



PURSUING WISDOM...

IMPACTING OUR WORLD

PROVIDENCE

— CLASSICAL SCHOOL —

2018-
2019

Parent-Student Handbook

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PROVIDENCE CLASSICAL SCHOOL

OVERVIEW & MISSION

GENERAL PHILOSOPHY AND PURPOSE OF PCS

PCS was established in 1999 as a private, Christian school committed to providing a classical and Christ-centered education to young people in primary and secondary grade levels. PCS strives to operate alongside the family under the assumption that the education of young people is the primary responsibility of parents and the immediate family rather than the responsibility of the State. PCS provides a biblically-based curriculum and teaches subjects as parts of an integrated whole with the Scriptures at the center.

In conjunction with the biblical emphasis, PCS strives to provide a classical and Christian education, as described in the following books and articles: *The Lost Tools of Learning* by Dorothy Sayers, *Repairing the Ruins* edited by Douglas Wilson, *The Seven Laws of Teaching* by John Gregory, and *Recovering the Lost Tools of Learning* by Douglas Wilson.

PCS MISSION STATEMENT

The Mission - PCS is a Christian school using the classical model to train students to impact their culture for Christ.

Principles - PCS is committed to the following principles to ensure that the vision of the school is implemented:

- We demonstrate our Christianity in the context of relationships, by loving each other with the love of Christ, by encouraging each other to begin or develop a relationship with God through Christ, and by treating each other with the dignity due creatures made in the image of God.
- We are rooted in the Word of God and teach the Scriptures of both the Old and New Testaments in such a way that students realize that the meaning and purpose of life and education are found in them. We acknowledge God as the source and author of all truth.
- We recognize that all of creation displays God's character and teaches us the meaning of beauty, goodness, and truth. Because all truth is from God, the universe is coherent.
- We believe that studying is an act of worship with spiritual implications; therefore, studies are conducted as unto God. Shabby scholarship brings Him no glory and is a failure to recognize His presence in our classrooms and in our lives.
- We stress the unity of knowledge, and we teach all subjects as part of an integrated whole. History is the story of God working in individuals and nations. It has a purpose and a destination. Because we are a Western culture, we study Western civilization with all its triumphs and failures. Literature, music, and art are mankind's reflection of their understanding of the world. Properly done, the arts are a doxology, praising God and reflecting His truth, goodness, and beauty. Science and math are tangible evidence of God's orderliness and are our tools to explore the world and marvel at its design.

Did you know ...?

Our school motto is
*Semper excelsior ad
gloriam Dei, Always
ever upward to the
glory of God.*

- Good students are good thinkers. Latin and formal logic sharpen our minds and teach us to analyze and are therefore critical elements of a PCS education.

THE IDEAL PCS GRADUATE

At PCS, we desire that our students will be transformed by the renewing of their minds. In order that we might strive together to this end, we submit the following as the goals of our educational and cultural endeavors. The ideal PCS graduate will be known for the following traits:

In their CHARACTER, graduates will...

- Seek to bear nobly the image of Christ.
- Seek to serve God and the community humbly with his/her God-given resources.
- Demonstrate discipline, honor and integrity in a well-balanced life.
- Respect proper authority yet be capable and willing to lead.
- Pursue passionately the kingdom of God, not the kingdom of the world.
- Authentically live out their faith in practice.

In their KNOWLEDGE, graduates will...

- Understand that God is the author and fount of all truth, goodness, and beauty.
- Recognize that all humans are created in God's image and bear that image in the following ways: by ruling, serving, and caretaking our "gardens" of responsibility.
- Acknowledge that our work is modeled after God's work as we create with truth, goodness, and beauty in community with others.
- Understand that the gospel is the answer to all of life.
- Master the primary academic disciplines, including a thorough grasp of the history, literature and philosophy of Western civilization.
- Engage in the "great conversation" and in a lifelong pursuit of learning.
- Understand the fundamentals of each of the liberal arts and intuitively recognize how to integrate these disciplines in work and thought.

In their DISCERNMENT, graduates will...

- Recognize, appreciate and pursue beauty and truth through both logical and poetic thought and observation.
- Seek to understand God's redemptive plan in the rich intricacies of history, current events and the natural world.
- Listen, evaluate, and reason through the filter of a coherent and Biblical worldview.
- View every story as a reflection or a distortion of the True Story.
- Choose leisure activities that are creative and restorative.
- Desire and exercise wisdom for wisdom's sake above any pragmatic ends.

In their COMMUNICATION, graduates will...

- Engage and redeem culture, being recognized for their eloquence and grace as they do so.
- Employ clarity, logic and style in both speech and composition.
- Articulate respectfully and defend winsomely their positions with confidence and intelligence.

- Submit to listen and to understand before passing judgment.
- Present the truth of the gospel of Christ graciously through word and deed.

EDUCATIONAL PHILOSOPHY

At PCS, we recognize that God has given parents the privilege and responsibility of nurturing and training their children to be “fully equipped for every good work.” The role of our teachers can be described by the Latin term, *in loco parentis*, which means in the place of a parent. We seek to provide parents with support and tools to fulfill this calling. By providing an education centered on the truth of God’s Word, the power of the Holy Spirit, and the Lordship of Jesus Christ, we reinforce the role of parents in the educational process.

We believe that God’s character is revealed not only in His Word but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated and can instruct us about God Himself.

God wants us to love Him with our minds as well as with our hearts, souls, and strength (Matt. 22:37). Therefore, we seek to individually challenge children at all levels and teach them how to learn in addition to providing a common body of knowledge.

We believe in providing a structured and disciplined school environment that encourages and develops love, responsibility, self-control, respect, and godliness.

PROVIDENCE CLASSICAL SCHOOL GOALS

To be Christ centered - At all levels, and in all its programs and teachings, PCS seeks to:

- Teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17).
- Provide a clear model of the biblical Christian life through our staff and board (Matthew 22:37-40).
- Encourage every student to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20; Matthew 19:13-15).
- Develop in students the pursuit of whatever is true, noble, right, pure, lovely, admirable, excellent, and praiseworthy (Philippians 4:8).

To be Classical - At all levels, and in all its programs and teachings, PCS seeks to:

- Emphasize grammar (the foundational facts of each subject), logic (the ordered relationship of particulars in each subject) and rhetoric (the clear expression of the grammar and logic of each subject) in all subjects.
- Encourage every student to develop a love for learning and live up to his academic potential.
- Provide an orderly atmosphere conducive to the attainment of the above goals.

STATEMENT OF FAITH

Primary Doctrine - The following is the foundation of beliefs on which PCS is based. They are also the essential elements of Christianity that will be unapologetically taught in various ways through all grade

levels. The substance of these statements is that which will be considered primary doctrine in PCS. Secondary doctrines and issues will not be presented as primary doctrine.

- We believe the Bible to be the inspired, the only infallible, authoritative Word of God, completely inerrant in the original writings.
- We believe that there is one God eternally existent in three Persons: Father, Son, and Holy Spirit.
- We believe that God created the universe by His Power and Word.
- We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
- We believe that regeneration by the Holy Spirit is absolutely essential for the salvation of lost and sinful people. By God's grace alone through faith alone in Christ alone are we saved from our sin. We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ.
- We believe in the present ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life.
- We believe in the resurrection of both the saved and the lost—they that are saved unto the resurrection of life, and they that are lost to the resurrection of damnation.
- We believe in the spiritual unity of all believers in our Lord Jesus Christ.

Secondary Doctrine - Secondary doctrines are those doctrinal issues which are not directly addressed in the PCS Statement of Faith. When these types of doctrine or issues arise, they will be referred back to the family and local churches for final authority. Classroom discussion of secondary doctrine may take place at the discretion of the teacher. Teachers will encourage students to follow up any questions they may have concerning secondary doctrine with their parents and/or pastor.

CONTROVERSIAL SUBJECTS POLICY

Controversial subjects are subjects which Christian families and churches commonly consider divisive. If, in the course of teaching a class, a teacher sees that a subject has arisen which he has good reason to believe is controversial, and if discussion of that subject will *not* help him achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all. If a subject arises which the teacher has reason to believe is controversial and the discussion of that topic *will* help achieve the goals set out in the curriculum guide for that subject, then the teacher will allow respectful, appropriate discussion of the controversial topic. Teachers will encourage students to seek out their parents and/or pastors for further guidance and discussion regarding controversial matters.

ADMISSIONS STATEMENT

PCS admits students of any race to all rights, privileges, programs, and activities generally made available to all students. PCS practices a Biblical philosophy of admissions, not discriminating on the basis of race, sex, color, or national origin in the administration of its policies, admissions, scholarships, athletics, and other school-directed programs.

Our school verse is Philippians 4:8 – “Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.”

Our school hymn is “Be Thou My Vision.”

Our school mascot is the Paladin – a knight, a servant of the king during Charlemagne’s time.

Our school colors are royal blue and gold.

STATEMENT OF MARRIAGE, GENDER, AND SEXUALITY

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. (Gen 1:26-27.) Rejection of one’s biological sex is a rejection of the image of God within that person.

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. (Gen 2:18-25.) We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. (1 Cor 6:18; 7:2-5; Heb 13:4.) We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.

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

We believe that in order to preserve the function, integrity, and mission of Providence Classical School, and to provide a biblical role model to the PCS community, it is imperative that all persons employed by Providence Classical School in any capacity, or who serve as volunteers, agree to and abide by this Statement on Marriage, Gender, and Sexuality. (Matt 5:16; Phil 2:14-16; 1 Thess 5:22.)

We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ. (Acts 3:19-21; Rom 10:9-10; 1 Cor 6:9-11.)

We believe that every person must be afforded compassion, love, kindness, respect, and dignity. (Mark 12:28-31; Luke 6:31.) Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the doctrines of Providence Classical School.

DRUG AND ALCOHOL POLICY

Illegal Drugs, Tobacco, Weapons - Because PCS cares about the health and well-being of its students and staff, the possession or use of illegal drugs, tobacco, or weapons of any sort are strictly prohibited on school grounds and at school-sponsored events.

Alcohol - Because PCS cares about the health and well-being of its students, staff and families, the possession or use of alcohol on school campus during school hours is strictly prohibited. Absent prior written approval from the PCS Board, the possession or use of alcohol on the school campus, at school-sponsored activities, or while conducting school business is strictly prohibited.

Chaperones and Drivers - The possession or use of alcohol, tobacco or illegal drugs while chaperoning or driving for a school-sponsored trip or activity is strictly prohibited.

All participants in PCS events are expected to conduct themselves in a manner consistent with this policy and at no time should any participant be intoxicated at a school-sponsored event.

SEXUAL HARASSMENT

School policy on sexual harassment - The school's policy is to maintain an environment free from all sexual misconduct of any student, employee, or applicant for employment. Sexual misconduct of any manner or form is expressly prohibited, and all reported or suspected occurrences of sexual misconduct will be promptly and thoroughly investigated. When sexual harassment is determined to have occurred, the school will immediately take appropriate disciplinary action.

Definition of sexual harassment - Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other sexual conduct, either verbal or physical, or any conduct or other offensive unequal treatment of a person or group of people that would not occur but for the sex of the person or persons.

Examples of sexual harassment include but are not limited to:

- promising, directly or indirectly, a student or employee a reward, if the student or employee complies with a sexually oriented request;
- threatening, directly or indirectly, to retaliate against a student or employee, if the student or employee refuses to comply with a sexual oriented request;
- denying, directly or indirectly, a student or employee an opportunity if he or she refuses to comply with a sexually oriented request;
- displaying, storing, or transmitting pornographic or sexually oriented materials using PCS equipment or facilities;
- the spread of sexual rumors and/or sexual name calling;
- unwelcome sexual flirtation or sexual propositions;
- sexually insulting remarks about race, gender, socioeconomic status, disability, or sexual orientation; and
- unwelcome physical or personal contact including bumping, touching, patting, pinching, rubbing, or grabbing a person or their clothing.

