country (Grades 6 – 12)
	Varsity Soccer (Grades 9 – 12)
	Middle School Soccer (Grades 6 - 8)
	Varsity Golf (Grades 9 – 12)
Winter Sports	
Boys	Girls
Varsity Basketball (Grades 9-12)	Varsity Basketball (Grades 9 – 12)
Junior Varsity Basketball (Grades 9 – 11)	Middle School Basketball (Grades 6 – 8)
Middle School Basketball (Grades 6 – 8)	Cheerleading (Grades 6-12)
Spring Sports	
Boys	Girls
Varsity Baseball (Grades 9 – 12)	Middle School Golf (Grades 6 – 8)
JV Baseball (Grades 9 – 11)	Track (Grades 6 – 12)
Middle School Baseball (Grades 6 – 8)	Tennis (Grades 6 – 12)
Middle School Golf (Grades 6 – 8)	High School Softball (Grades 9 – 12)
Track (Grades 6 – 12)	Middle School Softball (Grades 6 - 8)
Varsity Soccer (Grades 9 – 12)	
Middle School Soccer (6 – 8)	
Tennis (Grades 6 – 12)	

Care Center

Providence Academy’s Care Center is staffed by a full-time registered nurse. The school nurse provides acute injury and illness management during the school day while partnering with parents to manage chronic health needs.

Fever Policy

The goal of this policy is to minimize exposure of students to sick students and to maximize the comfort of the sick student by allowing them to convalesce at home while ill. Therefore, students with a temperature of 100 degrees Fahrenheit or greater are not permitted to remain at school. Arrangements must be made for a student with a temperature of 100.0 or greater to go home. A student may return to school when he/she is fever free for 24 hours without the use of fever reducing medications like Tylenol or Ibuprofen (Advil) and symptoms of illness are generally improving. Students presenting indications of communicable illness will not be allowed to remain at school. Sick students will wait to be picked up in the Care Center supervised by the school nurse. Students who are picked up early from school due to a visit to the Care Center for illness are

not permitted to return to the classroom on that day and may not be brought back to the After-School Program or after school activities, including athletic events.

Student Health Requirements

All students attending Providence Academy must have on record with the school office, either a current immunization record on the TN Certificate of Immunization form or an exemption statement according to Tennessee Code, before the start of the current school year. Rising 7th grade students must submit an updated Certificate of Immunization following the required Tetanus-Diphtheria-Pertussis Booster Immunization forms may be obtained from the family physician or the local health department. A copy can be given to the school office or the school nurse.

Care Center Forms

If needed, the following forms can be found on FACTS under Resource Documents (NOTE or maybe Providence Academy Website if we are able to make a SS section with forms).

- **Medication Parental Consent Form** - to be submitted each year if the student has a history of asthma and requires an inhaler on campus.
- **Asthma Action Plan:** to be submitted each year if the student has a history of asthma and requires an inhaler on campus.
- **Severe Allergy Response Plan:** to be submitted each year if the student has a history of a severe allergy requiring an epinephrine auto injector.
- **Student Overnight Trip Medication Form:** to be submitted if the student will require prescription or over the counter medication while on a school sponsored overnight trip, including athletics.

Medication Policies and Procedures

The purpose of medications in school is to help each student maintain an optimal state of health to enhance his or her education. If a student requires medication during the school day, then a Medication Parental Consent form must be submitted to the Care Center.

1. All medications must be kept in the school office or the Care Center. The only exceptions are asthma inhalants, EpiPens, and insulin/glucagon for diabetics. The school office needs to be informed if a student is carrying these medications and if the student takes the medication during the school day. A medication consent form must be on file in the office for each medication.
2. The parent or guardian is responsible for reporting any changes in a student's pertinent health or medication needs.
3. The parent or guardian is responsible for delivering in person the medication and Medication Parental Consent form to office personnel. No student is allowed to bring in or pick up his/her medication. If a medication must be sent home daily, then the parent or guardian must pick it up daily from the school office.
4. All medications must be picked up by the parents at the end of the school year. Any medications left after the school year has ended will be discarded.

Insurance

Providence Academy provides student accident insurance for all students enrolled. Benefits are payable on a full excess basis for injuries during the hours and days when school is in session and while attending or participating in school sponsored and supervised activities on or off school property. Please note that full excess refers to any medical expenses above your family plan coverage. For additional information and claim forms, please contact the school nurse.

Campus Wear

Consistent with our mission as a classical Christian school, Providence Academy desires to enhance the learning environment. We endeavor to set a standard that promotes excellence in academics, Christian character, and appearance. Research has shown that a standard, uniform dress expectation has a positive impact on students' education. In light of these findings, and with respect to the values of an academic setting, Campus Wear guidelines have been established as a standard for our learning community, and adherence to the guidelines is recognized as an act of obedience.

Campus Wear Guidelines

Please find the following, official pages of approved vendors with school-specific codes for all campus wear purchases:

[Lands End](#) Preferred School Number-900079419

[French Toast](#) School Code-QS44GWE

[Tommy Hilfiger](#) School Code-PROV04

Boys and Girls

1. Pants, Shorts, Skirts or Jumpers (girls)
 - a. Must be khaki, navy (dark blue), gray, or official school plaid for skirts/jumpers
 - b. All shorts, skirts, and jumpers should not be shorter than 5 inches from the top of the knee, while standing (at the discretion of the Deans by consistently using the **five-inch side** of a 3x5 index card).
 - c. Modest shorts, tights, or leggings must be worn with skirts and jumpers.
 - d. Pants may not have elastic at the bottom of the pant leg (no joggers).
 - e. Students who have a class presentation may dress in casual business attire with careful attention to modesty.

2. Polo and Collared Button up Shirts/Oxford Style Must Be:
 - a. Navy, burgundy, white, light pink, or light blue
 - b. Free of writing/graphics (Providence Academy logo is the only exception)
 - c. Solid-colored (no stripes, patterns, etc.)
 - d. Modest - free of tight or revealing qualities, no sleeveless
 - d. Worn Monday-Thursday and under all outerwear

3. Shoes, Socks, and Tights

- a. Socks, shoes, headbands, tights, leggings, and belts may be purchased via outside vendor.
- b. All shoes must be closed toe and no wheels, (no slides, crocs, etc., during school hours)
- c. Tights, knee socks, and leggings must be solid navy, burgundy, gray, white, light pink, or light blue.
- d. All other socks are the choice of the student/parent.
- e. Students who have a class presentation may wear shoes that reflect the occasion.

4. Jewelry, Belts, and Accessories

- a. Jewelry and hair accessories should be kept simple and not distracting.
- b. Earrings are permitted for girls only.
- c. No other body piercings are acceptable.
- d. No tattoos (even temporary)
- e. Headbands must be kept simple and not distracting (no animal ears or horns).
- f. Belts should be kept simple and not distracting.
- g. No hats, scarves, bandanas, sock caps, visors, or sunglasses are allowed during school hours.

5. Outerwear for Girls and Boys

- a. Outerwear is any jacket, coat, sweater, pullover, etc. that is worn **over** Campus Wear
- b. during school hours.
- c. Polo or collared button-up shirt/oxford shirt must be worn under all outerwear (no t-shirts, unless on a Spirit Wear Day).
- d. During school hours, while in the building, the only outerwear permitted to be worn is a Providence Academy cardigan, pullover, hoodie, sweater, vest, or fleece (available in the spirit wear store online via approved vendors).
- e. Solid color sweaters or rugby quarter zips within the Providence Academy Color Wheel (navy, burgundy, gray, white, light pink, or light blue) may be worn with a collar showing. Black is **not** part of the Providence Academy Color Wheel, but black outerwear that displays the Providence Academy logo/Providence Academy graphics may be worn with a collar showing.
- f. All outerwear must be free of writing unless it is a Providence Academy logo or Providence Spirit Wear.
- g. Any type/color of outdoor outerwear may be worn to/from school and outdoor/recess activities.

Spirit Wear Days

Typically reserved for Fridays, delayed-start days, and the last day of the school week. Spirit Wear may be purchased from the school spirit store or the vendors listed above. Students are more than welcome to wear regular Campus Wear. However, on Spirit Wear Days, students may wear spirit wear purchased from the Spirit Store, the approved vendors listed above, or Providence Academy -issued attire. Please remember to follow modest guidelines during Spirit Wear Days.

Spirit Wear Guidelines

1. Blue Jeans are permitted on Spirit Wear Days (no other colors of jeans)
 - a. Jeans and Shorts should not be shorter than 5 inches from the top of the knee, while standing (at the discretion of the Deans by consistently using a 3x5 index card).
 - b. Jeans that are torn, ripped, or have holes in them are not allowed.
 - c. Jeggings are not allowed.
2. Shirts and Sweatshirts
 - a. Must be purchased from approved vendors, school spirit store, or Providence Academy -issued
 - b. Must be clean and free of tears or holes
 - c. Must be free of writing/graphics unless it is a Providence Academy logo or Providence Spirit Wear
 - d. No undergarments are to be shown.
 - e. Modest – free of tight or revealing qualities.
 - f. Only seniors may wear a college jersey on Fridays.

Spirit Store

Visit the Spirit Store to purchase items for Spirit Wear Days. Items are also available from the approved vendors list below.

Field Trip Wear

Students may wear Providence Academy Spirit Wear shirts on Field Trip Days. Pants and shorts will be left to the teacher's discretion. Leggings and sweatpants are never permitted.

Hair Styles

Hair for all students must be clean, neat, and well groomed. Only natural colors are permitted.

PE Clothes (6th – 12th Grade Only)

Students may only wear Providence issued PE attire for PE/Weights classes. These must be ordered directly from the PE department.

Additional Information

- All clothing and shoes must be in good condition.
- Clothing should be replaced when faded, worn out, or outgrown.
- Tight, revealing, low-cut, or immodest clothing is not permitted.
- Pants, shorts, skirts, etc., are not to sag below the hips.
- The administration reserves the right to determine the appropriateness of any clothing item, hair style, accessory, or color.
- Students should not bring blankets to school.

Dress for Parents and Volunteers

Individuals who volunteer in the building during the school day should wear business casual attire.

*If you or your children have any questions about the suitability of certain clothes, please ask one of the Deans for assistance.

“So, whether you eat or drink, or whatever you do, do all to the glory of God.”

1 Corinthians 10:31

Enforcement

Cheerful, consistent compliance is expected. If a student comes to school in violation of the dress code, the parent/guardian may be contacted and asked to bring proper attire to school. Students who choose not to abide by this standard will receive a demerit.

Communication

Professional Communication Policy

1. Communication must be professional, respectful, and aligned with the school's mission.
2. Interactions should foster a supportive, spiritually grounded learning culture.
3. Transparency and accountability are essential in all communication. For this reason, all communication between teachers and students will be through the following school-approved platforms:
 - GroupMe
 - Canvas (LMS)
 - FACTS

All class or group communication channels must be created or approved by administration, ensuring access for oversight when needed.

