

PROVIDENCE SCHOOL OF TIFTON

Handbook for Parents and Students | 2020-2021

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SCHOOL OVERVIEW

1.1 | PROFILE

Providence School of Tifton is an interdenominational, evangelical Christian school currently offering grades Jr. Kindergarten (K4) through sixth grade to Christian families in the Tifton, Georgia area.

Established in 2020, the school is committed to assisting parents in the biblical training of their children by offering academic instruction that is distinctly and consistently Christ-centered and classical. Our central focus is to extend the work of the Christian family and Church in the task of educating covenant children (children of Christian parents). Utilizing classical tools of learning and a distinctly Christian worldview approach to education, we desire to graduate young men and women who, as servants of Christ, are equipped spiritually, intellectually and artistically to engage and shape the culture with the claims of the gospel to the glory of God.

Providence is a member of the Association of Classical Christian Schools (www.accsedu.org) and is working toward accreditation with the ACCS, when we offer complete high school graduates.

Providence makes no distinction concerning any individual's race or ethnic background, because we believe that all persons are created in God's image, and He makes no such distinctions in His redemptive plan for all mankind.

1.2 | VISION

With the Word of God as our foundation, we will proclaim Jesus Christ as Lord, presenting our students fully mature in Him, able to winsomely and graciously war for truth in their families, churches, and vocations, fulfilling their entire purpose on Earth (see Col. 1:28 and 1 Peter 3:15).

1.3 | MISSION

Our mission is to assist families with educating their children in the instruction of our Lord by cultivating a love of learning, Christian virtue, and the knowledge necessary for them to excel in every duty God calls them to throughout their life. We will carry this out by combining God-fearing, scholarly teachers and staff with a classical Christ-centered curriculum and a nurturing environment so as to instill truth, beauty, and goodness in every graduate (see Duet. 6:4-9; Eph. 6:1-4).

1.4 | FOUNDATIONAL COMMITMENTS

The foundational commitments of Providence School of Tifton distinguish it as an institution and are the standards against which all new ideas and practices are tested. They are the core values to which the Board of Directors is committed and for which it is responsible on behalf of present and future students. The administration, faculty, and staff are likewise committed to and responsible for implementing these foundational commitments in all policies and practices of the school.

Christian Worldview: *We believe that every aspect of our children's education must be intentionally founded upon biblical truth. Providence School of Tifton seeks to present all truth and knowledge in the context of the following biblical worldview:*

God created the universe of His own free volition. As Creator, God is absolute, autonomous, and self-sufficient. He is in no way dependent upon the created universe, whereas the creation is utterly dependent upon Him. God, in His creative activity, brought all things into being; whether they be material, spiritual, conceptual, or abstract. All of these created entities function together in the way He decreed they would, according to His design. God is also providential, in that He governs all things that come to pass. His decrees are irrevocable; He alone is in ultimate control. While transcending all things, this providential oversight is not distant, but rather immanent and personal. At all times, He is intimately acquainted with and relates to everything in His universe.

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

At Providence, we believe the focal point of all that is, has been, and ever will be is the person of Jesus Christ. We believe

that the education of our children begins with this reality. God reveals Himself not only specially in His Word, but also generally in every facet of His creation. All knowledge is therefore interrelated and teaches us about God's character, wisdom, and power. Ultimate reality exists only in Him, the Creator and Sustainer of all things, and therefore truth can be understood only as it relates to Him, the God of Truth and Sovereign Lord over all. The Scriptures teach that the fear of the Lord is the beginning of wisdom and knowledge. We believe therefore that every aspect of our children's education must be intentionally grounded in and integrated with biblical truth.

Classical Liberal Arts: *We are committed to the traditional and long established, exemplary forms and standards in education handed down from ancient and medieval educators.*

The basic building block for the structure of classical education is the Trivium. The Trivium is a model that deals with the method and organization of education. The three stages of the Trivium consist of Grammar, Logic, and Rhetoric. The first stage, Grammar, focuses on the fundamental rules of each subject. The second stage, Logic, emphasizes the ordered relationship of particulars in each subject. The final stage, Rhetoric, is the clear expression of the grammar and logic of each subject. Each stage wonderfully integrates and corresponds to the way God has designed the development of our children.

The Trivium also deals with content in that it incorporates specific courses in classical language study (Latin and/or Greek), Logic, and Rhetoric. In addition, primary and older sources of literature and knowledge are regarded highly and utilized regularly in the educational process.

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

God wants us to love Him with our mind, as well as with our heart, soul, and strength (Matt 22:37). Therefore, we seek to individually challenge children at all levels, providing an environment that produces children who will have a lifelong love of learning. We understand that the liberal arts of antiquity denoted the education "worthy of a free man" (Latin *liber*, "free")—an education intent upon cultivating wisdom, virtue, and eloquence through the pursuit of truth, goodness, and beauty. We emphasize and seek to preserve and pass on to successive generations the richness of our Western cultural heritage.

Wisdom and Virtue: *We believe that true education culminates in wise and virtuous students who are being conformed to the image of Christ.*

At Providence we believe each child is a living and eternal soul to be nourished, not a product to be manufactured. The purpose of education is to develop wisdom and virtue in the life of the student, not to instill knowledge alone, or mere vocational skills. We understand and embrace the truth that true wisdom that begins with the fear of the Lord and is rooted in the Scriptures. Because of this, it encompasses all of human experience. We aspire to virtue that reflects the moral excellence of Christ, expresses itself in faithful obedience to God, and demonstrates love to others. Wise and virtuous students will become understanding, thoughtful, and courageous leaders in our homes, churches, and communities.

God-Honoring Excellence: *We are dedicated to teaching and learning with excellence as unto the Lord.*

We believe that all instruction must encourage students to love and honor God through their academic endeavors. God commands us to love Him with all our heart, soul, mind, and strength. Students must be challenged at all levels to work "heartily, as unto the Lord" because God is worthy of their best. We employ gifted teachers who possess a passion for learning, a passion for teaching, and a passion for Christ. We want our students to possess a love of learning and be well equipped for their future callings. We also understand that this looks different for every student and seek to help each student honor God with their best academic work.

Appropriate Forms and Habits: *We believe that true education recognizes that hearts and minds are shaped not only by ideas and knowledge, but also by practices, habits, routines, and liturgies.*

Providence seeks to deliberately develop a culture in the school in which every idea, truth, and concept has its fitting visible expression. We seek not the artificial formality of the arrogant, nor formality for formality's sake, but rather a wise attention to form that continually favors appropriateness over complacency. We believe that true education recognizes that hearts and minds are shaped not by ideas and knowledge only, but also by practices, habits, routines, and liturgies.

In Loco Parentis: *We seek to assist parents in the task of educating their children in the Lord.*

At Providence we believe God has granted to parents the responsibility and authority for raising their children, including the responsibility of educating them. Therefore, we seek to assist parents in this God-given responsibility. Providence purposes to be an extension of the home, serving the parents. We are committed to fostering a supportive community of like-minded families, who, with our faculty and staff, encourage one another in their calling to bring up their children “in the discipline and instruction of the Lord.”

Engaged and Committed School Community: *We believe parents should actively participate in the life and community of the school.*

We strive to cultivate in our parents a sense of responsibility for the school and to see them well informed about the goals of our classical and Christ-centered approach. Parents are encouraged to actively participate in the life and community of Providence. As we cultivate wisdom, virtue, and eloquence through the pursuit of truth, goodness, and beauty in the lives of our students, we expect to see our parents grow in the same. We believe our school community should reflect God’s Kingdom in its racial, ethnic, economic, and intellectual make-up. We desire to exemplify unity in the body of Christ through support and fellowship with area churches.

Classical and Christian Core Objectives

Christian:

- Teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17).
- Provide a clear model of the biblical Christian life through our employees and board (Matthew 22:37-40).
- Encourage every student to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20; Matthew 19:13-15).

Classical:

- Emphasize grammar, logic, and rhetoric in all subjects.
- Encourage every student to develop a love for learning and live up to his academic potential.
- Provide an orderly atmosphere conducive to the attainment of the above goals.

1.5 | STATEMENT OF FAITH

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

We believe that there is one God, eternally existent in three persons; Father, Son and Holy Spirit. He is omnipotent, that is, He is all-powerful. He is omnipresent, that is, He is present throughout Creation but not limited by it. He is omniscient, that is, nothing is hidden from His sight. In all things He is limited by nothing other than His own nature and character.

We believe the God we serve is holy, righteous, good, severe, loving, and full of mercy. He is the Creator, Sustainer, and Governor of everything that has, is, or will be made.

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

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

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

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

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

We believe in the resurrection of both the saved and lost, those who are saved to the resurrection of life, and those who are lost to the resurrection of damnation.

We believe in the spiritual unity of all believers in our Lord Jesus Christ.

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

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

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

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

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

We believe that God will complete the work He has begun in each believer. If someone is truly regenerate, then he will not fall away from salvation (Romans 8:29-31). The basis for this is God's faithfulness, not the faithfulness of the believer. God will not lose those whom He has purchased. God, the great Creator of all things, doth uphold, direct, dispose, and govern all creatures, actions, and things, from the greatest even to the least, by His most wise and holy providence, according to His infallible foreknowledge and the free and immutable counsel of His own will, to the praise of the glory of His wisdom, power, justice, goodness, and mercy. [The Westminster Confession of Faith (1646), Chapter V; Section I]

Governments:

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

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

Marriage, Sexuality, and Gender:

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

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

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

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

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

1.6 | DOCTRINAL IDENTITY

The substance of Providence School of Tifton's Statement of Faith is that which will be considered primary doctrine at the School. Secondary or potentially divisive doctrines and issues will not be presented as primary doctrine. Beyond the primary doctrines articulated in the Statement of Faith above, we respect and acknowledge the primacy of local churches and families and refer any secondary doctrinal questions to local churches and parents for final authority.

We embrace the historic tenets of Biblical Christianity as articulated in the creeds of the early church and the major confessions of the Protestant Reformation.

It is mandatory that all board members, school administration, school faculty and staff subscribe without reservation to the Statement of Faith and actively serve Christ under the authority of a local Evangelical Protestant church that is in essential agreement with this Statement of Faith.

