Dear Paideia Parents and Students:

The heart cry of many parents today is for a solid, wholesome, rigorous, Christ-centered education for their sons and daughters. Giving rise to this heart cry is the fact that American education is in academic, moral, and spiritual freefall. Parents like you, who want God’s best for their children, are calling out for viable alternatives.

Classical Christian schools are answering this call. Believing that true faith and true knowledge are essential components of a healthy personality, Paideia Classical Christian School, wishes to partner with you in providing a well-rounded education “in the nurture and instruction of the Lord” (Ephesians 6:4).

Paideia promises a rigorous intellectual program communicated with a robust biblical worldview. Our entire Board, Faculty, and Staff pledge ourselves to your children’s growth and success. Let us commit ourselves together to this great task of producing Christian scholars who will live for God in this world and with God in the next.

In His Service,

Debbie Coad
Head of School
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STATEMENT OF FAITH

Each Director, member of the Faculty and Staff, and every Member of the School shall assent to the articles of faith found in the Apostles’ Creed and Nicene Creed. In addition, each Director, member of the Faculty and Staff, and every family, shall subscribe in writing to the following Statement of Faith:

THE BIBLE

We believe that God, who is Himself Truth and speaks truth only, inspired the 66 books of the Bible to reveal Himself to lost mankind through Jesus Christ as Creator and Lord, Redeemer and Judge. Holy Scripture is God’s witness to Himself.

We believe the Scriptures, written by men prepared and superintended by God’s Spirit, are the infallible and only inerrant Word of God and therefore the supreme and final authority for faith and life.

GOD

We believe that there is one God, eternally existent in three persons: Father, Son and Holy Spirit.

We believe that God is infinite in being, all-sufficient, eternal, unchangeable, incomprehensible, everywhere present, almighty, knowing all things, most wise, most holy, most just, most merciful and gracious, long-suffering, and abundant in goodness and truth.

We believe that God is the maker of heaven and earth.

JESUS

We believe that our Lord Jesus Christ is fully God and fully man. He is the divinely appointed mediator between God and man. He took upon Himself human nature, was born of a virgin, lived without sin, perfectly fulfilled the law, performed miracles in support of His mission, and was the Christ of Old Testament prophecy.

We believe that our Lord Jesus Christ died upon the cross for the salvation of sinners, and that his vicarious substitutionary death made atonement for the sin of the world and is efficient for all who repent and believe.

We believe in the bodily resurrection of our Lord Jesus Christ, in His ascension to the
right hand of the Father, and in His imminent and visible return to this earth to judge the world in righteousness.

SALVATION

We believe that God originally created man in His own image and free from sin, to reflect holiness by obedience to His commandments. The first man transgressed the command of God and fell from his original holiness and righteousness, whereby his posterity inherit a nature corrupt and wholly opposed to God and His law, are under condemnation, estranged from their Creator, and eternally lost.

We believe that salvation from eternal punishment and restoration of fellowship with God is secured only by His grace through faith in Christ, who bore the sins of His people in His own body on the cross.

We believe that justification is God’s gracious and full acquittal of sinners who believe in Christ from all their sin, through the satisfaction that Christ has made; not for anything wrought in them or done by them; but on account of the obedience and satisfaction of Christ. They merely receive and rest on Him and His righteousness by faith.

We believe that the Holy Spirit indwells all who receive Jesus Christ as Savior and Lord and that the Holy Spirit is responsible for the regeneration of believers and for the continuing work of sanctification.

THE CHURCH

We believe that the head of the church is the Lord Jesus Christ and that the church is the body of Christ. Christians are called to be identified with Christ in baptism, to remember His death in the Lord’s Supper, and to preach the gospel to all nations.

THE CHRISTIAN LIFE

We believe that those who are regenerated are also sanctified by God’s word and Spirit dwelling in them. This sanctification is progressive through the supply of divine strength, which all saints seek to obtain, pressing after a heavenly life in cordial obedience to all Christ’s commands.

We believe that the faith of believers should be visible in concrete forms – a model of personal and social behavior.

We believe that as Christians we seek to be faithful disciples of Christ, enduring in love, obedience, and unity until He comes again.
THE JUDGMENT

We believe that God has appointed a day, wherein he will judge the world by Jesus Christ, when everyone shall receive according to his deeds; the wicked shall go into everlasting punishment; the righteous, into everlasting life.