Sexual harassment can be physical and/or psychological in nature. A series of incidents taken together can constitute sexual harassment even if one of the incidents considered on its own would not be harassing.

Procedure for reporting alleged sexual harassment - If a student or employee believes that he or she has been or is being subjected to any form of sexual harassment, he or she must immediately report the matter to the Headmaster, a Principal, or the Faculty member designated to oversee student discipline. Likewise, if a parent believes that a child has been, or is being subjected to sexual misconduct, he or she should report the matter on behalf of the child. An employee violates this policy if the employee has cause to believe that sexual harassment has occurred, or is occurring, but fails to report the information. A report of alleged sexual harassment by a student, parent, or employee shall be deemed to be cause enough for a thorough investigation.

Investigating allegations of sexual harassment - All complaints will be investigated promptly. The Headmaster is responsible for ensuring that an impartial investigation is conducted. Complaints will be handled as timely and confidentially as possible. Privacy will be protected except to the extent necessary to conduct a proper investigation.

PCS strictly prohibits all unlawful retaliation against any person who, reasonably and in good faith, makes a charge of discrimination under this policy or testifies, assists or participates in the investigation of such a charge. If a student or employee feels that he or she is subjected to retaliation, he or she should immediately report this to the Headmaster, a Principal, or the Faculty member designated to oversee student discipline.

The procedures available under this policy do not preempt or supersede any legal procedures or remedies otherwise available to a victim of sexual harassment under state or federal law.

ACCREDITATION

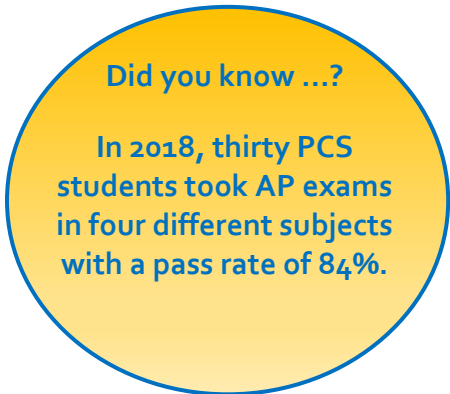
As an accredited member of the Association of Classical and Christian Schools (ACCS), PCS also subscribes to the ACCS Statement of Faith and Mission which is “to promote, establish, and equip schools committed to a classical approach to education in the light of a Christian worldview grounded in the Old and New Testament Scriptures.” We are also an accredited member of the Texas Private School Accreditation Commission (TEPSAC). The TEPSAC helps ensure quality in private schools by monitoring and approving organizations that accredit the various non-public elementary and secondary educational institutes in the state of Texas.

WHOM DO I CALL IF I HAVE A QUESTION?

Listed below are the individuals to call if you have questions regarding the following areas:

The main PCS phone number is 281-320-0500.

Headmaster	Mr. Richard Halloran	x 105
Upper School	Dr. Vinodh Gunasekera	x 110
Grammar School	Mrs. Melissa Martin	x 107
Dir. of Instruction	Ms. Carmen Watson	x108
Admissions	Mrs. Alicia Williamson	x 111
Advancement	Mrs. Sarah Turner	x 104
Athletics	Mr. Anthony Davis	x 114
College Advising	Mrs. Tonya Post	x 112
RenWeb Assistance	Mrs. Alice Norman	x 102
Tuition	Mrs. Beth Stevenson	x 109
Facilities	Main Office	



PARENT-STUDENT HANDBOOK CHANGES

This handbook describes the mission and vision of Providence Classical School as well as the policies and procedures used by PCS to accomplish that mission and vision. Every member of the PCS community should read and abide by the information contained in this handbook. The handbook is subject to changes without warning by the Administration, but the current version of the handbook will always be available on the PCS website (www.pcsclassical.org).

ACADEMICS

GRADUATION REQUIREMENTS

Students must earn 24 credits to graduate from PCS:

English ¹	4 credits
History	4 credits
Mathematics	4 credits
Science (lab courses)	3 credits
Latin	2 credits
Adv./Modern Language	2 credits
Biblical Studies	4 credits
Government	½ credit
Fine Arts	½ credit
Total	24

- Credits are assigned per year. Courses that meet five days per week earn one credit. Courses that meet fewer than five days per week earn half credit.
- The required math credits must include Algebra I, Geometry, Algebra II, and one credit of an advanced math, either College Algebra or Pre-Calculus. Students may earn one math credit for Algebra I in 8th grade.
- Students may earn 1 foreign language credit for Latin II in 8th grade.
- Students attending PCS in 8th grade are required to take Latin III in 9th grade. Transfer students will be required to take Latin I and II before taking modern foreign language classes.
- In addition to the graduation requirements, students must complete a course in Logic in order to graduate from PCS. Students take this course in 8th grade; students who transfer to PCS after 8th grade must take this course in a summer school session no later than the summer before their 11th grade year.
- College-bound students are encouraged to take advanced math, science, and language courses beyond the required credits for graduation. These courses will help prepare students for the rigors of college academics.

GRADING GUIDELINES

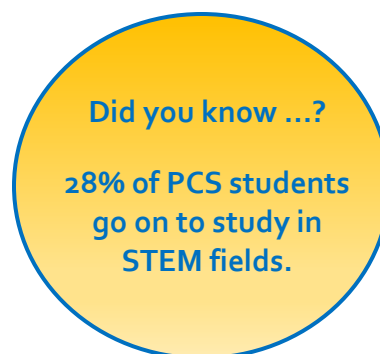
GRADING SCALE (Kindergarten):

E	Excellent
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

¹ English includes 2 credits of Rhetoric taken in the 11th and 12th grade years.

GRADING SCALE (1st - 12th grades):

Letter Grade	Grade Point Average	Numerical Average
A+	4.0	97-100
A	4.0	93-96
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
F	0	< 70



GPA COMPUTATION:

GPA is computed on all subjects, grades 9+, also including 8th grade Algebra I and Latin II.

Upon request from parents, the Headmaster is authorized to waive requirements set by other provisions of this policy. In doing so, he shall take into account the Principals' recommendations and the student's mastery in all subjects, attitude toward work and study, and disciplinary record at school.

TRANSCRIPT CREDITS

Letter grades for PCS courses will appear on students' transcripts for high school credit courses. These include Latin II and Algebra I taken by PCS students in 8th grade. Courses taken outside of PCS will not be reflected on the transcript except when taken to replace a failed PCS course (see below).

Failed Courses Required for Graduation - If a student fails a course required for graduation, the student must retake the course and earn a passing grade to meet graduation requirements. It is the student's responsibility to make arrangements for this remediation that satisfy PCS requirements. The course may be retaken from an approved outside source. In this case, the outside course will appear on the transcript as a transfer credit. Students may also retake the PCS course in the summer, as administered by a PCS teacher or approved tutor, or during the year, if possible. The failed session of the course and grade will be removed from the transcript.

Failed Courses in Earlier Grades - At each stage of the trivium, the material students learn in their classes is important for their general understanding of God and His creation and for their continued success in the classroom. If students fail to master the material in a particular course, it is important for them to review this information and improve their understanding before moving on. For this reason, students who earn a failing grade in a course not required for graduation will be required to receive approved remedial tutoring over the summer to master the material before moving on, even though these courses do not appear on the transcript. Students who fail more than one course or who do not complete required remedial summer tutoring may be required to repeat the grade.

Algebra I and Latin II are courses taken in 8th grade that receive high school credit and are required for graduation. Students failing one of these courses must retake the course according to the guidelines for failed courses required for graduation outlined above.

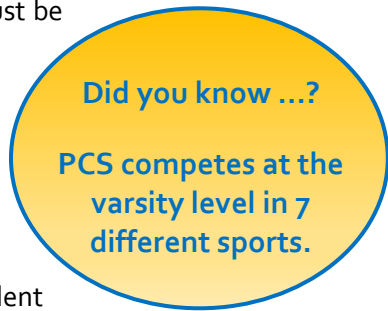
ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES

PCS desires to work with parents in supporting students' academic success. Extra-curricular activities are an important part of students' overall education and personal development; however, participation in extra-curricular activities must not interfere with students' ability to succeed academically. The following requirements are intended to encourage students to steward their time and resources well so that they are able to balance and be successful in both their academic and extra-curricular endeavors.

Character requirements - Students participating in extra-curricular activities are expected to be in good standing with the students, faculty, and administration of PCS, and to model the self-discipline and behavior consistent with the expectations of PCS students. The administration reserves the right to remove a student from extra-curricular participation if warranted. If a student is suspended from school for disciplinary reasons, he or she will be ineligible for participation in extra-curricular activities during the suspension.

Academic requirements - All Providence Classical School students must be passing all classes in order to participate in extra-curricular activities. Faculty sponsors of extra-curricular organizations are responsible for monitoring students' eligibility and notifying students and parents of potential ineligibility. The Athletic Director will be responsible for monitoring students' eligibility for any athletes currently in competition seasons and communicating with the appropriate coaches. Eligibility reports will be conducted on the last school Friday of each month unless this falls close to the end of the trimester. If a student

is failing a class (grade of 69 or below) at the time of an eligibility report or on a report card, the student will be ineligible to participate in extra-curricular competition for a minimum of two weeks. Students in grades five through eight will also not be allowed to participate in extra-curricular practices outside of school hours during their ineligibility in order to allow them more time to spend on schoolwork in the effort to improve their grades. If students are passing all classes at the end of two weeks of ineligibility, they will be allowed to return to full participation in all extra-curricular activities. If not, ineligibility will continue in two-week increments until students are passing all classes. Any students who fail a course for the year will be ineligible for extra-curricular competition the following academic year until the first eligibility report is run. If the student is passing all classes at this time, he will be eligible for full participation in any extra-curricular activities.



AWARDS

There will be an awards ceremony at the end of the school year to honor students who have distinguished themselves during the school year. Students who exhibit noteworthy traits in the study of specific subjects will be honored by their teachers within the given class period amongst their fellow classmates.

UPPER SCHOOL AWARDS

Summa cum laude is the honor awarded to students achieving a 3.9 to 4.0 cumulative GPA.

Magna cum laude is the honor awarded to students achieving a 3.75 to 3.89 cumulative GPA.

Cum laude is the honor awarded to students achieving a 3.5 to 3.74 cumulative GPA.

The Exceptional Diligence Award recognizes a student who has demonstrated careful and thorough attention to both class work and homework. The teachers evaluate the amount of effort the student

displays both in time and in relation to the student's natural abilities. This student's work is characterized by thoroughness, accuracy, and neatness. Often, the student goes beyond the call of duty to seek extra help if needed or to do further study in the subject. One student per grade level will receive this award.

The Intellectual Curiosity Award recognizes a student who demonstrates a particular curiosity in certain subjects studied at school and a general curiosity in other fields of learning. These students frequently share something new learned outside of class, whether from books, media, personal observation, or conversation with others. These students express a delight in discovery: they have not allowed institutions, peers, past experiences, or societal prejudices to crush that great gift God has given to each of us—wonder and imagination. One student per grade level will receive this award.

The Notable Performance Award recognizes a student who has captured his or her teachers' attention in a way that shows noteworthy maturing as a student and as a member of the student body. The teachers are committed to the idea that significant growth is difficult to achieve and most worthy of note. One student per grade level will receive this award.