ORGANIZATION

2.1 | THE ASSOCIATION OF CLASSICAL AND CHRISTIAN SCHOOL (A.C.C.S.)

The primary mission of the Association of Classical & Christian Schools (A.C.C.S.) is to promote, establish, and equip schools committed to a classical approach to education in the light of a Christian world view grounded in the Old and New Testament Scriptures.

Requirements for all member schools:

1. All member schools must subscribe to the Confession of Faith adopted by the A.C.C.S. This must be affirmed on the application form by the signature of an authorized agent of the school.
2. All member schools must demonstrate conformity to the *Trivium* as set forth in the A.C.C.S. Mission statement.
3. All member schools must demonstrate a commitment to furthering the work of the A.C.C.S., its goals, purposes, mission, and objectives.
4. All member schools must pay annual dues.

Providence School of Tifton is a member of A.C.C.S., and as such enjoys the full benefits of membership. Providence School of Tifton will seek accreditation when it becomes eligible. The web address for ACCS is www.accsedu.org.

2.2 | NON-DISCRIMINATION POLICY

Providence School of Tifton admits students of any race, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship programs, financial assistance and loan programs, athletic programs, and other school administered programs and activities.

2.3 | CONFLICT OF INTEREST POLICY

Providence School of Tifton shall maintain a conflict of interest policy to protect Providence's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Board Member of Providence or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable

organizations. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the School Board or appropriate committee decides that a conflict of interest exists.

Definitions:

- A. Interested Person: Any Board Member, Board Officer, the Head of School, or member of a committee with School Board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
- B. Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family: (a) an ownership or investment interest in any entity with which Providence has a transaction or arrangement; (b) a compensation arrangement with Providence or with any entity or individual with which Providence has a transaction or arrangement; (c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Providence is negotiating a transaction or arrangement.
- C. Compensation: Includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Procedures:

- A. Duty to Disclose: In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board Members and members of committees with School Board delegated powers considering the proposed transaction or arrangement.
- B. Determining Whether a Conflict of Interest Exists: After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he shall leave the School Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board Members or committee members shall decide if a conflict of interest exists.
- C. The following procedures shall be followed in addressing a conflict of interest:
 - 1. An interested person may make a presentation at the School Board or committee meeting, but after the presentation, he shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - 2. The chairman of the School Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - 3. After exercising due diligence, the School Board or committee shall determine whether Providence can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - 4. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the School Board or committee shall determine by a majority vote of the disinterested Board Members whether the transaction or arrangement is in Providence's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.
- D. Violations:
 - 1. If the School Board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
 - 2. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the School Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Records:

- A. The minutes of meetings at which a conflict of interest is adjudicated will contain names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict

of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the School Board's or committee's decision as to whether a conflict of interest in fact existed.

- B. The minutes of meetings at which a conflict of interest is adjudicated will contain the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Compensation:

- A. A voting member of the School Board who receives compensation, directly or indirectly, from Providence for services is precluded from voting on matters pertaining to that member's compensation.
- B. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Providence for services is precluded from voting on matters pertaining to that member's compensation.
- C. No voting member of the School Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Providence, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Annual Statements:

Each Board Member, Board Officer, and each member of committees with School Board delegated powers shall annually sign a statement which affirms such person:

- A. Has received a copy of the conflict of interest policy;
- B. Has read and understands the policy;
- C. Has agreed to comply with the policy;
- D. Understands Providence is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Periodic Reviews:

To ensure Providence operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- A. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- B. Whether partnerships, joint ventures, and arrangements with management organizations conform to Providence Tifton's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit, or in an excess benefit transaction.

Use of Outside Experts:

When conducting the periodic reviews as provided for in 6.1.6 above, Providence may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the School Board of its responsibility for ensuring periodic reviews are conducted.

2.4 | SUGGESTED READINGS IN CLASSICAL AND CHRISTIAN EDUCATION

Recovering the Lost Tools of Learning and *The Case for Classical Christian Education* by Douglas Wilson

The Lost Tools of Learning (essay), by Dorothy Sayers

On Secular Education, by R. L. Dabney

The Well-Trained Mind, by Jessie Wise and Susan Wise Bauer

Repairing the Ruins, edited by Douglas Wilson

The Seven Laws of Teaching, by John Gregory

Why Johnny Can't Read (or *Why Johnny Still Can't Read*), by Rudolf Flesch

Ideas Have Consequences, by Richard Weaver

Of Education, by John Milton

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

Education, Christianity and the State, by J. Gresham Machen

Foundation of Christian Education, by Louis Berkhof and Cornelius Van Til

The Paideia of God, by Douglas Wilson

On Christian Doctrine, by Augustine

Wisdom and Eloquence, by Robert Littlejohn and Charles Evans

Association of Classical and Christian Schools (www.accsedu.org) & *Veritas Press* (www.veritaspress.com)

PARENT RESOURCES

3.1 | PARENT INVOLVEMENT

As a support and extension of the family unit, Providence School of Tifton considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed. We strive to support the family and respect parental authority and responsibility in all we do. Providence believes in the concept of "in loco parentis" - in the place of the parent. At the core of our philosophy of education is the conviction that parents are ultimately responsible for the education of their children. Our authority and our task are delegated to us from the parents. Therefore, we strongly encourage parental involvement in the education of their children and continually seek ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school.

Below are just a few of the more common ways we do this. Please feel free to ask if you would like to try additional ideas.

1. Visit the school/class at any time. (Simply call ahead out of courtesy to the teacher.)
2. Assist in the classroom, regularly or infrequently. (Again, please make arrangements with the teacher.)
3. Act as chaperone on field trips and/or library visits.
4. Serve as a story-reader, song-leader, guest artist or offer your special talents.
5. With permission and arrangements with the teacher, present your vocation to the class or invite them to your place of business.
6. Share your experiences, trips, vacations, as they may relate to an area of study in a class.
7. Volunteer your time, energy and gifts to many functions and events of the school.
8. Help host class parties at home or in the classroom.
9. Attend all formal Parent-Teacher Conferences. Informal conferences may be scheduled at the request of the parent or teacher.
10. Closely monitor and praise your child's progress by reading all teacher notes and student papers sent home.
11. Serve on the various committees as designated by the board, Parent-Teacher Fellowship (PTF), and/or Head of School.
12. Communicate your ideas for school improvement and comments regarding the school program to the administration. We want to hear from you.

As a part of tuition and to ensure that each family is actively involved in their child's education, we ask each family to complete 8-hours of service for our school bi-weekly. We ask that all families invest in the long-term sustainability of Providence for future families in addition to your own child's education. Therefore, each family (not student) should have

one or more people complete a total of 8-hours of community service for our school, bi-weekly. This can include, but is not limited to:

1. Provide on-site childcare for teacher's children 12 weeks – 3 years from 7:45am – 3:15pm;
2. Provide after hours setup and tear down;
3. Be a volunteer substitute teacher;
4. Offer your expertise in public relations, marketing, fundraising, development, organizing, etc.
5. Offer your gifts of fine arts, music, drama, or PE;
6. Volunteer as an educational specialist, helping children with special needs;
7. Be a teacher's aid;
8. Upkeep of our facility (i.e. landscaping, cleaning, decorating, custodial, etc.);
9. Advocate for Providence within our community.
10. Be a classroom parent, such as, Homeroom Mom, Photography Mom, Event Coordinator, Wellness Mom, Field Trip Coordinator, or Yearbook Mom
11. Share your experiences, trips, or knowledge as they may relate to an area of study.

3.2 | RENWEB

RenWeb is the web-based computer program that Providence School of Tifton uses to manage attendance, family information, grades, transcripts, and many other activities at the school. Parents can access information about their children's grades, assignments, school events, lesson plans and parent directory information via the web. Parents must first be sure that our office has a current e-mail address for your family. Parents may then access www.renweb.com and register for the parent website. Our district code is PA-GA. You must register using the e-mail address that you provided to our office. Your student may have an account of his own so he can check his assignments and grades. The office needs your student's current e-mail address. He must register using the e-mail address that was provided to our office.

E-mail through RenWeb is the school's main way of communicating with parents and disseminating school information so please make sure your and your child's e-mail is correct and up-to-date. E-mail is also the primary method our teachers use to communicate with parents. Progress reports are sent via e-mail, as are many other communications. If you are not able to access e-mail, please inform your teachers so they can adjust accordingly.

ACADEMICS

4.1 | TRIVIUM APPLICATION CHART

The following material is drawn from the essay *The Lost Tools of Learning*, by Dorothy Sayers. It illustrates the application of the classical Trivium at Providence School of Tifton.

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

4.2 | CURRICULUM GOALS

This section summarizes Providence School of Tifton's curriculum goals for various subject areas. Please note that these goals are broad and general goals that apply to various subjects across grade levels. More detailed curriculum goals and objectives for specific grades may be found in our curriculum guides.

I. *Bible:* We seek to:

- A. Teach the students to understand the Bible as God's Word.
- B. Have the students read the complete actual text of Scripture for themselves versus only prescribed verses.
- C. Teach the events of Scripture in the context of overall Redemption History.
- D. Encourage the students to understand Scripture verses in their context, using good interpretation principles.
- E. Let the Scriptures speak for themselves, having Scripture interpret Scripture, with clarification and illustration by the teacher only as needed.
- F. Encourage each student to come to the Father, through the Son, by the power of the Holy Spirit, and grow by faith in his knowledge and love of God.
- G. Teach the concepts of Creation, Fall, and Redemption, which are essential components of a Christian worldview.

II. *English:* We seek to:

- A. Equip every student with the skills necessary for good writing and speaking, including correct spelling and grammar, pleasant style, clarity, proofreading, editing, presentation, articulation, etc.
- B. Put a major emphasis on good writing and speaking by requiring the students to write and give oral presentations often and correctly in each subject area.
- C. Encourage clear thinking by the students by requiring clear, focused writing.
- D. Introduce the students to many styles of writing using the Bible, classics, and other high-quality literature.

