PROVIDENCE

CHRISTIAN ACADEMY

# PARENT STUDENT HANDBOOK

2026 - 2027

# Parent Student Handbook

# 2026-2027


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# GENERAL INFORMATION

## Welcome

PCA has prepared this Parent Student Handbook to answer some of your questions concerning school policies and procedures. Please read it thoroughly and refer to it for future reference and accountability. The policies stated in this handbook are subject to change at the sole discretion of the school, as are all other policies, procedures, or programs of the school. From time to time, you may receive updated information concerning changes in policy. PCA has the right to add, delete, or revise any school policy or procedure, with or without notice. This handbook is not a contract, and none of the policies or provisions should be construed as such.

This Parent–Student Handbook is provided for informational purposes only and does not constitute a contract, either express or implied, between PCA and any parent, guardian, or student. Enrollment at PCA is on a year-to-year basis and is subject to the school's policies, procedures, and agreements in effect at the time of enrollment.

PCA reserves the right, in its sole discretion, to interpret, modify, amend, suspend, or discontinue any policy, procedure, or program contained in this handbook at any time, with or without notice. The school also reserves the right to apply, modify, or waive policies in individual circumstances when it determines that doing so is in the best interest of the school community.

The Head of School and the Board of Trustees retain final interpretive and decision-making authority regarding the meaning, application, and enforcement of all policies. If you have any questions regarding the school's policies, please contact the school office or ask one of our administrators for assistance.

## Mission Statement

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

## Educational Philosophy

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

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

## Classical Approach to Education

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

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

PCA employs a two-fold approach to the Trivium; it influences what we teach as well as how and when we teach it. The elements of the Trivium naturally line up with the developing stages of a child, thus Classical education capitalizes on the natural abilities and desires of the student at each stage. At the grammar stage, elementary students use chants, songs, rhymes, and drills to aid mastery of the basic facts of different disciplines.

Latin is introduced at this stage when students are best equipped to successfully memorize the vocabulary and other building blocks of language. As students progress to the logic stage, they learn to analyze the basic information of each content area. In addition, a formal logic class is taught at the middle school level, the stage when the tools of logic, discussion and debate are highly utilized. The rhetoric stage, during the high school years, develops the student's communication skills through thesis papers, speeches, presentations, drama, etc. Great works of literature are integrated as part of each stage of a classical education.

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

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

## Core Values

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

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

## Statement of Faith

- We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God (2 Timothy 3:16, 2 Peter 1:21)
- We believe there is one God, eternally existent in three persons-Father, Son, and Holy Spirit (Genesis 1:1, Matthew 28:19, John 10:30).
- We believe in the deity of Christ (John 10:33), His virgin birth (Isaiah 7:14, Matthew 1:23, Luke 1:35), His sinless life (Hebrews 4: 15, 7:26), His miracles (John 2:11), His vicarious and atoning death (1 Corinthians 15:3, Ephesians 1:7, Hebrews 2:9), His Resurrection (John 11:25, 1 Corinthians 15:4), His Ascension to the right hand of God (Mark 16:19), His personal return in power and glory (Acts 1:11, Revelation 19:11).
- We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and that men are justified on the single ground of faith in the shed blood of Christ, and that only by God's grace and through faith alone are we saved (John 3:16–19, 5:24; Romans 3:23, 5:8–9; Ephesians 2:8–10; Titus 3:5).
- We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of condemnation (John 5:28–29).
- We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9, 1 Corinthians 12:12–13, Galatians 3:26–28).
- We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Romans 8:13–14; 1 Corinthians 3:16, 6:19–20; Ephesians 4:30, 5:18).
- We believe that the term marriage has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Genesis 2:18–25).
- We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other and that God’s command is that there be no sexual intimacy outside or apart from the marriage between a man and a woman (1 Corinthians 6:18, 7:2–5; Hebrews 13:4, Romans 1:26).
- We believe that God wonderfully foreordained and immutably created each person as either male or female in conformity with their biological sex. These two distinct yet complementary genders together reflect the image and nature of God (Genesis 1:26–27, Psalm 139:14, Matthew 19:4).
- We believe that all human life is created by God in His image and is sacred from conception to natural end (Jeremiah 1:4-5, Job 31:13-15, Psalm 127:3, Psalm 139:14, 1 Corinthians 3:16-17).

Our Statement of Faith is not exhaustive of all of our beliefs. The Bible, as the inspired and infallible Word of God, speaks with absolute authority regarding the proper conduct of mankind and is the unchanging foundation for all belief and behavior. The Providence Christian Academy Board of Trustees holds final interpretive authority on the Statement of Faith.

## Vision

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

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

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

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

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

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

## History

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

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

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

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

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

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

The board hired Ted Trainor as headmaster of PCA in July 2005. Mr. Trainor served as headmaster from July 2005 until December 2006. Mrs. Carlton served in the interim headmaster position from January through May 2007. In May, after an extensive search, the board hired Dr. Joseph Fox to lead Providence in the continued growth of its high school. Mr. Fox served until September of 2008. In 2008, Mr. Butch Vaughn was named headmaster. Mr. Butch Vaughn served PCA as headmaster from 2008-2015. In July 2015, Dr. Bill Mott began serving as the head of school. Dr. Mott served as head of school from

2015- 2022. In July 2022, Dr. Andy Sheets was named head of school for PCA's growing PreK- 12th grade school.

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

PCA was accredited with both ACSI and SACS in July of 2010. The school is housed on 37 acres in three buildings totaling approximately 127,679 square feet. In the summer of 2009, the upper school building went through renovations to add more classrooms and to aesthetically enhance the building. A building committee began to develop plans for a high school expansion as the high school program continued to grow. In 2013, the *Limitless* capital campaign was launched to fund the expansion. In 2014, the expansion plans were realized with the completion of two new building additions. The existing building is now home to the Logic School. One of the buildings completed in 2014 is connected to the back of the original building and includes a multi- purpose room, two art classrooms and two music classrooms. The second building that was completed in 2014 is connected to the front of the existing school building and houses the School of Grammar.

In 2017, a master site planning committee was formed, and it was determined that the most immediate need was for additional Rhetoric School classroom space and a new, larger gymnasium to be utilized for high school sports, physical education, and other needs. The *Building Excellence* capital campaign was launched in 2018 and construction began in 2019.

In July 2021, PCA celebrated the opening of the newest building, The Allen Family Academic and Athletic Center. The Allen Center houses the 9th-12th grade Rhetoric School classes and includes 16 classrooms, 2 science labs, a Student Union, a new 1,200 seat gymnasium, locker rooms, a weight room, office spaces, meeting spaces, and storage areas. In addition, as part of this building project, parking capacity was increased, the Lower School playground was relocated, and the two driveway entrances off of DeJarnette Lane were widened.

In January 2022, PCA purchased 19 acres on DeJarnette Lane, located behind One Church: Calvary, to serve as the site for the school's future Athletic Complex. Phase 1 was completed in March 2024 and included a fully turf baseball field, a six-court tennis complex, and a multi-use building featuring a press box, meeting room, concession stand, and restrooms. This phase also included the construction of an entry drive, parking areas, and supporting infrastructure. In 2025, PCA added an outdoor batting cage and anticipates completing a new multi-purpose building designed to support a variety of athletic programs by the end of the calendar year.

PCA currently has a total of 58 operational classrooms.

## Board of Trustees

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

## Affiliations

PCA is dually accredited through Cognia (formerly known as AdvancED) and SAIS.

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

# ADMISSIONS

## Student Admission Policy

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

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

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

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

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

## Eligibility

PreK – to be eligible for PreK4 a student must be four years of age on or before August 15th of the year of enrollment.

Kindergarten - To be eligible for Kindergarten, a student must be five years of age on or before August 30th of the year of enrollment.

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

## Enrollment Process

To begin the enrollment process, we invite you to visit our campus for a tour, open house, or shadow day for your student. The online application is then completed and submitted along with all documentation requested in the application packet. A non-refundable application fee is due upon submission of the online application. Next, PCA faculty administer an academic assessment to potential students and a family interview takes place. New student applications are accepted by PCA at any time. The PCA Admissions office notifies parents in writing regarding acceptance decisions. After acceptance, enrollment is not finalized until a payment plan and financial accounts are set up in the tuition management system.

## Continuous Enrollment

Continuous Enrollment (CE) allows Providence Christian Academy to better fulfill our purpose and mission in the lives of students. When students are continuously enrolled, from their initial enrollment until they graduate from PCA, the continuous enrollment

process lets us maximize our resources to provide Classical Christian education to our families at the highest level of excellence.

Continuous Enrollment Dates At-a-Glance:

- December 15: Tuition for the following academic year will be communicated to PCA families.
- January 15: Any changes in enrollment plans must be submitted to the PCA Admission Office.
- January 16: Tuition Deposit, billed to FACTS account, due for the following academic year. The tuition deposit is non-refundable.
- January 16 – April 15: Tuition penalty will be assessed for any withdrawals during this time period. PCA families that terminate the continuous enrollment contract by withdrawing their student will be contractually obligated to pay 10% of the following year's annual tuition rate (before any discounts and reductions), plus a $200.00 withdrawal fee.
- April 16 – June 15: Tuition penalty will be assessed for any withdrawals during this time period. PCA families that terminate the continuous enrollment contract by withdrawing their student will be contractually obligated to pay 25% of the following year's annual tuition rate (before any discounts and reductions), plus a $200.00 withdrawal fee.
- June 16 – Start of Academic Year: Tuition penalty will be assessed for any withdrawals during this time period. PCA families that terminate the continuous enrollment contract by withdrawing their student will be contractually obligated to pay 50% of the following year's annual tuition rate (before any discounts and reductions), plus a $200.00 withdrawal fee.
- First Day of the Semester (Fall or Spring): For any withdrawals occurring on or after the first day of the semester, parents are contractually obligated to pay 100% of the tuition for the entire semester, plus a $200.00 withdrawal fee.