FACTS

Providence Academy uses FACTS as our student management system. FACTS is a web-based tool that manages student records. It also provides a way for parents to update contact information and medical information, order lunches and more.

Canvas

Providence Academy uses Canvas as our learning management system. Canvas is a web-based program that allows teachers to communicate, organize, and deliver learning materials to students. Canvas will give students and parents access to lesson plans, assignments, grades, and more for each course that the student is enrolled in.

Directory Information

Providence Academy publishes parent contact information through FACTS for the convenience of communication for our families. This information may only be accessed by our parents with FACTS logins and passwords. Parents may request address and phone number information not be published by updating their personal preferences on their Parent Portal individual profile. The directory may not be used to sell or market a business, product, or service; to solicit contributions, sponsorships, or business opportunities; or for any unlawful use. The contents of the directory may not be used to generate mailing lists, e-mail lists, phone lists, or other lists for any commercial purposes.

Associational Meeting

The Providence Academy Board of Directors holds an Associational Meeting in the spring of each year to reflect upon the current year and communicate relevant information regarding the short and long-term future of Providence Academy. Reports are given by the school administration, P², and

the Finance Committee. Providence Academy board members and P² board members are elected at the Associational Meeting. Providence Academy parents are invited and encouraged to attend this meeting.

Communication Folders

- In Pre-K, folders are sent home daily.
- In grades K – 5, student folders are sent home on Thursdays to be reviewed and signed by parents and returned to teachers. These folders may contain student’s work from the previous week, a letter from the student’s teacher, and other school information from the office. Consistent communication between school and home is essential in providing an educational process that is as productive as possible for the student.
- Thursday folders are not to be used for solicitation purposes.
- In grades 6 – 12, only information that cannot be sent electronically will be sent home with the youngest sibling on Thursdays. Most of the secondary weekly communication is sent via email or Canvas.

Parent/Teacher Conferences

Parent/Teacher conferences are held at the end of October. Teachers will send an email on how to sign up for a conference. Conferences are not required, but parents are encouraged to schedule a conference with their child(s) teacher(s) on conference day. Conferences are also encouraged at other times throughout the school year.

Progress Reports

Progress Reports are emailed to all families (grades 1 -12) the Wednesday after the mid-term of each quarter.

Report Cards

Report cards are posted on the Friday following the last day of the nine-week grading period during the school year. All school fees must be paid, and all school materials returned for the student’s final report card of the academic year to be posted.

School Website

Visit www.providenceacademy.com for important information, including the academic calendar, Tandem calendar, bullying/safety reporting, lunch cancellations, campus wear, and school supply lists.

Tandem Calendar

All Providence Academy events are listed on the Tandem calendar, which is continuously updated to reflect the most current information.

Telephone

Parents should contact teachers by email during the school day (e.g., jdoe@providenceacademy.com). Teachers will respond as soon as their schedule permits. Please refrain from calling or texting faculty or staff at home, except in an emergency.

PA Notes

PA Notes are emailed out to every Thursday to all Providence Academy families to keep you informed. Be sure to check your inbox weekly for important updates, upcoming events, and announcements from the school.

Discipline

Conduct and Discipline Policy

At Providence Academy, students are expected to demonstrate positive Christian character as outlined in **2 Peter 1:5–7**. This biblical standard serves as the foundation for all behavioral expectations. Our goal is to guide each student to live daily in a way that reflects love for, and faith in, the Lord Jesus Christ.

Parental Partnership

When a student experiences ongoing behavioral challenges, it is the school's policy to involve parents in addressing the issue. Providence Academy values the public and private support of parents, recognizing that a strong partnership between home and school is essential to educating and discipling children and young adults. By enrolling a student at Providence Academy, parents give the school permission to administer appropriate discipline and agree to support the school's efforts in correcting student misbehavior.

Conduct Expectations – On and Off Campus

Behavior that demonstrates a disregard for the spirit and values of Providence Academy—whether it occurs on campus, at school events, or outside of school hours, including digital communications such as text messages—may result in disciplinary action. Conduct that indicates a lack of desire to live a life honoring to God or that reflects poorly on the school's mission may lead to consequences including loss of privileges, detention, restitution, suspension, expulsion, or disenrollment.

Authority and Consistency of Policy

All faculty, staff, and students are expected to comply with established school policies and rules. While teachers may enforce additional classroom guidelines, no individual may authorize exceptions to school-wide rules. Policies remain in effect unless formally revised, and all members of the school community are expected to adhere to them as long as they are active.

Although the school generally follows the disciplinary procedures outlined in the Parent-Student Handbook, Providence Academy reserves the right to deviate from these procedures when necessary. In instances involving serious, immoral, or otherwise unacceptable behavior, the administration may take immediate disciplinary action, including suspension, expulsion, or disenrollment.

Discipline Policy

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

The school discipline policy has four aspects which reflect God’s principles of human behavior, given so that His children may function harmoniously in all aspects of human endeavor.

- Order is the mode which provides a good environment for learning.
- Training is the process of practicing what is right.
- Correction is the discouragement of wrong behavior.
- Praise or affirmations are used to encourage students to continue in obedience.

Appropriate Christ-like behavior is required from all students to effectively provide the opportunity for a good, quality education. Attendance at Providence Academy is a privilege, not a right. Disruptive behavior by a few students may impede the progress of other students. Therefore, we have instituted behavior guidelines and penalties for disruptive students. Most discipline problems are dealt with at the classroom level. The kind and amount of discipline will be determined by the teachers, and if necessary, administration.

Any disruption to the classroom or school environment may result in disciplinary action or dismissal. Disruptions include, but are not limited to, overtly sexualized behavior, inappropriate attire, makeup, or hairstyles that distract other students or interfere with the learning environment.

All school rules apply on all field trips and on all school-sponsored events on the school campus and away from it.

Student Relationships and Public Displays of Affection

Providence Academy does not promote or encourage student-to-student dating. However, we respect that families hold a range of views on matters related to dating and courtship, and we do not pass judgment on those differences. Our commitment as a school is to maintain a structured, respectful, and orderly environment that supports academic excellence and spiritual growth.

In alignment with this commitment, public displays of affection between students are not permitted on campus or at any Providence Academy-sponsored events, whether on or off school grounds. This includes, but is not limited to, hand-holding, kissing, and hugging that is characteristic of boyfriend-girlfriend relationships.

Regardless of individual or family perspectives on this topic, we kindly ask all parents and students to support this policy. Our goal is to minimize distractions and foster an environment focused on providing a high-quality Christian education for every student.

Cell Phone and Electronic Device Policy

Cell phones, smartwatches, earbuds, and other personal electronic devices are **not permitted for use** at any time during the school day—from the moment students arrive on campus until they leave after school. This policy is in effect throughout all areas of school property, including classrooms, hallways, bathrooms, and common spaces.

Teachers are **not authorized to grant exceptions** to this rule under any circumstances. If a student needs to make a phone call during the school day:

- **Elementary students** may use the phone in the front office.
- **Middle and High School students** may use the phone in the Dean's or Principal's office.

This policy is intended to minimize distractions, promote face-to-face interaction, and maintain a focused learning environment.

Office Visit for Conduct Issues

Five basic behaviors will automatically necessitate discipline from administration. The nature of the discipline will be determined during the visit with administration. The parents of the student will always be contacted by administration whenever a student is sent to administration for disciplinary reasons. The five behaviors are:

- Disrespect shown to *any* staff member. The staff member will be the judge of whether or not disrespect has been shown.
- Dishonesty in any situation while at school, including lying, cheating, and stealing.
- Rebellion- outright disobedience in response to instructions.
- Fighting- striking in anger with the intention to harm the other student(s).
- Obscene, vulgar, or profane language, racial slurs, or racist behavior (including inappropriate attempts at humor) and taking the name of the Lord in vain.

Bullying

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance, and the behavior is repeated, or has the potential to be repeated, over time. Providence Academy has a zero-tolerance policy for bullying. Discipline is given on a case-by-case basis, based on the situation.

In order to be considered bullying, the behavior must be aggressive and include:

- An imbalance of power: Kids who bully use their power – such as physical strength, access to embarrassing information, or popularity – to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.
- Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and/or excluding someone from a group on purpose.

Cheating and Plagiarism

Cheating is defined as using or attempting to use unauthorized assistance or advantages in academic work that is submitted as one's own individual efforts or the giving of such assistance to others and includes the following:

- Copying homework from other students without approval from the teacher.
- Working with others on any assignment that was given as an independent assignment.
- Using workbooks or notebooks from a previous year with answers already completed.
- Having notes or textbooks visible during a test.

- Giving or receiving information about a test, quiz, or other assignment prior to receiving the assignment or using any technology to send or receive testing information.
- Glancing at someone else's test or quiz or allowing someone to look at your paper during a test or quiz.
- Reading a condensed version, Cliff's Notes, or Spark Notes, etc. and representing that you read the entire book.
- Not accurately giving correct information to a teacher about grades or completed work.
- All forms of cheating will result in disciplinary action, including demerits from the administration, and full academic credit will not be given for the work.
- Plagiarism is defined as literary theft, misrepresentation, and falsification and includes the following:
 - To copy directly, paraphrase, or summarize without clearly marking the source of the information, thoughts, or ideas (including electronic based documents, PowerPoint presentations, AI generated ideas).
 - Plagiarism is prevented when the proper form of documentation is followed. Items that must be documented are facts, quotations, paraphrases, and summaries. Writing that expresses one's own words does not require documentation. Also, when information is common knowledge does not need citation. As standard protocol, Providence Academy will use current MLA format.

Artificial Intelligence Policy

Artificial intelligence is a tool which, like all technology, must be used [in](#) submission to God's law and biblical ethics. PA defines generative AI as artificial intelligence systems capable of creating new content like writing, images, and videos when prompted by an individual. As such, Providence Academy has adopted this policy for AI usage:

- Providence Academy strictly prohibits the use and distribution of malicious content.
- Providence Academy strictly prohibits the use of generative AI in replacement of human cognition and creativity in a student's academic work. The use of such is plagiarism and will be disciplined as such.
- Students, faculty, and staff are responsible to confirm the accuracy of generative AI output before utilizing the information.
- Students, faculty, and staff are responsible for evaluating generative AI's bias, reasoning, and philosophy, especially when using AI in the research process.
- PA does not consider generative AI, on its own, an academic and credible source.
- Students, faculty, and staff must disclose and/or cite the use of AI (and/or someone else's intellectual property) in the manner requested by supervising authority and where required. Failure to accurately disclose/cite the use of generative AI is considered plagiarism and will be disciplined as such.

For students, violations will be addressed according to the cheating protocol supervised by the Dean of Men/Women and the Principal.

For faculty and staff, violations will be addressed according to the Matthew 18 principle and/or your supervisor depending on the severity of the offense.

All others within the school community will be addressed according to the Matthew 18 principle.

Detention

Should a student commit an act of a non-serious nature, lunch or after school detention may be assigned.