III. *Reading:* We seek to:

- A. Teach students to read correctly beginning in Kindergarten using phonics as the primary building -blocks for instruction.
- B. Introduce the students to high quality children's literature and Great Books beginning in first grade. Have students read a wide variety of classics.
- C. Carefully monitor the students' reading abilities to ensure a reasonable level of proficiency, adequate comprehension, and fluency in oral and silent reading. This includes the proper use of word-attack skills (the skills to pronounce and read a new word encountered while reading).
- D. Integrate, wherever possible, other subjects into reading, such as history and science.
- E. Foster a life-long love of learning and high-quality literature, especially the Scriptures, after being taught to recognize the characteristics of such literature.

IV. *Latin:* We seek to:

- A. Instruct students in the vocabulary, grammar and syntax of the Latin language, equipping them to read Latin texts extemporaneously by the twelfth grade.
- B. Reinforce the student's understanding and application of the principles of proper grammar being taught in our traditional English grammar classes.
- C. Cultivate learning skills and logical thinking skills inherent in the study of Latin.
- D. Enhance the student's understanding of the history and writings of the early church and Western Civilization through the reading of Latin texts.

V. *History/Geography:* We seek to:

- A. Teach the students that God is in control of history and its ultimate outcome.

- B. Enable the students to see God's hand in the history specifically by illustrating the effect that God's people have had on history.
- C. Broaden the students' understanding of history and geography by gradually deepening their level of exposure and research into various topics and source documents as the students mature from kindergarten through elementary school into high school.
- D. Encourage the study of history through exposure to original texts and source material rather than foster dependency on third party commentary in textbooks. Promote honest debate of historical issues.
- E. Make history and geography "come alive" for the students through the use of many forms of information and research, e.g. biographies, illustrations, field trips, guest speakers, music, art, food, architecture, etc.

VI. **Mathematics:** We seek to:

- A. Ensure that the students have a thorough mastery of basic mathematical functions and tables.
- B. Emphasize a conceptual as well as practical understanding of math through the frequent use of story problems.
- C. Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of reason.

VII. **Science:** We seek to:

- A. Teach that God created the Heavens and the Earth *ex nihilo* (out of nothing), allowing that Christians may reasonably differ on their interpretation and application of Genesis chapter one.
- B. Teach that God created man specially in His image and that Darwinian (macro-) evolutionary theory is false.
- C. Teach the students that because God made the universe, it has inherent order, which in turn makes it possible to hypothesize and experiment (scientific method). Guided inquiry will reveal to the student the intrinsic laws, systems, and truths God put into Creation.
- D. Teach that the worldviews of scientism and naturalism are inconsistent with a Biblical worldview. Teach that Scripture and Science, and Faith and Reason are not contradictory or conflicting matters, but are entirely compatible w/in the Christian worldview.
- E. Treat the study of science as a "means to an end", not an end in itself. That is, curiosity, experimentation, demonstration, and research, etc. should be emphasized as the process and way of using science, as opposed to the study of facts. Scientific data and concepts should be attained primarily as the result of research and discovery, versus lecture. By the time the students enter secondary-level science, they should be extremely familiar with the scientific method, through repeated practice.
- F. Use many forms of instruction to teach scientific concepts and methods, e.g. a large variety of experiments, demonstrations, research projects, field trips, guest speakers, etc.

VIII. **Art:** We seek to:

- A. Teach all students the basic fundamentals of drawing to enable them to create adequate renderings.
- B. Encourage the students to appreciate and imitate the objective beauty of the Creation in their own creative works.
- C. Introduce the students to the works of the creative masters in Western culture.
- D. Equip the students to knowledgeably use a variety of art media and techniques.

IX. **Music:** We seek to:

- A. Train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.
- B. Systematically instruct students in the fundamentals of vocal and instrumental music.
- C. Nurture an understanding of and appreciation for vocal and instrumental music of the highest spiritual and musical integrity from throughout history.
- D. Encourage the students to select some area of music, vocal or instrumental, to pursue on their own.

X. **Physical Education:** We seek to:

- A. Teach fundamental loco-motor and manipulative skills through exercise, games and activities.

- B. In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits.
- C. To enhance biblical patterns of behavior through activities requiring cooperation, team work, and general good sportsmanship.

4.3 | GRADING SCALE AND GUIDELINES

Students, particularly young students, need correction, guidance, and instruction rather than a quantitative designation on their work. This helps them to focus on their actual work, to mature as they learn new habits and skills, and to consider how they can improve.

Narrative feedback has been part of historical classical education, as it is more about a student's formation as a person than about measuring what he or she knows. At Providence, we want to give parents rich qualitative feedback. This strengthens our partnership, and helps students to place their focus on learning, not a quantitative mark alone.

Therefore, evaluation of student progress in both academics and habits of heart, soul, and mind are reported to parents with a combination of non-numeric designations and narrative feedback. Parents are encouraged to review returned work with their children; feedback and corrections made by teachers will show where growth and improvement is necessary. A checkmark on the work signifies that the work meets or exceeds the expectations for progress in their skills and knowledge. A check-minus signifies that the work does not meet the expectations for some reason. The comments and corrections should indicate the reason.

Although report cards will be issued, conversations during parent-teacher conferences and/or phone calls are the most valuable means of reporting academic achievement, classroom interactions, and need for improvement.

All academic/objective grading will use a critierion referenced base for evaluations. That is, objective standards will be used to judge student performance. Grading on a "curve" will not be done.

Report Card Categories:

- E/Exceptional: This work is truly remarkable for the grade level. This is not the equivalent of an A and should be a relatively infrequent designation.
- M/Meritorious: This work deserves praise for being well done and meeting the expectations for the grade level. This ought to be the majority of grades, and in many classes will be given to every student.
- NS/Not Sufficient: This student's work does not meet the expectations for the grade level and does not align with the trajectory needed to satisfy the requirements for promotion to the next grade level.

Habits of Heart and Mind Categories:

- S/Strong: This area is a noted strength of the student.
- G/Growing: The student shows a desire to practice this habit and is making progress in consistency.
- W/Weak: The student's lack of consistency in this habit is a hindrance to his or her own progress or to classmates' progress.

All marks of NS (Not Sufficient) or W (Weak) on a report card should have been preceded by conversations with parents. Any work or habits that are problematic enough to receive these report card designations warrant that they be communicated along the way.

Maintaining the Integrity of our System:

In order to maintain the integrity of our grading system, we are committed to the following principles:

1. All assessments are evaluated according to a criterion-referenced base.
2. At no time are assessments graded on a bell curve.
3. Individualized extra credit is never offered, and grade inflation of any other kind is also prohibited.

4. Redoing assignments or retaking tests will only be allowed in extenuating circumstances and with the permission of the appropriate principal.

Report Cards

Report cards will be emailed to parents approximately two weeks after the close of each term. Parents are then able to print copies from the hyperlink.

Reporting to Parent

Parents are encouraged to monitor their child's progress by reviewing graded work when teachers return it. Review of mistakes made and teacher feedback given on individual assignments gives a more robust picture of achievement than a numerical gradebook average.

Teachers are expected to notify parents when they perceive that a student is in danger of receiving a failing or unsatisfactory grade for a term. Failure of the teacher to notify parents will not, however, result in the alteration of the grade.

Fruitful partnership of teachers and parents requires sharing information and having meaningful conversations throughout the year. Teachers will use a variety of means to keep parents informed about their classroom activities, topics of study, and upcoming events. Parents are strongly encouraged to attend Launch Day and Back-to-School Night at the beginning of the year and to schedule a conference during the designated Parent-Teacher Conference days. Both parents and teachers are encouraged to schedule phone calls or face-to-face meetings, as needed, throughout the school year to discuss concerns or to plan strategies to support the student's growth.

Emails to teachers and administrators should be used for two primary purposes: (1) to ask a quick, simple, and clarifying question; and (2) to schedule a call or conference. Using emails to raise or discuss an issue or concern is highly discouraged. If the purpose of the email is a point of concern and is more than a couple of sentences long, then it is likely that a personal meeting is needed.

Teachers are not asked to answer email after dinnertime or during weekends, as Providence is committed to their rest, refreshment, and time with their families and churches.

4.4 | PROMOTION POLICY

Approved by the Providence Board of Directors October 14, 2019.

Students in Kindergarten to 6th grade will be promoted to the next grade level when they have demonstrated sufficient academic and social proficiency needed for future success. Evaluations will be based on multiple criteria, including class work, graded work, teacher/administrator observations, and diagnostic testing.

When it becomes apparent that a student may not be ready to be promoted to the next grade level, the parents, teacher, and Lower School Principal will meet to create a written Student Promotion Plan. The plan will clearly identify what needs to be accomplished in order for the student to be promoted.

Students in grades 3 to 6 who receive a report card grade of NS (Not Sufficient) in Language Arts or Mathematics, will be required to have a written Student Promotion Plan.

Jr. Kindergarten -2nd Grade

Pre-kindergarten through second grade students enrolled in Providence School of Tifton must meet the following basic criteria for promotion to the next grade:

- A. Behavioral maturity for the next grade as defined by consistent age-appropriate ability to follow classroom routines, obey teacher instructions, handle conflict appropriately, and stay on task during academic work.
- B. The child must demonstrate reading and math readiness for the next grade by meeting the expectations of the reading and math objectives for the grade they are completing.

Grammar School (3rd – 6th Grade)

Grammar school students currently enrolled in Providence School of Tifton must meet the following basic criteria for promotion to the next successive grade:

- A. Demonstrate end-of-year grade level competency in Reading, Math and Grammar.*

- B. Demonstrate end-of-year grade level competency in at least three of the other six academic subjects (Latin, Bible, Science, Writing/Spelling, Penmanship and History).*

*Exceptions may be made depending on the circumstances.

4.5 | ACADEMIC PROBATION POLICY

Approved by the Providence Board of Directors October 14, 2019.

This policy is intended to provide additional motivation to students whose academic achievements are not up to their capability. If implementation of this policy would be counterproductive to this end, the administration may decide not to place a student on probation. A written record explaining this decision will be signed by the administration and placed in the student's file.