1 Orthodox, evangelical churches and Christians disagree as to the interpretation of the clause in the Apostles’ Creed that Jesus Christ “descended into hell.” Some churches even omit it from their recitation of the creed. Consequently, no assent to that clause is required for serving as a Director, Faculty or Staff employment, student enrollment or membership in the School. See Appendix G for the text of both creeds referenced here.
SCHOOL MISSION

Our mission is to educate students to love both the Lord and learning so that they thrive as passionate disciples of Christ, exceptional scholars, and virtuous citizens.

The School shall operate a Classical Christian school providing students with rigorous academic instruction designed to develop the skills required for a lifetime of continued learning. This will be done in an orderly atmosphere structured to support the spiritual, moral, social, intellectual, emotional, and physical development occurring simultaneously in the Christian home. All instruction will be based upon a decidedly Biblical world and life view and designed to equip all students for every good work to which the Lord calls them. (Eph. 2:10; Rom. 12:2). The School accomplishes this by:

1) Pointing to personal salvation in Christ and preparing for personal service to Christ.

2) Engendering pursuit of the Biblical sense of “vocation” – the sense of divine calling upon one’s life, work, ministry, and witness.

3) Preparing for lifelong scholarship motivated by devotion to God: expanding the intellect, purifying the passions, and fortifying the will.

4) Supporting the Biblical purpose, model, and program of the Christian family in marriage, child rearing, and domestic life.

5) Encouraging faithful involvement in the local church as God’s appointed institution for worship, fellowship, edification, and evangelism.

6) Advancing healthy citizenship in the body politic as a fulfillment of both the Classical and Christian ideals.

7) Equipping for creative and constructive engagement with the cultural life of the community.

8) Promoting benevolent service to others in society, deriving from Biblical love of neighbor.

9) Entering into the Great Conversation of Western Civilization as a means of fulfilling the Great Commission to the entire world.
PHILOSOPHY OF ORGANIZATION

Our purpose as a classical Christian school is to shape students according to the Christian understanding of “Paideia”: a “whole-person” educational approach which results in students who think thoroughly, maturely, and biblically and love that which is worth loving. We partner with parents who want their children to be mature disciples, scholars and citizens who glorify God in all they do.

To provide an excellent educational program with efficiency and effectiveness, the School commits itself to organizational structures and activities based on the following principles:

1) Dedication to parental involvement and authority within the proper bounds of school policy and procedure, including but not limited to student admissions and discipline, governance structure, and fiscal policy (e.g., setting of tuition and fees, provision of tuition assistance).

2) Recognition of unity of purpose amid diversity of gifttings, callings, interests, and tastes.

3) Submission to properly constituted authority within the bounds of Scripture and individual conscience.

4) Stewardship of resources – efficient financial operation – with a view to balancing generous financial compensation of faculty and staff with affordability to a wide economic spectrum of families, recognizing that “people resources” – high-quality teachers and students – are the central components around which an excellent school develops.

5) Respect for the dignity of all individuals as divine image bearers and insistence upon charity and graciousness in all interactions at every level of the organization.

6) Resolution of disputes in the spirit of Biblical precept, principle, and practice.
PHILOSOPHY OF EDUCATION

The Paideia Classical Christian School is a Classical Christian school. This Classical Christian model equips the student to live purposefully in the service of God and man. In the Classical Christian context, education is the cultivation of wisdom and virtue by nourishing the soul on truth, goodness, and beauty so that the student may glorify God and enjoy him forever.

The School is distinctly Classical. As such, we employ the time-proven method of the Trivium in education, the essence of which is the Language Arts. The goal of this Trivium-based pedagogical program is to educate students not primarily in what to think, but in how to think: thoroughly, maturely, and biblically – in other words, to equip them with the tools of learning. The framework of this educational program encompasses three distinct and progressive stages of childhood development, each named for one of the disciplines of the Trivium and each emphasizing a primary mode of teaching and certain helpful teaching methods.

1) The Grammar stage studies the facts and rules of various subjects and disciplines to build a foundation of knowledge. Questions of who, what, where, and when are the focus.

2) The Dialectic stage brings factual data into ordered relationships, both within and across subjects and disciplines. The goal is to equip students with the thinking skills necessary to recognize sound arguments and ideas and to detect and correct fallacious ones. This stage addresses the questions of how and why and includes study in formal logic and the intensive study of classical languages.