Suspension

Should a student commit an act with such serious consequences that the administration deems necessary, the office-visit process may be bypassed, and a suspension or expulsion imposed immediately. Examples of such serious misconduct could include but are not limited to the use of racial slurs, acts endangering the lives of other students or staff members, gross violence/vandalism to the school facilities, underage drinking or any other violations of civil law, or any act in clear contradiction of scriptural commands.

If the student is suspended from the school, the duration of the suspension will be determined by the administration and will be consistent with the offense or the pattern of offenses. Suspended students are not allowed to participate in school-sponsored events during the suspension. The suspended student's grades will be affected as follows:

- In elementary, grades for assignments due during the suspension period will be issued as "F's."
- In middle and high school, one point will be taken off the final nine-week average for each day missed in each subject area (at the discretion of Administration).

If Providence Academy cancels school due to snow (or for any other reason), the student's suspension date(s) will be rescheduled to the next regular school day(s). Snow days will not count as suspension days. However, for long-term suspensions, the middle school or high school principal may use administrative discretion to address extended breaks caused by snow.

Expulsion

The Board and administration of the school realize 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 parents not be able to eliminate behavioral problems, expulsion may be deemed appropriate by the administration.

Examples of inappropriate conduct that will be considered grounds for suspension or expulsion include:

- Leaving campus (truancy) without written permission
- Serious attendance infractions
- Cutting classes
- Willful or malicious defacing of property
- Smoking or drinking (on or off campus)
- Vulgar or profane language
- Abuse of other students and their rights
- Verbal abuse of faculty or staff
- Sexual promiscuity
- Activities that threaten the safety of the student or students (fighting, etc.)
- Any form of physical assault (including the threat of an assault)
- Activities that demonstrate a lack of respect for authority or property

- Frequent or repeated violations in previous categories
- Activities that violate biblical moral codes of conduct
- Any form of sexual gesture, comment, picture, note, or physical harassment
- A consistently negative attitude toward the school, its personnel, and policies
- Any breach of conduct on campus that has an adverse effect on the image of social/spiritual environment of the school
- Any breach of conduct off campus that has an adverse effect on the testimony of the school in the community

Serious misconduct/infractions: The following violations are considered conditions for immediate expulsion.

- Acts endangering the lives of other students or staff members
- Gross violence/vandalism to the school facilities
- Any violation of U.S., TN, or local laws (this includes carrying a weapon of any kind)
- Any act in clear contradiction of scriptural commands
- Use and/or possession of drugs of any kind, on or off campus

**It should be noted that serious misconduct does not have to take place at Providence Academy or during school hours or school events for Providence Academy to take disciplinary action.*

Demerit System for High School and Middle School

Providence Academy strives to maintain a safe and orderly classroom environment for all students. Students will face school discipline for inappropriate behavior on campus. Additionally, off-campus behavior that impacts daily school operations or the Providence community may also fall under the school's discipline policy. Each teacher will provide students with a copy of classroom expectations. Teachers are encouraged and empowered to address minor discipline issues within the classroom, and the following outlines the procedures a teacher may follow to manage student behavior. Demerits will reset at the start of each semester; however, students who accumulate 10 or more demerits during the first semester may progress through the disciplinary system more quickly in the second semester.

Level 1 (1 demerit) violations include but are not limited to:

- Being tardy to class
- Failure to complete assignments or be prepared for class
- Talking without permission
- Out of seat without permission
- Chewing gum
- Consuming food or drink without permission
- Disobeying classroom rules
- Sleeping in class
- Cell phone/smart watch/air pod usage*
- Dress Code violations*
- Other minor offenses

Procedure for Level 1 offenses, teachers have the authority to counsel and redirect, issue demerits, contact parents, and/or refer to administration. Teachers may use the following progression to

correct student behavior as they deem necessary. Teachers will communicate directly with parents about instances of discipline.

- Verbal Warning
- Teacher-assigned consequences (changed seating arrangement, conference or phone call to parents, loss of privileges)
- Record discipline events in FACTS, issue the demerit and email the behavior report to the parents and the Dean of Boys or the Dean of Girls. The Deans will track the demerits that are issued by teachers.

*Note: Cell phone usage and dress code violations will be handled by the Dean of Boys, the Dean of Girls, or the program principal and not the classroom teacher.

Level 2 (2 demerits) violations include but are not limited to:

- Throwing objects
- Damage to school property
- Failure to control hands and feet
- Excessive horseplay
- Mishandling school materials
- Misbehavior during Chapel
- Misconduct during an Emergency Drill

Procedure The classroom teacher will report the violation in writing (email or note) to the Deans or program principal who will then talk with the students and issue the demerit.

Level 3 (3 demerits) violations include but are not limited to:

- Being argumentative/defiant
- Cheating/Plagiarism (multiple incidents will be a Level 4 violation Lying)
- Public displays of affection
- Showing disrespect to any member of the faculty or staff
- Leaving class without permission
- Being in an area without authorization/supervision
- Use of profanity
- Multiple or repeated Level 1 or Level 2 offenses.

Procedure

Level 3 violations will result in immediate referral to the administration. Offenses will be recorded in FACTS and will include more stringent consequences. Consequences may include any of the following:

- Three or more demerits
- Detention
- ISS
- OSS
- Conference with parents
- Behavior contract

*See cheating and plagiarism policy

Level 4 (immediate referral to administration) include but are not limited to:

- Skipping class
- Multiple Level 3 offenses
- Stealing
- Vandalism
- Inappropriate off-campus behavior
- Bullying/Harassment
- Offensive Social media use, cyberbullying
- Use of racial slurs
- Physical violence (fighting)
- Violation of the Technology use agreement
- Possession of weapons of any kind
- Threats or serious physical or psychological harm directed at the life or well-being of students, faculty, staff, or guests.

A student may be expelled or dismissed from Providence Academy due to:

- An overall disciplinary record that consistently reflects a disregard for school regulations and expectations.
- Violations of school moral codes
- Criminal acts
- An act or action found so egregious that the student-school relationship is no longer beneficial to either the student or the school.

The issue of expulsion or dismissal is at the discretion of the Head of School. Should the expelled student desire to be readmitted to Providence Academy at a later date, the Board of its delegated committee will make a decision based on the student's attitude and circumstances at the time of re-application.

Demerit Consequences

1. EMD (Early Morning Detention) 7:00 am- 8:00am (EMDs are served on normal school days including test days, field trip days, and half days)
2. ASD (After School Detention) 3:15PM- 4:15PM (Students who miss ASD will double in consequence, face suspension, and reenrollment review)
3. ISS (In- School Suspension)
4. OSS (Out- of- School Suspension)
 - 3 demerits – 1 EMD
 - 4 demerits – 2 EMD
 - 5 demerits – 3 EMD
 - 6 demerits – 2 EMD, 1 ASD
 - 7 demerits - 2 EMD, 2 ASD, Parent Conference
 - 8 demerits - 2 EMD, 1/2 day of ISS (8:10am- 1:10PM), 1 ASD
 - 9 demerits – 2 EMD, 1 ISS, 2 ASD
 - 12 demerits- 2 EMD, 2 ISS, 2 ASD, Parent Conference

- 13 demerits- OSS (1 day)/ 2 EMD & 2 ASD Upon returning to school.

*Any Detentions missed will double. Students may not enter detention late. Any late arrival will count as a missed detention.

* If the consequences have a EMD and ASD, those will be served in the same day. Multiple detentions will be served consecutively.

Discipline for unexcused tardiness is as follows and is based on cumulative tardies; All Classes Combined:

- 5 tardies: 1 Demerit
- 9 tardies: 2 Demerits
- 12 tardies: 3 Demerits
- 15 tardies: 4 Demerits

Senior Privileges (High School)

Seniors may have a study hall during D and H blocks on certain days. The administration is making a concerted effort to see that students utilize their study hall time effectively; thus, the administration encourages students, including seniors, to take advantage of this daily opportunity to stay on top of their studies. However, Providence Academy will accommodate senior students who desire or need to leave early during study hall, if the following conditions are met:

- Administration must have a note from the senior parents stating that they can leave early throughout the school year, assuming the conditions listed below are met.
- The student must be in good academic standing and meet all attendance requirements.
- The student is to leave campus in their own vehicles.
- Once the student leaves for the day, they are to return to campus only to attend an extra-curricular practice or event.
- The students must sign out in the front office, each day, before leaving the building.

The above conditions only apply for those seniors who have a study hall at the end of the school day.

If a senior is not in good academic standing or if the student has behavioral/conduct issues, the privileges will be revoked, and the student will be placed in a monitored study hall during D and H blocks.

Student Drivers (High School)

- Student drivers must drive safely on campus and park in designated student areas.
- Permission from the High School Principal or a teacher is required to access a vehicle during the school day. Students must also sign out and back in at the front office.
- The school is not responsible for vehicles or their contents.
- The administration reserves the right to search any vehicle on campus at any time. (See Searches policy).

Driver's Permit (High School)

When a student applies for a driver's permit at the DMV, he must present certification of compulsory attendance. The necessary forms are available in the secondary office and must be completed and signed by a school official before a permit/license can be granted. We request 24 hours for these to be ready. They are only valid for 30 days.

If your high school student has a summer birthday and/or plans to take their driver's permit test over the summer, be sure to request the required attendance form *BEFORE* the last day of school. During the summer, the DMV will accept the form if it is dated within the last 30 days of Spring Semester. Please contact the secondary office to request your student's form.

Junior-Senior Prom (High School)

The junior class organizes a formal dinner event to honor the senior class each spring. The Junior-Senior Prom is one of the highlights of the year for the juniors and seniors.

Listed below are a few basic guidelines that will help ensure that the Junior-Senior Prom is successful and is conducted within the parameters set forth by Providence Academy:

- It is the goal of Providence Academy that all juniors and seniors attend the Junior-Senior Prom.
- The spirit of the Providence Academy dress code should be followed when selecting attire for the Prom and the following guidelines should be followed:

Girls

- Dresses should show neither cleavage nor midriff, including dresses that use sheer fabric in these specified areas.
- The backs of dresses should not be low cut or overly revealing.
- Dresses should be at least fingertip length.

Guys

- Dress trousers and button-down shirts are advised.
 - Ties are not required but suggested.
 - Clothing should be more formal than school clothes as well as appropriate for a school dance.
- If school is in session the day of the Junior-Senior Prom, juniors and seniors will not be required to attend that day. In addition, sophomore students who are either attending the banquet or working on the planning committee are also not required to attend school that day.
 - If a junior or senior chooses to bring a guest/date to the Prom, guests should be at least high school age.
 - It is the responsibility of the junior class to make all arrangements (choosing a venue, theme, decorations, menu, etc.) for the Junior-Senior Prom. The junior class is also responsible for setting up the event and cleaning up after the event.
 - The Prom will end at a reasonable hour. There will be no school sanctioned activities following the event.