4.6 | HOMEWORK PHILOSOPHY AND GUIDELINES

Approved by the Providence Board of Directors October 14, 2019.

PHILOSOPHY

Providence School of Tifton will assign some amount of homework to its students. Below are the primary reasons or causes for homework being assigned:

- A. Students often need some amount of extra practice in new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
- B. Repeated, short periods of practice or study of new information is often a better way to learn than one long period study.
- C. Since Providence recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.

GUIDELINES

- A. Since homework, by its nature, takes time at home, it is not to be assigned due to the teacher's poor planning or in place of an assignment which could have been completed in school. The teacher shall use time in class efficiently to maximize the time allotted to students to complete assignments at school. The emphasis in assigning homework shall be quality, not quantity. Teachers shall make every reasonable effort to keep homework at a reasonable level.
- B. Students who do not use the time wisely in class will have to complete assignments at home in addition to completing regularly assigned homework.
- C. The necessity for doing homework will vary from grade to grade and from student to student. It is to be expected that older students will spend more time on homework than younger students. It is also to be expected that the focused, diligent, and/or stronger students will generally spend less time on homework. Students who are significantly challenged by the assignments or who do not wisely use the time given in class to complete assignments will most likely spend more time doing homework.
- D. In any event of homework normally being assigned, a "Weekly Homework Assignment Sheet" (or similar form of communication) should be used in the elementary grades and a student-owned assignment book should be used in the secondary grades.
- E. Normally, extra homework is not to be assigned over weekends or over holidays and vacation periods. Homework equivalent to a regular weeknight's quantity may be assigned for Friday after school.

The following is a general guideline of the amount of time parents can expect for homework:

<u>Grade:</u>	<u>Time:</u>
Kindergarten	Minimal
1-2	20-30 minutes
3-4	30-45 minutes
5-6	45-60 minutes
7-8	45-90 minutes
9-12	60-120 minutes

Providence School of Tifton will assign some amount of homework to its students. Below are the primary reasons or causes for homework being assigned:

The times listed above, particularly those for grades K-2, do not necessarily include the time students will spend reading. We believe that students benefit greatly from time spent reading to their parents and time spent listening to a parent read to them. For this reason, teachers often encourage families to devote a set amount of time each evening to reading. Twenty minutes each day leads to an extra two million words by sixth grade!

Homework will not be assigned over Thanksgiving Break, Christmas Break, Easter Break and Spring Break. Weekend assignments should not require more time than a regular weeknight assignment. Teachers will monitor the amount of time their students spend on homework, making adjustments when needed to stay within the prescribed guidelines.

Parents who are concerned about the amount of time that their child is spending on homework are encouraged to track the time the child spends working (diligently) on homework over an interval of two weeks. If the time exceeds the stated guidelines, then parents are to first alert the corresponding teachers. If the predicament persists then parents are to alert the appropriate principal.

4.7 | ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES

Approved by the Providence Board of Directors October 14, 2019.

All Providence students participating in extra-curricular activities must maintain a satisfactory grades in categories of academics, heart, and mind.

For the good of the rest of the participants in any activity, students who are ineligible for the beginning of a season remain ineligible for participation during the entirety of that season, regardless of their school performance for the following quarter. Similarly, if students are eligible to begin a season, they remain eligible until the end of that season.

If implementation of this policy would be counter-productive to the students' best interests, the administration may decide not to restrict a student's eligibility. In making this decision, the administration will consider the student's academic ability as measured on standardized tests and evaluated by the secondary teachers.

4.8 | STANDARDIZED TEST ADMINISTRATION

Providence School of Tifton shall administer a nationally standardized academic achievement test (e.g. Stanford or CTP-4) to all students in (at minimum) the fourth, sixth, eighth, and tenth grades, when deemed beneficial by the Head of School.

4.9 | EXCEPTIONAL NEEDS POLICY

Providence School of Tifton is committed to making every effort within its capacity to support students with diagnosed learning differences and other disabilities through reasonable classroom accommodations and through fee-based services. Fee-based services offered on campus include educational therapy and individual or small group instruction.

Prior to admission, parents must disclose all specific recommendations that have already been given by therapists, specialists, or other examiners that may be vital to the student's success at Providence. The admissions process will include determining whether Providence offers sufficient services to meet a student's needs. *Any admitted student must be capable of meeting the classroom behavioral standards expected of all Providence students.*

Teachers offer reasonable amounts of individualized assistance for the needs of all students. If a student requires additional support or possible accommodations* in their work, the teacher will involve both the parents and the Director of Academic Support to set forth a plan of action to assess the student's needs.

A teacher is not free to make accommodations in a student's work without the approval of the appropriate administrator on a formalized Student Support Plan (SSP). Developing such a plan involves one or more meetings with parents and may also include the classroom teacher(s), educational specialists, a school administrator, and a recommendation for testing.

4.10 | TEXTBOOKS

All loaned textbooks and other assigned non-consumable materials remain the property of the school. If these materials are lost or damaged beyond what is considered normal wear parents will be charged an amount equivalent to the depreciated replacement cost of the book. Students must refrain from writing anything in the text books or other school owned materials.

4.11 | SUPPLIES

The school provides school texts and many other printed materials. In general, students are to supply their own paper, binders, pencils, pens, crayons, paperback dictionary, ESV Bible, backpack, and other supplies as required by the teacher. A separate classroom supply list is provided prior to the first day of school, which details other items which the student must provide.

4.12 | LIBRARY

Should a student library be maintained to provide reference and reading materials for use in class assignments, research projects, and for personal enrichment and edification, students (and their parents) will be personally responsible for the books they borrow and for the use of any other resource. Charges will be made for lost or damaged items. Students using library materials, as available, must also maintain a quiet atmosphere there.

ATTENDANCE

5.1 | ATTENDANCE REQUIREMENTS

A student enrolled at Providence School of Tifton is expected to be present and on time every day school is in session.

The school calendar is announced in the preceding Spring.

The actual number of days school is in session will be determined by the yearly school calendar. Attendance records for the students are reported on the students' report card each grading term.

Guidelines for Releasing Students from a Classroom

Teachers are not permitted to release a student to anyone before first checking with the office. The teachers and Head of School have the responsibility and custody of all the children while they are in school. The office should be made aware of any instance of the legal parent or guardian removing a child during regular school hours. A child is never to be released to a stranger until the office and parent(s) have been contacted and explicit permission has been received.

Types of Absences

- 1) **SHORT-TERM ABSENCES:** If a student needs to be absent from school for one to two days, for any reason, the parents should contact the school office by note or phone as soon as possible.
- 2) **LONG-TERM ABSENCES:** If a student needs to be absent for three or more consecutive days, the parents should notify the teacher and school office in writing explaining the circumstances. This will permit the teacher(s) to compile the necessary schoolwork, which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork.

- 3) **EXTENDED ABSENCES:** We will gladly cooperate with families taking their children from school for vacations, trips, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all school-work to be completed within the time specified by the teacher. We recommend that students complete their assignments prior to planned, extended absences. This eliminates the need to work on vacation and complete make-up work.
- 4) **MAKE-UP WORK:** Students may take make-up tests and submit any other make-up work to their teacher. It is expected that the child or the parents will discuss these arrangements with the teacher and take the initiative in completing the missed work. Students must complete missed work within a period of days equivalent to the number of days absent plus one (1) day (e.g. A student absent two days has three days after he returns to school to complete missed work). Parents are not to give tests to their children at home without prior explicit approval from the teacher.

Maximum Allowed Absences

In the event the total number of planned (that is, parent-approved) absences for a grading term exceeds ten percent of the total number of days of school in a grading term, the student may not receive credit for that term.

In the event the total number of absences, whether planned or unplanned (*for any reason*), is more than fifteen percent of the total number of days of school in a grading term, the student's parents will meet with the Head of School (and teacher(s), if necessary) to determine whether the student will receive a letter grade or a grade of P (pass) or F (fail) on his report card.

In the event the total number of absences, whether *planned or unplanned*, is equal to or exceeds twenty percent of the total number of days of school in a grading term, the student will not receive credit for that term.

5.2 | TARDY POLICY

Approved by the Providence Board of Directors October 14, 2019

A tardy is defined as any occasion when the student is late for school at the beginning of the day or late for a class during the day. To be counted "on time" the student must be in the room, in his or her seat and prepared for class to begin. Each student is allowed six (6) tardies per nine-week grading term. No distinctions will be made between "excused" or "unexcused" tardies.

If a student is tardy for a seventh (7th) time in a grading term then his parents will be assessed a twenty dollar (\$20.00) fine for each tardy thereafter. The fine(s) must be paid in full within one week after the end of the grading term. Report cards will not be released to students with unpaid tardy fines.

APPLICATION, ENROLLMENT, AND FINANCES

6.1 | ADMISSIONS PROCEDURES AND GUIDELINES

1. During the family interview at least one parent must be able and willing to clearly articulate a saving relationship with Jesus Christ. Both parents should have a clear understanding of the biblical philosophy and functioning of Providence. Both parents must read the Statement of Faith and accept that it constitutes the doctrinal beliefs of the school and agree to have their children taught in accordance with the Statement of Faith.
2. Each family is required to have their pastor (or similar church leader) submit a completed Pastor Recommendation Form.
3. Both parents must read the Student/Parent Handbook prior to completing an application for admissions.
4. The parents must be committed to cooperating with the policies of the school board. This is most important in the areas of discipline and schoolwork.
5. Parents must understand the school's commitment to parental responsibility for their child's education. Providence exists to assist parents in the godly training of their children, not to take over responsibility for the education of their children. Providence requires parents to be very actively engaged and involved in the education of their children.
6. A child generally must reach the age of four (4) years by August 1st of the year in which he enters Jr. Kindergarten. A child generally must reach the age of five (5) by August 1st of the year in which he enters Kindergarten at Providence.

All children applying for admission to Jr. Kindergarten and Kindergarten must demonstrate academic and developmental readiness.