By these dates, PCA Administration has effectively planned for staffing and curriculum for the following academic year.

## Withdrawal

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

Should a student withdraw prior to the start of an academic year, please refer to the "Continuous Enrollment" section above.

The withdrawal process is not complete until the Admissions Office has received the withdrawal letter and all financial obligations have been met. The student's records will be held until all conditions are met. After all official steps have been completed, the student's records can be released when an official request from another school is received.

Should a student withdraw or be dismissed from PCA for any reason, parents are responsible for tuition payments for the entire academic semester, plus a $200.00 withdrawal fee. Payments will be drafted from the online payment system until the tuition obligation is fulfilled. Parents may be relieved of tuition for any future semesters as long as the dismissal or withdrawal occurs before the first day of the semester. Should a student enroll midsemester, tuition obligation will be pro-rated weekly based on the start date. Application Fees and Tuition Deposits are non-refundable regardless of the number of days a student attends PCA.

# Records

## Health Records

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

## Student Records Requests

To request official student records, please complete the Records Request Form available on our school website. Once completed, submit the form to the Office of Enrollment or via email to records@providencechristian.com. Please note that all outstanding financial obligations must be fully satisfied before records can be released.
Parents may view available student information at any time through the PCA Parent Portal.

## Reporting Changes in Family Information

It is the responsibility of the parent or guardian to promptly notify the Office of Enrollment of any family changes that may affect a student's records, such as legal

separation, divorce, custody agreements, or the death of a parent or guardian. Keeping this information current allows PCA to maintain accurate student records, communicate with the appropriate individuals, comply with applicable legal requirements, and support your student and family appropriately. Please submit any relevant legal documentation or updated contact details as soon as changes occur.

# FINANCIAL INFORMATION

## Tuition and Incidental Fees

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

Each family has the option to schedule tuition payments to be paid on an annual, semi-annual, quarterly, 10-month, or 12-month basis, according to the payment plan selected. Tuition is then drafted from the account holder's designated bank account or credit card on the schedule requested.

Contact the school office or visit the PCA website for current tuition rates.

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

For incidental billings, the fee will be billed in FACTS and automatically drafted from the account holder's designated bank account or credit card. These fees can include but are not limited to items such as athletic apparel, withdrawal fees, non-refundable tuition deposit, after school care charges, and/or miscellaneous sales.

## Tuition Assistance

At Providence Christian Academy, we encourage every family to explore the possibility of the PCA experience regardless of financial circumstances. We understand that the cost of attending an independent school requires making a significant investment in your child's education and future. Recognizing that every situation is unique, we are committed to working with each family to find ways to make a PCA education a reality.

Providence Christian Academy offers tuition assistance to qualified students based on demonstrated need. Demonstrated need is defined most simply as the difference between the school's tuition and what the family can reasonably afford to pay.

In order to determine the amount a family can reasonably pay for tuition, Providence Christian Academy uses the analysis of an outside, objective service called "FACTS: Grant & Aid Assessment." FACTS is an independent, third-party company that conducts financial analysis to determine your family's financial need. PCA receives a confidential report outlining your financial situation based on the information obtained in your application and supporting tax documents.

All families wishing to apply for tuition assistance must complete both of the following:

- Submit an TN Education Freedom Scholarship (EFS) application
- Complete the FACTS Grain & Aid Application

Tuition assistance is only available for grades K-12th.

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

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

## Delinquent Balance

In order to ensure the collection of tuition and incidentals, PCA will undertake the following process.

- The guidelines set forth by the billing management partner regarding late fees will be adhered to regarding delinquent balances.
- If payment is not collected within 60 days of the due date, the student(s) may not participate in any extra-curricular activities, including but not limited to, athletics and fine arts until payment has been made.
- If payment is not collected within 90 days of the due date, written correspondence is sent to the parent or financially responsible party stating a deadline for payments to be collected. Unless payment or payment arrangements are made prior to the deadline established, the student(s) may not be able to return to school.
- Should payment still not be received within 60 days of the stated deadline, a letter from the school administration is sent to inform the family of a formal withdrawal date for their student(s) for non-payment.
- A student may not re-enroll if there is an outstanding delinquent balance.
- As noted previously in the withdrawal section of this handbook, the parent or financially responsible party will still be responsible for full payment of tuition for the entire academic semester, plus a $200.00 withdrawal fee.

## Education Freedom Scholarship (EFS) Funds

How Are EFS Funds Applied?
Education Freedom Scholarship (EFS) funds will be billed to the family's FACTS account as an Incidental Charge with a May 10 due date. Once payments are disbursed by the State of Tennessee and received by PCA, EFS funds will be credited directly to the incidental balance. Tuition not covered by EFS funds will be billed to the family's FACTS account as a Tuition Charge and drafted according to the chosen payment plan.

Education Freedom Scholarships and Tuition Assistance

- Families seeking both EFS funds and additional need-based tuition assistance from PCA must complete both the State of TN EFS application and the FACTS Grant & Aid application.
- Families who are only applying for an EFS award and are not requesting additional tuition assistance from PCA are only required to complete the State of Tennessee EFS application.
- PCA tuition assistance is awarded based on demonstrated financial need after consideration of any EFS funding. If tuition assistance is awarded prior to notification of EFS funding, the assistance offer will be re-evaluated based on updated demonstrated need and adjusted accordingly.

Payment Responsibility
Families must continue making scheduled payments according to their chosen tuition payment plan for all remaining tuition not covered by EFS funds. If EFS funds are not received for any reason, families are still fully responsible for their total tuition obligation. Each family is responsible for complying with all EFS program requirements outlined in the State of Tennessee's EFS Family Handbook.

In the event of a withdrawal or dismissal, families are also responsible for any outstanding tuition balance, applicable penalties, and withdrawal fees. EFS funds do not cover these expenses. All enrollment, tuition obligations, withdrawal fees, and penalties constitute binding contractual obligations. Dismissal for disciplinary reasons does not relieve financial obligations. No refunds are issued except as expressly required by law or stated in writing by the school.

Refunds and Overpayments
If an overpayment results in a credit at the end of the academic year, families may request a refund by submitting a FACTS Refund Request Form to the Business Office. However, please note that EFS funds are not refundable. Refunds will be issued only if the overpayment was made with personal funds.

The State of Tennessee EFS Handbook should be thoroughly reviewed annually. For the most current and detailed information about the Education Freedom Scholarship Program, please visit the official Tennessee EFS website.

For general questions related to EFS Program inquiries, please contact the TDOE by:
Email: EFS.Questions@tn.gov
Phone: (615) 741-5158 - Follow the prompts for the Office of Programs and School Choice

Please note: Participation in the EFS program is subject to state funding and legislative decisions. There is no guarantee that EFS funds will remain available in future years, and families should avoid becoming dependent on these awards when planning long-term educational expenses. PCA will continue to monitor the legislation closely. Any changes that compromise our freedom to operate independently or conflict with our Statement of Faith may lead us to opt out of the program.

### PCA Tuition Payment Options

- Annual – One-time payment due in July
- Semi-Annual – Two payments due in July and December
- Quarterly – Four payments due in July, October, January, and April
- 10-Month Plan – Monthly payments from July through April
- 12-Month Plan – Monthly payments from June through May

To change your selected payment option, please email the PCA Business Office. Changes must be made administratively and cannot be adjusted by the family within FACTS.

## PARENTAL INVOLVEMENT

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

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

## Parent Partnership Expectations

Parental Involvement is one of the foundational pillars of our school. PCA makes every effort to keep parents/ guardians informed and to provide numerous opportunities for involvement and interaction. We recognize that the primary educators of the children entrusted to our care are their parents or guardians. The more that parents/ guardians can be involved in the school and in their children's studies, the greater the probability of success. Parents and students are expected to comply with school rules and policies, and to accept and support the authority of school officials, whether it be at school, at school events held on or off school campus, on social media, or in other public forums. Just as a parent can withdraw a child from the school if desired, the school has the right to separate from a student if the school determines that the parent or student partnership with the school is broken.

## Conflict Resolution Strategy

All parents/ guardians and students are expected to communicate any and all concerns or questions directly to the school. When concerns arise, parents/ guardians, staff and students should follow the Matthew 18 conflict resolution process. Start by speaking directly to whomever is involved (classroom teacher, coach, administrator, etc.). If that contact does not resolve the concern, contact the appropriate administrator– the Dean, Division Head (Head of Grammar, Head of Logic or Head of Rhetoric), Director of Athletics, Associate Head of School, or Head of School. It is our desire to take the time to hear and consider all concerns, however it is the responsibility of the student or parent/ guardian to bring concerns to the appropriate faculty member or administrator in a timely fashion. If you have a concern, please do not assume that someone else is reporting the issue or concern. Unless the faculty member, coach, or administrator is made aware of a concern from the start, it is virtually impossible to address it effectively and in a timely manner.

## Grievance Procedure

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

## Campus Unity

All those who are part of the PCA school community are encouraged to live in a manner consistent with Biblical teaching. All parents, guardians, students, faculty and staff are expected to preserve campus unity by avoiding divisive or disparaging remarks about PCA. PCA families are expected to actively support the school and school leadership by

refraining from spreading rumors while maintaining a positive and constructive attitude at all times.