Textbooks (Middle School and High School)

Students should make a conscious effort to keep up with and take care of textbooks assigned to them. Textbooks and workbooks are provided to students for their use during the school year. All school-owned

textbooks must be covered. Textbooks are to be kept clean and handled carefully or students may incur fines for rebinding or replacing damaged textbooks.

Locker Guidelines (Middle School and High School)

Each student is responsible for the care and security of their personal belongings. This includes textbooks, school materials, lockers, and any items assigned to them. Students are financially accountable for any loss or damage to these items.

Lockers are provided as a convenience to help students secure their possessions. However, Providence Academy is not liable for lost, stolen, or damaged property. Lockers remain the property of Providence Academy and may be inspected as any time by authorized school personnel.

Locker Use Guidelines:

- Personal locks are not permitted.
- Students must use only the locker assigned to them and are not allowed to share lockers
- Lockers must be kept clean and orderly, both inside and out.
- Valuables should be left at home and not stored in lockers.
- All books and personal items should be stored inside lockers, not left on the floor.

Locker concerns or issues should be promptly reported to the Deans of Students, Middle School Principal, or High School Principal.

Student Drug Testing Policy

The possession and/or use of alcohol, illegal drugs, synthetic drugs, and the misuse of prescription drugs is prohibited. The distribution, sale, abuse, or misuse of drugs, alcohol, prescription medications, over-the-counter medications, or other chemicals or substances is likewise prohibited. Families shall be notified in writing at the beginning of each school year or at the time of enrollment of this policy and that students may be subject to testing for drugs and alcohol during the school year. Students under the influence or in possession of prohibited substances whether on their person, locker, vehicle, or other personal property while on school campus or during any school related event may be subject to suspension or expulsion. Nothing herein will prevent school Administrators from taking disciplinary action for a student's violation of this Student Drug and Alcohol Policy or any other school policy or requirement.

Reasonable Suspicion Drug Testing

Administrators are authorized to order a drug test for a student(s) when there is a reasonable suspicion to believe that:

1. Violation of the Student Drug and Alcohol Policy has occurred;
2. A search of lockers has produced evidence of the presence of drugs and/or alcohol;
3. A search of persons and containers has produced evidence of a presence of drug and/or alcohol;
4. A search of vehicles has produced evidence of the presence of drugs and/or alcohol; or
5. Observation or other reasonable information reported by a teacher, staff member or other student that a student is using and/or under the influence of drugs and/or alcohol on school property.

Prior to performing a drug test on a student based on reasonable suspicion, the following conditions must be met:

1. There is reasonable cause to believe a particular student has violated the Student Drug and Alcohol Policy.
2. The test will provide evidence of whether the student has used prohibited substances.
3. The test is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision, and education of students.
4. The test is not conducted for the sole purpose of discovering evidence to be used in a criminal prosecution.
5. All tests shall be performed by an accredited laboratory.

Upon receiving reasonable information, the Head of School shall take the following steps:

1. Notify the parent or guardian of the student of the impending test; give the parent the opportunity to be present before speaking to the student.
2. Speak with the student in a private location after parents arrive if parents elect to be present.
3. Have a witness present while speaking with the student.
4. Discuss with the student the information received and that a drug test is necessary.
5. Inform the student, and parents if present, that the drug test must be performed at an accredited laboratory immediately.
6. Give the student and parent the opportunity to decline the test and inform the student and parent that if the test is not taken the penalty may be suspension or expulsion from school.

The testing procedures will be as follows:

1. The administration will schedule the test with an accredited laboratory.
2. Administration will provide the parent and student with the laboratory location and testing information.
3. Transportation to the laboratory will be the responsibility of the parent/student.
4. The student will follow the procedures of the accredited laboratory.
5. Test results will be sent to the school within 3-5 days. Students may be asked not to return to school until the results are received.
6. Positive test results or noncompliance with the testing procedures may result in suspension or expulsion from school.

In-School Suspension Policy and Absences

The Middle School and High School programs do not experience a significant number of incidents that warrant an out-of-school suspension (OSS). Only in extreme cases (fighting, language, drug use, bullying, etc.) or for repeat offenses of insubordination would a student be given OSS.

In middle and high school, it is more common to encounter a consistent pattern of minor repeat offenses. Traditionally, detention, either before school or during lunch, have been used as a disciplinary measure. However, there are times when detention fails to effectively discourage future violations. Similarly, there are instances when out-of-school suspension (OSS) would be an overly severe consequence for the situation.

In-School Suspension (ISS) is that intermediate stage of disciplinary intervention. The following lays out how ISS functions at Providence Academy and what parents need to know should their child receive ISS.

If a student is assigned to an in-school suspension, he/she will do all assignments for the day in ISS, including tests and quizzes scheduled for that day.

Depending on the scenario, student need, and parental counsel, students assigned ISS may be given physical work to do around the school.

Principals and/or Deans of Students may assign up to five cumulative in-school suspensions (ISS) to a student before implementing an out-of-school suspension (OSS) and its associated consequences.

Students serving ISS will not be marked absent. Elementary students receiving an OSS will be marked absent and will receive a grade of “F” for any graded assignments due on the suspension day(s). For middle and high school students, OSS will result in being marked absent, and one point will be deducted from the nine-week average for each day of suspension in each missed class, at the discretion of Administration. The student will make up all assignments and tests missed during OSS.

Financial Management

Tuition and Fees

Tuition and fees cover the basic operating expenses of the school. While maintaining a high-quality program of Christian education may well entail sacrifice, God has promised to “supply all our needs according to His riches in glory by Christ Jesus.” Families, school personnel, and the school itself all rely on this firm assurance.

The operating budget includes staff salaries and benefits, educational materials, facility operation and maintenance, and some minimal capital expenditure for furniture and equipment. Financial aid, capital campaigns, and athletic field enhancements are not funded through tuition.

Due Dates

- New Enrollment Fee (\$175): Payable when admitted as new student
- Student Fee PK-12 (\$260): Annual payment
- New student: Due when admitted
- Returning student: Billed in January, due within 15 days

Outstanding student fees as of May 31 may result in administrative withdrawal of affected students.

New Enrollment Fee

If a student decides to withdraw and later changes their mind, the appropriate reenrollment fees must be satisfied prior to enrollment.

Tuition Payment Options Available

- Lump sum payment – Due June 1 (2% discount given)

- 12-month Commitment – Monthly tuition due date is customizable per family and may be determined within each family’s FACTS account plan preferences.

Accounts In Arrears

Prompt payment of tuition is essential if the school is to meet its own financial obligations on time. If tuition payments are more than three payments in arrears, a mandatory meeting is to be held with the Director of Finance and parents. A payment plan agreement must be in place at the conclusion of the meeting. If the payment plan agreement is not current at the end of the ten-day grace period, the parents must immediately request approval and obtain a written waiver from the Providence Academy Board for their children to remain students at Providence Academy.

Once a payment plan agreement is filed, all payments must be made on time and in the correct amount beginning with the payment plan's start date. If the agreement is not executed as written, the agreement is considered in default. The Director of Finance will send a registered letter notifying the parents they have ten days in which to establish compliance.

Miscellaneous Billing Guidelines

Late tuition payment fees are categorized as miscellaneous charges. If payment status on accounts and/or installment agreement plans is not current, a ‘hold’ will be placed on all records stopping further registration, release of grades and transcripts until paid. If a student loses or damages a textbook, parents will be billed for the cost of that book so that it can be replaced.

Student Fees

Summer Tuition Payments: Tuition payments for June, July, and August must be paid during those months or by lump sum at the beginning of summer. Tuition paid during the summer months of June, July, and August is non-refundable and non-transferable. Any late payment during any of those months may result in administrative withdrawal of affected students.

Secondary Fees: Some classes require outside resources, which will necessitate an allocation of cost to the students enrolled in that class. Current fees include activities such as Chorus and Physical Education.

Student Fee: Each year a student fee is paid for each student. This fee includes the funds necessary to provide the teacher’s manuals, visual aids, worksheets, testing materials, classroom supplies, books, student materials. It also includes student medical insurance cost and ACCS/ACSI membership dues.

Athletic Fee: To adequately fund our athletic program, all student athletes must pay a fee to participate. The fee rate will be established on an annual basis and will be determined by the athletic department and administration based upon budgetary needs. The fee is non-refundable after the first game of a particular season.

Late Pick-Up Fee: Students picked up from the regular school day after 3:20 p.m. or from the After-School program after 5:30 p.m. are considered a late pick-up which will result in a late pick-up fee being assessed to your account. There is a \$1.00 per minute late pick-up fee with a maximum charge of \$25 per day.

Financial Assistance

Need-based tuition assistance is established each year for qualifying families who have attended for one year. Families desiring assistance must apply online each year during the application period. Financial assistance is available to those who demonstrate actual need without regard to nationality, God-given race, color, or ethnic origin.

Student Records

Student records are confidential. Such records include all information relating to student academic performance, financial status of a student, or the student's parent or guardian, and medical or psychological treatment or testing. Access and disclosure of student information shall be done solely for an educational purpose. Such records shall not be made available to unauthorized personnel of Providence Academy, to the public, or any outside agency without the consent of the student or the parent or guardian of a minor student except as otherwise provided by law.

Right of Access to Records

The Buckley Amendment of the Family Educational Rights and Privacy Act of 1974 grants the right of access to educational records accumulated subsequent to December 21, 1974. Access must be granted within forty-five days of a parent's written request. The request must be submitted to the program principal.

Rights of Non-Custodial Parents

Per [TCS 49-6-902](#), non-custodial parents of a student enrolled at Providence Academy may request to receive a copy of their student's report card, notice of school attendance, names of teachers, class schedules, standardized test scores, and any other records customarily available to parents. This request must be in writing and must include the non-custodial parent's mailing address.

Fine Arts Program

The Fine Arts program at Providence Academy consists of Elementary Music, Elementary Art, Middle School Chorus, Middle School Drama, Middle School Art, High School Chorus, High School Art, High School Drama, High School Musical Theatre, Middle School Percussion, High School Percussion, Elementary, Middle and High School Orchestra, Set Design, Philosophy of Film, Yearbook and AV Tech. There are many extracurricular programs such as Treble Choir, Group Piano, Individual Lessons, Chamber Ensemble, Chapel Band and Drumline as well as several theatre performances throughout the year.

Attendance

Most Fine Arts courses include rehearsals, performances and/or shows outside of school hours. Student members must attend all activities, rehearsals, and performances. If you must miss practice, activity, or performance, please consult with one of the teachers or the director well in advance of the function. In each circumstance, the teacher will work with the student to ensure that his or her best interests are served. Keep in mind that a performance takes precedence over practice in any activity.

Absences

Students' absences are categorized as follows:

- An excused absence is one that the teacher/director has prior knowledge of and/or is based on an acceptable reason.
- An unexcused absence is one that the teacher/director has no prior knowledge of and/or is based on a reason that is unacceptable.