7. Generally, a child who has not completed Kindergarten must reach the age of six (6) years by August 1st of the year in which he enters first grade at Providence.
8. Children entering subsequent grades will be admitted to a grade based on having successfully completed the previous grade at home or at another school and having performed satisfactorily on an Admissions Assessment Tests for the grade to which they are applying.
9. For applicants entering 1st grade or above: Academic portfolios, copies of standardized achievement test scores, and recent report cards for each student that is applying must be submitted with the Application for Admission. As part of the application process and evaluation, Providence will also examine the student's records and transcripts from previous schools attended.
10. A copy of the student's previous year academic records must be submitted.
11. Upon receipt of your completed Admission Applications, Pastor Recommendation form, School Letters of Recommendation, other required documents, and fee (and financial assistance application, if applicable), a family interview with the Head of School will be scheduled. At the interview, the family's questions about ACCA will be answered, and the school's expectations will be clarified. Each parent and student(s) must participate in the family interview.
12. New students will be assessed in Reading, Writing, Math, and Grammar to determine their academic readiness for the program at Providence. Assessment results and prior records will be used to determine the suitability of the Providence program for the student's needs. Students who perform below the standards for entrance into a particular grade level may be recommended for placement in a lower grade.
13. The school will contact the parents with the decision regarding acceptance. If accepted, the family will receive a letter of acceptance and an Enrollment Contract. The school will also notify parents with respect to decisions regarding any requests for financial assistance.
14. The Enrollment Contract must be signed and returned to the school with the Enrollment Deposit (one-tenth of the total tuition obligation for the family). All financial arrangements between the family and the school must be clearly understood before the admissions process is considered final. Families are required to attend the annual parent orientation meeting held at the beginning of the new school year.
15. The child should understand that his parents have delegated their authority to Providence while the child is in school. He is therefore subject to the instruction and discipline of the teachers and staff while in school.
16. After acceptance to Providence parents will be required to submit birth certificates, immunization records (or waiver form), emergency contact information, and other pertinent documents prior to the first day of school.

6.2 | FUNDRAISING

Providence sets tuition costs to cover as much of the day-to-day operating expenses as possible. The Providence Board understands that being consistently asked to continually raise funds to meet the day-to-day operations of the school can be taxing on both the school and families. Therefore, we intentionally limit the number of large, ongoing fundraisers to no more than three per year, not including the Annual Fund and community outreach.

Annual Fund

The Annual Fund is designed to meet the specific and critical operational expenses of the school. The Annual Fund helps keep tuition lower by not adding these operational expenses to the annual budget and allows parents, grandparents and the community to provide for these timely needs to support the overall vision of the school. We expect every family to give to the annual fund on a yearly basis.

Annual Fund Giving Tree: Parents are encouraged to look for "Giving Tree" opportunities that are online under "support us" as well as on the bulletin board outside the office and on a tree in the foyer during the Christmas season. Giving Tree has small cards that list the specific needs of the teachers and the community on a month by month basis.

Capital Campaign

In future years, Providence will launch its Capital Campaign. This is a fund exclusively for the physical building needs to secure a permanent location for Providence. It is separate from the Annual Fund. When this campaign is launched we ask every family to contribute for the long-term sustainability of our school.

Check the school's website under "Support Us" for additional ways to support our school.

6.3 | PREPAID TUITION POLICY

This policy applies to any situation in which a family desires to prepay their tuition fees.

Acceptance of a student for enrollment constitutes a significant financial commitment on the part of the school (textbooks, personnel, supplies). Therefore, all prepaid tuition fees are non-refundable and non-transferable regardless of the circumstances. Any "unused funds" (monies remaining as a result of a student discontinuing enrollment for any reason) will be calculated and acknowledged as a gift with a receipt to the donor.

6.4 | TUITION AND FEE COLLECTION POLICY

The objective of this policy is to ensure that tuition and fees are collected in a timely manner and to establish a process whereby unpaid tuition and fees can be collected as timely as possible. This process must be followed unless specific other arrangements have been made with the Head of School or his/her delegate and the family involved. Good faith will be presumed on the part of the families unless subsequent circumstances indicate no positive action can be expected. Late tuition and fees are defined as tuition and/or fees not paid by the tenth of each month.

The following process is to be followed in the collection of late tuition & fees:

1. Monthly tuition payments are due the first day of the month. In the event that tuition and/or fees are not paid on the due date, a fee reminder will be sent to applicable families.
2. If the tuition and/or fees are still not paid or arrangements made within the following 10 days, the Providence administration will personally contact the students' parents. The essential elements or agreements made at that time will be recorded and filed. If an agreement is not made and adhered to, and payment is not received after 45 days of the original due date, students will be expelled, grades will be withheld, and records will not be released until payment is received.
3. Tuition and/or fees not paid in a timely manner will be subject to a late fee of \$20 per occurrence and returned checks will be subject to a fee of \$30 per occurrence. Providence reserves the right to demand payment in the form of cash or money order/certified check after the first occurrence of a returned check.
4. Neither the dismissal by Providence, nor absence of the student(s), or withdrawal by the parent of the Student, shall diminish the parents' obligation to pay the total and full amount of ALL tuition and fees due the school for the entire school year as set forth in the enrollment contract, except as provided in this contract.
5. In the event of exigent circumstances substantially affecting the parents' ability to meet payment obligation to Providence or affecting the student(s) ability to attend Providence, as determined by the Board in its discretion, the Board may adjust, waive or otherwise alter the payment obligations herein.
6. Any "unused funds" (monies remaining as a result of a student(s) discontinuing enrollment for any reason) will be calculated and acknowledged as a gift with a receipt to the donor.

6.5 | TUITION ASSISTANCE POLICY

At Providence, we believe that families from all income levels should have the opportunity to enroll at the school. Thus, we actively seek donations to fund our financial assistance efforts. We provide tuition assistance to families on a first-come, first-served basis. Levels of financial assistance offered will depend on a number of factors including total (gross) family income, number of family members, number of children enrolled at Providence, and any additional extraordinary financial circumstances. An outside consulting service (e.g. FACTS) will be used to assist Providence School of Tifton in accurately determining a family's level of financial need for tuition assistance. The Tuition Assistance Committee and/or

the school administration will then review the recommendations made by the consulting service and submit them to the board.

Generally, every family will be expected to pay a minimum of \$1,500 of the total tuition, regardless of the amount of assistance for which they qualify, the the exception of temporary extenuating circumstances.

If a family qualifies for assistance from other scholarship sources or financial aid funds (other than Providence School of Tifton), these funds will be used to reduce the amount of assistance taken directly from Providence School of Tifton and will not necessarily reduce the family's tuition obligation to the school. Generally, every family must pay the minimum amount determined by the FACTS assessment.

To apply for financial assistance, simply complete the financial aid application (available from the school office) and submit it according to the enclosed instruction sheet. Returning families who submit applications for tuition assistance by the established deadline will be given first priority in the distribution of financial aid. New families who submit applications for tuition assistance early in Providence School of Tifton's admissions process will be given next priority in the distribution of available funds. The board will have final authority to allocate financial aid. The purpose of tuition assistance is to provide financial aid for tuition expenses to families with demonstrated legitimate financial need. Those families receiving tuition assistance will be encouraged to gradually reduce their dependence on financial aid from the school.

STUDENT LIFE AND CULTURE

7.1 | SCHOOL CLUBS, ORGANIZATIONS, AND SPORTS

Athletics, Academics, and the Arts at Providence serve to cultivate students of wisdom and virtue. Rather than sitting tangentially at the side of Providence school culture, athletics are an integral part of our pursuit to form fully flourishing young adults who possess the qualities listed in the Student Vision.

Providence believes that athletics serve the following purposes in the lives of our students:

- **Moral formation:** The challenges of training and competition call students to practice virtues such as courage and self-control, while less-than-virtuous responses offer opportunities for the Gospel's message of hope to be applied.
- **Physical well-being:** Exercise and activity are important components of stewarding our bodies.
- **Skill development:** Each sport includes skills that are foundational to playing well. Coaches design drills to ensure that students are improving not only in their physical fitness but also in athleticism.
- **Christian community:** Teams serve as microcosms of the Body of Christ, giving places for practicing things such as encouragement, forgiveness, and bearing one another's burdens. Athletic events provide the Providence community, as a whole, opportunities for conversation and fun.
- **Competition:** Playing one's best against a worthy opponent has value, whether the contest ends in victory or defeat.

Submitting to the decisions of officials, playing as a team, and gracious winning and losing serve to both test and strengthen students' virtuous attitudes and actions.

In all its pursuits, Providence aims not towards immediately measured achievement but to the rightful ordering of students' loves and the formation of virtuous habits. Therefore, our coaches look beyond a season's statistics to the cultivation of young men and women for whom athletics are effective means to worthy ends but not the ends themselves. In this way, we aim to equip students for balancing their athletic pursuits with other commitments and callings in ways that diverge from society's preoccupation with sports.

Athletics, Academics and the Arts provide a place to use the classical Trivium as a helpful metaphor. Just as language has mechanical correctness (Grammar), reasonable arrangement (Logic), and beautiful expression (Rhetoric), sports have skills and rules, coordinated play, and elegant execution. The sports selected for Providence's program and the progression of training through the grade levels seek to develop skillful and beautiful performances.

As middle school level sports are added, the student athletes will normally practice and participate in contests three days per week, except in sports whose contests are held on Saturdays. No practices or contests will be held on Wednesdays or school holidays unless unavoidable.

7.2 | FIELD TRIPS AND RETREATS

Attendance is mandatory for school field trips and retreats. Field trips and retreats require appropriate attire, vehicle

seating, safety measures, and student behavior in order to be effective and worthwhile. The same standard of student conduct applies on field trips and retreats as it does at school.

When parents drive, the vehicle must not be a convertible and must be equipped with a seat belt for each person in the vehicle. The teacher will determine seating assignments. Students must leave and return with the assigned driver. Should a student need to leave with a different driver, the parent must complete the appropriate form through RenWeb. If a parent finds himself/herself unavailable to drive, that parent does not make any other arrangements without first contacting the teacher. Only parents or school staff may drive and chaperone on trips unless special arrangements have been made with the appropriate Principal. Drivers must complete the Parent Driver information in RenWeb prior to driving on a field trip.