3) The Rhetoric stage seeks to produce students who can use language and marshal arguments, both written and spoken, to express their thoughts precisely, eloquently, and persuasively. It includes the study of formal rhetoric as well as biblical doctrine and apologetics.

The School is distinctly Christian. As such, we believe:

1) That parents are responsible to educate their children in the Lord;

2) That fathers are the God-ordained heads of their households, and that whenever possible, each father should assume leadership in the education of his children;

3) That biblical discipline, the encouragement of an obedient child and the correction of a
disobedient child, is a critical and necessary part of education;

4) That the role of formal educators is to be in loco parentis, “in the place of the parent.” In other words, educators are the delegates of the parents, assisting them in the education of their children, but never usurping their God-given parental prerogative and responsibility;

5) That every subject must fully integrate the Word of God and teach that all knowledge and life extend from the triune Creator God who is Lord and sovereign ruler over all the affairs of mankind; and

6) That God’s Word is the standard in the reading, understanding and enjoyment of the world’s great ideas in the arts and sciences.
MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Paideia Classical Christian School is a member of and accredited by the professional education organization: Association of Classical and Christian Schools (ACCS).

ACCS is an association of Christian schools whose primary mission 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. The mission of the association is both to promote the classical approach and to provide accountability for member schools to ensure that our cultural heritage is not lost again.

Paideia Classical Christian School is a member of the Florida Association of Christian Colleges and Schools (FACCS). As noted on its website, FACCS is a voluntary service organization, providing an association for Christian schools, Christian colleges and universities, homeschool groups, and homeschool families. Started in 1968, it is the oldest, state-level association of Christian schools in the nation and exists to advance the cause of Christian education by providing school accreditation, legislative, and program services to member schools and their constituents. Our students annually participate in FACCS competitions such as Brain Bowl, Spelling Bee, and Fine Arts.
PARENT INVOLVEMENT

The family unit is of first importance to Paideia Classical Christian School, since the family is the most important human institution ordained by God. No other institution is given the high calling of bringing forth and raising up children. Therefore, PCCS strives to support the family and respect parental authority and responsibility in all that we do. We believe in the concept of “in loco parentis” – in the place of the parent. At the core of our philosophy of education is the conviction that parents are ultimately responsible for the education of their children. As a result, Paideia Classical Christian School identifies as a covenant school — a school that enters a partnership with like-minded families in the development of disciples, scholars, and citizens. Our authority and our task are delegated to us from the parents. Therefore, we strongly encourage parents, grandparents, and siblings of our students to become involved in the life of the school – and particularly in the classroom. We are continually seeking ways to actively involve families. The following are just a few of the more common ways you may become involved:

1) Visit the school and your child’s class at any time.

2) Assist in the classroom.

3) Monitor your child’s progress by reading all teacher notes and papers sent home.

4) Attend formal conferences with the teacher. Informal conferences may also be held at any time at the parent’s request.

5) Participate with PCCS in areas of discipline. It may be that your child needs discipline and correction in a given situation. PCCS expects and requires parental cooperation and support in dealing with discipline situations, just as we at PCCS will support the parents in training up the children in the way they should go.

6) Communicate your ideas for school improvement to the administration. We want to hear from you.

7) You may also be involved in the school as:
   a) Homeroom parents
   b) Hospitality and Events Committee Members
   c) Cafeteria monitors to provide a break for our teachers
   d) Hot Lunch service
e) Guest speakers  
f) Field trip hosts or chaperones  
g) Teacher aides  
h) Helpers with all-school fundraisers  
i) Campus tour guides  
j) Yearbook Support  
k) Maintenance  

Please call your child’s teacher or the School Office for further information.
SCHOOL-HOME COMMUNICATION

The well-known commitment of Classical Christian schools to the principle of in loco parentis reflects the Biblical primacy of the home in child-rearing. Paideia Classical Christian School’s very name derives from the apostolic injunction to fathers to bring up their children “in the paideia and instruction of the Lord” (Ephesians 6:4). The School’s Bylaws and functionality as a covenant school, recognize that schoolteachers are delegates of their students’ parents, and that the school must commit itself to transparency and accountability (Article 3.B-C).

Communication between school and home is essential to children’s education. To provide a comprehensive education, teachers and parents must “be on the same page.” They must share core values and principles and work toward mutually-agreed goals in the lives of the children PCCS is entrusted to teach and train. In education, the left hand must know what the right hand is doing.