The Corrie Ten Boom award recognizes students who actively follow the Lord's example to serve others (John 13:1-17). These students are habitually concerned with the needs of others, sometimes at the cost of their own interests (Philippians 2:3-11). They serve enthusiastically with a cheerful heart, recognizing their service is also to the Lord (Colossians 3:23-24).

The Pursuing Wisdom Award recognizes one student from the School of Logic and one student from the School of Rhetoric. Each of these students displays a remarkable pursuit of learning in and out of the classroom and who demonstrates a sincere desire to learn for the glory of the Creator and out of appreciation for His creation.

The Barnabas Award recognizes students who actively encourage others. Their speech is positive and uplifting to those around them, building others up according to the moment (Ephesians 4:29), whether in class, at lunch, or at a ball game. These students intentionally seek to include others in conversations and activities. They exemplify the biblical example of Barnabas, who embraced Paul after his conversion (Acts 9:27), mentored new Gentile believers in Antioch (Acts 11:23), and extended grace to John Mark (Acts 15:37). One student per grade level will receive this award.

SENIOR AWARDS – VALEDICTORIAN AND SALUTATORIAN

Each graduating class will have a valedictorian and salutatorian. The valedictorian and salutatorian will be the students with the highest and second-highest cumulative GPAs respectively among the graduating students. In the event that two or more students are equally deserving of top honors, two or more valedictorians may be named. Cumulative GPAs used to determine these awards will be based on grades earned in all high school courses, including credits earned in 8th grade for Latin II and Algebra I. To be considered for these awards, students must also demonstrate behavior and attitudes befitting a disciple of Christ as articulated in the PCS Portrait of an Ideal Graduate (see p. 2).

Both the valedictorian and salutatorian will give five- to ten-minute commencement addresses. The valedictorian and salutatorian will be announced to the senior class no later than two weeks prior to the commencement ceremony so that students will have adequate time to prepare their addresses. Valedictorian and salutatorian status will not change regardless of changes that occur in students' cumulative GPAs after the announcement is made.

The honor roll levels used in previous grades will remain consistent for senior awards:

- *Summa cum laude* will be awarded to students earning a 3.9 – 4.0 cumulative GPA.
- *Magna cum laude* will be awarded to students earning a 3.75 – 3.89 cumulative GPA.
- *Cum laude* will be awarded to students earning a 3.5 – 3.75 cumulative GPA.

Honor recipients will be designated with colored cords as part of their commencement regalia:

- Two gold cords – *summa cum laude*
- One gold cord and one white cord – *magna cum laude*
- One white cord – *cum laude*

PROMOTION GUIDELINES

PCS will evaluate students' academic achievement in recommending them for promotion. If there is concern regarding the likelihood of success in the next grade, the parents and the Principal will meet to decide the best course of action for the student.

STANDARDIZED TESTING

Standardized testing will normally take place in second through eighth grades. While our teachers will never "teach to a test," standardized testing is one tool to use to identify students' academic strengths and to track academic progress from year to year.

CTP-5 - All 2nd - 8th grade students take the CTP-5 in the second trimester each year.

PSAT - All in 9th - 11th grade students will take the PSAT in October each year.

SAT/ACT - All 11th and 12th grade students are encouraged to take both the SAT and ACT. These tests are not offered at PCS, and students will need to register to take the tests at the test center of their choice and pay the required exam fees.

AP - PCS does not offer AP courses, but students may take AP exams for which they are prepared. These exams are offered each May, and junior and senior students will be notified to register and pay the exam fee in February of the appropriate year. Younger students interested in taking AP exams should contact the College Advising Office no later than February of the year they would like to take the exams.

Accommodations - Eligible students may appeal to the College Board and the ACT for accommodations on their respective exams. Please see the section on Accommodations below for more information.

ACCOMMODATIONS POLICY

Objective: To communicate the degree to which PCS is able to serve students with learning difficulties, learning disabilities, or other disabilities and to provide guidance for parents, teachers, and the administration in serving these students.

Definitions:

- Accommodation: any aid or change in rules, policy, or curriculum provided to a student that is not also offered to other students.

- Learning disability: a difference in learning that has been formally diagnosed by a certified educational testing professional and that results in difficulty for the student in understanding content communicated in the classroom or in communicating his understanding to the teacher

GUIDING PRINCIPLES

Parents are their children’s primary educators and have ultimate authority over their children. Therefore, teachers and administrators at PCS act as an extension of that parental authority, or *in loco parentis*. In this light, when either parent or teacher believes a child may be wrestling with a learning difficulty, it is imperative that both work in concert with one another for the child’s best interests within the overall mission and vision of the school.

It is our firm conviction that good educational practices, conducted in an orderly environment, taught by professional, loving, and nurturing teachers will go a long way to address many learning difficulties. For this reason, some students with learning difficulties are able to be well-served in the context of a PCS classical Christian classroom, and we are happy to work with parents to determine how this may best be accomplished. Students who require special education services, however, will not be well-served at PCS. PCS is not equipped to provide formal academic, emotional, or psychological assessment or diagnoses, or to serve students with significant learning, intellectual, or physical disabilities. We are thankful for schools that God has called to particularly serve students with special education needs, and we encourage families whose children need these services to seek a school that will best serve the needs of their child.

Because PCS does not provide educational testing services, we rely on the expertise of physicians and educational psychologists to diagnose learning disabilities in our students. Teachers will not diagnose a learning disability in a student. Also, all information about students’ medical, emotional, and psychological conditions—including learning disabilities—is confidential. Information about a child’s diagnosis of a learning disability will only be shared and discussed with those teachers and administrators working directly with the child and only to the extent that this information is necessary for the effective education of the child.

ACCOMMODATIONS GUIDELINES

Common accommodations that PCS may be able to offer include the following:

- Written copies of class notes and/or oral directions
- Additional time on assessments
- Oral assessment
- Reduced penalties for misspelled words

Accommodations will not be provided to a student who does not have appropriate and current educational testing on file indicating the need for those accommodations.

Because PCS is not equipped to offer special education services, as stated above, PCS may not be able to provide all accommodations recommended for a student. The PCS administration will consider the demands on the teacher, the overall impact on other students, and the available resources of the school and classroom in determining what accommodations to allow for a particular student.

PCS desires all of its students to benefit from the richness of its full curriculum. Approved accommodations may help students better understand the content of the curriculum or more effectively

express that understanding. PCS will not approve accommodations for a student that change the curriculum by altering the graduation requirements for the student or changing the content and learning objectives of a course. All students must adequately meet the learning objectives of a course to receive credit for that course.

PARENT GUIDELINES

Because we seek to serve all students well, and because it is imperative that we work with parents to accomplish this in accordance with our philosophy of *in loco parentis*, parents have the following responsibilities:

- Parents are responsible to inform the school of their child's use of prescription medications, including medication for ADHD and any mental illness (anxiety, depression). Being aware of medications used by students enables PCS teachers, administrators, and staff to best serve and care for the child during the school day.
- If their child has a known learning difficulty or disability, parents are responsible to inform the school during the application process or as soon as the disability becomes apparent and diagnosed. This information allows PCS to best meet the needs of its students.
- As their child's primary educator, parents are encouraged to do the following:
 - Remain in close contact with your child's teacher, letting him or her know right away if you observe your child struggling to learn.
 - Provide an orderly environment with limited interruptions and distractions for children to complete homework. This area should be quiet, well-lit, and easily monitored by the parent, particularly for children who are struggling in school.
 - Involve children in the life and responsibilities of the home. Children learn much about time management, starting and finishing tasks, and organizing their materials and thoughts through joining their parents in these tasks. Chores, cooking together, planning trips, lawn care, etc. all help children develop skills that will benefit them in their school work.
 - Minimize time spent on electronic devices, including cell phones. Much research now shows that screen time makes it more difficult for children to pay attention, to concentrate, and to learn, in addition to inhibiting their fine and gross motor development. Limiting screen time at home can greatly improve children's ability to learn in the classroom.

PROCEDURAL GUIDELINES

For PCS students who are struggling in the classroom, the following guidelines will help parents, teachers, and the administration to work together to meet the needs of these students:

1. Both teachers and parents will inform the other and the appropriate Principal about any concerns they have regarding student learning difficulties. Teachers will keep a file of work samples and a record of their observations. Parents are encouraged to do likewise.
2. Once notified of these concerns, the Principal will consult with the teachers, the Director of Instruction, and the parents to discuss the nature of the difficulty and the ways the teachers and parents are currently addressing the difficulty. The Principal and Director of Instruction may recommend further action on the part of the parents and/or teachers within the context of

standard teaching or tutoring practices before determining whether educational testing is recommended.

3. If it is determined that the combination of standard practices of good teaching and tutoring support is insufficient to address the learning difficulties of the student, the Principal may request that the parents have their child tested by an appropriate physician or educational psychologist.
 - a. Educational testing is available free of charge through Klein ISD.
 - b. If parents prefer to use a private provider for educational testing, PCS can provide information on local providers that PCS families have used in the past. It is recommended that parents inform the Principal or Director of Instruction before testing is conducted if they use a private provider, as not all private educational testing services provide the full battery of educational testing that students may require.
4. Once testing has been conducted, parents are to share the results with the Principal. The Principal will then discuss the results with the Director of Instruction to determine what, if any, accommodations may be provided for the student in the classroom.
5. The Director of Instruction will then draft a formal plan for the student detailing the accommodations the student may receive in the classroom.
6. Once this determination has been made, the Principal and Director of Instruction will meet with the parents to discuss the results of the testing and the accommodations, if any, that PCS may provide in the classroom. This discussion will also include actions parents can take to further support their child's learning outside of school hours. Teachers may attend this meeting.
7. At the conclusion of this meeting, the Principal and the parents will sign the formal plan for the student. The formal plan will be placed in the student's file.
8. The Principal will communicate the details of the formal plan with the student's teachers, and the available accommodations may be applied in the classroom immediately.
9. Teachers and parents will continue to monitor the student's progress and will communicate with one another regarding the frequency of use of the allowed accommodations and their efficacy. Teachers will communicate these observations with the Principal and Director of Instruction as necessary.
10. As stated on the formal plan, accommodations available to a student will be reviewed for efficacy and necessity every three years or at the time that new testing becomes available.

ACCOMMODATIONS ON STANDARDIZED TESTS

College Entrance Exams:

- Students with current educational testing on file who are receiving accommodations at PCS may be eligible for accommodations on college entrance exams.
- In order to receive accommodations on college entrance exams, accommodations must be approved by the College Board for the SAT, PSAT, and AP exams, or by the ACT for that exam.
- The Director of Instruction will initiate the process to request accommodations from the College Board for any PCS student with a formal plan at the end of that student's 8th grade year. If the student becomes approved for accommodations after 8th grade, the Director of Instruction will initiate the process to request accommodations from the College Board four months after the student's formal plan has gone into effect.
- Students interested in pursuing accommodations on the ACT should contact the Director of Instruction at least two months prior to the first ACT exam they plan to take to initiate the application process.

- If students are approved for accommodations on college entrance exams, the Director of Instruction will work with the College Advisor to assure that approved accommodations are provided on all standardized tests administered at PCS.

CTP-5 Testing:

- The Grammar School Principal in cooperation with the Director of Instruction will determine whether specific accommodations will be given on the CTP-5 test for any students who take that test (2nd – 8th grades).

Did you know ...?

The PCS Mock Trial team has placed in the top ten at the state competition twice and was awarded the "Professionalism Award" for the third time in 2018.