PCA is founded on a positive and supportive culture that is rooted in Biblical truth, clear expectations and mutual trust. A positive and constructive relationship between PCA and parents/guardians or other adults or children interacting with the school and/or school community by virtue of their relationship with the student is essential to the mission of the school and the school's responsibility to its students and families. It is the responsibility of every parent or guardian of a student attending PCA to positively support the school and uphold the standards of academic, behavioral and moral excellence as outlined in this handbook.

In the unlikely event that a parent, guardian, or other family member disrupts the positive culture by failing to support the school, they will jeopardize the student's continued enrollment. Some examples of unacceptable behavior include failing to support student discipline measures outlined by the school, spreading negativity within the parent community by criticizing the school, inhibiting the work of professional educators by being unduly involved in the daily operations of the classroom/school, refusing to follow the Matthew 18 conflict resolution process, treating other parents/students/staff with disrespect, hosting a student event where alcohol/drugs are present, utilizing social media outlets to disparage the school or its employees, and/or treating school personnel with disrespect. PCA reserves the right to take action, including separation, when the conduct of a parent or family member materially interferes with school operations, threatens safety, undermines the mission, or creates a hostile or disruptive environment. This does not prohibit good faith disagreement or respectful communication, but does prohibit conduct that the school determines is harmful to the community.

PCA reserves the right to dismiss a student if the school concludes in its sole discretion that the behavior of the student's parent, guardian or other adults and/or children interacting with the school and/or school community by virtue of their relationship with the student impedes the school's ability to maintain a positive culture. In addition, the school reserves the right to place restrictions on parents' or other family members' involvement or activity at school, on school property, or at school- related events if the parent or other family member engages in behavior or has a status (such as a criminal conviction) that would reasonably suggest that such restrictions may be appropriate for the best interest or safety of the school community. If a parent/ guardian or family member of a current student files a lawsuit (or threatens to do so) against the school, it is possible that the student may be dismissed from school until the matter is settled.

## Parent Participation Program

Parental Involvement is a foundational pillar of the PCA experience and it is an essential part of a student's education at Providence Christian Academy. The primary purpose of Parental Involvement is to enhance the educational experience at PCA for students, teachers, and parents by encouraging and developing parent support as well as offering

opportunities for fellowship within the school community. PCA makes every effort to keep parents/ guardians informed and to provide numerous opportunities for involvement and interaction. Each parent is expected to complete and log annual parent participation requirements.

A point system has been established whereby a parent may track and log his/her annual parent participation requirements. Both parents are expected to earn a minimum of 24 points per academic year (12 points per semester) and log them online through their individual RenWeb parent portal by the communicated deadline. Activities and their respective point values are listed below. Any time a parent/ guardian is volunteering, providing assistance to PCA, or attending a PCA event, it may be recorded as parent participation. Below are some of the options available along with their point value:

PARENTAL INVOLVEMENT POINT VALUES:

MANDATORY ACTIVITIES:
1 Hour Classroom Observation (4 points per hour)
Attend a PCA Parent Education Event (3 points)

OTHER ACTIVITIES:
4 POINTS:
1 Hour Classroom Observation (4 points per hour)
Teach a Class or Speak in Chapel
Serve as Room Parent
Chair a Committee

3 POINTS:
Attend a PCA Parent Education Event (3 points)
Assist with a Field Trip
Serve on a Committee

2 POINTS
Volunteer to serve in a classroom or any school event or activity (2 points per hour)
Attend a Parent Teacher Conference

1 POINT
Attend Chapel
Attend an Athletic, Fine Arts, or other School Event
Read the Parent Student Handbook

## Visitors

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

### Parent Teacher Conferences

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

## ACADEMIC STANDARDS

### Content Areas

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

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

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

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

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

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

Deductive Logic is taught to eighth and ninth grade students parallel with their internal cognitive development. They are ready at this age to learn universal principles of reasoning which reflect God's rational mind and His created order. Learning about informal fallacies trains them to avoid these common thinking errors and to spot them in newspapers, magazines, and public discourse. Studying the proper way to form valid categorical syllogisms puts these eighth graders in the company of Aristotle and all standard legal education until the mid-twentieth century. Successful thinking in virtually any profession is dependent on the legitimate use of logical skills, and mastery of logic will enable the student to connect the facts of any discipline in an orderly and coherent fashion ready to be beautifully expressed given the proper development of rhetorical skills.

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

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

## Conduct and Discipline

The disciplinary procedures described in this handbook are guidelines. PCA reserves the right, in its sole discretion, to skip steps, accelerate consequences, or impose immediate discipline, including suspension or separation, for serious misconduct or when safety, order, or the mission of the school requires it.

The conduct of all persons related to PCA is to reflect a respect and honor of God and the principles outlined in scripture. Acceptable behaviors are described in the PCA Community Standards: charity, humility, integrity, stewardship, and excellence.

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

All discipline is based upon biblical principles, particularly 2 Timothy 3:16: "All scripture is God-breathed and is useful for teaching, rebuking, correcting, and training in righteousness." Love and forgiveness are integral parts of the discipline of a student. In areas of discipline, where needed, the desire for reconciliation is vital to strengthen the community. As God has reconciled us through Christ (II Corinthians 5:17-19), we desire to reconcile and strengthen relationships that are fractured within the community.

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

There are behaviors which automatically necessitate discipline from the appropriate Dean of Students or Division Head. Those behaviors are, but not limited to:

- Disrespect shown to any staff member. The staff member is the judge of whether or not disrespect has been shown.
- Dishonesty in any situation while at school, including lying, cheating, stealing, and plagiarism.
- Rebellion or defiance, i.e. outright disobedience in response to instructions.
- Fighting, i.e. striking in anger with the intention to harm the other student(s).
- Use of technology...
- ...to disseminate a message of disrespect, hate, or violence toward another person or person(s), or
- ...to share images of a pornographic or sexual nature.
- The use or possession of tobacco, e-cigarette, or vaping device by a student on the grounds of the school.
- The purchase, sale, or possession of alcoholic beverages and other drugs by persons under the age of 21 is against the law in Tennessee. Students are expected to abide by all federal, state and local laws concerning alcohol and non-prescription drugs. Possession, use or being under the influence of drugs or alcoholic beverages is prohibited. The school reserves the right to dismiss a student who violates this rule. Any student apprehended for selling mood-altering chemicals will be referred to police for prosecution and will be dismissed from school.
- Communication of the intent to harm oneself or others.
- Discrimination based on race or ethnicity.

Certain disciplinary situations may result in the necessity for a student to receive outside counseling with a licensed Christian counselor. In addition, the PCA counseling team must receive a signed release of confidential information form to best support the student's social emotional needs.

In all areas of instruction, proper respect and consideration of God's character are to be given. Specifically, class songs, skits, stories, and discussion that include references to the

name and attributes of the Lord must be consistent with Biblical principles. Things to avoid include:

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

## Disciplinary Procedures by School Division

Grammar School

In order to provide a consistent atmosphere for learning and maintain an environment that fosters respect for adults, peers, academics and property, we will follow these steps to ensure optimal learning conditions exist:

- Behavior that is disruptive and/or divisive (verbal/physical) will be noted and corrected by the classroom teacher.
- If this behavior persists, the student will be placed on warning status, and the teacher will communicate with parents. Teachers will document inappropriate behavior.
- If the behavior continues, once warned, the student will be sent to the office. The Division Head will talk with the student and notify parents of the behavior. The student will then return to the classroom.
- Upon a second occurrence of dismissal from class, he/she will return to the office and the Head of the Grammar School will call the parent(s) and ask them to pick the student up immediately. The parent(s) will be instructed to talk with the child and will be advised that the student will not be readmitted to the classroom until he/she has full understanding of the behavioral expectations of the school and home. When the Head of the Grammar School is notified by the parent(s) that the student is ready to return to class, the parent(s) and student will be asked to meet the classroom teacher and the Head of the Grammar School prior to the beginning of the school day. Upon approval by the Head of the Grammar School, the student may then be allowed to return to class.
- A third incident of misbehavior, leading to removal from the classroom, will result in immediate suspension until an administrative decision is reached regarding enrollment status.

Special situations and appeals will be taken into consideration, and alternative measures could be taken in these instances as approved by the Division Head.
(Preschool and Kindergarten student behavior will be considered on an individual basis due to developmental issues and age.)

Upper School (Logic and Rhetoric)

In order to provide a consistent atmosphere for learning and maintain an environment that fosters respect for adults, peers, academic and property, we will follow these steps to ensure optimal learning conditions exist:

- Behavior that is disruptive and/or divisive (verbal/physical) will be noted and corrected by the classroom teachers. If this behavior persists, the student will be placed on a warning status. Teachers will document and notify parents of inappropriate behavior. Teachers have the option to assign lunch detention, or after school detention.
- If the behavior continues, once warned, the student will be sent to the office. The Logic/Rhetoric Dean of Students or Division Head will talk with the student and notify parents of the behavior. The student will then return to the classroom.
- Upon a second occurrence of dismissal from class, he/she will return to the office, and the Logic/Rhetoric Dean of Students or Division Head will call the parent(s) and ask them to pick the student up immediately, and they will be sent home for the remainder of the school day (or the time determined appropriate by administration). The parent(s) will be instructed to talk with the child and will be advised that the student will not be readmitted to the classroom until he/she has full understanding of the behavioral expectations of the school and home. When the Dean is notified by the parent(s) that the student is ready to return to class, the parent(s) and student will be asked to meet the Dean of Students/Division Head prior to the beginning of the school day. Upon approval by the Dean/Division Head, the student may then be allowed to return to the class.
- A third incident of misbehavior, leading to removal from the classroom, will result in immediate suspension until an administrative decision is reached regarding enrollment status.