At the campus level, PCCS’s administration commits to:

1) Publishing helpful and timely information on the School’s vision, mission, philosophy, curriculum, programs, and finances. This includes, but is not limited to:
   a) An attractive, user-friendly website.
   b) A readable, thorough digital newsletter (The Weekly Warrior).

2) Holding periodic public meetings to share information with, build community for, and secure feedback from parents. This includes, but is not limited to:
   a) Semi-annual Member meetings as stipulated in the School’s bylaws.
   b) Paideia for Parents, an annual educational meeting.

3) Having an “open-door” policy to answer parents’ questions and to respond to parents’ concerns about school matters. This means responding to parental inquiries within one to two business days.
At the classroom level, PCCS’s faculty commits to:

1) Announcing activities such as field trips, theme days, etc., at least two weeks prior to the event. These announcements may be made in one or more of the following ways:
   
a) Paper flyers sent home with students.
   
b) Group emails to all class parents.
   
c) Postings in the School’s electronic newsletter and Renweb/FACTS ParentsWeb.

2) Apprising parents of current study topics, tests, and projects on a regular basis. These communications will include, but not be limited to:
   
a) Class newsletters, either paper or digital (Grammar School).
   
b) Periodic group emails (Upper School).
   
c) Posts on Renweb (FACTS) ParentsWeb.

3) Communicating academic and behavioral developments in their students in a timely and personable manner.
   
a) “Timely” means within 1-2 business days of the concern arising in the mind of the teacher. Parents should never be surprised by discovering such concerns in mid-term Progress Reports or quarterly Report Cards.
   
b) “Personable” means in a manner that promotes the partnership of the teacher and the parent on the student’s behalf and their positive regard for each other.
      
i) Positive developments may be shared via email, phone, or in person.
      
ii) Where possible, negative developments should be shared via a phone conversation or in person, with email being used to raise the concern and make an appointment by phone or in person. This is best practice. However, if expedient, email can be used to inform parents of negative developments. Serious or ongoing concerns call for parent-teacher conferences at the earliest
opportunity, to allow for quick and decisive intervention. (See also the guidelines for communication and intervention under “Student Retention.”)

4) Meeting with parents at specified times during the school year to share information and ideas. These meetings include, but are not limited to:

a) Back to School Night.

b) Parent-teacher Conferences.

5) Welcoming parental questions, concerns, and suggestions, and responding to all parental communications (whether phone or email) within 1-2 business days. Please keep in mind, however, during events such as the Chili Bowl, teachers are in attendance as parents and guests and are not to be approached about classroom concerns. Appointments are always welcome to be made at a mutually agreed upon time.
GRADING

Percentages and Grade Equivalents:

91% - 100% = A (“Excellent”)

81% - 90% = B (“Surpassing”)

71% - 80% = C (“Satisfactory”)

61% - 70% = D (“Unsatisfactory”)

0% - 60% = F (“Failing”)

E = Excused

P = Pending

M = Missing assignment

I = Incomplete assignment

A = Absent

Other evaluation assignations (used for Kindergarten through Second Grade):

E = Excellent (numerical representation: 91 and above)

S = Satisfactory (numerical representation: 71 to 90)

N = Needs Improvement (numerical representation: 61 to 70)

U = Unsatisfactory/Failing (numerical representation: 0 to 60)

I = Incomplete

1) There will be no fewer than five (5) objective grades per each academic quarter for each subject’s grade. For this purpose, objective grades may include, but not be limited to, written tests and quizzes, homework, book reports, essays, projects, class participation, and oral presentations.
2) Grades are available for viewing via RenWeb/FACTS family portal.

3) Teacher commentary on Progress and Report Cards may include:

   a) Work/study habits – for example completes work neatly, finishes assignment according to directions, works independently, follows directions, uses free time well.

   b) Conduct – Follows rules, avoids unnecessary talking, accepts responsibility, considerate to others, shows initiative.

   c) Skills related to specific subject areas.

4) Procedures for quarterly reporting:

   a) Teachers record grades on midterm Progress Reports.

   b) Teachers record grades, narrative comments, and attendance on quarterly Report Cards.

   c) Digital copies of Report Cards will be published on RenWeb/FACTS to parents within one week of the end of each quarter. After the fourth quarter, paper copies are also printed and inserted into students’ cumulative folders, which are kept in fireproof file cabinets in the PCCS Office.