Absences from compulsory or graded events must be communicated and documented in writing. Acceptable causes for absences include medical emergencies, family deaths, religious holidays, or family emergencies. Excused absences may be granted for reasons beyond those stated above, as per each class policy. The teacher/director reserves the right to decide if an absence is excused. Scheduling conflicts are not acceptable grounds for absences.

Failure to alert teachers/director sufficiently in advance of an absence will result in an unexcused absence. Absences from practices or performances without an excuse show a lack of commitment to group membership. Failure to attend rehearsals, activities, or performances without prior permission or good cause may lead to suspension, grade penalty, reassignment to a lower performing ensemble, or termination from the course.

Grade Deductions

Each class has their own grading system. For the overall Fine Arts department: Students may have points deducted for unexcused absences as follows:

- Unexcused absence from rehearsals or practices that are extensions of classroom activities such as section rehearsals = two daily grades.
- Unexcused absence from a performance that is an extension of classroom activities, such as school concerts = two major grades

Students will be held responsible for any damage to, loss of, or irresponsible handling of attire, costumes, or school-provided props, which may result in demerits and/or charges for replacement.

Rehearsal/Performance Schedules

Teachers will e-mail or post a calendar of rehearsals, performances, and activities for the upcoming year on Canvas. Please check the calendar and report any conflicts to the teachers. Attendance at all performances and rehearsals is a requirement of the class. If an excused absence is anticipated, written notification should be submitted as soon as the student/parents are aware of the conflict and no later than two days in advance of a rehearsal or at least two weeks in advance of a performance (see excused absence above).

Audition Procedures

Prior to or during the academic school year, students may have an audition for placement in one of the program's performing arts classes. This placement will be determined by an audition on materials selected by the teacher/director, consideration of the student's past performance, and/or recommendation from previous director(s). Students auditioning for the top performing ensembles or groups may be required to meet additional prerequisites of the organization(s) concerning grade level, audition material, and past performance. No position is guaranteed in any

ensemble to any student, regardless of a student's seniority, ability, or other merit. The teacher/director reserves the right to move a student to a different ensemble if they deem it necessary for the student or the ensemble. Any student that does not complete the audition process will be placed in an appropriate entry-level class. Teacher/Director placement is final and non-negotiable.

Grading

Each class has their own grading system. The class policy and procedures will be introduced on their specific syllabi.

Required Expenses and Fees

Members of the Fine Arts program may have financial obligations for required materials, such as a uniform or t-shirt, software, activity expenses, member dues, and trip expenses. No student will be denied the privilege of membership or participation in the program when the cost of required expenses and fees becomes a financial barrier. Parents should contact the Fine Arts director to discuss options in meeting financial obligations or if financial assistance is needed.

Fees are non-negotiable and non-refundable. See specific program syllabi for a detailed description of required fees. Any student who voluntarily or involuntarily withdraws from the program will forfeit all deposited funds.

Uniforms/Costumes

It may be required to purchase some items for uniformity of attire for performance purposes. The school does not provide uniforms for high school music ensembles, which are necessary for participation in performances. Individual students must provide the required uniform and accessories. Students will not be refused membership or participation in the program due to financial constraints on uniform costs. Parents should contact the director to discuss financial obligations or seek assistance. Students are responsible for repairing or replacing damaged or unreturned uniform parts. Participation in theatrical productions may require a costume rental fee to cover the cost of a costume. Please be mindful that each Fine Arts class may have required fees. Refer to their classroom policies for further information.

Student Services

Confidentially Statement

Matters discussed in the Student Services Department will remain confidential from those not involved in the student's care. Those involved in the student's care include parents, relevant faculty, staff, and administration on a "need-to-know" basis for the student's overall benefit. Establishing a trusting relationship is important for Student Services and the student. As a result, age-appropriate students will be informed of these confidentiality terms when possible.

Further limitations to confidentiality include:

- When the student poses a danger to self or others
- Mention and/or suspicion of abuse/neglect
- Under court order

Guidance and Support Services

In partnering with Providence Academy's mission for students to think and live in a manner that brings glory to God, Guidance and Support Services will provide social and emotional support to students from a biblical perspective, ultimately aiming to enrich their overall development in their time here at Providence Academy. By choice, this position is not licensed by the state. This allows us to exist in full alignment with Providence Academy's mission, statement of faith, and values by providing a biblical, Christ-centered perspective without restriction. As an unlicensed position, Guidance and Support services will not diagnose, treat, or provide therapy to students. Guidance and Support Services will provide individual support, conduct classroom guidance lessons, assist in crises, meet with staff and parents as needed, and serve as a resource for social, emotional, and spiritual wellness. While Guidance and Support seeks to be intentional with parent contact before meeting with student, there are circumstances when a student is seen prior to parent contact. In some circumstances, a student may benefit from ongoing and/or intensive therapy. In this case, professional community resources will be provided to the family.

Student and Family Responsibility

Students are responsible for all classwork that is missed due to meeting with Guidance and Support Services during the school day. However, the most appropriate meeting times will be considered in efforts not to interfere with academic instruction. If Providence Academy requests that a student receive a professional assessment, the parents and students are to comply at their own expense. In situations involving risk to self or others, all recommendations made from the assessment are to be followed by the family. Ultimately, each situation of this nature will be considered case-by-case, acting in the best interest of the student body. Upon reviewing the Guidance and Support Services policy, and agreeing to abide by the Providence Academy handbook, the parents agree to understand the policies in full and are granting permission for their child to receive supportive services as appropriate. If you prefer your child not to receive these services, please inform Student Services in writing of this preference.

Learning Services (LS)

The purpose of Providence Academy's Learning Services program is to guide students in the development of strategies to use their God-given talents to achieve their top academic potential. Students receive assistance during the school day from trained faculty members who help improve reading, math, writing, test taking, and other areas as needed. Our Learning Services team partners with parents and teachers to serve students with identified learning gaps and common learning differences. The learning services team serves as an ongoing resource in helping parents and teachers better understand the unique learning needs and strengths of each student. Learning Services has dedicated classroom space on the first floor for elementary students and on the second floor for middle school and high school students. The Providence Academy Learning Services Tier 3 Program (see below) is designed to provide academic support to students diagnosed with a specific learning disability in reading and/or math in a college preparatory setting. Diagnoses that do not fall into that category are handled on a case-by-case basis. Providence Academy does not have a separate classroom, program, or staff for students with a severe learning disability such as Down's Syndrome, moderate to severe autism, deaf, mute, blind, etc.

Grades K-5:

Students complete 3-4 benchmark assessments at scheduled intervals throughout the year.

Movement from one tier to another is based on several factors including benchmark data, progress monitoring, various screeners and evaluations, and collaborative decision-making.

Tier 1:

All students attending Providence Academy will receive Tier 1 instruction in their classrooms, which includes effective core instruction and differentiation using evidence-based instructional strategies. The grade-level interventionist will collaborate closely with the classroom teacher to recommend resources and appropriate interventions in the classroom as needed. Students in Tier 1 will complete all work/assessments in the general education classroom and are not eligible for a modified workload on graded assignments.

Students who demonstrate adequate progress on their benchmark assessment will remain in Tier 1. If progress is inadequate (below expected level):

- Learning Services will recommend appropriate screeners: hearing/vision, SLP consult, OT consult, etc.
- Learning Services will perform scientifically based drill down assessments such as WADE, DIBELS, etc.
- Academic Consult Team (Interventionist, Teacher, and Admin) will use screener results to determine if the student should repeat Tier 1 or move to Tier 2. Students will not be allowed to move to Tier 2 intervention without completing all screeners recommended by Learning Services.

Students with inadequate progress at Tier 1 who have previously benefited from Tier 2 instruction will move directly to Tier 2 at the start of the next quarter.

Tier 2:

In Tier 2 intervention, the student will work with an interventionist in a small group setting outside of the classroom to target learning gaps. The frequency and amount of time with the interventionist will be determined by Learning Services but will be at least 24 sessions, 30-40 minutes each. Students will receive Tier 2 instruction for at least 9 weeks (1 cycle). Students in Tier 2 will complete all work/assessments in the general education classroom and are not eligible for a modified workload on graded assignments. Tier 2 students will be assessed regularly for progress monitoring and will continue to take regularly scheduled benchmarks. Students who show adequate progress on their benchmark assessment will move back to Tier 1 until benchmark data shows a need for Tier 2 again.

If progress is inadequate (below expected level):

- Learning Services and Teacher will collaborate to refine intervention tools, frequency, and length of sessions.
- Academic Consult Team will recommend Language, Dyslexia, Attention/Anxiety (BASC) screener and/or additional tutoring on a case-by-case basis.
- Academic Consult Team will meet to consider an official recommendation for a psychoeducational evaluation and coordinate a meeting with teacher/parents regarding a referral. A psychoeducational evaluation will be required for students who have completed three consecutive cycles of Tier 2 intervention with inadequate progress. Students who have received an official recommendation for a psychoeducational evaluation must complete the evaluation to continue to receive intervention services.

Learning Services partners with specific clinicians to expedite the process for our families, however, families may use another clinician of their choice to perform the psychoeducational evaluation if that is preferred.

Students who have undergone a psychoeducational evaluation and received a diagnosis of a Specific Learning Disability (SLD) that directly affects Reading and/or Math (i.e., Dyslexia, Dyscalculia, Disorder of Written Expression) will move to Tier 3 and qualify for an Individualized Learning Plan. Students whose psychoeducational evaluation results do not include an SLD diagnosis may be considered for Tier 3 support only when the following criteria are met:

- Testing shows a distinct discrepancy indicating a need for support
- Tier 2 intervention does not show growth to target goals
- All recommended screeners and treatments are in place to support the student (additional tutoring, counseling, and/or treatment for ADHD/Anxiety, etc.).

Students that do not qualify for Tier 3 based on their psychoeducational evaluation results will be considered on a case-by-case basis.

Tier 3:

In Tier 3 intervention, students who have undergone a psychoeducational evaluation and received a diagnosis of a Specific Learning Disability (SLD) that directly affects Reading and/or Math will qualify for an Individualized Learning Plan (ILP), which will include limited accommodations. All ILPs will be created by the Academic Consult Team and approved by parents. Individual Learning Plans are reviewed yearly, and psychoeducational evaluations are only current for three years. Students receiving Tier 3 intervention will be charged an additional \$500/academic year, or prorated amount based on entry into Tier 3.

Students in Tier 3 will receive intensive small group or individual intervention from a trained interventionist using an effective, research-based curriculum. The frequency and amount of intervention instruction, including any testing accommodations, will be determined by the Academic Consult Team on a case-by-case basis and documented in the student's ILP. Learning Services will meet with teachers and parents to review the ILP at the beginning of the year, and any time thereafter should a need for a reevaluation of the ILP arise. Tier 3 students will be assessed regularly for progress monitoring and will continue to take regularly scheduled benchmarks. If data shows target growth for meeting yearly goals on three consecutive benchmark assessments, the Academic Consult Team will meet to determine how the Individualized Learning Plan can be revised to foster student independence regarding intervention and testing accommodations. The aim is for these students to receive accommodations while equipping them to move toward academic independence.