SCHOOL POLICIES

DISCIPLINE POLICY

"...he who loves his son is careful to discipline him" (Proverbs 13:24b).

The word *discipline* originates from the Latin word *disciplina* which means *teaching, instruction, education* and derives from the root *discere* which means *to learn*. The word *discipulus*, which means *disciple* or *pupil*, also stems from this word. In a very fundamental sense, then, discipline should be seen as systematic instruction—teaching—given to a disciple—a student. And this is inherently positive.

Yet, how often do we think of discipline as punishment, which has a decidedly negative connotation? Certainly, discipline can mean consequences for our actions, but because of Christ's sacrifice on our behalf, it can never mean punishment. Since Christ our Redeemer has taken on Himself the punishment for our sins, so that none is left for His adopted children, how much more should our discussion of discipline be positive?

We believe that discipline must be exercised with wisdom to safeguard the purity and Christian testimony of the student as well as the school community. The Bible in Matt 18:15-18; Rom 16:17; 1 Cor. 5:1-13; II Thess. 3:6; II Tim. 2:16-21; and Tit. 3:10, among other passages provides us with instruction and examples of Christian discipline. It also reminds us to view one another as bearers of the image of God and to be mindful of this in all of our interactions. (1 Tim 5:1-2)

Therefore, it is our goal at Providence Classical School to fundamentally change the way we think about discipline, so that, when we consider the word and all it implies, positive associations of teaching, training, making disciples, and preserving Christian community are brought to mind. Since we are considering the training of disciples, we are unavoidably talking about the hearts of the students. Whereas in secular educational settings, the goal of discipline may be to change the outward conduct of the student so the teacher can get back to work, in a Christian school the goal of discipline must necessarily be about effecting a change of heart.

Providence Classical School seeks to provide an environment in which the students are encouraged and challenged to exemplify godly character in all aspects of the school day and beyond. It is imperative that our school be a haven of loving relationships and safety for all children. Words and actions that threaten or diminish that loving and safe environment will be dealt with promptly as necessary.

Appropriate discipline will be determined by the teachers, Principals, and Headmaster, though the majority of day-to-day discipline will be conducted by classroom teachers. Discipline will be administered in light of the student's conduct and attitude of repentance. All discipline will be based on the biblical principles of confession, repentance, forgiveness, and restoration (private/public) that resists the temptation to bitterness. Typically, if a student is in need of corrective discipline, a brief, private conversation in which the teacher helps the student to see his or her sin and encourages repentance will suffice. Students will be granted forgiveness as requested and restoration of fellowship will follow. As part of our belief in the authority and partnership of the family with the school in all matters pertaining to students, parents will be made aware of concerns or warnings given to a student by a teacher, the Principals, or the Headmaster, as well as of any disciplinary action taken as soon as practical after each incident.

In some cases, a stronger warning or more significant consequence than a conversation is needed. In these cases, Upper School teachers may elect to require students to attend detention. In Grammar School, students will be referred to the Principal. Other consequences may include conversations or meetings with parents, suspension of one or more days, in-school suspension (Upper School), or other consequences agreed upon by the parents and administration.

We consider the following types of behaviors as serious and warranting disciplinary consequences:

- Disrespect shown to any staff member or student, including on social media.
- Dishonesty in any situation while at school, including lying (which includes telling only part of the truth or neglecting to tell the whole truth), cheating, and stealing.
- Disobedience in response to clear instructions, including repeated failure to follow teacher directions, complete tasks as assigned, or comply with the uniform policy.
- Fighting, i.e., striking in anger with the intention to harm another student.
- Unkind, obscene, vulgar, or profane language. (Eph. 4:29)

Suspension - Serious and/or repeated misconduct may involve suspension from school for one or more days as determined by the Principals, which can include immediate suspension for the remainder of the day. Student suspension applies to all after school activities. Normally, suspensions will not be listed on a senior transcript or college recommendations; however, should the infraction for which the student was suspended be particularly egregious, the administration may choose to include it on those documents. In severe cases where there is no change in the student's attitude and actions, the student may be expelled for the remainder of the school year.

Serious Misconduct - Suspension or expulsion may be imposed immediately should a student commit an act with such serious consequences that the Headmaster or Principals deem it necessary. This includes conduct during school activities whether or not the activity occurs on campus. Examples of such serious misconduct could include acts endangering the lives and safety of other students or staff members, gross violence/vandalism to the school facilities, possession or use of intoxicating substances, violations of civil law, or any act in clear contradiction of scriptural commands. Students are also responsible for their behavior—including their social media and online behavior—whether or not school is in session; therefore, students may be subject to school discipline for serious misconduct which occurs outside of school hours.

Re-Admittance - Should an expelled student desire to be readmitted to Providence Classical School at a later date, he or she must reapply for admittance. The Headmaster will make a decision based on the student's attitude and circumstances at the time of reapplication.

Some of the deepest lessons are learned through failure, repentance, and restoration. As stated above, we believe that all discipline is remedial in intent for the eternal benefit of the students, seeking not so much to rebuke as to restore.

SCHOOL RULES

The following school rules are those essential policies which we require all our students to follow. Each teacher is free to add to this list specific class rules that allow his/her classroom to run more smoothly and efficiently.

- Students are expected to cooperate with and embrace basic Christian standards of behavior and conversation.
- There should be no talking back or inappropriate arguing with teachers or staff. Prompt and cheerful obedience is expected.
- Students are expected to treat worship, prayer, and class discussion with proper reverence. Jokes, songs, or behaviors that treat the Lord's name or character with triviality are not permitted.
- Students are expected to treat one another with kindness and respect. Teasing, criticizing, bullying, and name-calling are not permitted, including on social media.
- Students are expected to treat all of the school's materials and facilities with respect and care. This includes all textbooks distributed to the students. (Parents will be charged for lost or damaged textbooks.)
- Public displays of affection (i.e., holding hands, hugging, kissing, etc.) in the context of romantic relationships are not permitted at school.
- It is expected that students work diligently and concentrate fully on their work while in school.
- All work is to be completed within the time specified by the teacher. Repeated failure to follow basic instructions or complete assignments on time is considered disobedience and will be addressed in an office visit and possible suspension.
- Parental supervision is required of any student present on-campus outside of school hours who is not participating in a school-sponsored event.
- Students are expected to be aware of and avoid the off-limits areas of the building or grounds.
- Students are not to chew gum during school hours.
- No electronic games are to be used during school hours.
- Use of cell phones and other electronic devices is permitted outside of school hours only.
- No guns, weapons, alcohol, or tobacco or vaping products are allowed on the school grounds or at any school function.

CELL PHONES OR OTHER ELECTRONIC DEVICES

Students are not permitted to use cell phones or any other electronic communication devices during the school day. Cell phones and Apple watches (or other similar devices) must be turned off at all times during the school day and must be placed in students' backpacks. Cell phones and other electronic devices may not be carried in pockets or purses. Teachers will not excuse a student from class to make or receive phone calls except in an emergency. If a student needs to make an outgoing call, he/she may receive permission from the school office to use the school office phone. Parents who need to get messages to their children during the school day may call the office, and the office staff will relay the message to the student. In case of an emergency, the office staff may take the child out of class to speak directly to the parent. Unauthorized use or carriage of cell phones or other electronic devices will result in the device being taken from the student and given to the Administration.

COMMUNICATION POLICY

THE GOAL

In light of our desire for real spiritual community, we must make every effort to be governed by Biblical principles in our relationships with one another. The very definitions of covenant and community remind us that we are in partnership with one another, having agreed on the general goals and directions we

believe God has given PCS. Moreover, we are commanded to treat one another as brothers and sisters in Christ for the purpose of building up one another in Christ. This should be our mutual goal and a foundational commitment in all that we do.

RESOLVING CONFLICT

The goal of Christian community is not to avoid conflict at all cost. This is not possible. The question is not “Will we have conflict?” but rather “How will we respond to conflict?” When conflict arises, the Bible instructs us to engage one another directly as brothers and sisters in Christ. Our desire at PCS is to foster a spirit of open communication and provide the means for it. We invite our community (students, faculty, parents, board members, and administration) to be honest and open when issues arise. Though we will certainly not always agree on everything, we can at least treat one another with the honor and grace that God desires from us.

GUIDING PRINCIPLES

A key to healthy communication is to understand the awesome power of the tongue and to take our words seriously. The tongue can cause great good as well as great harm.² As Christians involved in gospel community, we should take great care that our words are life-giving, full of grace, and a source of encouragement. When they are not, we should repent to God and to those we have offended.

Sitting *in loco parentis*, PCS is committed to supporting parents’ authority in the lives of their children. This kind of relationship requires clear communication done in accordance with the biblical principles found in Matthew 18 and James 3.³ Conflicts should be carefully and respectfully handled with a belief that all involved are motivated by good intentions.

COMMUNICATION GUIDELINES

EMAIL COMMUNICATIONS

Emails to teachers and administrators (and vice versa) should be used for two primary purposes: (1) to ask a quick, simple, and clarifying question; and (2) to schedule a call or conference. Using emails to raise or discuss an issue is strongly discouraged.

² Consider the following verses:

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

³ **Matthew 18:15-17a:** If your brother sins against you, go and tell him his fault, between you and him alone. If he listens to you, you have gained your brother. But if he does not listen, take one or two others along with you, that every charge may be established by the evidence of two or three witnesses. If he refuses to listen, tell it to the church.... **James 3:4-5, 8-10:** Look at the ships also: though they are so large and are driven by strong winds, they are guided by a very small rudder wherever the will of the pilot directs. So also the tongue is a small member, yet it boasts of great things. How great a forest is set ablaze by such a small fire! . . .but no human being can tame the tongue. It is a restless evil, full of deadly poison. With it we bless our Lord and Father, and with it we curse people who are made in the likeness of God. From the same mouth come blessing and cursing. My brothers, these things ought not be so.

PARENTS/STUDENTS TO TEACHER

If an issue should arise regarding an individual teacher's behavior, course work, rules or procedures, the parents and/or student should speak directly to the teacher. The exception would be where there is a serious issue of safety or morality in which it may be appropriate to immediately contact an administrator. A respectful demeanor is required at all times. Beginning a conversation with the phrase "Help me understand why" is far preferable to "Why did you...?" If the issue is not satisfactorily resolved, the parent may bring the concern to the Principal.

PARENTS TO PRINCIPALS OR HEADMASTER

If an issue arises regarding school rules, procedures, or curriculum, the parents should speak directly to the Principal. Parents may also present concerns about a teacher's behavior, rules or procedures directly to the Principal if the matter was not resolved with the specific teacher. A respectful demeanor is required at all times. If the issue is not satisfactorily resolved, the parent may bring the concern to the Headmaster.

PARENTS TO BOARD

If an issue regarding policy, curriculum, conduct or a staff member (including the Headmaster) is not satisfactorily resolved with the Headmaster, the parents may present their concerns to the Board. It is understood that if any disputes arise which are not covered by this policy, the Board will decide what procedures to follow based on the above principles. The Board will not serve as the initial point of contact on school-related issues. No individual Board member may speak on behalf of the Board unless specifically authorized by the Board to do so.

If a parent has an idea on how to improve the school, the same communication principles apply: an idea about how to improve a classroom should be directed to the teacher; an idea about how to improve the school in general should be directed to the administration.

TIMELINESS OF RESPONSE

Faculty and staff are expected to acknowledge a communication from a member of the community within one business day.

GOSSIP

Should repeated reports of gossip become a concern, the Administration will schedule a meeting with the parent, student, or teacher to address the gossip.