Special situations and appeals will be taken into consideration, and alternative measures could be taken in these instances as approved by the PCA Administration.

Logic School

Infractions: A student may receive an infraction from any member of the faculty or staff. An example of infraction might include, but not be limited to: tardy to class, dress code violations, excessive talking, inappropriate language, chewing gum, horseplay, class disruption, or being unprepared for class. After a student has received three infractions, he/she must serve lunch detention. Repeated infractions can result in after school detention.

Detention: In the School of Logic there are two options for detention: 1) lunch detention, or 2) after school detention. Lunch detention consists of silently eating lunch under the supervision of a classroom teacher (class work is not to be completed during this time). After school detention is scheduled on Tuesday or Thursday from 3:15-4:00. During detention students will not be allowed to work on homework or sleep. The detention supervisor will either provide community service to complete during the detention hour, or a silent detention. An occasional alteration to a morning detention may be made upon communication with a parent.

Out-of-School Suspension: All work must be completed and submitted upon return to school, or as it is completed through Google Classroom. Tests and quizzes should be made up upon return to school and are eligible for full credit. Among the causes for an out-of-school suspension include, but are not limited to: lying, cheating, stealing, vandalism, disrespectful behavior, bullying, harassment, fighting, improper use of technology, or the possession of alcohol, tobacco products, drugs, possession of weapons of any kind, and/or a communication of an act of violence toward others.

Parents will be notified of the action taken by the school. Students suspended from school are required to have a conference with the Dean of Students or Division Head prior to returning to school.

The Dean of Students, or Division Head, reserves the right to handle each disciplinary case, including consequences, at his/her discretion. A student may be assigned detention, placed on probation, suspended, separated from the school, or given service hours, depending on the severity of the infraction and the student's previous disciplinary history. Situations resulting in out-of-school suspension will be communicated with the Head of School.

While suspended a student may not return to campus, unless approved by an administrator, and may not participate in extracurricular activities sponsored by the school.

Rhetoric School

Violations of school rules and standards result in the faculty/administration taking the necessary disciplinary action. A student may be assigned detention, placed on probation, suspended, separated from the school, or given service hours, depending on the severity of the infraction and the student's previous disciplinary history. Among the major infractions are lying, cheating, stealing, vandalism, disrespectful behavior, bullying, harassment, fighting, improper use of technology, threats of violence, or the possession of alcohol, tobacco products, drugs, and/or weapons of any kind.

Parents will be notified of the action taken by the school. Students suspended from school are required to have a conference with the Rhetoric Dean of Students/Division Head prior to returning to school.

While suspended a student may not return to campus, unless approved by an administrator, and may not participate in extracurricular activities sponsored by the school.

For uniform violations, the student will report to the Rhetoric School office for a parent to be contacted to bring the appropriate attire for the school day. The student will remain in the office until the violation is resolved. All uniform violations may result in a detention.

Detention System – Rhetoric School

Students are informed of detentions the day the infraction occurs or the day which it is brought to the attention of the administrator. Infractions and consequences are explained to students at the beginning of the school year.

The following consequences will result from the accumulation of excessive detention hours per semester:

- Accumulation of 3 detentions will result in notification of parents.
- Accumulation of 6 detentions will result in a parent conference to review the infractions. and to establish a plan to avoid further difficulty.
- Accumulation of 9 detentions will result in a one day suspension.
- Accumulation of 12 detentions will make the student subject to separation from the school upon recommendation of the Rhetoric School Dean of Students or the Division Head.

Detentions will be scheduled through the office of the Dean of Students. Parents will be notified via email or detention slip. Students will be required to work during disciplinary detentions as a way to give back to the school. Service may include, but is not limited to the following: picking up/emptying trash, vacuuming/sweeping floors, organizing furniture, wiping down furniture in classrooms, cleaning bleachers, etc. Detentions may be served before or after school.

Out-of-school Suspension: All work must be completed and submitted upon return to school, or as it is completed in Google Classroom. Tests and quizzes should be made up upon return to school and are eligible for full credit. Among the causes for an out-of-school suspension may include, but are not limited to: lying, cheating, stealing, vandalism, disrespectful behavior, bullying, harassment, fighting, improper use of technology, or the possession of alcohol, tobacco products, drugs, possession of weapons of any kind, and/or a communication of an act of violence toward others.

Disciplinary Probation

Students who are involved in instances of moderate to serious misconduct may be placed on disciplinary probation. PCA considers the need to learn from one's mistakes or poor choices, along with the experience of reconciliation, important aspects of any disciplinary action. Disciplinary probation provides students who have failed to meet PCA's expectations with regard to conduct a chance to remain in school, under specific conditions, and re-establish their "good standing." Probation should be viewed by students and parents as an opportunity to demonstrate a willingness to change inappropriate behaviors and adhere to the policies of the school.

Terms of Probation

Students who are subject to disciplinary action may be placed on disciplinary probation, the terms and conditions of which will be put in writing. In addition, the Dean of Students of the appropriate school may place an offending student on disciplinary probation.

The terms of probation will be as follows:

- The length of probation is dependent on the severity and nature of the offense. Consideration will be given to a full student profile. Probation for longer periods typically involves severe infractions, repeat infractions, or recovery from substance abuse or other difficulties, which necessitates long-term accountability and monitoring.
- Serious misconduct/misbehavior during the probationary period may result in separation from Providence Christian Academy.
- Information regarding students who are on disciplinary probation will be made available to members of the PCA faculty and staff on a "need to know" basis.
- Students who are on disciplinary probation may not be eligible to hold offices or leadership positions in student government, school clubs or other school organizations, be selected for honorary titles, or be eligible for end-of-year awards. The conditions of probation will specify eligibility.
- Students may not be permitted to participate in field trips or overnight school travel programs while on disciplinary probation. The conditions and/or status of probation will determine participation.
- Disciplinary probation for all students will be reviewed by the appropriate Dean of Students and the Division Head. This review may result in a student's probation being completed, continued, or extended. Students and parents will be notified in writing of changes in the terms of probation.
- Following the successful completion of a student's period of disciplinary probation, the student will assume all privileges associated with good standing.

Off Campus Behavior

PCA claims disciplinary jurisdiction on its campus and at any school-sponsored function or any event where a student represents PCA. The school also reserves the right, whenever there are confirmed reports of a student's inappropriate behavior off campus, to confer with the student and parents as a means of clarifying the details. PCA may take disciplinary action for off-campus conduct, including online behavior, when such conduct, in the school's judgment, has a nexus to the school community, affects the school's mission or reputation, or threatens the safety or well-being of students or staff. Depending on the nature and extent of the student's departure from the accepted standards of behavior, disciplinary action may be taken.

Although PCA's disciplinary jurisdiction does not extend beyond established boundaries, its call and devotion to its students does. In the event school leadership gains knowledge that a child's well-being is threatened outside the school's domains, including social

networking sites, we will communicate forthrightly with parents in our ongoing partnership and in an effort to remediate the problem. In the event a student engages in threatening, abusive or uncharitable actions toward another student or member of the PCA community on any social networking platform, disciplinary action will be taken.

## Threats of Violence

PCA takes the safety of its students seriously, and strives to provide a safe and caring environment for all students. Any student communicating the intent to harm another student, or to harm the school community will face immediate disciplinary action. All threats of this nature are taken seriously and fully investigated by our head of security and administrative team. This investigation may also involve other local law enforcement. Disciplinary action can include separation from the school and depending on the outcome of the investigation will require some or all of the following during that time:

- A risk assessment is conducted by a licensed mental health provider
- A psychological evaluation is completed to assess the risk the student poses to themselves and the community by a licensed psychologist.
- A psychiatric evaluation performed by a doctor
- Ongoing counseling by a Christian licensed Mental Health Provider

An administrator will communicate with the family as to which are required. A release to share information must be signed so the school can communicate with the provider(s) both before and after the required assessments and evaluations. Assessments and/or evaluations must be completed within two weeks from the date of the student's last day on campus. After receiving the results of the assessments and evaluations, the head of security and administrative team will decide proper next steps. The student is required to maintain all coursework while separated from school. Knowing in many avenues these types of threats would result in zero tolerance, we feel these stipulations are fair and expect full cooperation in order to keep all of our students safe. Failure to cooperate at any level or continued concern for safety may result in full expulsion.

## Threats of Harm to Self

PCA takes the safety of its students seriously, and strives to provide a safe and caring environment for all students. The mental health of our students is very important to us and all threats of harming oneself are taken seriously. Any statements of this nature will be investigated by a school counselor and administrator and parents/guardians will be contacted. Depending on the severity of threats and the level of immediate danger, PCA will require some or all of the following to ensure the student receives the proper care for optimal health moving forward:

- A risk assessment conducted by a licensed mental health provider or inpatient facility
- A psychological evaluation completed by a licensed psychologist

- A psychiatric or physical evaluation performed by a medical doctor
- Ongoing counseling by a Christian licensed mental health provider

An administrator will communicate with the family as to which are required. A release to share information must be signed so the school can communicate with the provider(s) both before and after the required assessments and evaluations. Assessments and/or evaluations must be completed within two weeks from the date of the student's last day on campus. After receiving the results of the assessments and evaluations, the counselor and administrative team will decide proper next steps. The student is required to maintain all coursework while separated from school if mentally and physically capable. Failure to cooperate with required steps or continued concern for safety may result in extended or permanent separation from the school to better support healing.