Off campus experiences provide unique opportunities for new and deepening relationships. For this reason, the use of electronic devices for entertainment is prohibited unless an administrator gives specific permission to parents and/or students. Teachers and chaperones may give permission for phone calls or camera use.

Younger siblings may not attend field trips without prior approval. This ensures that parents properly supervise children on the field trip.

7.3 | LOST AND FOUND

The office or the child's classroom will keep any lost item. Please be sure that any clothing, books, book bags, and other items are labeled with the child's name. This is especially important for uniform items since they look alike for everyone. If any unlabeled item is unclaimed at the end of the school year, it will be sold in the uniform store or given to charity.

7.4 | LUNCH

Students are expected to eat lunch at school. Lunches must be brought from home with the student in the morning. If your child forgets his lunch you will be contacted about bringing one for him if time permits. Otherwise, a snack will be provided and the parents charged accordingly. Parents are invited to eat lunch at school with their child whenever they desire.

COMMUNICATION PHILOSOPHY AND COMMITMENTS

8.1 | COMMUNICATION AND GRIEVANCES GUIDELINES

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

Parents/Students to Teacher: If an issue should arise about the classroom, the parents or students (if the student is mature enough, generally in the upper school) should speak directly to the teacher. If the issue is not satisfactorily resolved, the parent may bring the concern to the Head of School. If the student advances the concern to the Head of School, he must have permission from his parents to do so.

Parents to Head of School: If an issue should arise about a matter related to the general operation of the school (apart from the operation of a classroom) the parents should speak directly to the Head of School. Parents and students may also present concerns about an individual teacher's classroom, if the matter was not resolved with the specific teacher. If the issue is not satisfactorily resolved, the matter may be taken before the school board in writing.

Parents to Board: If an issue has not been satisfactorily resolved with the Head of School, the parents may present their concerns in writing to the Board chairman requesting a hearing at the next regularly scheduled board meeting.

While clear communications between the school and families can break down with negative issues, they can break down with positive issues as well. Often parents will have an idea on how to improve the school, but are not sure how to share it. In this case the same principles should be applied. If a parent has an idea about how to improve a classroom, he or she should talk to the teacher. If a parent has an idea about how to improve the school in general, he or she should talk to the Head of School. It is always best to communicate directly with the person primarily in authority over the issue at hand. The Board will not serve as the initial contact on school related issues. No individual Board member may speak on behalf of the Board unless specifically authorized by the Board to do so on a specific issue.

8.2 | RESOLVING CONFLICT

Partnering well requires healthy, biblical communication from everyone in our community. The school just clearly communicate all goals and expectations, teachers must communicate how the student's progress, and parents must communicate if they have questions or concerns. Providence Foundational Commitments outlines principles and practices that we commit to in being a part of this community.

Normalizing Conflict

The Gospel is clear: we are all sinners, fallen short of God's glory. We experience destructive conflict because we want what we do not have. As we seek to satisfy our desires, we may find others do not always cooperate with our plans. In the Providence school environment many men, women and students are brought together five days a week, seven hours a day. While not the defining experience of our life in community, conflict is neither abnormal nor to be avoided, but rather a welcome opportunity to examine our hearts, our desires, and how we seek their fulfillment. Because we believe the Gospel is a part of our own hearts, we are neither shocked nor disheartened when conflict arises at school, but we stand ready to open a conversation that moves beyond symptoms to the root cause. What a privilege to move together from conflict to peace-making, through the revealing, healing work of the Gospel!

In the Midst of Conflict

While understanding that conflict is a normal, and even helpful part of growing together, working through our disagreements can still be very difficult. With this in mind, we believe the following principles provide a helpful foundation as we seek mutual understanding and biblical reconciliation:

- We will believe the best of one another, giving the benefit of the doubt when misunderstandings or miscommunications arise.
- Our goals are truth, restoration and partnership; these goals trump seeking vindication or one of us needing to be right. Conflict resolution is not a zero-sum game.
- We will remember that most conflicts are brought about by a confluence of peoples' sin rather than one sole contributor – a sinful act eliciting a sinful response. We will acknowledge that we all sin and that we don't know everything about any given situation.
- We will remember that both parental and school authority are not based on moral superiority but on position; before God we are all equally destitute and in need of a Savior. The Gospel helps us to be humble and vulnerable with one another, and points the way to reconciliation.
- When we feel the swell of self-defense, we will listen longer and/or ask a question rather than begin talking.
- We will apologize for the small issues that may have contributed to the conflict along the way to resolution of the bigger issue.
- When appropriate, we will give one another space and time to prayerfully consider the issue before us, without demanding immediate answers and resolution.

Guiding Principles

One key to healthy communication is to understand the awesome power of the tongue and to take our words seriously. The tongue is a tool, a weapon if you will, that can cause great good as well as great harm. It has the power of life and death. As Christians involved in gospel community with one another, we should take great care that our words are life-

giving, full of grace, and a source of encouragement. When they are not, we should repent to God and to those we have offended. Some of the surest indicators of true gospel-centered relationships are admitting mistakes and confessing sin against one another.

Consider the following verses:

1. Proverbs 12:18: There is one whose rash words are like sword thrusts, but the tongue of the wise brings healing.
2. James 3:8: No human being can tame the tongue. It is a restless evil, full of deadly poison.
3. Philippians 2:3-4: Put others' interest above your own.
4. Ephesians 4:2: Be completely humble and gentle; be patient, bearing with one another in love.
5. Philippians 2:14: Do everything without grumbling or complaining.
6. Ephesians 4:29: Let no corrupting talk come out of your mouths, but only such as is good for building up, as fits the occasion, that it may give grace to those who hear.

Helpful Questions

- Will this be helpful to say?
- Is my goal to build up the other person(s)?
- Am I concerned about the other person's interests, perspective, and point-of-view? Will the words I use benefit those who listen?
- Am I talking to the person to whom I need to be talking?
- Am I talking about someone inappropriately?
- Am I giving ear to anyone who is talking about someone inappropriately?

8.3 | STUDENT AND STAFF RELATIONS GUIDELINES

To facilitate professional, friendly, and biblical relationships between staff members and students, the following guidelines shall be observed:

- A. Staff members are to remember that they serve as professional, adult role-models before the students (Titus 2:7, 8). Relationships between staff members and staff members and students are to be friendly and courteous, not familial or intimate.
- B. Staff members are to be careful that any physical contacts and verbal interchanges with each other and with students avoid even the appearance of impropriety (I Peter 2:12).
- C. Flirtation, sexual innuendoes, casual disrespect toward authority, excessive familiarity, etc. are examples of the kind of unprofessional and inappropriate behavior that will not be tolerated. Necessary and cautionary measures required to limit these kinds of behaviors should be corporately and individually taken.
- D. If it is necessary for a staff member to spend time alone with a student or staff member of the opposite sex, it should be arranged that they are easily visible to the public (e.g. an open door, windowed room, etc.).
- E. Staff members shall not travel alone in a car with one student without prior written permission.

8.4 | HOLIDAY OBSERVANCE POLICY

Approved by the Board of Directors October 14, 2019.

Observances of holidays at Providence shall be conducted according to the following guidelines:

- A. We recognize the necessity of joy and thankfulness in the Christian life. The school will seek to provide students with opportunities for joyous celebration and thankful recognition of God's providence and blessing in their

individual lives (e.g. birthdays and personal accomplishments) and in history (Columbus Day and Memorial Day).

- B. The school will emphasize the scriptural and spiritual elements of holidays such as Easter (the cross and resurrection) and Christmas (the incarnation of Christ), rather than the secular elements (Santa and the Easter Bunny). Providence considers these to be matters of personal conscience and Christian freedom for each family. The school simply chooses, as a Christian school, to de-emphasize secular elements in its recognition of holidays.
- C. Halloween will be ignored at Providence. Other holidays (President's Day, Valentines Day, etc.) shall be observed when their recognition is deemed spiritually and/or academically beneficial to the students and consistent with the Providence philosophy of education.
- D. Interpretation and application of these holiday observance guidelines shall be the responsibility of the administration.

8.5 | CONTROVERSIAL SUBJECTS POLICY

The purpose of this guideline is to help Providence School of Tifton to respect the convictions of parents and teachers in various academic and/or sensitive subject areas, while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian worldview. A controversial subject is a subject which Christian families and churches commonly consider divisive or very sensitive, whether or not the introduction of the topic was planned by the teacher or brought up by a student. Examples: environmentalism, partisan politics, etc.

- A. If in the course of teaching a class, a teacher sees that a subject has arisen which he has good reason to believe is controversial or obviously of a sensitive nature, and discussion of that subject will *not* help him achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all. When appropriate, as it benefits the students, the teacher may explain to the students the reasons for not discussing the topic.
- B. If a subject arises which the teacher has reason to believe is controversial and/or of a sensitive nature, and the discussion of that topic *will* help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:
 - 1. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
 - 2. Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
 - 3. As appropriate (i.e. pertinent to the stated objectives of the class), direct the students' attention to original writings, historical source documents, and other informed sources on each side of the subject concerned. This may be done in a variety of forms, such as, a research paper, guest speakers, reading differing authors, etc. Strongly encourage the students to become knowledgeable of the most widely held views on the topic.
 - 4. Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.
- C. Due to the sensitive and intimate nature of human sexual relations, discussion and instruction on this topic generally will be limited to human reproduction in biology, and biblical principles and references, as they arise in appropriate class contexts. Teachers will always defer to parental authority and responsibility when such matters arise.
- D. The teacher is to remember that according to Scripture and the goals of Providence School of Tifton, he is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with students on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy, and sound teaching practices, he is to encourage a gracious and scholarly attitude in the students.

A controversial subject is a subject which Christian families and churches commonly consider divisive or very sensitive, whether or not the introduction of the topic was planned by the faculty member or brought up by a student. If the subject is to be covered by the teacher, it must be deemed by the administration that the topic is necessary for the achievement of the goals set forth for that particular course. In covering the subject, the faculty member will conduct an impartial, charitable discussion with the students.