STUDENT COMMUNICATIONS

For concerns **not** relating to a specific individual, the following options are available:

- Students may give suggestions to teachers for consideration.
- Students may request to meet with the Headmaster individually or in small groups. As with individual teachers, students should consider requesting parental assistance whenever appropriate.
- Students should be willing to accept the decisions, outcomes and wisdom of those whom God has placed in authority over them, even when they disagree.

SAFETY AND SECURITY

Providence Classical School cares deeply about the safety and security of its students and employees. Safety and emergency policies and procedures are reviewed and updated regularly in response to the changing needs of our community. These policies and procedures are communicated and reviewed regularly with faculty, staff, and students. Parents can see a description of these policies and procedures on ParentsWeb. Parents are strongly encouraged to review these policies and procedures so that they can work with the school in ensuring the safety and security of the PCS community.

COMMUNICATIONS TO THE MEDIA

The Headmaster is the only person who will speak to the media as a representative of Providence Classical School for any reason, including in emergency situations. If the Headmaster is unavailable, the Chairman of the Board may speak on his behalf.

VISITORS TO CAMPUS (LOBBYGUARD)

For the safety and security of our students, all visitors—including parents and volunteers—must check in at the Administration Building when they arrive on the school campus. Upon entering the building, visitors will be asked to present a valid driver's license to be scanned in the LobbyGuard system. This system screens for convicted sexual predators; the school will not access or store any additional personal information. Once the visitor has been added to the system, the receptionist will ask for the visitor's destination in the building. The visitor will then receive a temporary nametag to wear while on campus. Before leaving campus, visitors must return to the Administration Building to scan their nametag so that we have a record of their departure. By utilizing this monitoring system, we are able to provide a safer environment for our students and community.

Volunteers who are on campus frequently may request a plastic nametag from the receptionist. They should display the plastic nametag upon entering the school. This will replace the need for them to check in using the LobbyGuard system.

VISITING MINORS

For safety purposes, minors are not allowed to visit the school campus without the presence of a parent.

INCLEMENT WEATHER COMMUNICATIONS

For the necessary contact information in the case of inclement weather, the school will rely on the Emergency Contact Form to be completed by every family. All faculty and staff members will be given copies of these forms to keep with the information about their designated emergency response responsibilities. If parents call the school during inclement weather, they will be greeted by a modified phone message indicating school closing status and procedures. Parents will be notified of emergency conditions through a variety of means in the following hierarchical order: RenWeb Emergency Alert text, email, the school's web page (www.pcsclassical.org), a message on the school's answering machine, and telephone. Closings, delays, or emergency information will be posted on the school's main web page.

MEDICATION POLICY

Objective - To establish parameters regarding medications on campus for the safety of our students and the legal protection of PCS and its employees.

Guidelines -

- Parents are responsible to inform the school of their child's use of prescription medications—including medication for ADHD and any mental illness (anxiety, depression)—even if the child takes this medication before or after school hours. Being aware of medications used by students enables PCS teachers, administrators, and staff to best serve and care for the student during the school day.
- Whenever possible, parents are to administer medications to their own children before or after school hours as necessary.
- PCS staff will not administer any classification of controlled substance medication (as listed in the most recent Physicians' Desk Reference as subject to the Controlled Substance Act of 1970) unless designated by the Headmaster to do so.
- All medications—including controlled substances—taken by students must be kept in the main office and administered by the following:
 - Parents of the student.
 - Designee of the parents, who must be an adult identified in writing to PCS prior to the initial distribution of medication.
 - A PCS staff member designated by the Headmaster.
- Prescription medications
 - If a child needs to take prescription medication during school hours, parents must provide the main office with the following:
 - A completed Medication Administration Form (found on the PCS website, www.pcsclassical.org).
 - A copy of the signed physician's orders for each prescription medication to be administered.
 - The necessary medication in the original container, labeled with the child's name, date, directions, and the physician's name. Parents may request a second container from their pharmacist for medications that must be administered during school hours.
 - No prescription medication will be administered to any child if the main office is not in possession of the above.
 - Parents must deliver the prescription medication to the main office in person. Students may not have prescription medication in their possession at school unless it falls under the exception for an inhaler or Epi-Pen® listed below.
- If a student requires regular administration of non-prescription medication, parents must complete a Medication Administration Form and provide the medication in the original container, labeled with the child's name, date, directions, and the physician's name.
- Grammar School students will not be permitted to administer any form of medication (prescription or over-the-counter) to themselves or any other student, including asthma inhalers or an Epi-Pen®. If Grammar School students require immediate access to medication, such as asthma inhalers, the medication may be kept in the teacher's classroom in closed storage out of the reach of the classroom children.

- Upper School students who require medication from an inhaler or Epi-Pen® on an as-needed basis will be permitted to self-medicate if the following conditions have been met:
 - A physician has determined that the student should carry the inhaler or Epi-Pen® on his or her person and self-administer the medication. Physician's orders must be on file with the school office before students will be allowed to carry this medication with them.
 - Parents have indicated on the Medication Administration Form that they give permission for the student to carry this medication with them and to self-administer it, and that the student has been trained in the appropriate use of the inhaler or Epi-Pen®.
- PCS will maintain a supply of some over-the-counter medications that may be administered by the designated staff member to a student whose parents have granted written permission for the administration of the specific medication in RenWeb. These medications include ibuprofen, acetaminophen, diphenhydramine, and antacids.
- Certain over-the-counter topical medications such as germicidal cleaners, antiseptics, and antibiotic ointments may be used in the treatment of minor wounds.
- No other medication or palliative items will be distributed to students by PCS staff.
- The above policies apply to all PCS activities, including field trips and overnight trips (extra-curricular competitions, Upper School Retreat, Italy Trip, etc.).

Other medical concerns –

- Students must be symptom-free **without** medication for 24 hours before returning to school after vomiting or having a fever.
- Students who contract head lice will be sent home from school, and the parents of other students in that grade level will be contacted. Students with head lice may return to school as soon as they have received treatment.

LIFE-THREATENING ALLERGY POLICY

In light of Jesus' command to love our neighbors as ourselves (Matt 22:39), severe allergies at Providence Classical School will be handled according to the following protocol each year. The responsibilities of the parties involved are listed below.

Parents -

- Providing the Allergy Action Plan with emergency procedures signed by the child's doctor concerning the allergies.
- Providing Benadryl® and an Epi-pen® with a completed form for permission to administer medication signed by the child's pediatrician.
- Informing the principal and the child's homeroom teacher prior to school beginning of the life-threatening allergy.
- (For students new to PCS) Providing a head shot picture of the child for easy identification by teachers, substitutes, and the main office.
- Educating the child on strategies for avoiding the allergen (e.g., not sharing food, reading food labels), symptoms of an allergic reaction, and how and when to tell an adult that a reaction is occurring or that a circumstance might expose the child to an allergen.
- Grammar School only:
 - Providing non-allergic alternative snacks for any questionable treat brought for the entire class. The homeroom teacher will keep the alternative snacks in the classroom.
 - Providing hand wipes/baby wipes for the class to use to remove the allergen from hands when requested.

PCS -

- Notifying classroom parents via email before or during the first week of school concerning food allergies in their children's classes. The email will give guidelines for all the parents and students regarding how to love the student well who has a life-threatening allergy. The Principal will send this email.
- Providing copies of the Allergy Action Plan for the allergic student to the classroom teachers. These will be printed on yellow paper to highlight the student. The teacher will keep one copy accessible at all times and will place the other copy in the substitute folder. The office staff will print these and provide these to the classroom teachers.
- Providing disinfecting wipes/spray to clean allergens from desks, doorknobs, etc. The classroom teacher will inform the operations manager if supplies are needed.
- Training staff/faculty annually to recognize the signs of anaphylactic shock and the protocol for administering an Epi-pen®.
- Informing all staff and faculty of students with life-threatening allergies.
- Discussing with the class the nature of severe allergies and the general responsibilities each student has to love his neighbor as himself. The homeroom teacher will do this.
- Excusing allergic students from such duties as emptying trash, which may risk putting him in contact with wrappers, discarded food items, etc.
- In the event of an allergic reaction, the child will be sent directly to the office, accompanied by the teacher. Office staff will monitor the child's condition, administer medication, call the parent, and call 911 as necessary. If an Epi-pen® is used, 911 will be called.
- Grammar School classroom lunch:
 - Seeing that all student desk tops and chairs are wiped down with wipes/spray and that all students use wipes/wash their hands after throwing their trash away. The classroom teacher will oversee this.

The student with a life-threatening allergy -

- Asking to call home if he forgets his lunch.
- Not trading or sharing food with others.
- Communicating with a teacher or other staff member if he experiences symptoms or feels that a circumstance will expose him to allergens.
- Upper School only:
 - Upper School students are expected to monitor their exposure to allergens and make wise decisions to prevent allergen exposure (e.g., during breaks, lunch, etc.).

Morning Snacks (Grammar School only) -

- For Pre-K through 2nd grade, snack time will be nut-free for homeroom classes with students who have life-threatening nut allergies.
- For 3rd – 6th grade, students and teachers who eat nuts or nut products will wash their hands or use a handwipe after eating the snack if students with nut allergies are in the class.

Lunch (Grammar School only) -

- Students with life-threatening allergies will sit at the end of the grade-level lunch tables to avoid allergens. Students sitting in direct contact to the students will have nut-free lunches.
- Classmates of students who have severe nut allergies who eat nuts or nut products will wash hands or use handwipes after lunch, prior to recess time.

FIELD TRIP POLICY

The purpose of field trips is to further learning through experiences outside the walls of the school, and these would not be possible without the support of our parent chaperones, for whom we are very grateful. As with all PCS endeavors, while on field trips or participating in school-sponsored activities, students, parents, and teachers are expected to conduct themselves as in the presence of God, doing all for His glory and for the love of their fellow men. The following guidelines for chaperones and drivers help us to achieve these goals:

- The official leader of each field trip or school-sponsored activity shall be the teacher (or other staff member approved by the administration). All decisions as to itinerary, agenda, logistics, attire, and so forth will be planned by the teacher with the approval of the Grammar or Upper School Principal. The teacher may delegate logistical matters to the homeroom mother or other parent chaperone. Parents are not to alter the plans in any way for any student unless they arrange this change with the teacher before the trip. In all cases, the teacher has the final word and the sole responsibility for the trip, including the conduct of students and chaperones. The teacher must ensure that all adults agree to present a united front to the students so that there is no question as to who is in authority.
- The role of the parent chaperone is critical to the success of the field trip or activity. Parent chaperones have the responsibility for the children assigned to them by the teacher, including their safety and conduct. Typically, a parent chaperone is responsible for those children in his car or hotel room. Parents should assist the teacher to ensure that students are chaperoned at all times during the trip or activity. Chaperones should avoid being entirely alone with any single student. All adults should immediately report to the teacher in charge any behavior or activity which poses a threat to any student or is otherwise unacceptable.
- All drivers must have a PCS Approved Driver and Chaperone Application on file. This form is available on the PCS website (www.pcsclassical.org). Drivers must possess a valid driver's license, automobile insurance, and a good driving record. A copy of the driver's proof of insurance (copy of insurance card) and driver's license must be on file in the office. The driver or owner of any automobile or watercraft used must look to their own insurance coverage for covering their liability and damages to their vehicle or watercraft. Cars must have a current inspection sticker.
- All chaperones and drivers of automobiles or watercraft must be at least 21 years of age and be pre-approved by the administration. No person with a bad driving record may drive or operate any vehicle on a Providence-sponsored trip. No person who has been convicted of a felony may attend or chaperone a Providence field trip.
- When traveling, adult drivers will require that all their passengers wear seat belts and that posted speed limits be always observed. Each driver assumes full legal and financial responsibilities for the operation of his vehicle or watercraft and the safety of the passengers.
- Drivers are never allowed to pick up hitchhikers or stop to assist another motorist while transporting students. Drivers should be instructed to stay within sight of the other vehicles on the trip and stay with the pre-planned route. If there is a mechanical problem or an accident, the driver must ensure the safety and medical care for the students as a first priority. Students may never be left alone with or near a vehicle.
- Drivers will not allow or participate in horseplay or other distracting or potentially dangerous activities in a vehicle.
- Both the owners and drivers of vehicles assume full legal and financial responsibility for the operation of the vehicle and full legal and financial responsibility for the safety of the passengers.