Administrative Authority and Medical Decision Disclaimer
All decisions regarding student safety, separation, and return to campus are administrative decisions made by PCA in the interest of campus safety and do not constitute medical or psychological diagnoses or treatment.

Financial Responsibility
All costs associated with any required evaluations, assessments, or counseling are the sole responsibility of the parent(s)/guardian(s).

Re-Entry Authority
The decision whether a student may return to campus following any separation for safety reasons rests solely with PCA administration and is based on the school's assessment of safety, readiness, and community well-being.

Failure to Cooperate
Failure to comply with required evaluations, releases, or follow-up care may result in extended or permanent separation from the school.

## Weapon Possession

PCA prohibits the possession or use of dangerous weapons on school property.

All individuals on campus are subject to this policy including contract workers, teaching faculty, support staff, students, parents, and visitors. A license to carry a weapon on campus does not supersede this policy. Any student or employee in violation of this policy will be subject to disciplinary action.

A weapon is an instrument of attack or defense such as explosive, sword, knife, firearm, gun or other weapons that might be considered dangerous or that could cause harm.

School Property is defined as all school-owned and surrounding areas such as sidewalks, walkways, driveways, and parking lots. This policy also applies to all company-owned or leased vehicles.

Providence Christian Academy is private property. Tennessee weapons carry laws do not override PCA policy. The school reserves the right to prohibit weapons on its campus and at school events, regardless of licensure status. The presence of any weapon on campus without express written authorization from the Head of School is strictly prohibited.

## Electronic Device Policy

There are only three electronic devices that students are authorized to use during normal school hours (7:15a.m. – 3:15p.m.): calculators, computers and electronic dictionaries (if required by an instructor). These devices should not be multifunctional (i.e. a cell phone/tablet/ipod/camera/calculator/). No other electronic devices will be permitted during normal school hours.

If a student violates this, the item(s) will be confiscated and turned into the appropriate Division Head.

Parents may reclaim these items from the appropriate Division Head upon request.
There may be special occasions when a teacher determines that a particular electronic device is deemed appropriate for a particular instructional purpose. However, the item must be approved in advance by the appropriate Division Head and may only be used during the times and purposes specified by that instructor.

Student use of phones and smart watches will not be permitted during school hours. These devices must be turned off and stored in lockers during the day.
Cell phones may be brought to school under the following guidelines:

- The cell phones must be stored and remain in the students' lockers from 7:15 a.m. – 3:15 p.m.
- The cell phones must be powered off during that time. If a cell phone is seen or heard during normal school hours, it will be confiscated and the student will receive the appropriate consequences.

Students and parents should have no expectation of privacy in the use of school devices, school accounts, or school networks. PCA reserves the right to monitor, inspect, and review any data, communications, or activity on school systems at any time.

## Class Size Policy

PCA believes there are significant benefits in maintaining small class sizes. Therefore, class sections are limited to 17 students in Grammar and 18 in Logic and Rhetoric.

The following priority listing is adhered to in placement of students:

- School-age children of faculty and staff.
- Continuing students properly re-registered.
- New students from continuing families (e.g. younger siblings).
- New students from outside of PCA.

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

## Controversial Subjects

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

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

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

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

PCA teachers serve as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with student/s on controversial

subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, in light of this policy and sound teaching practices, he or she is to encourage a gracious and scholarly attitude in the students.

## Secondary Doctrine Policy

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

## Homework

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

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

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

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

Outside projects should be limited and approved with the appropriate Head of Division.

## Upper School Late Work

All assignments are important and are expected to be completed to receive a grade in the course. It is the responsibility of the student to complete and turn in their work at the scheduled time. Late work will receive a reduced grade. "Late" is defined as any time past when the work is designated to be collected by the teacher.

If an assignment is one day late, there will be a reduction of 15% of the total grade.

If an assignment is two days late there will be a reduction of an additional 15%, totaling a reduction of 30% off the original grade, and lunch detention will be assigned. If the class is before lunch, the assignment is to be worked on, and possibly completed, during lunch detention. If the class is after lunch, the student should complete the work as homework and turn it in to the teacher the following day, noting that lunch detention will still be served on that day. Lunch detention will be assigned each day until the student completes the assignment.

Rhetoric students that are absent one day, will be given one class day to make up their missed work. If a student misses two days, then they will be given two class days to get their missed work turned in. When a student is absent for more than two days, arrangements should be made with their teachers regarding a plan for make-up work.

## Academic Assessment

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

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

Parent conferences are held as necessary to better identify ways to enhance student performance.

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

Report Card Grade Configuration:
Logic classes and Rhetoric classes without exams:
Semester grade = 50% Q1 + 50% Q2
Final grade = 50% Sem 1 + 50% Sem 2
Rhetoric classes with exams:
Semester grade = 40% Q1 + 40% Q2 + 20% exam
Final grade = 50% Sem 1 + 50% Sem 2

## Academic Integrity

A lack of academic integrity occurs when the student takes credit for work they did not do (e.g., copies another student's assignment, uses AI in an improper way to complete an assignment), and it is a form of dishonesty. It is considered an egregious form of misconduct and will be handled accordingly.

Progressive Consequences for Lack of Academic Integrity

- 1st offense - Warning & resubmit the assignment
- 2nd offense - Zero on assignment & resubmit assignment to check for understanding
- 3rd offense - Zero on assignment & may result in suspension from school
- 4th offense - Zero on assignment & may result in separation from school

## Academic Probation

PCA students who receive a failing grade on their report card in any subject, at the end of any quarter, will be given a grace period until the next progress report. However, if the student does not, he/she will be placed on academic probation and will be restricted from all extra-curricular activities. The student will remain on probation until the grade is raised to a C average or above. Please see the Student Promotion Policy for further details located in this handbook.

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

## Learning Policy

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

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

*Specific Learning Difference:* A chronic neurological condition in a student that selectively interferes with the development, integration, and/or demonstration of verbal and/or non-verbal activities; or interferes with the student's learning as his or her average to superior intellectual abilities would otherwise allow the student to learn. Examples include but are not limited to: dyslexia, dysgraphia, dyscalculia, auditory and visual processing disorders, and nonverbal learning differences.
*Tutoring*: Assistance given by an educational therapist or other professional to help a student with concepts or assignments given by the classroom teacher.

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

Some PCA students, however, do not experience academic success despite routine instructional interventions by the classroom teacher. In these situations, the Student Learning Services Director will serve as an additional resource to teachers, parents and students. A specific plan of tutoring and support for teachers will be given to address specific student weaknesses or differences in learning. All costs associated with diagnostic testing and/or tutoring will be the responsibility of the parent(s), not the school.

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

Routine instructional interventions will be identified and implemented by the classroom teacher(s) and documented. The classroom teacher will regularly communicate with the parent and/or student regarding the student's performance and to explain the interventions used and their effectiveness.

If necessary, the classroom teacher(s) will suggest additional at-home or after-school activities to the parents that could improve student skills and performance. All parents will genuinely attempt to understand the problem and to address the situation with compassion, grace, and diligent efforts toward remediation.

If substantial progress is not made within the agreed upon time frame, the teacher(s) will begin to consult with the Student Learning Services department for a referral.
During the referral process, the Student Learning Services team will collect quantitative and qualitative data to determine the most appropriate next steps which could include any of the following: additional classroom/home interventions, outside tutoring, individualized instruction, academic and psychological evaluation. The student's family is responsible for all fees associated with the process. Results from academic and psychological testing must be shared with the appropriate Division Head and Student

Learning Services Director and will become part of the student's file at PCA. All results will be kept confidential.

Once the data has been reviewed, involved parties will meet to determine the best academic interventions and/or placement for the student. The outcome of this meeting may determine if PCA is the best academic setting for the student or if another school setting would be more appropriate. (Note: steps 2-4 of this process may overlap or be combined).

Prospective students with a profound learning difference are not admitted to PCA. Children who have been diagnosed as having a learning difference must meet the same academic standards as all the other children in their grade level.

A student with an attention disorder such as Attention Deficit Disorder or Attention Deficit Disorder with Hyperactivity would also be expected to meet the same academic standards as all other students in his or her grade level and is given the same individual instruction as his or her classmates.

Providence Christian Academy is a private religious school and does not provide special education services or IEPs. The school may, but is not required to, offer reasonable classroom adjustments at its discretion. All decisions regarding accommodations are made on a case-by-case basis based on the school's mission, resources, and academic program.

## Anti-Bullying, Discrimination and Harassment Policy

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

- Matthew 7:12: So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.
- Romans 12:18: If it is possible, as far as it depends on you, live at peace with everyone.
- John 15:12: My command is this: Love each other as I have loved you.
- Colossians 3:13: Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.
- 1 Thessalonians 5:11: Therefore, encourage one another and build each other up, just as in fact you are doing.
- Revelation 7: 9-10: After this, I looked, and there before me was a great multitude that no one could count, from every nation, tribe, people, and language, standing before the throne and before the Lamb. They were wearing white robes and were

holding palm branches in their hands. [10] And they cried out in a loud voice: "Salvation belongs to our God, who sits on the throne, and to the Lamb."

All members of the Providence Christian Academy community have the right to protection against harassment, discrimination and bullying behavior and the right to file a complaint if they believe they have been a victim of, or have witnessed such behavior.