Nudity in Art

Students at Providence encounter the classic art of each time period that they study. Much of this art, from the primitive ceramics of ancient prehistoric civilizations to the exquisite sculpture and painting of Renaissance Europe, reveals the human figure in various degrees of nudity. Sometimes it is stylized and exaggerated; other times very earthy and realistic. This nudity was often a reflection of the religious or philosophical atmosphere of the time and frequently adorned cathedrals, monasteries, and other sacred buildings and sites.

While art containing nudity will not be displayed publicly at Providence, parents should be aware that students at or above the third grade level will incidentally encounter clear reproductions of these works in many of the supplementary resources which we make available for reports and reference. Teachers will refer students to their parents if questions arise. We encourage parents to counsel their children to approach these works with appropriate maturity and respect. Students should not attempt to draw inappropriate attention to or make inappropriate comments about such art as they encounter it.

Providence does not include or honor art that uses religious symbols, events, people, or man (who is created in the image of God) in deprecating or disparaging ways. Our aim is always to think upon what is excellent and praiseworthy, according to the exhortation found in Philippians 4:8.

Secondary Doctrine

Secondary doctrine is defined as any issue that is not addressed in the Providence Statement of Faith and that orthodox Christians have historically debated. Examples of secondary doctrines are the charismatic gifts, sacraments, and eschatology. Classroom discussion of secondary doctrine will undoubtedly occur in Bible classes. Due to our intentional integration of Biblical principles in all subjects, discussion of secondary doctrine may also occur in other classes. In all circumstances, teachers will be careful to limit their own participation in a discussion to an informative, non-partisan level and avoid speaking to students in a manner that would cause offense to the parents. When a secondary doctrine is discussed, presentation of all sides of the issue is encouraged. Teachers will close all such discussions by encouraging students to follow up on any questions they may have with their parents and pastor.

CONDUCT AND DISCIPLINE

9.1 | CODE OF STUDENT CITIZENSHIP

Providence School of Tifton has developed a Code of Student Citizenship based on a practical mixture of 1) the principles of virtue from Scripture, 2) institutional preferences which foster an environment conducive to achieving the school's goals, and 3) expectations for a climate of mutual respect, love and encouragement among students, faculty, and staff. All students are expected to abide by the Code of Student Citizenship. Each teacher will use a system of classroom management to encourage compliance with the this code. Students who do not follow the code will be subject to disciplinary action.

1. Since God is Holy and since His name is to be revered, students are expected to treat worship, prayer and class discussion with proper reverence. Jokes, songs, conversation or behavior that treat the Lord's name, character, or institutions with triviality are not permitted.
2. Since appropriate response to authority is biblically mandated and critical to the shaping of a child's life, students must obey their parents, school policy and all instructions from the Providence staff and its supporting adults - promptly, willingly, completely and cheerfully. Talking back, arguing and undue familiarity with Providence School of Tifton's staff will not be tolerated. An atmosphere of mutual respect and courtesy will be maintained between students and staff.
3. Since fidelity to the truth is commanded by God and is the core of all meaningful relationships, students will demonstrate honesty in all their dealings with one another and the staff. Students will respect the property and belongings of others.
4. Since God created male and female in His image, equal in personhood, yet distinct in their manhood and womanhood and complementary in their roles, male students will show honor for female staff and students by demonstrating gentlemanly etiquette at all times (e.g. Boys shall hold doors open for female staff and students.) and

female students will show respect for male staff and students by exhibiting ladylike etiquette at all times. Romantic attachments between male and female students will not be allowed at Providence School of Tifton. Co-educational competitive sports involving significant physical contact between players will be prohibited at the school.

5. Since whatever we do, we are to do it heartily, as to the Lord, and not unto men, students will work diligently on all of their school work, striving to do their best at all times. Items and devices that distract students from their educational pursuits, such as personal electronic musical devices, games, toys, roller skates, skateboards, and the like are not permitted on school grounds. Cell phones, iPads, smart watches, tablets, and other electronic devices are not permitted in use on school grounds without prior written permission.
6. Since working with others involves self-discipline and gratitude, students will be prompt in their arrival to class and school activities. Students will refrain from actions that distract others from their academic pursuits and refrain from harmful and rough physical contact with other students such as hitting, punching, tripping, wrestling, and the like.
7. Since Providence School of Tifton cares about the health and well-being of its students and staff and the desire to please God by honoring Him in obedience, the possession and use of drugs, alcohol, tobacco or weapons of any sort is strictly forbidden on school grounds.
8. Since words have a power and integrity of their own and since God expects man to be stewards of thoughts and expressions, students will refrain from language and actions which are vulgar, inappropriate and demeaning to either God or mankind. Teasing, criticizing, put-downs, insults and name-calling are not permitted.
9. Since our physical facilities and school materials exist as God's provision and since some activities are inconsistent with responsible stewardship, students are expected to treat all school materials (e.g. textbooks) and facilities with respect and care. Students are expected to be aware of and avoid the off-limits areas of the building and grounds. Students are expected to keep the school's campus neat and clean. Chewing gum is prohibited on school grounds.
10. Since students are to conduct themselves in a manner consistent with biblical principles of purity and holiness, students shall refrain from all forms of inappropriate sexual behavior. All immoral sexual activity, including fornication, viewing of pornography, immodest dress, and homosexuality, is forbidden among Providence students. Public displays of affection in the context of boy-girl relationships (e.g. holding hands, kissing, etc.) are not permitted on school grounds.
11. Since spiritual disciplines (e.g. prayer, worship, Bible study, and fellowship) are essential to Christian growth and discipleship, all students will strive to maintain a faithful daily walk with Christ and be active in a local church.
12. Since our students serve as ambassadors for Christ and representatives of the school, it is expected that students will conduct themselves accordingly at all times, whether they are at school or away from school.

9.2 | DISCIPLINE GUIDELINES

Approved by the Providence Board of Directors October 14, 2019.

All discipline will be based on biblical principles (e.g. confession, repentance, reconciliation, restitution, forgiveness, law and grace, etc.). Misbehavior shall be viewed from a spiritual and Scriptural perspective with the goal of shepherding the child's heart toward a God-pleasing life. It is also understood that parents are ultimately responsible for their child's behavior even while the child is at school. These discipline procedures shall have the function of placing the responsibility of discipline on the parent. The parents shall be generally responsible for administering all forms of corrective punishment.

Practically, the vast majority of real and potential discipline problems will be dealt with at the classroom level. The kind and amount of discipline (within these stated guidelines) will be determined by the teachers and administration. The specifics and nature of each discipline incident and the individual personality of the student involved will be considered in the administration of discipline.

It is vital for parents and students to realize that maintaining an orderly atmosphere in the school and the classroom is critical to the learning process; therefore, these policies must be adhered to. Students will not be subject to corporal punishment. As in all other areas of the education at Providence, love and forgiveness will be an integral part of the discipline of a child. It is because we love that we discipline.

Misconduct and Discipline:

There are five basic behaviors that will automatically necessitate discipline from the school administration. Those behaviors are:

1. ***Disrespect*** shown to any staff member. The staff member will be the judge of whether or not disrespect has been shown.
2. ***Dishonesty*** in any situation while at school; including lying, cheating, stealing.
3. ***Rebellion*** e.g., outright disobedience in response to instructions.
4. ***Fighting*** e.g., striking in anger with the intention to harm another student.
5. ***Obscene or profane language***, including taking the Lord's name in vain.

If for any of the above behaviors, or other reasons, a teacher deems it necessary for a student to receive discipline from the administration, the following accounting will be observed. Within the entire school year:

1. The first ***two*** times a student is sent to the administration for discipline the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be expected.
2. The ***third*** incident will be followed by a meeting with the student, student's parents, administration, and, if necessary, the teacher.
3. Should a ***fourth*** incident arise, a ***two-day suspension*** may be imposed on the student. The student will be required to make-up all classroom assignments and tests missed during the suspension period.
4. Should a ***fifth*** incident arise, the student may be subject to expulsion from the school.
5. The administration may, at their discretion, demonstrate leniency when appropriate or, in case of severe infractions, bypass the above office-visit process and impose an immediate suspension or expulsion on a student who is not making progress in correcting serious misbehavior.

Expulsion:

The Providence school board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate the behavioral problems the student is having, the administration is empowered to expel the student. The procedure will be as follows:

1. Parents will be notified immediately after the decision for expulsion.
2. The student will turn in all school texts/materials, clear out his/her desk and locker, and be picked up by his/her parents the same day.
3. Transfer of school records will be arranged within a week following expulsion.
4. Appeals may be made first to the administration and then to the Providence Board.

Serious Misconduct:

If a student should commit an act with such serious consequences that the school deems it necessary, the office-visit process may be bypassed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: lying, use of or possession of alcohol, tobacco, or illegal drugs, cheating, stealing, sexual immorality, destruction of other's property, possession of a weapon or threats made to the safety of others, persistent patterns of bullying (abuse or intimidation of other students), rebellious disrespect for authority, leaving school without permission, skipping classes, and persistent patterns of disobedience and class disruption. Students may be subject to school discipline for serious misconduct which occurs after school hours or when school is not in session.

Re-enrollment:

At the discretion of school administration, a student may be refused re-enrollment for the following school year. Such refusal to re-enroll is not considered a direct disciplinary act, requiring accumulated office visits in order to be taken. Refusal to re-enroll is not the equivalent of suspension or expulsion.

Re-admittance:

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

9.3 | UNIFORM AND DRESS CODE POLICY

General Rationale for a Dress Code

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

Specific Rationale for Uniforms

1. Uniforms are a positive discipline in the school, and Providence emphasizes the value of a disciplined learning environment. Just as parents must wear appropriate work attire, wearing a school uniform is a signal to the child that it is a time for hard work and studious activity.
2. Uniforms prevent problems associated with the subjective interpretation of a dress code policy. Uniforms will eliminate any confusion about what is acceptable, modest and appropriate by the school's standards.
3. Uniforms tend to decrease the cost of student clothing. Our uniform vendors provide economical and durable items. Often parents need only purchase two or three sets of uniforms to last throughout the school year and often these items can be handed down to other children.

Uniform Policy

A detailed list of specific clothing items and suppliers/vendors for the student uniforms may be obtained from the school office. Certain uniform items must be purchased from the designated suppliers and other items may be purchased from wherever desired.