5) Reporting a Grade of “F”: 

   a) In the event of a student earning a “U” or an “F” for the quarter in any class or subject, the parents will receive prior notification by means of homework papers, test scores, progress reports, Teacher/Parent conferences, and other informal means of communication.

   b) The teacher will make every effort to make certain that parents and the student understand the reasons for the forthcoming grade (i.e., missing assignments, low test scores, inadequate preparation, excessive absences, etc.).

   c) See also the section entitled “Student Retention.”
HOMEWORK

Because we want our students to develop into independent learners, teachers assign homework – typically little at the youngest grade levels with increasing amounts as they grow older. Typically, the expectation/limit is 10 minutes per grade beginning with K and capping at a maximum of 2 hours per night in the high school years. The primary reasons or causes for homework being assigned are:

1) Students often need extra practice for mastery of new concepts, skills, or facts. Most of the student’s work as well as the more difficult concepts and skills should ideally be practiced during the school day under the guidance and direction of the classroom teacher. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.

2) Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study.

3) Sometimes independent research and creative reflection is required for mastery as well as for preparation for future class discussions and presentations.

4) Homework also may be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation, serves a corrective, as well as practical purpose.

Since homework, by its nature, has an impact on family time, it is not to be assigned due to the teacher’s poor planning or in place of an assignment which could have been completed in school.

Homework should be neither excessive nor gratuitous. Schoolwork should encroach upon the student’s time at home only for the best of purposes.

In assigning homework, teachers will show sensitivity to Wednesdays, weekends, and holidays and show regard for total homework being assigned simultaneously by all teachers in all subjects.
BASIC SCHOOL RULES

Paideia Classical Christian School faculty and staff strive to help students acquire and live in accordance with a lively and wholesome Christian worldview. We expect, and insist, that students will abide by basic biblical standards of behavior and conversation.

Paideia Classical Christian School has developed an Honor Code based on a practical mixture of (1) the ethical and moral principles of Scripture, (2) institutional preferences which foster an environment conducive to achieving the school’s goals, and (3) expectations of a climate of mutual respect, love, and encouragement among students, faculty, and staff. All students are expected to abide by the Honor Code which has been further defined by Paideia L.I.F.E.—Leadership, Integrity, Faith, and Effort. (See Appendix J for L.I.F.E). Each teacher will use a system of classroom management to enhance expression of L.I.F.E. characteristics and encourage compliance with the school code. Students who do not follow the code will be subject to disciplinary action.

The following school rules are examples of the attitudinal and behavioral standards we hold for all students.

1) Since God is holy and since His name is to be revered, students are expected to treat worship, prayer and class discussion with proper reverence. Jokes, songs, conversation, or behaviors that treat the Lord’s name or character with triviality are not permitted.

2) Since words have a power and integrity of their own and since God expects us to be stewards of our thoughts and expressions, students shall refrain from
   a. language and actions which are vulgar, inappropriate, and demeaning to either God or mankind.
   b. Teasing, criticizing, put-downs, insults, and name calling are not permitted.
   c. Profane speech including but not limited to cursing, vulgarity, or mocking things of God. (See Office Visits below).
   d. Taking God’s name in vain. There is the need for correction and instruction in righteousness in this instance. Please correct students when this occurs.

3) Since appropriate response to authority is biblically mandated and critical to the shaping of a child’s life, students must obey instructions from teachers, staff, and supporting adults promptly, willingly, completely, and cheerfully. Grammar school students should be instructed to respond with “Yes, Ma’am/Sir” and “No, Ma’am/Sir” when interacting with adults. Delayed obedience is a mild form of disobedience. Talking back, arguing, and undue familiarity will not be tolerated between students.
and adult authorities.

4) Since working with others involves self-discipline, students will
   a. avoid actions that distract others from their academic pursuits
   b. refrain from rough physical contact with other students such as hitting, punching, tripping, wrestling, and the like.
   c. Students must be taught not to run or make noise in hallways, but to walk and talk quietly on the right side of the hall. Grammar students should be silent when a line and quiet when not.
   d. Students are to be taught courteous behavior including opening and holding the door for their teacher and classmates. Outside of specifically assigned roles (e.g. line-leader, etc.), young men are expected to hold the door for young ladies.
   e. Teachers of younger students are typically to escort their classes through the halls to lunch, assemblies, and other class functions.
   f. Wholesome talk and good behavior are to be the standards during lunchtimes in the cafeteria.