The liability arising out of the use of an automobile is the sole responsibility of the owner (first) and the operator (second).

- For some field trips, siblings not enrolled at PCS are not allowed, so that chaperones' and drivers' full attention can be given to the students. Teachers will let parents know if siblings may or may not attend.
- Parents are encouraged to enjoy the experience with our students, but they must lead in acceptable standards of etiquette and behavior.
- Students will be expected to adhere to the same standards of behavior on a field trip or school-sponsored activity as they do during a regular school day.
- Unless otherwise instructed by the teacher, students are to remain together at all times during the field trip.
- When staying at a hotel or other lodging facility, chaperones will assist the teacher in enforcing a curfew for all students.

Prior to the date of the field trip -

- Permission slips for the field trip will be sent home.
- Chaperones and drivers will be requested by the teacher.

On the day of the field trip -

- Please review proper field trip behavior with your child, as well as send required supplies, such as lunch, money and/or sunscreen, etc.
- Please arrive to school on time, so that early field trips will not be delayed.
Personal music devices or electronic games may not be brought to any upper school sponsored field, trip or event unless permission is granted by the teacher/coach in charge in advance. Videos/movies may not be played in vehicles. If staying in hotels, the television may not be used without direct adult supervision.

Did you know...?

A PCS alumna studying engineering started a campus organization at her college that works with a city in Peru to bring clean water to the region.

DAILY PRACTICES AND ACTIVITIES

SCHOOL CULTURE

Our school's mission is to train students to "impact their culture for Christ." We seek to do that by focusing our minds on whatever is "true, noble, right, pure, lovely, admirable, excellent and praiseworthy..." (Philippians 4:8). The school board, administration, and staff are intentional about our school culture, seeking to imitate the life of Christ and be different from the worldly culture that surrounds us. Tangible evidence of our school culture can be seen in the daily practices and special activities our school promotes.

- Our faculty and students are devoted to helping one another obey God and keep his commandments. We put this into practice daily by trying to honor one another above ourselves, doing our work as unto the Lord, and doing everything without grumbling or complaining. These God-standards are constantly in front of us as we seek to honor Him through all we do at PCS.
- We are a community of believers and we have the privilege of worshipping together. Chapel is held once a week to provide a time of corporate worship and community building in our school.
- PCS Upper School students will be issued a locker each year. Students are expected to take care of the property assigned to them and maintain it in an organized manner. Students may not store food in lockers overnight. PCS seeks to uphold Christian role models; therefore, locker decorations are limited to appropriate pictures of family and friends. Students may bring shelves and other locker accessories.
- Students are expected to be good stewards of their environment at all times on campus. This includes leaving the lunch area clean, clearing their space from food and debris, and taking care of their chairs.
- During the school day, including during lunchtime and breaks, students are to remain in the areas designated for them unless invited by a teacher or administrator to be elsewhere. Students are not to be in classrooms without a teacher present unless given express permission by a teacher or administrator.
- The culture at large continually influences our students, telling them that they will only be fulfilled if they have a dating relationship. In the planning of our academic and social activities, we strive to resist this mindset, encouraging our students to live counter-culturally, recognizing that their fulfillment is in Christ and not any human relationship. While we recognize that parents in the PCS community may differ in the way in which they approach this topic, students are expected to conduct themselves in a manner that does not draw attention to any dating relationships at school or school functions.
- PCS Upper School dances are opportunities for students to fellowship together and build community with one another. Students are encouraged to include everyone and not pair off into couples. While not expected, juniors and seniors may bring a guest who is not a PCS student. Students who bring a guest are expected to communicate PCS expectations, include that person in the larger community, and be conscious of enjoying fellowship with all students. Dances are chaperoned by faculty and all music is approved by a faculty member.

ATTENDANCE REQUIREMENTS

A student enrolled in Providence Classical School is expected to be present and on time every day school is in session. At school, a student is exposed to various types of instruction. The whole school day is instrumental in forming students' character and aiding their intellectual and spiritual development.

Because all time spent at school contributes significantly to the curriculum objectives of PCS and because the instructional program is progressive and sequential, it is necessary to encourage timely student attendance.

Expectations -

- Students enrolled in PCS are expected to attend all classes in which they have been enrolled and are expected to be present at school all day every day that school is in session. Attendance records for the students will be reported on the student's report card each trimester.
- Unnecessary absences are highly discouraged, as they have adverse consequences on student learning.
- Please make every attempt to schedule medical appointments before or after the school day. When this is not possible, please vary the times of these appointments so that students are not always missing the same class or type of instruction for appointments.
- One student's absence or tardiness affects an entire class; therefore, out of Christian charity and consideration for classmates and teachers, students should make every effort to be punctual and present.
- Because attendance is essential, non-essential absences may be considered disciplinary matters.

General Attendance Procedures -

- A record of attendance for each student will be kept each day.
- Students absent from school for more than half the school day will not be eligible to participate in extra-curricular activities that day.
- Students are required to be in their classrooms by 8:00 AM. Students arriving after the required time should report to the office for a tardy pass before entering their classrooms.

Grammar School Attendance and Tardies -

- Attendance will be taken at the beginning of school each day at 8:00 AM.
- Students arriving to school after 8:00 AM must proceed to the office to receive a tardy slip. PreK & K students must be accompanied to the office by a parent or guardian.
- In the event of repeated late arrivals, the Grammar School Principal will contact the parent.

Upper School Attendance and Tardies -

- Students are expected to arrive on time for Homeroom at 8:00 AM.
- Students arriving to school after 8:00 AM must proceed to the office to receive a tardy slip.
- Attendance will be taken in Homeroom and in every class.
- In the event of repeated tardies to Homeroom or other classes, students will see the Upper School Principal.

Unplanned absences -

- An unplanned absence is any unforeseeable absence (e.g., illness, family emergency).
- We understand that these types of absences are unavoidable and will join with the family and student in praying for them during this time.
- In the case of an unplanned absence, teachers will communicate expectations regarding school work and deadlines, though older students are asked to take the initiative to contact their teachers about missed work when possible.
- Please see the Late Work policy below for more information about assignments missed during unplanned absences.

Planned absences -

- A planned absence is any foreseeable absence due to a planned family or school activity.
- Some planned absences (doctor's appointments, college visits, extra-curricular competition) are unavoidable. In these cases, parents or older students should notify teachers as soon as they are aware of the planned absence so that arrangements may be made for missed assignments. Please see the Late Work policy below for more information about assignments missed during planned absences.
- Parents are strongly encouraged to avoid activities that cause students to miss school for non-essential reasons.
- If parents need to take students out of school for non-essential reasons (e.g. vacation) of any duration, they should **contact the appropriate principal at least two weeks** before the planned absence.
- Though they may do this when possible, teachers will not be required to provide school work to students in advance of a non-essential planned absence.
- Planned absences for Upper School students should not be scheduled during the last week of school (final exams).

LATE WORK

Objective - To encourage students to develop good habits of scholarship and responsibility.

Definitions

- Daily assignments and assessments: Daily assignments and assessments are those assigned the same week they are due (e.g., daily homework, minor quizzes).
- Major assignments and assessments: Major assignments and assessments are those assigned at least 5 days before the due date (e.g. papers, projects, tests).

Description - Students are expected to complete and turn in all assignments on time. Assignments completed or turned in late will not receive full credit. Daily assignments and assessments will receive reduced or no credit at the teacher's discretion. Major assignments and assessments will receive a 10% reduction in the grade for each day after the due date. For example, a paper due on Wednesday that is turned in on Thursday may earn a maximum grade of 90%. Assignments completed or turned in more than two weeks late will receive no credit.

Students must complete all assignments and assessments missed during absences unless otherwise directed by the teacher. It is the student's responsibility to learn what information and assignments were given and to keep track of deadlines for turning in missed work and completing assessments for full credit.

In the event of an unplanned absence (sickness, death in the family, etc.), the following policies will apply:

- Major assignment and assessment deadlines stand for all students regardless of absences unless otherwise determined by the teacher or administration.
- If a student misses a daily assignment due date or an assessment as the result of an unplanned absence, that student will have one additional day per day absent to turn in the assignment or make up the assessment for full credit.
- Assignments turned in and assessments completed after the extension due date will incur the appropriate grade reduction (teacher's discretion for daily assignments and assessments, 10% per day for major assignments and assessments).

- Students who experience extended unplanned absences should communicate with their teachers and the Director of Instruction to coordinate missed work and deadlines.
- The administration reserves the right to request documentation (e.g., doctor's note) of the reason for an unplanned absence to prevent abuse of this policy.

In the case of a planned absence (doctor's appointment, college visit, extra-curricular competition, etc.), the following policies will apply:

- Major assignment and assessment deadlines stand for all students regardless of absences unless otherwise determined by the teacher or administration.
- Students must confirm appropriate due dates with teachers for any assignments or assessments during their absence **before** they miss school. Failure to do so will result in reduced credit for all assignments or assessments submitted or completed after class deadlines.
- Teachers may require daily assignments or assessments to be completed and turned in before, during, or after the planned absence depending on the circumstances.

SCHOOL ARRIVAL AND DEPARTURE

School hours are from 8:00 AM to 3:00 PM.

RIDE-SHARING SERVICES

Ride sharing services (Uber, Lyft) have become common modes of transportation for adults, but for the protection of our students and school community, these services may **not** be used to transport students to or from school.

MORNING PROCEDURES

- **The PCS parking lot is one-way at all times.**
- Parents/students may not use cell phones while driving on PCS property.
- Students should be dropped off by 7:50 AM so that they may be in classrooms by 8:00 AM
- When dropping off students, parents should pull as far up as directed by a staff member assisting students to exit cars.
- All student drivers must submit a copy of their Driver's License and proof of insurance before beginning to drive to school.
- Students are permitted to park in a designated area of the front parking lot.
- If a student will not be in class by 8:00 AM, he is to go to the office to receive a tardy slip to be given to the homeroom teacher.
- If a student in Pre-K or Kindergarten is tardy, the parent is to park and walk the student to the office to receive the tardy slip before personally walking the student to class.
- Students on campus before 7:30 AM who are not participating in a PCS activity must be accompanied and supervised by a parent.

AFTERNOON PROCEDURES

- If a student's transportation is different than normal, please call or email the office at office@pcsclassical.org **before 2:00 PM**
- **The PCS parking lot is one-way at all times.**
- Parents/student drivers may not use cell phones while driving on campus.

- As they arrive, Grammar School parents may form a single line of cars at the entrance to the parking lot.
- Car-rider line for Grammar School students begins loading cars at 2:55 PM. Drivers picking up students must visibly display the number sign. If a grammar school student is riding with an upper school student/parent, he will wait for the US student to pick him up from the pavilion.
- Upper School car-rider line begins forming in the middle lane at the entrance to the school's property. Upper School parents may begin pick up at 3:10 PM.
- All students are to be picked up by 3:20 PM. Students on campus after 3:20 PM who are not participating in a PCS activity must be accompanied and supervised by a parent.
- No students may play on the playground, on the pavilion, or in the gym after school until 3:20 PM, and then only if directly supervised by a parent.