If progress is not adequate:

- Learning Services will work with the teacher to refine intervention tools, frequency and length of intervention sessions, etc.
- After three cycles, the Academic Consult Team will meet with the family to discuss the probability that specific student needs are outside the scope of what Providence Academy can offer.

In Middle School:

Students who have undergone a psychoeducational evaluation and received a diagnosis of a

Specific Learning Disability (SLD) that directly affects Reading and/or Math will qualify for an Individualized Learning Plan (ILP), which will include limited accommodations. All ILPs will be created by the Academic Consult Team and approved by parents. Individual Learning Plans are reviewed yearly, and psychoeducational evaluations are only current for three years. Individualized Learning Plans may be revised to foster student independence regarding intervention and testing accommodations at any time. Students receiving intervention in middle school will be charged an additional \$250/academic year.

Middle School students in Learning Services will receive intensive small group or individual intervention from a trained interventionist using an effective, research-based curriculum. The frequency and amount of intervention instruction, including any testing accommodations, will be determined by Learning Services on a case-by-case basis and documented in the student's ILP. Learning Services will meet with teachers and parents to review the ILP at the beginning of the year, and any time thereafter should a need for a reevaluation of the ILP arise. Students will be assessed regularly for progress monitoring and will continue to take regularly scheduled benchmarks. If data shows target growth for meeting yearly goals on three consecutive benchmark assessments, the Academic Consult Team will meet to determine how the Individualized Learning Plan can be revised to foster student independence regarding intervention and testing accommodations. The aim is for these students to receive accommodations while equipping them to move toward academic independence.

If progress is not adequate:

- Learning Services will work with the teacher to refine intervention tools, frequency and length of intervention sessions, etc.
- After three cycles, the Academic Consult Team will meet with the family to discuss the probability that specific student needs are outside the scope of what Providence Academy can offer.

Students whose psychoeducational evaluation results do not include an SLD diagnosis may be considered for Learning Services support only when the following criteria are met:

- Testing shows a distinct discrepancy indicating a need for support
- All recommended screeners and treatments are in place to support the student (additional tutoring, counseling, and/or treatment for ADHD/Anxiety, etc.)

Learning Services partners with specific clinicians to expedite the process for our families, however, families may use another clinician of their choice to perform the psychoeducational evaluation if that is preferred.

In High School:

Students who have undergone a psychoeducational evaluation and received a diagnosis of a Specific Learning Disability (SLD) that directly affects Reading and/or Math will qualify for an Individualized Learning Plan (ILP), which will include limited accommodations. All ILPs will be created by the Academic Consult Team and approved by parents. Individual Learning Plans are reviewed yearly, and psychoeducational evaluations are only current for three years. Individualized Learning Plans may be revised to foster student independence regarding intervention and testing accommodations at any time. Students receiving intervention in middle school will be charged an additional \$250/academic year. Small-group instructional intervention is not currently a part of our Learning Services program at the high school level.

Student and Family Responsibility

Students are responsible for all classwork that is missed due to receiving Learning Services during the school day. However, the most appropriate meeting and intervention times will be considered in efforts not to interfere with academic instruction.

Educational Support Policy

Providence Academy has been established for several reasons, one of which is to provide an environment that promotes excellence in education. Because of these high academic standards, the Board, Administration, and faculty are charged with seeing that these standards are consistently upheld and not compromised. This in no way suggests that all our students will make all A's, but rather that each student, regardless of their situation, should do their best academically to bring glory unto God.

The goal of the program is to provide personalized support to maximize strengths in each student. We also focus on equipping students with strategies to help them become self-advocates and guide them through the process of self-awareness. Recognizing the unique learning style of each student, Providence Academy strives to bring academic success to students who may face challenges in the traditional classroom setting. Some accommodations (but not modifications) may be made depending on a student's academic need.

Providence Academy defines modifications as a change in what students are expected to learn and master; modifications may include changes in content instructional level, and/or performance criteria. Accommodations are defined as selective strategies that reduce the effect of a student's disability or struggle to access instruction but do not reduce learning expectations.

Students with learning disabilities are required to meet the same academic standards as the other students in their grade level. While modifications are not made to the curriculum at Providence Academy, there are certain accommodations that can be implemented which will not compromise Providence Academy's academic standards. The Learning Services staff works with individual students and families to develop an accommodation plan to meet the needs of the students.

School administration will make the final determination as to what accommodations can and cannot be allowed.

Expected Student Outcomes

Providence Academy partners with parents to equip students to develop spiritual maturity and achieve academic excellence through a biblically based, Christ-centered, classical education, so they will think and live in a manner which brings glory to God.

Students are equipped to develop spiritual maturity by:

- Growing in their personal relationship with Jesus Christ
- Knowing, understanding, and applying God's Word in their daily lives
- Personally responding to and carrying out the Great Commission locally and around the world in a culturally sensitive manner
- Participating in a church community, serving God and others
- Pursuing a life of faith, goodness, knowledge, self-control, perseverance, godliness, brotherly kindness, and love, in reliance on the Holy Spirit

- Possessing apologetic skills to defend their faith
- Articulating and defending a Christian worldview while having a basic understanding of opposing worldviews (Phil. 4:8, Phil. 2:5-8; I Pet. 2:13-15; Prov. 20:11)
- Exhibiting biblical discernment and discretion in decision making

Students are equipped to achieve academic excellence by:

- Possessing skills in reading, writing, speaking, listening, and thinking appropriate for college and/or the professional workplace
- Displaying proficiency in mathematics and science appropriate for college and/or the professional workplace
- Possessing knowledge and understanding of people, events, movements in history and the cultures of other peoples and places
- Valuing intellectual inquiry and an open, honest exchange of ideas
- Exhibiting questioning, analysis, and problem-solving skills, which enables them to make logical and wise decisions
- Developing rhetoric skills, including writing, and defending an arguable thesis
- Knowing how to utilize resources, including technology, to find, analyze, and evaluate information
- Appreciating the natural environment and practice responsible stewardship of God’s creation
- Appreciating literature and the arts and understand how creative works express and shape beliefs and values (Ps. 139:13-16; Neh. 8:8; I Thess. 5:21; Rom. 13:1, 2, 4; Ps. 24:1)
- Articulating distinctions among competing worldviews and evaluate them in terms of a biblical perspective

Students will think and live in a manner that bring glory to God by:

- Appreciating the worth of every human being as created in the image of God
- Respecting and relating appropriately and with integrity to the people with whom they work, play, and live
- Appreciating the languages and cultures of other peoples
- Exhibiting stewardship of their finances, time (including discretionary time), and other personal resources
- Displaying essential values in life: integrity, work ethic, respect for authority, self- control, maturity, and care for the less fortunate
- Demonstrating an understanding of the body as “the temple of the Holy Spirit” through applying concepts of lifetime fitness, stress management, and healthy nutrition

Safety

Crisis Management

Providence Academy has implemented a comprehensive Critical Incident Plan to protect the safety of students, staff, and visitors. Our emergency response procedures follow the "I Love U Guys" Foundation’s Standard Response Protocol (SRP), which provides clear, effective actions for incidents such as fires, tornadoes, intruders, gas leaks, or bomb threats. Emergency drills are conducted regularly throughout the school year, with fire drills held monthly. Parent volunteers on campus during a drill are expected to participate. A copy of the Critical Incident Plan is available for review in the school office.

Raptor Alert

Providence utilizes the Raptor Alert app to communicate and manage a crisis on or near the campus.

Guard Station

All visitors entering the campus will be greeted at the guard station by campus security personnel. No door-dash deliveries will be allowed on campus and will be left at the Guard Station.

Campus Security

Providence Academy contracts with The Harrell Group to provide two full-time armed campus security personnel as a part of our operations to support student, faculty, and staff safety. Providence Academy will ensure that all exterior doors leading into a school building are locked at all times and access to school buildings is limited. The school's primary entrance may be unlocked during a school-related event or activity when continuously monitored by a school employee to ensure access is limited to only authorized persons and to alert others if an unauthorized person enters, or attempts to enter, the school building.

Stray or Wild Animals

When stray or wild animals are found on campus, the school will take appropriate measures to ensure the safety of students, staff, and the animals. This may include contacting animal control or local wildlife authorities, securing the area, and notifying relevant personnel as needed.

Video Surveillance Equipment

Providence Academy maintains video surveillance equipment to:

- Assist in efforts to maintain personal safety of students, faculty, staff, and other users of premises
- Support the accountability of Providence Academy policies regarding school property and the property of others
- Provide a visual deterrent to crime
- Assist in the identification of person(s) who may breach Providence Academy policies and/or commit crimes
- Assist in protecting assets on campus.

No video cameras shall be in classrooms, locker rooms, or bathrooms. Every effort is made to position video monitors to prevent viewing by the public and visitors.

Video surveillance footage will be retained for a reasonable period to allow the public sufficient time to report a crime or accident, defined here as a minimum of five working days. All recordings are stored in a secure location and will be overwritten after five working days.

Only authorized members of Providence Academy may review the video surveillance. The following two special circumstances may be noted regarding recorded media:

- If it is determined that a crime has occurred in an area where video recording may have taken place, then that video will be maintained and made available to law enforcement.

- If it is determined that an accident has occurred in an area where video recording may have taken place and it is determined to contain evidence, the video will be maintained according to legal direction from the school attorney.

This policy is not intended to address instances where school staff or students videotape a specific event (such as an athletic event), an isolated instance where a classroom is videotaped for educational or research purposes (for example, where a student is required or desires to record a class project or presentation).

Technology

General Guidelines

All technology owned by Providence Academy is to be used in a manner consistent with the mission statement and established policies of Providence Academy.

Acceptable Use of Hardware

Hardware includes computers, tablets, and all devices associated with them. Hardware may not be modified in any manner that affects its performance or appearance. Intentional defacement or sabotage of hardware will be treated as vandalism. If the damage to the hardware results in a loss of data or a disruption of school activities, additional penalties may result.

Acceptable Use of Software

Software refers to all sets of electronic instructions given to computers and tablets, including operating systems, application software, utility software, and networking software. Without permission from school administration, no software owned by Providence Academy may be copied and used elsewhere. No software (including downloaded shareware, freeware, and plug-ins) may be installed on a Providence Academy computer or tablet. Any act intended to cause equipment failure, loss of data, modification of or access to other people's data or disruption of school activities is prohibited. Any attempt to defeat security systems is prohibited.

Acceptable Use of Connectivity

"Connectivity" includes all use of networked computers or Wi-Fi-enabled devices, whether on the school intranet or the internet.

- All activity on Providence Academy-owned devices or networks may be monitored, examined, or deleted by school administration.
- Students may not encrypt files on school-owned devices.
- Copyrighted materials (text, images, audio, video) may not be transmitted or received using school devices or accounts without written permission from the copyright holder.
- Any use of Providence Academy devices or accounts is subject to monitoring, including covert monitoring when necessary.