School administrators are responsible for investigating each complaint, determining the legitimacy of the complaint in accordance with the following definitions, and taking appropriate corrective action. Any student victim or bystander, parent or other adult may initiate a complaint by completing a confidential reporting form digitally or by speaking directly to any school official.

Reports of harassment, discrimination or bullying are taken seriously and dealt with quickly and effectively. If a student is found guilty of harassment, discrimination or bullying behavior, the consequences shall depend on the results of the investigation and the severity of the incident. Consequences for a student who commits an act of harassment, discrimination or bullying behavior shall be unique to the individual incident. Administration shall consider the age and maturity of the student, the degree of harm, previous incidences or patterns of negative behavior, or any other factors, as appropriate to properly respond to each situation. Consequences may include but are not limited to a parent conference, counseling, detention, suspension, expulsion, or referral to a local law enforcement agency. All discipline regarding harassment and bullying will be progressive in nature.

Definitions
Harassment is any unwelcome conduct that is severe, pervasive or persistent and creates a hostile environment that interferes with or limits a student's ability to participate in or benefit from services, activities, or opportunities offered by Providence Christian Academy.

Discrimination is treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on their value as an image bearer of the King.

Bullying is repeated, unwanted aggressive behavior that involves a real or perceived power imbalance. Bullying includes three main components:

- Bullying is aggressive behavior that involves unwanted, negative actions.
- Bullying involves a pattern of behavior repeated over time.
- Bullying involves a real or perceived imbalance of power or strength.

Harassment, Discrimination or Bullying meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student's person or property.

- Has a substantially detrimental effect on the student's physical or mental health.
- Has the effect of substantially interfering with a student's academic performance.
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.
- Interferes with social standing.

Types of Bullying

- Direct Bullying involves a direct confrontation with a person.
- Verbal Bullying is any type of communication that causes harm to another (taunting,
- teasing, name-calling, extortion, threats).
- Physical Bullying is harming a person or property (shoving, hitting, tripping, or
- damaging a person's property).
- Indirect Bullying is a more subtle and covert act.
- Social Bullying is harm to someone's self-esteem or group acceptance (rumor
- spreading, social isolation).
- Cyberbullying involves the use of technology to harass, make fun of, or intimidate
- another person (posting derogatory comments, using technology or social media to spread rumors or make threats.)

Cyber Bullying

Students who believe they have been victims of such misuses of technology, as described in this policy, should not erase the offending material from the system. A copy of the material should be printed and brought to the attention of the administration, who shall fully investigate reports of cyberbullying. In the instance of cyberbullying which originates from a non-school electronic device, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of social emotional well being or the educational process. Disciplinary action may include the loss of electronic device privileges, detention, suspension, expulsion or referral to a local law enforcement agency for verified perpetrators of cyber bullying

Reporting and Investigation Procedure

Any student, parent, or employee may report concerns verbally or in writing to any teacher, administrator, or the Head of School. Reports may be made in person, in writing, or electronically.

All reports will be reviewed promptly and investigated by school administration. The school will determine the appropriate scope and method of investigation in its discretion. Investigations may include interviews, review of documents, and other steps deemed appropriate by the school.

The school will make a determination based on the information available and will take such action as it deems appropriate. Disciplinary decisions are administrative in nature and are final.

False or Malicious Reports
Any person who knowingly makes a false or malicious report may be subject to disciplinary action.

Religious School Status
Providence Christian Academy is a private religious school and reserves the right to apply its biblical standards, mission, and Statement of Faith in all disciplinary and conduct-related decisions.

Reprisal or Retaliation
Providence Christian Academy prohibits reprisal or retaliation against any person who reports or assists in any investigation of an act alleged in this policy. The consequences for a student who engages in reprisal or retaliation shall be determined by administration after consideration of the nature, severity, and circumstances of the act. All discipline regarding harassment and bullying will be progressive in nature.

Any form of harassment, discrimination or bullying toward a staff, faculty member, or administrator by a student, parent, or family member will be reviewed by the PCA administrative team, with consequences ranging from a conference, to separation of the student or family from PCA, to report the incident to the proper local authorities.

## Student Counseling Policy

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

Services provided by the School Counselor may include, but are not limited to, the following:

- Assistance with new student adjustment and integration
- Individual and small group solutions focused counseling
- Crisis prevention and intervention
- Assessments and referrals to school and community services

- Consultation with parents and staff
- Student service, leadership, and mentor opportunities
- Assistance with time management, organization, and study skills
- Exploration of individual abilities, interests, personality, and skills
- Assistance with educational planning and national testing requirements
- Resources for college, career, and scholarships
- Students, parents, faculty, and staff may contact the School Counselor if there are
- concerns about a student's well being.
- All group or individual counseling sessions are confidential except as noted below:
- Thoughts, feelings, or actions involving suicide
- Thoughts, feelings or actions involving harm to yourself or others
- Disclosure or suspicion of neglect, emotional, physical or sexual abuse
- Disclosure involving a violation of the Providence Christian Academy Handbook
- The student would benefit from the involvement of others in the counseling process

Referrals

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

Confidentiality

All group or individual counseling sessions are confidential except as noted below:

- Thoughts, feelings, or actions involving suicide
- Thoughts, feelings or actions involving harm to yourself or others
- Disclosure or suspicion of neglect, emotional, physical or sexual abuse
- Disclosure involving a violation of the Providence Christian Academy Handbook
- The student would benefit from the involvement of others in the counseling process

Mandatory Reporting

School counselors and administrators are mandatory reporters under Tennessee law and must report suspected abuse, neglect, or threats of harm.

Child Abuse Reporting

PCA complies with Tennessee mandatory reporting laws. Any suspected abuse or neglect will be reported to the appropriate authorities.

Limited Confidentiality

The school does not provide medical or psychological treatment. Counseling services are educational and pastoral in nature. Confidentiality is limited and does not apply where disclosure is required by law, necessary for safety, or necessary for the school to fulfill its responsibilities.

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

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

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

## Social Media Policy

Providence Christian Academy's Advancement Team is responsible for creating and managing those who are approved to post information on all social media accounts representing PCA. Additional accounts or groups representing or claiming to represent PCA and its teams, grade levels, faculty, staff, or other groups at PCA may not be created. There are no exceptions to these guidelines.

PCA strives to highlight and recognize faculty, staff, and student activities, achievements, and accomplishments. If you have information you would like to share, please email social@providencechristian.com. The PCA Advancement Team will determine whether the submission will be shared.

Only the Advancement Team may respond to negative comments on official PCA social media outlets.

Employees and volunteers may associate themselves with PCA when posting on social media outlets, however it must be clear that their social media post is personal and purely their own/ not posted on behalf of the school. Divulging information including the school's internal operations, financials, and/ or legal matters is prohibited.

## Acceptable Use of Social Media

One of PCA's foundational pillars is to partner with families to impart truth and cultivate character within our students. The Acceptable Use of Social Media policy serves to protect the school, faculty and staff, parents and guardians, and students from

the damaging effects of negative social media posts.

- Social media should not be used to make allegations, complaints, defamatory statements, or negative comments about the school, school employees, school parents or guardians, or students.
- Parents or guardians are expected to monitor their children's online activity, including their use of social media.
- Parents or guardians should never use social media to discuss sensitive school matters with other individuals.
- Parents or guardians should immediately bring to the attention of school administrators any social media policy violations.
- A school administrator will contact the originator of a social media post that violates this policy, explain why the post is inappropriate, and request that the post be removed or retracted.

Repeated or flagrant violation of this policy by a parent, guardian, or student is not mission appropriate, and may lead school administration to separate from that family through dismissal or by barring re-enrollment.

## Acceptable Use Policy for Students

Providence Christian Academy provides access to technology and digital resources as tools for learning, creativity, and collaboration. As a Christian school, we believe all human activity, including the use of technology, should glorify God (1 Corinthians 10:31). This Acceptable Use Policy outlines expectations for responsible, safe, and God-honoring use of school devices, networks, and digital resources.

This policy applies to all PCA students, whether using school-owned or personal devices on campus or during school-related activities. It covers the use of PCA's network, email, online platforms, virtual learning courses, and any digital communication associated with school.

Acceptable Use
Students are expected to:

- Use technology as a tool for learning, communication, and creativity.
- Communicate in ways that are respectful, truthful, and reflective of Christlike character (Ephesians 4:29).
- Access and save only appropriate information.
- Follow all copyright and public laws.
- Protect personal privacy and the privacy of others.
- Cite sources and respect intellectual property.
- Demonstrate integrity in academic work, producing original assignments unless collaboration is explicitly allowed.
- Use resources efficiently (ex. printing and bandwidth).

Students may not:

- Access or share inappropriate, harmful, or obscene material, including pornography, violent content, or hate speech.
- Engage in cyberbullying, gossip, harassment, or use of profane, insulting, or disrespectful language.
- Use technology for cheating, plagiarism, or unauthorized use of artificial intelligence tools.
- Attempt to bypass school filters, use VPNs, hack into systems, or damage school devices or networks.
- Post or share digital content that damages the reputation of PCA.
- Use personal devices during school hours in ways that disrupt learning or violate classroom expectations.
- Use iMessage and other texting or emailing sources that do not support school work.
- Engage in cryptocurrency mining, peer-to-peer file sharing (such as torrents), or other high-bandwidth or network-intensive activities that could disrupt or degrade school network performance.