5) Since fidelity to the truth is commanded by God and is the core of all meaningful relationships, students will demonstrate honesty in all their dealings with one another, faculty, and staff. Students will respect the property and belongings of others.

6) The uniform policy is strictly adhered to and may be found in full on page 31. As a reminder:
   a. Students of every grade are to be in complete uniform with shirts tucked in.
   b. Teachers are to encourage a “uniform check” when appropriate and especially before exiting the classroom to enter the hallway and before returning to the building after recess.
   c. Grammar students should learn the jingle (Teacher: “Uniforms” …Students: “tucked in, buttoned up, collars flat.”)
   d. Full-length mirrors are in the upper school bathrooms beside which a uniform checklist is posted.
   e. Students with repeat infractions occurring after the first few weeks of school will receive silent lunch.
   f. Clean Paideia logo outerwear is a welcome option in school. It cannot, however, be an excuse for uniform violations. Student who repeatedly have untucked shirts, no belt, etc., under sweatshirts and hoodies will lose outerwear privileges.

7) Since our physical facilities and school materials exist as God’s provision, students are expected to treat all the school’s materials or facilities with respect and care. This
includes all textbooks distributed to the students. (Students will be charged for lost or damaged textbooks.) They are expected to be aware of and avoid the off-limits areas of the campus. Students are not allowed to chew gum on campus. Food and candy are allowed only by permission of school personnel (not including volunteer parents).

8) Since Paideia Classical Christian School cares about the health and well-being of its students and staff, unsupervised student possession of guns, knives, or any objects potentially used as weapons is not allowed on the school grounds or in vehicles, or at any school-sponsored event (e.g., field trips). Violation of this policy may result in immediate suspension or expulsion, according to the judgment of the Head of School.

9) Since students are to conduct themselves in a manner consistent with biblical principles of purity and holiness, they shall refrain from all public displays of affection in the context of male/female relationships while on campus. This includes, but is not limited to:
   a. Physical touch or unnecessary proximity,
   b. Paper and digital notes and messages,
   c. Expressions in the presence of other students, teachers, or parents.

10) Since physical activity is healthful to mind and body, students are afforded daily opportunities to be outdoors for recess.
   a. For their safety, students should not climb on trees, stumps, posts, poles, fences, etc.
   b. PLAYGROUND RULES:
      i) Only students K-4 are allowed in the playground area and on playground equipment.
      ii) If a ball/equipment is thrown over the fence, in a tree or on the roof, the student responsible must tell the supervising teacher. The teacher may assign consequences if the behavior was deliberate or negligent. Plans for retrieving the playground equipment will be made by the supervising teacher.
      iii) Students are not to climb on top of the monkey bars.
      iv) Students are not to climb on the water pump.
      v) Students may return to the classroom/inside only with teacher permission.
      vi) Students may not dig holes.
   c. Any student work to be completed during recess must be done outside at the picnic tables under direct supervision.
d. Games such as checkers, chess, or cards are allowed, as is individual reading, if, in the judgment of the supervising teachers, these activities are not deemed to be detrimental to student relationships.

By virtue of their enrollment at Paideia, students and their parents agree that, if requested by the school, any student properties may be subject to search by the Head of School or his or her appointed delegate. These properties include, but are not limited to:

1) School-owned lockers, desks, and computers,
2) Student-owned book-bags, backpacks, electronic devices,
3) Motor vehicles while on campus.

School lockers are the property of Paideia Classical Christian School and are issued to students for a period of one academic year. The lockers are subject to inspection by the Head of School without notice or prior consent. No food is permitted inside the lockers overnight. Decorations specifically designed for locker usage are permitted on the inside of the student locker. No stickers or markings shall be posted on the outside of the lockers. Dialectic or Rhetoric students may use locks, but a key or combination must be on file with the school office if a lock is used.

Students in commons areas on campus, including classrooms, may be videotaped for security purposes.

**Serious Misconduct:**
Experience has shown that the use of silent lunch/recess is a limited deterrent for upper school students. Students who struggle with proper classroom behavior and have not responded to warnings or lesser consequences, or students who act in an egregious manner may be assigned an early morning “before-school consequence” or BSC to be served within one week of the offense and parent notification. Students given a BSC will be required to arrive at school by 7 am and stay seated in the cafeteria until school opens at 7:45. A late arrival to BSC will NOT qualify as a completed consequence.