Internet Protocol

Students are not permitted to visit chat rooms while using computers or tablets at school. Students are not permitted to access sites that advocate anarchy, racism, hatred, or violence; sites that contain pornography; or sites that provide information used to support destructive activities (e.g., how to make weapons, how to hack computers, etc.). If a student accidentally enters a site that

was not blocked by the school's firewall system of protection and that violates this acceptable use agreement policy, he is required to inform his teacher immediately, and the teacher will make a note of the infraction. The student will be given the benefit of the doubt and will not be punished for the first incident. However, if a student shows a pattern of entering unacceptable sites or enters an unacceptable site and fails to report it, he will be subject to disciplinary action. All internet activity is monitored by a subcontracted computer resource associate. Students must never give online personal information to anyone.

Technology Usage

All Middle School and High School students are required to sign a Tech Agreement to be able to use Providence Academy technology.

Social Media

Providence Academy reserves the right to address and discipline inappropriate social media use involving its students. Employee-student communication via social media is strictly prohibited.

General School Policies

Artificial Intelligence Policy

Artificial intelligence is a tool which, like all technology, must be used in submission to God's law and biblical ethics. PA defines generative AI as artificial intelligence systems capable of creating new content like writing, images, and videos when prompted by an individual. As such, Providence Academy has adopted this policy for AI usage:

- Providence Academy strictly prohibits the use and distribution of malicious content.
- Providence Academy strictly prohibits the use of generative AI in replacement of human cognition and creativity in a student's academic work. The use of such is plagiarism and will be disciplined as such.
- Students, faculty, and staff are responsible to confirm the accuracy of generative AI output before utilizing the information.
- Students, faculty, and staff are responsible for evaluating generative AI's bias, reasoning, and philosophy, especially when using AI in the research process.
- PA does not consider generative AI, on its own, an academic and credible source.
- Students, faculty, and staff must disclose and/or cite the use of AI (and/or someone else's intellectual property) in the manner requested by supervising authority and where required. Failure to accurately disclose/cite the use of generative AI is considered plagiarism and will be disciplined as such.

For students, violations will be addressed according to the cheating protocol supervised by the Dean of Men/Women and the Principal.

For faculty and staff, violations will be addressed according to the Matthew 18 principle and/or your supervisor depending on the severity of the offense.

All others within the school community will be addressed according to the Matthew 18 principle.

Animals on Campus Policy

Providence Academy recognizes the positive role animals, particularly dogs, play in family life. However, for the safety and well-being of all students, animals are not permitted on school grounds during school-sponsored events, including athletic games, unless they meet one of the exceptions below.

Animals are only allowed on the school campus under these conditions:

1. Part of an approved school activity or event
 - A written request must be submitted to and approved by the program principal at least one day in advance.
 - The request must include:
 - Purpose of the animal's presence (curriculum-related)
 - Date and duration of visit
 - Location and handler information
 - Proof of current vaccinations
 - Approved animals must be leashed, contained, or otherwise restrained to ensure safety for all.
2. Certified Service or Guide Dogs
 - Allowed in accordance with Americans with Disabilities Act (ADA) guidelines.
3. Law Enforcement Use
 - Animals assisting law enforcement are permitted as needed.

Birthday Celebrations

Invitations to birthday parties may not be distributed at school unless one of the following conditions are met:

1. All classmates, OR
2. All boys, OR
3. All girls in the class are invited.

Birthday celebrations at school are generally limited to sharing a special treat with the class. Lunchtime is a preferable time to celebrate in this manner. Parents should notify their child's teacher to work out a time to celebrate which is convenient for all. Teachers should always be notified in advance of any celebrations or visitors that may be coming to the class. Summer birthdays are generally celebrated by classes in August or in May. It is preferable that younger siblings do not accompany parents during birthday celebrations.

In-School Birthday Celebrations

- Small classroom celebrations are allowed, typically by sharing a treat.
- Lunchtime is preferred for birthday treats.
- Parents must notify the teacher in advance to coordinate a convenient time and may not bring younger siblings if possible.

Class Parties, Celebrations, and Events

Class parties are an opportunity to observe and celebrate holidays and special events together. All class parties, preferentially, should be held on campus to maximize the school day. It is preferable that younger siblings do not accompany parents during these events held within classrooms.

Child Abuse Reporting Policy

In accordance with TN Code Title §37-1-403(a)(1), Providence Academy will report possible physical abuse, sexual abuse, or child neglect. The school will consider all available facts and circumstances. The purpose of the state requirement is to protect children based upon the seriousness of the crimes. Accordingly, Providence Academy's protection is based upon a reasonable belief that the conduct covered by the statute has occurred or is occurring. Appropriate school staff will make reports in accordance with state law and in the best interest of the affected child. In nearly all cases, it is the protocol of the school to inform parents of any matter with regards to their child; however, due to this very serious and legally narrow area, the school may not be at liberty to contact parents in advance of making a report to authorities.

The Tennessee Code 37 - Juveniles makes no distinction between professionals and non-professionals on the issue of reporting. Parents also have a responsibility to make a report based on "available information" in a situation that "reasonably" appears to have been caused by brutality, abuse, neglect, or sexual abuse.

Providence Academy is committed to maintaining a safe learning environment for all students, visitors, and staff. For that reason, the school reserves the right to enact specific parameters for adult/student interactions. School parameters may include, but are not limited to, restrictions on the admittance to school campus, admittance to school sponsored events, and participation on overnight school trips. The school may identify additional requirements as a condition for admittance on campus or to school related events. It is at the school's sole discretion to conclude that added protections or safeguards are necessary for the protection of students, visitors, and staff. The school retains the authorization to enact parameters regardless of whether an official report was made to the Tennessee Department of Child Services (DCS) or regardless of whether or not DCS determines a report warrants no further state action. In addition to the above, the school reserves the right, at any time, to place any other procedures or requirements in its sole discretion, as it may deem necessary in the best interest of the school.

Providence Academy faculty and staff, including all substitute teachers, complete child abuse identification and prevention training annually and review reporting requirements and processes specific to the state of Tennessee.

Providence Academy is obligated by Tennessee law to report the reasonable suspicion of abuse. Any suspicion of child abuse must be reported to and discussed with the respective principal or the Head of School.

Early Dismissal

On those days when weather conditions worsen after students have already arrived at school, parents will be alerted concerning early dismissal by text, email, through Parent Alert, and announcements on area radio and television stations. When school reopens after closing for inclement weather, students not returning will be counted absent. If the parent makes the decision that it is unsafe to drive to school in the morning due to snow, the student will be allowed to come in late without being counted tardy, with a written request signed by the parent.

Facility Usage

Any outside entity wishing to use or rent the school's facilities (athletic fields and gymnasiums, etc.), must be pre-approved by the Administration. Priority for facility usage will be given for school activities.

Field Trips

Field trips are organized by Providence Academy faculty and administration to enrich the curriculum and offer students meaningful experiences beyond the classroom. Prior to each trip, information outlining the destination, date and time, method of transportation, and cost will be provided to families. Parental permission and field trip payment will be submitted through FACTS and is required for student participation. Students will not be permitted to attend without a completed form. All parents and students involved in school-sponsored field trips are expected to follow the itinerary as outlined by the faculty coordinator.

Absences From School-Sponsored Field Trips

Providence Academy desires all students to participate in our many field trips. However, we recognize that there may be occasions that a student either cannot attend a field trip or elects not to attend a field trip. Because our field trips are a part of the curriculum, students who elect not to attend will be counted absent from school.

Parent Chaperones

As you join us on our field trips, remember that you're helping to create lasting memories—not just for your child, but for yourself as well. While these trips are planned with academic goals and curriculum connections in mind, the students gain so much more from the experience. To ensure a positive and meaningful trip for everyone, we rely on chaperones to help supervise and support the group. Your involvement truly makes a difference.

Field Trip Procedures for Parents

We deeply value and encourage parent involvement in our field trips. Your participation not only supports us practically—by helping with supervision—but also allows you to connect with the enriching educational experiences your child receives at Providence Academy.

Please carefully review the following guidelines for parent participation on school field trips:

- **Chaperone Participation:** We welcome and appreciate as many parent chaperones as possible. All parents attending a field trip are expected to serve as active chaperones for the duration of the trip.
- **Meeting Location:** Parents are to meet the class directly at the field trip location unless otherwise instructed.

- **Group Involvement:** All parents and students must follow the itinerary outlined by the faculty coordinator and remain with the group throughout the trip.
- **Background Checks:** All chaperoning parents must have a current background check on file with the school before participating in any field trip.
- **Travel and Lodging:** If a parent prefers to drive separately, stay at a different hotel, or follow a different itinerary, we kindly ask that they plan a personal visit to the destination at another time. This helps maintain group cohesion and minimizes confusion during the school-sponsored event.
- **Guests and Visitors:** Friends or family members who live near the field trip site are welcome to join the group for meals or tours. However, they are responsible for their own costs, transportation, and must follow the Providence Academy schedule.
- **Younger Siblings:** For the safety and focus of the trip, younger siblings may not accompany parents on field trips.
- **Media Guidelines:** Only DVDs from the Providence Academy library may be shown to elementary students during transportation.
- **Transportation:** All students will travel to and from field trips by school bus or chartered bus, depending on the destination.
- **Student Health & Safety:** Teachers will carry emergency medical information and first aid kits, including any required emergency medications for students.
- **Code of Conduct:** All school rules remain in effect during field trips

Fundraising Policy

Providence Academy acknowledges the importance of giving glory to God for both vision and provision. As a private Christian school, Providence Academy has developed a philosophy and approach to all fundraising. All fundraising is board approved and managed by the Development Department. Providence Academy does not use students to solicit funds.

Tuition covers operating costs and does not cover capital improvements or strategic initiatives, or needs-based scholarships. Providence Academy maintains transparency by providing annual financial reports to major donors and hosting an annual 'State of the School' address. If you would like to know more about our fundraising approach, contact of the Director of Development (see contact information on page 5).

Grievance Policy

It is important that conflicts within the school family be handled politely and promptly. The following steps are based upon the biblical principle set forth in Matthew 18. These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Providence Academy operations or between any two parties connected in a direct way to the school. Those include students, parents, faculty and staff, volunteers, administration, and board. It is understood that if any disputes arise which are not covered by this policy, the board will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy.

Students/Parents to Teachers:

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. A respectful attitude is required at all times, by all parties.

2. If the problem is not resolved, the parents or student may bring the concern to the principal. If the student brings the concern, he must have permission from his/her parents to do so.
3. If the problem is still not resolved, the parents or student may bring the concern to the Head of School. If the student brings the concern, he must have permission from his/her parents to do so.

Parents/Patrons to Head of School:

1. If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the Head of School.
2. This procedure applies to board members who are acting in their capacity as parents / patrons, and not as representatives of the board.