Security and Privacy

- Students must keep their passwords secure and may not use another person's account.
- No unauthorized software, apps, or extensions may be installed on school devices. Students should immediately report suspicious activity, cyberbullying, or security issues to an administrator.
- Assume all network activity is logged and not private. Contents of email, Google Drive, and Google Classroom can be viewed by the administration.

Online Safety

- Students must use discernment and wisdom when engaging online. PCA expects students to:
- Never share personal information of self or others (address, phone number, passwords, schedules, etc.)
- Avoid online conversations, chats, or relationships with strangers.
- Immediately report any inappropriate messages, requests, or content to your parent or administrator.
- Use caution when clicking links, downloading files, or opening attachments to avoid harmful software or phishing scams.
- Treat digital communication as permanent and public, even when messages are private.
- Remember that their online witness reflects their Christian character and the reputation of PCA (Matthew 5:16).

Social Media and Communication

Digital communication should always reflect respect for teachers, peers, and the school community. Posts, emails, and messages (even outside school) that negatively impact PCA or members of its community may be subject to disciplinary review.

Consequences
Violations of this policy may result in one or more of the following:

- Verbal or written warnings.
- Restriction or loss of technology privileges.
- Academic penalties for dishonesty or misuse of AI.
- Detention, suspension, expulsion, or other disciplinary action as outlined in PCA's Student Handbook.
- Referral to law enforcement

Parental Partnership
We believe parents play a vital role in guiding their children's technology use. PCA encourages families to set healthy boundaries at home, monitor online activity, and model Christ-honoring digital habits.

## Student Promotion Policy

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

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

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

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

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

## Attendance, Absences, and Tardies

In the case of absence, or a student arriving to school late, parents are to contact the school by emailing attendance@providencechristian.com.

Lower School Policy (PreK – 5th grades)

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

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

Verification of Student Absences/Tardiness

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

- Name of student
- Name of parent/guardian
- Date of absence/tardy
- Stated reason for absence/tardy

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

All students who are arriving late to school must check in through the front office. Students in PreK-5th grade who are arriving late must be accompanied by a parent. In the case of an upper school student driving a lower school student to school, the upper school student should walk the lower school student to the office for a tardy slip.

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

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

Upper School Policy (6th – 12th grades)

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

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

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

All students who are arriving late to school must check in through the front office. Students in 6th-8th grade who are arriving late must be accompanied by a parent. Students in 9th-12th grade who are arriving late and not accompanied by a parent, must have a note from their parent.

Logic Tardy Policy
First period begins at 8:00am. It is recommended that students be inside the building no later than 7:55 in order to prepare for first period classes. Students are required to report to each class on time. The Tardy Policy for first period is as follows:

- 3rd Tardy - Parent contact & lunch detention
- 6th Tardy - Parent conference & before or after school detention
- 9th Tardy - Parent conference with administration and further disciplinary action will be discussed.
- If the student does not report to detention, 1 additional day will be assigned.

Rhetoric Tardy Policy
Students are required to report to each class on time.

- Being late to an individual class during the school day will result in the teacher marking the student tardy. The Tardy Policy is as follows:
  3rd Tardy - Parent contact & before or after school detention
- 6th Tardy - Parent conference & before or after school detention
- 9th Tardy - Parent conference with administration and further disciplinary action will be discussed.
- If the student does not report to detention, 2 additional days will be assigned.

Absenteeism

To receive a grade in a class, a student must attend at least 85 % of the days the class meets. A student attending class less than 85 % of the time, whether excused or unexcused, will not receive a grade unless the administration finds that the absences are the result of extenuating circumstances. This applies to the accumulation of tardies as unexcused absences: 3 tardies = 1 unexcused absence for the class.

Verification of Student Absences/Tardiness

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

- Name of student
- Name of parent/guardian
- Date of absence/tardy
- Stated reason for absence/tardy

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

Grades 9 and above

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

Grades 6-8

All work due on the date of absence is due upon return. Two days shall be allowed upon returning to receive full credit for work assigned on the date of absence. Upon the third day after returning, work shall be considered late and graded per the Upper School Late Work policy.

## Achievement Testing

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

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

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

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

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

## Exam Exemption

The school does not encourage exempting students from exams. It is in the student's best interest to participate in the exam preparation and exam administration in training for

collegiate level academics. All 9th, 10th, and 11th grade students must take mid-term and end of the year exams. Upon approval of the Division Head, 12th grade students with a semester average of 90 or above for the first semester and third and fourth quarters may be exempt from the second semester exam with parental approval.

### Graduation Requirements

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

### Graduation Cords

Academics - GOLD: Cumulative grade point average of 3.8 or greater
Leadership - BLUE: 4 years of participation in PCA Student Council, House Office, NHS Office or BETA Office (does not include committees)
Service - GREEN: 150 hours or more of community service
Fine Arts - PURPLE: 4 years of participation in fine or performing arts courses
Athletics - WHITE: 4 years of athletic involvement

## DAILY OPERATIONS AND GUIDELINES

### School Hours and Schedule

The regular school day for grades 1 through 5 is from 8:00 a.m. to 3:00 p.m. The regular school day for grades 6 through 8 is from 8:00 a.m. to 3:10 p.m. The regular school day for grades 9 through 12 is from 8:00 a.m. to 3:15 p.m. Students are to arrive no earlier than 7:45 a.m. and stay no later than 3:15 p.m. unless in a PCA organized class, sports activity, Before School Care or After School Care. Pre-K and Kindergarten hours are from 8:00 a.m. to 12:00 noon. Pre-K and kindergarten students should arrive no earlier than 15 minutes prior to the beginning of class and be picked up no later than 15 minutes after dismissal. Scheduled half-days run from 8:00 a.m. to 11:15 a.m. for PreK, 8:00 a.m. to 11:30 a.m. for all kindergarten-5th grades, and 8:00 a.m. to 11:40 a.m. for 6th-12th grades.

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

School Office Hours
PCA's office is open on regular school days from 7:30 a.m. until 4:00 p.m. During summer breaks, PCA's office is open only on Wednesdays from 9:00 a.m. until 4:00 p.m.

## After School Care/Before School Care

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

## Uniforms

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

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

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

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

## Spirit Day Dress Guidelines

- All PCA spirit wear must be purchased through PCA.
- PCA spirit wear including hoodies, pullovers, sweatshirts, and t-shirts that have been purchased through PCA may be worn on spirit days.
- Outerwear must be PCA spirit related. General brand outerwear may not be worn.
- Uniform bottoms are to be worn, including belts as required. Shoes and socks must still adhere to the dress code.
- Ball caps/hats may not be worn.

## Casual Day Dress Guidelines

Casual days are a privilege offered to students on varying occasions. On casual days it is still necessary to maintain the integrity and modesty of the regular dress code.

- Colors of shoes may extend beyond normal dress code.
- Hoodies, t-shirts, and pullovers may be worn.
- Athletic shorts of appropriate length (mid thigh), and t-shirts, may be worn.
- Ball caps/hats may not be worn.
- Skin tight or body-contouring clothing is not permissible. Clothing is able to be form-fitting while not body-contouring. Body-contouring clothing covered by a sheer material is still not permissible.
- Leggings or compression shorts may be worn under skirts, shorts, or a shirt that comes down past mid-thigh.
- Dresses, skirts and shorts should be mid-thigh or longer.
- Jeans should not have rips above mid-thigh.
- Shirts must have sleeves (no tank-tops or spaghetti straps).
- Shirts should not reveal the midriff (stomach, sides, and lower back) at all times and in all activities of the day, and should extend past the waist of the pants/shorts/skirt being worn.
- Clothing (including decorative socks) that promotes an individual or group is not permissible (PCA athletic teams are the exception, along with special dress opportunities such as during Homecoming Week). Clothing should not promote alcohol, drugs, political references, inflammatory dialogue, any inappropriate conduct, contain innuendo, or anything that is contrary to PCA's mission and vision.

Students not following the casual day dress code will be required to call home for an appropriate change of clothes, and will remain in the office area until the change of clothes arrives.

## Formal/Semi-Formal Dress Guidelines

Ladies

For girls, dresses and attire that reflect modesty (behavior, manner, or appearance intended to avoid impropriety or indecency) are required. We recognize that "modesty" is up for interpretation, and is often at odds with fashion and cultural trends. It is the desire of the PCA administrative team to provide a safe environment for all, which includes honoring both boys and girls in the way each dresses, and presents themselves before the community.

Semi-formal attire should reflect a formal family occasion (like a wedding).

Dresses that are too revealing, are skin tight or body-contouring (conforming to the outline of the body), expose midriffs or have plunging necklines, or are too short are prohibited (see alternatives below).

Modesty is admittedly a subjective interpretation, but one which we have a duty to uphold. Girls should therefore err on the side of modesty and formality. Having been specifically informed, we expect full cooperation from girls and their parents on this issue.

Students, including guests, not in compliance with the dress code will not be admitted to the dance and refunds will not be issued.

Dress specifics:

- Dress length should be no shorter than mid-thigh. The dress must rest at this length, it must not be consistently adjusted to match the length. Slits on dresses and skirts must also adhere to the length requirement.
- Dress backs may not be lower than the elbow.
- Dress must completely cover the midriff (this includes any part of the stomach, sides and lower back), with a solid material, not sheer fabric.
- 2 piece dresses MUST overlap at the waist: meaning the top MUST overlap with the skirt waistband at all times (this includes while dancing).
- Dress necklines should drop no lower than straight across from armpit to armpit. The collarbone may be revealed, but. Should not plunge lower than the armpits.
- Dresses must meet the above requirements without the use of a shawl or jacket.