DEPARTURE/ARRIVAL DURING THE SCHOOL DAY

When parents drop students off at school after 8:00 AM or pick them up prior to 3:00 PM, they must come to the office to sign students in or out. Students who drive themselves may sign themselves in or out only if the office has received prior written notice from the parent of the student's time of arrival or departure.

OFF-CAMPUS LUNCH

Students who drive themselves may leave campus for lunch during months when their House does not have service duties. Students must finish eating their lunches before fifth period begins. Students who leave for lunch are only allowed to drive themselves or their siblings, and they will only be permitted to leave campus if the office has prior written permission from their parents.

UNIFORM POLICY

PCS requires all students to wear a uniform and to dress according to the uniform policy guidelines. The uniform policy is updated yearly and is available on the PCS website (www.pcsclassical.org).

SCHOOL SUPPLIES

For a list of school supplies that families must provide, visit the PCS website (www.pcsclassical.org).

ACTIVITY PURPOSE STATEMENTS

The PCS leadership and faculty intend for every activity on our calendar to have purpose in building the school community and fostering a love for Christ and for one another. In an effort to help new and existing families to become acquainted with the intent behind each of our events, we have developed brief purpose statements along with helpful information about who should attend and expected attire. We hope this will help you stay informed and involved in the life of our school. Events are in approximate chronological order.

Parent Orientation

Purpose - To share vision and school updates, review standards and expectations, discuss new school policies and procedures, and to introduce new faculty members.

Who should attend - All parents.

Dress - Casual

Meet the Teacher

Purpose - To give students and parents the opportunity to meet their teachers and acquaint themselves with their classrooms and the school in general. Upper School students may set up their lockers this day.

Who should attend – All students and parents.

Dress - Casual

Convocation

Purpose - To celebrate and sanctify the new school year. A charge is given to the school community by the Headmaster.

Who should attend - All students and parents.

Dress - Business casual

Upper School Retreat

Purpose - To foster a sense of community between the students and faculty.

Who will attend - All upper school students, teacher, and some parent chaperones.

Dress – Casual

Back-to-School Night

Purpose – To introduce the parents to their children’s classrooms and teachers as well as to hear the teachers’ visions and goals for their students’ learning.

Who should attend - All parents.

Dress – Casual

Donuts with Dad

Purpose - To have dads on campus to attend chapel with their children as well as enjoy a time of fellowship at the conclusion. The Headmaster will address the students and dads.

Who should attend - All grammar school dads.

Dress - Casual or business attire

Parent Education events

Purpose - To inspire and encourage parents through insights regarding education, culture, and parenting from a Christian worldview. Our school community will be strengthened as all members embrace a shared school vision.

Who should attend - All parents.

Dress - Casual

High School 101

Purpose - To set expectations for 9th grade students and their parents as they enter high school at PCS. Topics covered include high school courses and credits, activities, tools for success, and college advising.

Who should attend - All 9th grade students and at least one parent.

Dress – casual

College 101

Purpose - To prepare our junior families for the college search process. At this meeting, families will walk through a timeline of tasks and events related to the college search and application process and will be given detailed information on standardized testing, college visits, Naviance, and much more.

Who should attend - All 11th grade students and at least one parent.

Dress – casual

Daytime School Preview

Purpose - To introduce the Northwest Houston community to PCS and classical Christian education. Prospective parents will meet with PCS administration and staff and will be able to tour classrooms.

Who should attend - Parents interested in learning more about classical Christian education for their child(ren).

Dress - casual

Hoedown

Purpose - Community building for the entire PCS community.

Who should attend - All PCS families are invited to attend.

Dress - Country casual/casual

Cost - Price of dinner and entry fee

Veterans Day

Purpose - To honor those in our PCS community and our community as large who have served in the U.S. military.

Who should attend - Veterans or those in active duty as well as PCS parents and students.

Dress - Business attire

Grandparents Day

Purpose - To foster a sense of community between the students and their grandparents and to honor the legacy of the students.

Who should attend - Grandparents of students

Dress - Casual to business attire

Christmas Program

Purpose - To hear the sounds of music through the beautiful singing and instrument playing by the student body of PCS.

Who should attend - All members of the PCS community and extended family and friends.

Dress - Casual to business attire

Alumni Panel for PCS Parents

Purpose – For parents to hear from PCS alumni attending a variety of universities who share their insights and answer questions on the value of their PCS education. This is a favorite event for many of our parents.

Who should attend - All parents.

Dress - Casual

Homecoming Dance

Purpose - To provide fellowship within the upper school student body.

Who should attend - All Upper School students and alumni are invited and encouraged to attend.

Dress - Formal or semi-formal

Cost - Ticket price

Why PCS for High School?

Purpose - To help families understand the benefits of the Rhetoric phase of a Providence education. Topics discussed include Rhetoric curriculum, AP testing, Thesis, the Italy Trip, and College Advising.

Who should attend – All parents, especially parents of students in 7th and 8th grades.

Dress - Casual

Evening Open House

Purpose - To introduce the Northwest Houston community to PCS and classical Christian education. Prospective parents will meet with PCS administration and staff and will be able to tour classrooms.

Who should attend - Parents interested in learning more about classical Christian education for their child(ren).

Dress - Casual

Father-Daughter Dance

Purpose - To encourage strong relationships between fathers and daughters, to provide a fellowship opportunity for our community. This dance is organized by the 10th grade class and is a fundraiser for their Italy Trip.

Who should attend - All fathers and daughters in the PCS community.

Dress - Semi-formal to formal

Cost - Ticket price

Gala

Purpose - An evening of fellowship and fun for our entire PCS community and friends of PCS. The Gala is our main fund-raising event of the school year. We are truly blessed as a school community and it is wonderful to glorify God on this evening and thank Him for His faithful provision to our school.

Who should attend - All adults in the PCS community and invited guests.

Dress - Semi-formal or formal

Cost - Ticket price

Thesis

Purpose - It is a PCS tradition that seniors prepare and present a thesis as the culmination of their education at PCS. Each senior, upon completion of his presentation, fields questions from a panel of esteemed guests, defending his research and conclusions. The thesis presentations are a time of great celebration as all of our seniors bring to fruition the vigorous academic training they have received at PCS.

Who should attend - All members of the PCS community and invited guests.

Dress - Business attire to semi-formal

Muffins with Mom

Purpose - To have moms on campus to see and hear the grammar school students perform as well as enjoy a time of fellowship at the conclusion.

Who will attend - All grammar school moms.

Dress - Casual

Junior-Senior Ball

Purpose - To provide an opportunity for our PCS juniors and seniors and parents to celebrate the end of the school year and reflect upon their time at PCS.

Who should attend - All PCS juniors and seniors and their parents are invited to attend.

Dress - Formal attire for students, semi-formal for parents

Cost - Ticket price

Parent Appreciation Breakfast

Purpose - To treat our wonderful parents to breakfast and let them know how much we appreciate them.

Who should attend - All parents.

Dress - Casual

Spring Concert

Purpose - To hear the sounds of music through the beautiful singing and instrument playing by the student body of PCS.

Who should attend - All members of the PCS community and extended family and friends.

Dress - Casual to business attire

Commencement

Purpose - Our PCS graduation is a time of pomp and circumstance and reflection on all the accomplishments of our senior class. It is a time of rejoicing not only with our seniors but their families and friends as well as we send them into the world to find the purpose God has planned for their lives.

Who should attend - All members of the PCS community. All 9th-12th grade students are required to attend.

Dress - Business attire

The Italy Trip

Purpose - To provide a culmination to the PCS education of our graduates as they personally experience many of the historical sites and works of art they have studied over their careers at PCS.

Who should attend - All PCS graduates that year.

Dress - Appropriate travel attire

Cost - Price of trip expenses less fundraising profits

STUDENT LIFE

THE HOUSE SYSTEM

The house system had its beginnings in academic institutions. In the early Middle Ages, students who desired an education would gather in a city where a Master Teacher was living. With this Master, they would share a house and devote themselves to study. The Master not only taught these students their academics, but also disciplined them in their Christian walk. These gatherings of students were the foundations of the great universities of Europe. Today, the term *house* refers simply to groupings of pupils, with no buildings involved.

There are many benefits to having a house system. Our house system is designed with several goals in mind. The house system encourages and simplifies the assimilation of new students into the culture of PCS. Houses facilitate the passing on of our school culture to these students. Houses also make it easier for new students to develop friendships, based on a common interest.

Houses expand the boundaries of fellowship across all grade lines. Students, grades seven through twelve, are brought together in competition and work, enabling them to know one another in all types of situations. Because younger students often admire older students, the opportunities for leadership and discipleship are greatly increased.

Houses should create an atmosphere conducive to positive role models and peer pressure. As houses compete for the Paladin Cup, the students are motivated to encourage one another to follow the rules, study hard, and seek out opportunities for service. As students incorporate the school rules into their lives, teachers are able to focus less on correction and more on academics.

It is in this tradition that PCS has divided its Upper School into groups of students, each led by House Masters. The goals of our House system are as follows:

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

House Names

The House names at PCS were based on creatures used in Scripture or other literature to represent attributes of God, or godly character qualities.

The Gryphon, a combination of lion and eagle, has been used in literature to symbolize the dual nature of Christ as both God and Man. The lion and the eagle separately represent the Gospels of Mark and John, respectively. The regal Lion of the tribe of Judah and the battle-ready King of the skies blend together to emphasize the right of Christ Jesus to rule and defend His people. Gryphons are challenged to be loyal to the cause of Christ and His Kingdom.

The Dragon, although frequently thought to represent only evil, has also been used to represent godly characteristics, particularly that of self-sacrifice. Known for its pride and passion, it is only in dying to self that true life is attained. This is one reason why the dragon, sometimes represented as a serpent, is used as the medical symbol of healing. Dragons are challenged to learn that honor comes through self-sacrifice and that purity is as gold.

The Leviathan, mentioned in both Job and Psalms, is a mysterious creature. He is pictured as being monstrous in size, with smoke rising from his nostrils, and a tail like a tree trunk. He is a picture of the might and majesty of God. Leviathan is also spoken of in Scripture as a creature God uses to execute His will. Leviathan, then, demonstrates strength in submission to authority. Leviathans are challenged to become humble in the service of our great God.

The Phoenix is traditionally associated with death, resurrection, and immortality. In literary tradition, the phoenix tears bring healing, and its song gives protection to the saints. Traditionally, a phoenix was impossible to tame, except by a true saint of God. Once every 500 years, the phoenix dies in flames, and is reborn from the ashes. Phoenixes are challenged to seek mercy and to serve even the least among us.

House Masters

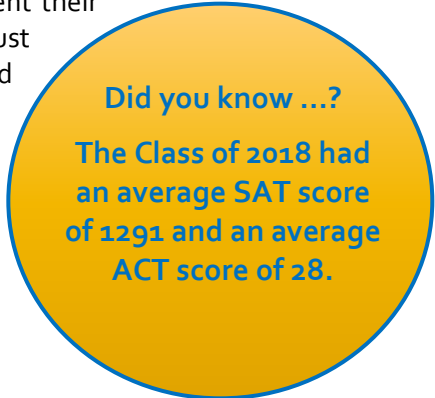
Each house is organized around teachers who serve as Masters for their houses. Their responsibilities include supervising the house activities, mentoring the officers in the completion of their duties, and modeling a Christian walk before the students. Masters are the personal point of contact for the students in the house and a main source of encouragement for their success at school. They should be encouraging the upperclassmen to edify and teach the younger students and the younger students to imitate the right attitudes and behaviors they see in older students.