Parents/Patrons to Administration (regarding Head of School):

1. All concerns related to the Head of School may be addressed in a report to the Board. The report must be made in writing, including pertinent details, and submitted to the Human Resources Manager.
2. The complaint will be promptly forwarded to the Board. Based upon the merits of the grievance, the Board will determine whether a meeting will take place.
3. If the Board determines the grievance does not merit a meeting, the parents/patrons will be required to drop the issue.

Staff to Administration:

1. All concerns about the standards of the school or decisions related to programs or policies should be presented first to the staff member's direct supervisor. A respectful demeanor is required.
2. If the problem is not resolved, the staff members may bring their concerns to the Head of School.

Faculty/Staff to Administration (regarding Head of School):

All concerns related to the Head of School may be addressed in a report to Board. The report must be made in writing, including pertinent details, and submitted to the Human Resources Manager.

1. The complaint will be promptly forwarded to the Board. Based upon the merits of grievance, the Board will determine whether a meeting will take place.
2. If the Board determines the grievance does not merit a meeting, the staff member will be required to drop the issue.

Volunteers to Staff/Administration:

1. If any volunteer has a concern about the volunteer work, he will present that concern to the staff member responsible for his oversight.
2. If the problem is not resolved, then the concern should be presented in writing to the Head of School, followed by a meeting with the Head of School to discuss the concern.

Individual Board Members to Head of School:

1. If specific concerns arise during a board meeting, board members may not challenge, rebuke, or debate directly with the Head of School in the board meeting, but any concerns will be channeled through the chairman instead.
2. Any board member may call the board into executive session if a potential grievance or dispute arises during a board meeting.
3. If the board decides that the issue does not warrant executive session, the board will return immediately to an open session.
4. If the board decides further investigation is warranted, the Head of School will meet with the board in executive session to present his perspective and answer questions.
5. If the board decides against the Head of School (two-thirds vote required), the board will attach a written description of their decision to the Head of School's annual job evaluation.
6. If the board does not decide against the Head of School, any board member(s) who is/are still not satisfied will be instructed by the board to drop the issue.

Parent/Patron to Board

1. If a parent/patron has a grievance directed towards the Board, they should state the grievance and a request for a meeting in writing to the Board.
2. Based upon the merits of the grievance, the Board will determine whether the meeting will take place.
3. If the Board determines the grievance does not merit a meeting, the parent/patron will be required to drop the issue.

Guest Speakers – Enrichment Policy

Providence Academy partners with external sources to provide enrichment and additional academic opportunities for our students. Guest speakers and instructors must support the school's mission, values, and educational goals while promoting a safe and respectful learning environment.

Approval Process:

Request Submission: Staff or student groups must submit a request to the program principal.

Review: Administration will review the speaker's credentials, topic, and materials to ensure alignment with educational goals and the school's mission.

Final Approval: The school administration grants final approval before the speaker is confirmed.

Inclement Weather Policy

In the event of inclement weather requiring school cancellations or delayed openings, announcements will be made on the school web-site calendar, through our in-house Parent Alert system (text & email), Providence Academy Facebook page, and on the following stations:

Radio:

WJCW 910 AM
WCQR 88.3 FM

Television:

WJHL (CBS) Channel 11
WCYB (NBC) Channel 5

Announcements concerning school cancellations or delayed openings will be made as soon as possible. Every effort will be made to alert the media of school schedules by 6:15 a.m. When

possible, the announcement will be made in time for the 11:00 p.m. news the evening before. If there is no announcement, school will be in session. In the event of snow, the front entrance will be cleared.

Library and Media Policy

Providence Academy operates a library/media center to implement and enrich the educational offering of a classical Christian school. Resources are allocated for the purchase of books and reference materials in support of the school's instructional program and enrichment purposes.

Selection of Library Materials

Responsibility for the purchase of library/media center materials is delegated to the librarian, a professionally trained library media specialist who is familiar with the courses of study, the methods of teaching, and the individual needs of the students within the school. The librarian, aided by suggestions from administration, faculty, staff, students, and parents, makes the actual selections for purchase.

Providence Academy's classical methodology encourages the reading of primary sources. Such works may include views not consistent with Providence Academy's statement of beliefs and principles but are included in the library collection for their educational value. There is a procedure in place for content review of any selections in the library. Any selection that does not meet the criteria for remaining in the school library will be removed.

Acceptable DVDs

Only DVDs that are part of the Providence Academy library may be shown to elementary students during any school activity that takes place, whether that be in the classroom, while being transported on field trips, or in any other programs connected with the school, i.e., the After School Program.

In middle school and high school, all teachers include a list of the DVDs that will be shown for that class during the year on the course syllabus. Videos not included on the course syllabus must be approved by the curriculum coordinator or program principal. All media shown are selected because of their relevance in supporting the course objectives.

Damaged or Lost Book Replacement

Students will be held responsible for the replacement of any library/media center materials that are lost or damaged.

Lost and Found

Each student is responsible for his/her personal possessions. Students are responsible for their textbooks, materials, lockers, and all other items assigned to him/her and are financially responsible for damages. Items that are lost and found are placed in the Lost and Found area in the cafeteria. Once a semester, unlabeled items that have not been claimed (end of first semester and end of school year) will be donated to a local charity organization. Parents are strongly encouraged to mark all their child's belongings (lunch boxes, jackets, sweatshirts, uniforms, etc.) with their child's names.

Lunch Program

Providence Academy currently does not have an in-house lunch program. Instead, we partner with

a variety of local food vendors to offer catered lunch options beginning the first week of school.

Lunch Orders and Billing

Lunches can be ordered online through the FACTS Family Portal up to two weeks in advance. The portal closes every Wednesday at 8:30 a.m. to process orders for the upcoming week. Once the ordering window closes, the system will reopen for future lunch orders.

Cancelled Lunch Orders

If a student will be absent and a lunch has already been pre-ordered, parents may request a cancellation through the Current Families page on the Providence Academy website.

- To receive a refund, the cancellation request must be submitted at 8:30 a.m. on the day of the scheduled lunch.
- Requests submitted after 8:30 a.m. will not be eligible for a refund.

Please Note: Cancellations are not accepted on snow delay days. In these cases, lunches are refrigerated and provided to students upon their return. Any unclaimed lunches will be discarded after three days.

Emergency Lunches

If a student requires an emergency lunch, a \$5 sandwich lunch will be provided.

Every effort will be made to contact a parent or guardian for approval.

If contact cannot be made, the lunch will still be provided and the charge will be added to the student's account.

Solicitation

Thursday folders and the school directory are not to be used for solicitation purposes. No items, including food, may be sold on the campus without authorization from administration.

School Grounds & Fields Usage

The athletic fields, courts, and open grounds of Providence Academy are reserved exclusively for school-sponsored sports teams, physical education classes, and officially approved extracurricular activities. External groups, non-affiliated organizations, or informal gatherings are not permitted to use these spaces unless granted special permission by the administration. Facility usage forms may be picked up in the school office.

Telephone Usage

With the permission of the teacher, elementary students may use the phone located in the front office and middle school and high school students may use the phone located in the Dean's office or principal's office to call their parents during the school day. If parents need to get a message to their child during the school day, a message may be left with the receptionist, and the receptionist will relay the message to the child. Please do not attempt to contact your student on their cell phone during school hours since the students are not allowed to have access to their phones once they enter the school building.

Visitor Policy

In compliance with [TCA 49-2008](#), Providence Academy maintains a closed campus. All visitors to the school campus must sign in and wear a guest badge while on campus.

- Visitors (school-aged) are not permitted to attend classes with Providence Academy students, except when approved by Providence Academy administration for possible enrollment purposes. Classroom visitors, other than adults, are limited to those interested in attending Providence Academy.
- Non-Providence Academy Students are not allowed to visit during school instruction/lunch hours without permission from the Deans of Students or program principal at least 24 hours in advance. This includes withdrawn Providence Academy students, whether they are attending another school or being homeschooled. It also includes boyfriends and girlfriends of current students. Students wishing to have a visitor during lunch must receive permission (at least one day in advance) from the Deans of Students or program principal.
- Special occasion deliveries should be made at home and not at school.
- Alumni are allowed to visit Providence Academy at any time except during semester exam week and achievement test week. Alumni, pastors, youth pastors, and family members are always welcome during lunch. Pastors and youth pastors should complete a profile sheet that will be kept on file at the front office.

Volunteer Groups

Providence Parents, known as P², is an organized body of volunteers comprised of all parents of students within the school and offers support for special services and programs. The purpose of P² is to enhance the educational experience at school for students, teachers, and parents by assisting in communication efforts, providing volunteers, and offering opportunities to fellowship within the school community.

School Prayer Groups

Moms in Prayer and Dads in Prayer is comprised of parents, relatives, and friends of students at Providence Academy and meet weekly to intercede in prayer on behalf of the school community.

Spirit Store Volunteers

Join our passionate team of volunteers at the Spirit Store and enjoy exclusive discounts as a thank-you for your support! Get involved during various school events and help us create a vibrant community spirit. Visit our Providence Academy website today to sign up and make a difference!

Parent & Grandparent Involvement

At Providence Academy, we deeply value the partnership between home and school. Parents and grandparents are always welcome on campus and are encouraged to actively participate in the life of the school.

As affirmed in Scripture, the family is the foundational institution designed by God (Deuteronomy 4:9; 6:6–9). As an extension of the family, Providence Academy seeks to involve parents and grandparents meaningfully in support of each student’s academic and spiritual growth.

Classroom Visits and Observations

Parents or grandparents who wish to formally observe a class must:

- Submit a request to the program principal at least 24 hours in advance.
- Have a background check on file prior to the observation.

Note: Visitors not directly assisting with students (e.g., attending a lunch or assembly) are not required to have a background check. However, helpers—anyone assisting or supervising students—must have one on file.

General Participation Guidelines

Parents and grandparents are welcome to attend assemblies, join their child for lunch, and volunteer in various capacities.

- Classroom participation and student interaction are reserved exclusively for parents and grandparents. Third-party volunteers are not permitted in classrooms.
- In some cases (e.g., field trips or certain class activities), siblings may not be allowed to attend due to the need for parents to fulfill supervisory roles.

Opportunities for Involvement

Examples of meaningful involvement include:

- Praying regularly for the school’s faculty and staff
- Scheduling and participating in classroom visits
- Assisting in the classroom on a regular or as-needed basis
- Chaperoning field trips and school events
- Sharing talents, hobbies, or vocational experiences with students
- Inviting classes to places of business or speaking on a related topic
- Helping with school functions, class parties, and special events
- Communicating regularly with faculty and staff to stay informed about academic progress
- Contributing to a positive school culture through supportive relationships with staff and families

Policy Exceptions

Any exceptions to the policies outlined above are at the sole discretion of the school administration.

Versions History Log

Version	Date Issued	Sections Updated	Summary of Changes
8/4/25	8/11/2025	Demerit Consequences	New consequences submitted by Kilgore. Reviewed and edited P. Davidhizar (pg. 68-69)