Gentlemen

For boys, attire that reflects modesty (behavior, manner, or appearance intended to avoid impropriety or indecency) is required. We recognize that "modesty" is up for interpretation, and is often at odds with fashion and cultural trends. It is the desire of the PCA administrative team to provide a safe environment for all, which includes honoring both boys and girls in the way each dresses, and presents themselves before the community.

Semi-formal

- Full length khakis or nice slacks

- Button up, oxford shirt
- Tie optional (depending on event requirements)
- No jeans, t-shirts, flannels, jerseys or shorts
- Formal
- Suit or tuxedo (with pants, no shorts)
- Button up shirt
- Tie required
- No jeans, t-shirts, flannels, jerseys or shorts
- Boys are expected to maintain the dress code throughout the extent of the event. Jackets may be removed during the evening, however, shirts must be worn at all times.

Students, including guests, not in compliance with the dress code will not be admitted to the dance and refunds will not be issued.

## Student Lunches / Cafeteria Program

All students (except Pre-K and Kindergarten) are eligible to participate in the PCA Cafeteria Program. Lunch options include PCA-prepared meals or pre-packaged selections from local restaurants and vendors. Lunches are pre-ordered through a PCA vendor online ordering platform. Prices vary by meal options and are paid in advance. Orders must be turned in by the communicated due date. Students who do not pre-order lunch must bring their lunch and a beverage.

Microwaves are available for students to use and may be used at the discretion of individual classroom teachers. Students eat in a designated lunch area and are responsible for the proper disposal of their own litter.

Lunches should be brought to school with the students at the beginning of the school day. This courtesy prevents classroom disruption later in the day and allows teachers the flexibility to change class schedules when necessary. In the event a student has forgotten to bring their lunch at the beginning of the school day, parents and family members may continue to drop off student lunches as needed at the school office.
Students who do not have a lunch from home and have not purchased a PCA school lunch may be provided an emergency lunch from the cafeteria to ensure they have a meal for the day. A charge of $7.00 will be applied to the family's FACTS account for each emergency lunch provided. Emergency lunches are intended for occasional, unforeseen situations and should not be used as a regular substitute for bringing a lunch from home or ordering a school lunch.

Lunch deliveries from outside vendors are not permitted unless the delivery is initiated by a PCA staff member for a PCA event or activity.

## Student Activities

Various student activities are available for PCA students. Information about these activities is available on the school website. Some activities have separate fees which are delineated prior to a student's participation.

## Lost and Found

Items that are left at PCA are normally placed in the "Lost and Found". Parents are encouraged to mark all items and clothing with names for easy recognition. Those missing items should check the Lost and Found. Lost and Found items will be cleaned out regularly. Items remaining in the Lost and Found on the scheduled clean out day will be donated to charity.

## Illness Policy

Students or staff with a temperature of 100.4 degrees or more are not permitted to be at school. If a student or staff member has a fever of 100.4 or higher, they must be fever free for 24 hours without fever-reducing medication and have an overall improvement of symptoms for that duration in order to return to school.

If a student or staff member is seen by a medical provider due to fever and/ or illness, the student/ staff member will be allowed to return to school as indicated by the note from the provider AND when they are fever free for at least 24 hours without fever-reducing medication. -

Students or staff will be sent home immediately for illness related vomiting or diarrhea. Students or staff who have experienced illness related vomiting or diarrhea should stay off campus and out of PCA related activities for a minimum of 24 hours after the last episode. Students or staff may return to school 24 hours after the last episode if there are no remaining symptoms.

## Accident Policy

In case of minor accidents at school, first aid is provided by the teacher or other school personnel. In case of a serious injury or illness, first aid is provided and an attempt will be made to contact the student's parents. In the event that parents cannot be reached, those listed on the "in case of emergency" portion of the student's application will be contacted. Minor and Major accidents are documented in the office through a form and filled out by PCA faculty

## Medication

The following over-the-counter (OTC) medications are kept in respective division offices: acetaminophen (Tylenol), ibuprofen (Motrin), diphenhydramine (Benadryl), cetirizine (Zyrtec), hydrocortisone cream, triple antibiotic ointment, cough drops, and Tums antacid tablets. Each year, parents should complete the "OTC Permissions" section in the Magnus Health Portal to indicate which may be given to a student without first calling the parent.

For any permissions marked "yes", as long as the situation is straightforward and deemed appropriate by the Health and Wellness Coordinator, the age-appropriate OTC dose of the particular medication will be administered by a trained staff member. An email notification will be sent to parents indicating what medication was given, the dose given, the reason for medication, and the time given.

For any permissions marked "no" OR if the situation is not straightforward (ie. The student is unsure if they've had any medication that day, etc.), parents will be called for permission and instruction prior to administering any medication. At no point will any OTC medication be given outside the parameters of the label instructions, even at the parent's request, without a signed note from a medical provider.

All medication brought to school must be brought by an adult to the division appropriate office (Grammar/ Logic/ Rhetoric) immediately upon arrival at the school- including OTC or homeopathic medicines- and a medication form must be on file in the Magnus Health Portal. Any medication brought to school not in accordance with these regulations will be kept in the school office pending further contact with a parent.

## Nut-Free Classroom Policy (PreK–1st Grade)

Purpose: To provide a safe and inclusive learning environment for students with life-threatening nut allergies, while maintaining flexibility based on each classroom's needs.

PreK through Kindergarten
All PreK and Kindergarten classrooms will operate as nut-free spaces at all times. This includes peanuts and all tree nuts (such as almonds, cashews, pistachios, etc.), whether whole, chopped, ground, or in spreads (e.g., peanut butter, Nutella). Families are asked to read labels carefully and avoid sending any items that may contain nuts or be processed in facilities that handle nuts.

1st Grade
Nut-free status is determined based on student need. If a student in a 1st grade classroom has a diagnosed peanut or tree nut allergy, that classroom will also adopt a nut-free policy

for the school year. If no students in a classroom have a nut allergy, typical snack and lunch guidelines will apply, with continued education around allergy safety and kindness.

What "Nut-Free" Means in Practice
Allowed: Fruit, vegetables, cheese, crackers, yogurt, seed butters (e.g., sunflower or soy butter), baked goods made without nuts.

Not Allowed: Peanut butter, Nutella, trail mix with nuts, granola bars with nuts, nut-containing baked goods, nut milks.
Lunchroom and Shared Spaces

- All students may eat lunch in the designated dining area, which has allergy-aware zones and cleaning protocols.
- Students are not permitted to share food at any time.
- Communication and Support:
- Teachers will notify parents before the school year if their child's classroom will be nut-free.
- Staff are trained in allergy awareness and response, including EpiPen use.
- If substitutions or clarification are needed, the Health and Wellness Coordinator or classroom teacher can assist.

## Gum and Beverage Policy

Chewing gum is not allowed on campus. Students are not permitted to have caffeinated beverages on campus unless the caffeinated beverages are provided by the school for special events planned for Rhetoric students.

## School Supplies

Students are to provide the necessary classroom supplies required for their grade. Materials must accompany students on a daily basis for proper class participation. A list of school supplies is located on the school website.

## Inclement Weather

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

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

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

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

## Signing Students Out of School

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

## Field Trips

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

## Travel Policy

During the academic year, students may have an opportunity to travel with a club or group. Faculty advisors will be responsible for creating and sharing their own expectations for student travel based on the activity. Each faculty advisor will have specific rules regarding dress, meeting times, meals etc.

Students who are off campus for a school trip are responsible for acquiring field trip notices from their faculty advisor and distributing them to all current instructors. The notices will only explain the absence, not necessarily excuse it. When students choose to be a part of extracurricular activities that involve travel, there are added responsibilities and students are accountable for all missed work. Missed work should be completed and returned within the instructors expectations.

## Student Supervision

Our best effort will be given to supervising students, however, it is not possible for students to be supervised at all times. Exceptions include, but are not limited to: locker

rooms, travel, overnight accommodations, etc. Students are expected to exhibit school appropriate behavior at all times even when they are in situations in which they are not directly supervised.

## Locker Policy

Student assigned lockers are a property of Providence Christian Academy. When reasonable suspicion of a violation of school policies is present, all persons, containers, backpacks, lockers and vehicles on school property are subject to search. These searches may be needed for maintaining order, discipline, safety, supervision and education of students.

## Search of Student Property

PCA reserves the right to search student backpacks, devices, and personal belongings when there is reasonable cause or for safety, security, or policy enforcement purposes.

## School Pictures

Individual, class, and sibling pictures are taken each year and are available for purchase. A yearbook is available to every student at the start of the following year. The yearbook fee is included in tuition.

## Emergency Drills

Fire and emergency drills are conducted during the year.

## Emergency Authority

PCA reserves the right to take immediate action, including dismissal, suspension, or campus closure, when necessary to protect students, staff, or the school community.

## Parties

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

## Fundraising and Donation Request Policy

All fundraising efforts and donation requests made on behalf of PCA must be approved and made by the Development Office. All requests will be directed towards the PCA Annual Fund and/ or PCA capital campaign efforts. Fundraisers or funding requests of any type are not permitted for individual clubs, groups, athletic teams, divisions,

departments, etc. within the school. Additionally, all donation drives for outside organizations must be approved by the Development Office. Requests for donation drives must be submitted a minimum of 8 weeks before the drive is to occur. Donation drives that request financial donations are not permitted. Donation drives may only request items (examples of approved donation drives- gently used coat drive, gently used shoe drive, canned food drive, Operation Christmas Child shoeboxes, etc.) and are limited to one per quarter (four per academic year school wide).