General Dress Code for All Students and Staff

- Sweatshirts and sweaters must be worn with a collared shirt underneath.
- Shirts are to be tucked in at all times. "Blousing" of shirts is not permitted.
- Shoes designed for laces are to be worn with appropriate, tied laces.
- Excessive jewelry and excessive make-up are not permitted.
- Earrings and necklaces are not permitted on boys.
- Jewelry should be kept modest and in keeping with maintaining a positive appearance.
- All students must keep their hair neatly groomed and conservatively styled.
- Unnaturally colored/dyed hair and visible tattoos are not permitted.
- Outerwear coats and jackets are not to be worn in the building during the school day.
- Student apparel (e.g. any non-uniform clothing worn at school or at official school events) and school gear (e.g. backpacks, lunch containers, notebooks, and the like) shall not display any commercial slogans, product promotions, celebrity representations, or pictures/cartoons of commercial characters.
- Any outlandish or distracting clothing, jewelry, makeup, hairstyle, or appearance will not be permitted.

Uniform and Dress Code Policy Enforcement

The school faculty and Head of School will enforce the Uniform and Dress Code Policy. Interpretation and application of the Uniform and Dress Code standards will be the responsibility of the Head of School. Students not complying with the Uniform and Dress Code Policy will be required to rectify their appearance immediately. Cheerful, consistent compliance is expected. Students who violate the Uniform and Dress Code Policy, either by action or by challenging and rebellious attitudes, will be subject to disciplinary actions.

9.4 | STUDENT POSSESSION AND USE OF PERSONAL ELECTRONIC DEVICES

Providence is committed to a campus where distractions are minimized, face-to-face conversations are prized, and contemplation is possible. We are acutely aware that everyone in our community—administrators, faculty, parents, and students—are drawn continually towards our screens. Calling one another to something richer, we place firm boundaries around the use of electronics during the school day. Electronic devices include, but are not limited to, cell phones, iWatches, cameras, and other Internet-accessing devices. These are not allowed in classrooms without express teacher permission and should only be permitted on rare occasions, if at all.

Because cell phones distract from the human interactions that we value, they must be turned off and out of sight between 7:45 a.m. and 3:05 p.m. Parents are asked to communicate with their children through the school offices during the school day and to refrain from texting and calling their children while they are at school. As Providence expands, Upper School students may voluntarily place their phones or other devices in a designated place in the Upper School office to avoid temptation during the day. Upper School students are also welcomed to use the office phone to call parents during the school day.

Any electronic device used without permission will be stored in an administrative office until the end of the day. After a first offense, confiscated devices will need to be retrieved by a parent. Repeated offenses may result in disciplinary action, including detention or suspension.

Students on campus after 3:05 may use their phones to text or call their parents. Electronic devices may not be used by students for internet access on campus at any time, unless they are under the clear supervision of parents. Two students viewing a single electronic screen will be considered in violation of this policy and these devices may be inspected immediately.

Right of Inspection

The school reserves the right to inspect at any time the content of all electronic devices and materials brought on campus by Providence students.

Access to Inappropriate Materials (Zero Tolerance Policy)

Any student who uses electronic devices to access inappropriate materials in the school building will be subject to immediate suspension or expulsion from the school. The length of the suspension or decision to expel is solely at the discretion of the administration. The same policy also applies to accessing inappropriate materials through print media.

9.5 | LICENSED MEDIA

Strict copyright laws protect the rights of owners of copyrighted media used by schools and households. DVDs, CDs, videos, audiocassettes, and other printed or recorded materials used at Providence may be used only in the legal manner for which they were licensed.

HEALTH AND SAFETY

10.1 | INCLEMENT WEATHER POLICY

- A. Because Providence School of Tifton does not provide transportation service, the responsibility for getting children safely to and from school rests on parents and their designated representatives. Parents are therefore responsible for discerning if road conditions during inclement weather or other emergencies allow for safe travel.
- B. In the event of inclement weather, even if Providence is officially open for classes, parents who do not believe road conditions in their area permit safe travel should not attempt to get their children to school. They should keep their children at home and notify the school that they are doing so.
- C. During times of inclement weather (or other school closing emergencies), Providence will follow Tift County public school systems regarding starting delays, early dismissals and cancellations. All such announcements will also be posted on the school voice mail by 6:00 AM of the effected day.

10.2 | STUDENT HEALTH AND MEDICATION POLICY

1. All students attending Providence School of Tifton must have on file with the school office all medical reporting forms required by Georgia state law, including immunization records and birth certificates.
2. It is expected that students are sent to school healthy, well-rested, and ready for class. Students with fevers, diarrhea, contagious viruses, severe colds, and the like will be sent home to avoid infecting others.
3. Students who are lethargic, tired, and unable to do their schoolwork will be sent home for needed rest and recuperation.
4. Parents must provide the school with emergency numbers of friends and/or family who can pick up their child from school if the child becomes ill.
5. Other forms necessary for student health records can be obtained from the school office. They are:
 - a. Emergency Form: Lists the emergency contact names and phone numbers of people who may need notification in a medical emergency.
 - b. Medication Administration Form: see below.

Medication Distribution

1. All medication (prescription and over-the-counter) taken by students must be administered by one of the following:
 - a. Providence School of Tifton staff person designated by the Head of School.
 - b. Parent(s) of the student.No student will be permitted to administer any form (prescription or over-the-counter) of medication to himself/herself or any other student except as indicated below.
2. Students who require medication on an as needed basis through the use of an inhaler or Epi-Pen will be permitted to self-medicate if the following conditions have been met.
 - a. A physician has determined that the student should carry the medical inhaler or Epi-Pen on his or her person and self-administer the medication. Physician's orders need to be on file with the school office.
 - b. Parents must complete the prescription medication administration form and indicate that: "the student is able to self-administer and carry the inhaler/ Epi-Pen and has been trained in its use."
3. Prescription and over-the-counter medication will be administered to students only at the written request of the parent. Parents must complete a Medication Administration Form before any medication can be distributed to a student. Any request for administration of medicine must include the student's name, description/type of medication, dosage of medication and the time(s) it is to be given. All medications, prescription and over-the-counter, must be in the original pharmaceutical container labeled with the student's name and dosage directions.
4. Upper School students may be permitted to carry and self-administer some over-the-counter medications (e.g. Advil or Tylenol) with written parental permission.

5. Over-the-counter cough drops and throat lozenges may be carried and taken by students with a hand-written note from their parents or with verbal permission from the parents to the student's teacher. Over-the-counter cough drops and throat lozenges do not require completion of a Medication Administration Form.

10.3 | COMMUNICABLE DISEASES

Central Responsibilities of Providence:

1. We are called to place our trust in Christ above all else. (Proverbs 3:5-6) There are ways that we can approach this whole Coronavirus outbreak in truth, yet not without hope. Our hope is not in this world or in our healthy bodies. Those are not wrong to hope for, but our hope is in Christ and Him crucified, reconciling us to God and Him resurrected guaranteeing for us eternal life of health and security with Him.
2. We have a responsibility to advocate for truth, as we continue to be in community and serve. A virus does cause sickness, but we do not need to react in fear. When the fear of the virus gets in the way of loving our neighbor, then we have gone too far. So let us pray (1 Thessalonians 5:17) for our community and act out of love not fear when practicing social distancing and other measures to protect our community.

Questions and Answers in light of the COVID-19 Outbreak:

1. What ongoing steps should we take to help prevent the spread of all diseases at school – flu, strep, corona, or otherwise?

Students should wash their hands regularly and take regular baths. They should avoid sharing snacks and drinks at school. Students should be aware of personal space and bodily fluids at all times. Severe symptoms should be checked by a family physician, and students should not risk infecting other students if an illness is contagious. Heed the instruction given by the family physician and insure all medication has been taken. The proper time should have elapsed before introducing the student back into the classroom. If a family is aware of a contagious disease or illness in their student, they must notify school administration immediately. School administration will continue good health practices by maintaining personal hygiene, cleaning school areas regularly, and encouraging students to follow above practices.

2. What steps will Providence follow if a communicable disease, such as COVID-19, strep, flu, lice, measles, etc. starts to spread in our geographical area?

Since the Coronavirus has started to spread in the United States, we will heed very carefully the directions given by the CDC and by state and city officials. We will monitor closely what public schools decide and make a Providence specific plan accordingly. As of now, we encourage our families to limit travel and to be vigilant concerning the public places they visit at this time. Be aware of family members and friends whether they have traveled and what exposure they may have encountered at this time. Following CDC recommendations, social distancing is the course of action we encourage our community to take.

3. What will Providence do if there is a confirmed case at the school?

If there is a first confirmed case at our school, we may enact a short or long-term shutdown. All live school functions will cease until families are able to determine the health and well-being of their students. School administration will cooperate fully with local, state, and federal officials to ensure the infected are treated and the uninfected are quarantined from the school.

4. At what threshold would you suspend a class, or school, and for how long?

Providence may enact our Long Term and Short Term shutdown policy depending on the severity of the situation. We will take seriously the advice given to us by public health officials and our school associates who are in the medical profession.

5. Will classes continue remotely if there is a closure of any length?

In the case of a school closure of more than one week we will use virtual learning technology for all of our core classes, many secondary classes, and many school-wide programs.

6. What symptoms will you ask parents to look for?

Please visit the CDC website for a full list of symptoms for many communicable diseases for personal and familial steps to take.

7. Do you want to modify or more strongly enforce your “no school attendance within 24 hours of having a fever”?

We want parents to exercise greater caution at this time. We ask that if your child has a fever of 99.5 or higher, a cough, or any other common symptoms, please refrain from attending class. When in doubt, take the student to a medical professional for testing and care.

8. How will you refer students to be tested if you have concerns?

We will immediately contact the parents and have them take lead from there.

9. Do you notify parents of students that are in the same class as the sick student?

If a student has contracted any communicable disease, we will immediately and considerately take appropriate action to ensure the health of all of our faculty, students, and their families. We will inform our administration and board first. We will then inform public health officials and our school community.