House Captains

House Masters, in counsel with the Upper School Principal, choose the students in their house most qualified to serve as House Captains each year. While preference is given to seniors, the House Captains are chosen based on observations of their leadership abilities, their spiritual walk, and their positive example to other students. The office is an honor and a privilege but comes with responsibility. House Captains preside over house fellowship meetings and work closely with the House Masters to make their house successful. They are the spiritual leaders of the house and should see to it that the house prays together, works on projects together, and honors the Lord in all things. The House Captains are the official spokesmen for the house and may be called upon to represent their house in meetings, presentations, or other activities. The Captains must take initiative to make sure every member of the house feels included and that the house as a whole is unified and moving forward with positive goals. House Captains should seek to serve as Captain with humility, faithfulness, and cheerfulness.

House Captain responsibilities are as follows:

- Set a godly example in attitude and action.
- Act as a liaison between your House Master and the house.
- Work with other House Captains to plan House Games.
- Ensure that all assigned service tasks are performed each week in a timely manner.
- Perform any other tasks or requests made to you by the House Master.



Other Optional Offices

House Recorder: A house may choose to name a House Recorder. A Recorder is responsible for the collection and distribution of data and all records associated with the house. A Recorder's responsibilities include:

- Tallying all the points earned each week for their house and reporting their findings to the House Captain and House Master.
- Taking pictures throughout the year at all house activities and sharing these with the Yearbook staff.
- Keeping the communication list for their house up to date
- Taking roll in House meetings
- Recording points

House Chaplain: Houses may choose to appoint a Chaplain to assist his or her house by preparing the devotionals for house fellowship meetings, leading in prayer, and performing any other service meant to promote the spiritual growth of the house.

House Fellowship

House Fellowship is a special time once a month for each individual house to worship together in a more intimate atmosphere. During House Fellowship, students and teachers sing hymns, read God's Word, share and discuss challenges, edify each other in Christ, and pray for one another.

House Competitions and Games

In order to foster more opportunities for learning and growth in all areas, the Houses compete against each other throughout the year. At least once each trimester, the Upper School has an afternoon of competitions during which students may earn points for their houses. These House Games are both athletic and academic, giving students an opportunity both to learn something new and to exercise their God-given abilities. The competition among the houses also involves weekly opportunities to earn points through academic challenges, acts of service, and attendance at PCS athletic events.

STUDENT GOVERNMENT

The Student Council is a peer elected-body of students whose stated purpose is to serve the student body. The Student Council will aid the House System in its encouragement of student union, fellowship, and school spirit. The House System and the Student Council will work together to ensure a student body that is strong in Christ. The Student Council will exist under the authority of the Faculty Advisor, who in turn reports to the Administration.

The Providence Classical School Student Council is formed with the following purpose:

- Plan, organize, and assist in the facilitation of service projects by the Student Body. This is not limited to projects within the school but may include outreach programs designed to serve communities for Christ outside of Providence.
- Plan and execute events among the Student Body which foster Christ-like fellowship. These activities include but are not limited to House Games and the Retreat.

MEMBERSHIP

General Requirements

All students wishing to run for Student Council must demonstrate godly character and servant leadership as determined by the Student Council Faculty Advisor in consultation with other faculty and Administration. He or she must be enrolled at Providence the prior academic year, maintain a cumulative 3.0 GPA, and have no failing trimester grades.

President

The student wishing to run for President must be entering his or her Junior or Senior year, meet general requirements above, and hold no other Student Council position or National Honor Society officer position. He or she must currently serve on the Student Council before running for President.

Officer Requirements

The student wishing to run for these positions must meet general requirements and may not hold any other Student Council position including that of House Captain.

PARENT INFORMATION

TUITION/REGISTRATION PAYMENT POLICY

TUITION PAYMENT OPTIONS

- Full year payment by check or credit card, paid on June 10
- Two lump-sum payments by check or credit card, paid on June 10 and November 10
- Ten monthly payments to the tuition company, due by the tenth of the month, beginning in June and ending in April. There is no January payment due to reenrollment. An annual administrative fee per family will be included in the first monthly payment amount.

Delinquency

Tuition that is overdue by more than forty days is seriously delinquent. Once tuition becomes seriously delinquent, the Headmaster will request a written explanation from the family, including a proposed plan for remedying the delinquency. If no explanation is received within a reasonable time, or if the explanation and proposed plan are not considered by the Headmaster in conjunction with the Business Manager to be appropriate, the student(s) whose tuition is delinquent may be asked to leave the school.

If a family's tuition becomes seriously delinquent three times during a school year, the student may be asked to be withdrawn from the school.

Refunds

Tuition contracts are for the entire year's tuition. There will be no refunds on tuition that is paid monthly. For tuition that is paid in one or two payments, a maximum of half tuition may be refunded at the discretion of the Board.

Failure to Pay Tuition

Failure to pay the full contracted tuition amount will be considered a breach of the contract. Families who fail to pay and whose children are withdrawn from the school will be recommended for collection and the proper credit agencies will be contacted.

RE-ENROLLMENT AND TUITION TIMELINE

Re-enrollment takes place in January for the following school year. Re-enrollment fees are due with a tuition contract the last school day of January and are non-refundable. If a contract is not returned by that date, the student's position in the class may be forfeited and re-enrollment fees will not be refunded.

Tuition contracts may be cancelled, in writing, without penalty (except forfeiture of registration fees paid) on or before June 1. If a tuition contract is cancelled after June 1, a minimum of one month's tuition will be due.

Tuition payments must begin by June 10. If payment is not made, students may be un-enrolled to make space for new students. No refunds will be made on tuition paid if notification of un-enrollment is not made prior to June 1.

VOLUNTEER SERVICE IN THE PCS COMMUNITY

Providence Classical School is a community of families, walking together with God and one another as we trust Him to achieve the school's mission: to be a Christian school using the classical model to train students who will impact their culture for Christ. PCS seeks to be a classical Christian school that is supported by families committed to leading their children in pursuing what is good, true, and beautiful. This requires that parents commit to involvement in the life of the school and, more importantly, to pursuing a life of continued growth spiritually and intellectually.

The Administration and the PCS Board of Directors encourage every family to be involved in works of service at the school because we believe that this glorifies God and that He strengthens bonds between us as we work alongside one another. As God reminds us in Romans 12 and 1 Corinthians 12, His body of believers is similar to a human body, and He has equipped both with many parts having various functions. He further reminds us that each part belongs to one another and each is important in completing the work He has given us to do.

As people consider where God may be calling them to serve at PCS, below is some information about service at the school:

- The Administration is responsible for the majority of service positions within the school. Please contact the main office at 281-320-0500 if you are interested in learning more about service opportunities. The Administration will also share details of specific service opportunities with the community throughout the year via email, school newsletters, etc.
- The Board of Directors is responsible for the following two areas of service:
 - Board-led committees
 - Board of Director membership

School Administration and the Board of Directors are thankful for every student, family, and staff member whom God has led to PCS, and we look forward to working together for His Glory and His Kingdom.

Most parents who are involved at PCS will find no difficulty in meeting the minimum expectations of service and parent education. Parent volunteer/education hours are earned by serving as a volunteer or by attending a parent education event. For each hour earned, enrollment fees for each student in the family will be reduced by \$2, up to \$100 total per student.

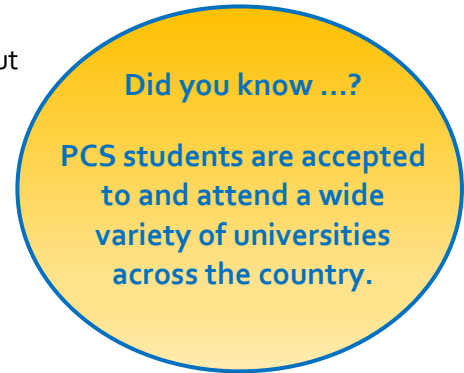
LOGGING PARENT VOLUNTEER/EDUCATION HOURS

Parents should log all volunteer/education hours for the previous calendar year by January 2 to facilitate the re-enrollment process. To log hours, visit ParentsWeb and click on "Family Information," then "Family Profile," choose the parent who volunteered and click on the "Service Hours" tab. There is a drop-down menu for the most common volunteer categories. Volunteer/Education hours are earned on the honor system. Since many volunteer hours are earned by activities conducted on the PCS campus, parents may request a printout of their LobbyGuard system check-in/out record from the main office to assist them in calculating their volunteer hours.

Examples of volunteer or parent education opportunities are:

- Driving or chaperoning on school field trips, including the House Retreat

- Helping with any fundraising effort that benefits the school (does not include events to raise funds for the Italy trip)
- Helping to set up or clean up for any school event
- Substituting in the classroom, office, or lunchroom without being paid
- Helping in your child's classroom
- Participating in PCS Work Days
- Serving as Uniform Sale Coordinator
- Serving as a Gala Chair or assistant
- Attending the Gala
- Attending Parent Education nights
- Helping with Campus Maintenance
- Attending Parent Orientation
- Attending Convocation
- Attending Commencement (when you are not the parent of a graduating senior)
- Serving as a story-reader, Library volunteer, or guest artist; offer your special talents.
- Sharing your experiences or travels as they may relate to an area of study in a class.
- Helping to host class parties, at home or in the classroom.



RENWEB PARENT LOGON PROCEDURE

RenWeb's ParentsWeb is a private and secure parents' portal that will allow parents to view academic information specific to their children, while protecting their children's information from others. You can see your child's grades, attendance, homework and conduct, as well as other useful school information. All you need is an internet-capable computer.

Here's how to access our easy to use RenWeb ParentsWeb:

1. Make sure that the school has your email address in RenWeb.
2. Go to www.renweb.com and click **Logins**.
3. Click **ParentsWeb Login**.
4. Type our school's **Distict Code: PCS-TX**.
5. Click **Create New ParentsWeb Account**.
6. Type your email address and an email will be sent to you.
7. Click the **Click to change password** link. This link is only valid for 30 minutes.
8. A web browser displays your Name and RenWeb ID.
9. Type a **User Name, Password** and **Confirm** the password.
10. Click **Save Password**. A message displays at the top of the browser, "**User Name/Password successfully updated.**"

You can now log into ParentsWeb using your new User Name and Password.

FUNDRAISING PHILOSOPHY

PCS seeks to limit fundraising to opportunities that significantly contribute to the life and financial health of the school. As a result, few fundraisers will be allowed, and approval will be based on the following criteria.

The fundraiser will...

- Support an already approved activity such as athletics, senior trip, or scholarships.
- Provide opportunities for community building, such as the Father/Daughter Dance or the Talent Show.
- Support the overall academic or extra-curricular vision of PCS.
- Provide significant financial resources for the academic program (e.g. Annual Fund or Gala).
- Offer a service to the school community that would not otherwise be provided (e.g., hot lunch).
- Provide for capital investments or improvements.
- Be approved by the Headmaster.

The goal of the PCS leadership is to ensure that school families have opportunity to give generously to the ministry of PCS but seek to avoid families perceiving that they are being “nickel and dimed.” We seek to gain full participation from families in our significant fundraisers such as the Annual Fund and Legacy Gala. These events help ensure that we provide excellent extra-curricular programs, meet our scholarship needs, and continue to maintain small teacher to student ratios. These events also display to the outside philanthropic community that our main constituencies support the vision and mission of PCS.