**Office visits:**
There are some basic behaviors that will automatically necessitate discipline from the Head of School (versus teacher). Those behaviors are:
1) Disrespect shown to any staff member. The staff member will be the judge of whether disrespect has been shown.
2) Rebellion, i.e., outright disobedience in response to instructions.
3) Fighting, i.e., striking in anger with the intention to harm.
4) Obscene, vulgar, or profane language.

Should a student commit an act with such serious consequences that the Head of School deems it necessary, normal disciplinary procedures may be bypassed, and removal,
suspension, or expulsion imposed immediately. Examples of such serious misconduct include, but are not limited to:

1) Violations of Scriptural moral and ethical commands (e.g., sexual immorality),
2) Violations of civil law (e.g., use of alcohol, illegal drugs),
3) Endangering the safety of other persons,
4) Vandalism/destruction of school property or the property of other students,
5) Willful or repeated academic cheating, including plagiarism.

Students who are suspended will receive a grade of ‘0’ for all tests and work due during the suspension. The student will not be exempt from completing all assignments; however, any makeup work will be for educational purposes only, and a ‘0’ will be entered into the gradebook for those assignments.

By virtue of their enrollment at Paideia, students and their parents agree that if the Head of School has reason to believe that a student has engaged in the use of alcohol or drugs, the Head of School may require the student to submit to a drug test. This test would be administered by qualified medical personnel as appointed by the School, and the student’s family will bear the cost of the test. A positive drug test will result in the student’s removal, suspension, or expulsion from the school, at the Head of School’s discretion. Refusal to submit to a drug test requested by the Head of School will automatically result in the student’s removal and expulsion from the school.

Students may be subject to school discipline for serious misconduct that occurs off-campus or after school hours, as this may damage the school’s reputation with its own families and in the surrounding community.

**Expulsion:**
Paideia Classical Christian School realizes that expelling a student from school is a serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a second suspension, the student may be expelled or disenrolled for the following year, at the discretion of the Head of School.

**Readmission:**
Should the expelled student desire to be readmitted later, the Head of School will make a decision based on the student’s attitude and circumstances at the time of reapplication.

*See Appendix D for a position paper on this topic.*
UNIFORM DRESS CODE

Foundational Principles:

1) Classical Christian education is by nature a formal education. Our dress should indicate our seriousness.

2) Classical Christian education is based on a developmental view of the Trivium. Our dress should be age appropriate.

3) Classical Christian education is training in service toward God and man. Our dress should please God and others; it is not primarily about our own comfort or taste.

4) Classical Christian education is a witness to the larger culture. Our dress should present a winsome image.

5) Classical Christian education recognizes that God created people as male and female. Our dress should maintain that distinction.

6) Classical Christian education is a stewardship. Our dress should enable parents to be thrifty.

Hairstyles, Uniform Accessories, and Overall Appearance:

1) Paideia Classical Christian School dress code encourages students to love their neighbors by:
   a) Presenting a godly, pleasant, and winsome image in personal dress and hygiene,

   b) Liberating them from pop-culture fashion trends and peer pressure,

   c) Expressing their unique identities as divine image-bearers (and seeking that in others) at deeper levels of personality.

2) Hairstyles and uniform accessories should enhance students’ appearance and not be a distraction within the overall learning culture of the school. Sunglasses are not allowed.

3) Paideia Classical Christian School neither specifies a hair length for boys or girls
nor prohibits facial hair for boys. However, all students’ hair should be clean, well-trimmed, and held out of eyes. No unnatural hair colors (e.g., green, blue, purple, etc.) are allowed except temporarily, with prior permission, for Spirit Week, stated House events or academic reasons (e.g., dramatic presentation).

4) Jewelry and other accessories should not represent unseemly countercultural trends (e.g., goth, punk, grunge), be sexually suggestive, or draw undue attention.

5) Students may not wear visible tattoos or body piercings (other than earrings for girls).

6) Collar buttons must be fastened when wearing ties, and boys’ necktie knots must be cinched all the way to the top. On days when Rhetoric jackets are required, long sleeves on button-down shirts must be completely extended and buttoned at the wrists. On cooler days, outer apparel (e.g., jackets, sweatshirts, etc.) may be worn to school and outdoors, but may not be worn in any formal learning environments on campus unless it is Paideia-approved outerwear with logo. Colored undershirts visible under the uniform shirt, undershirts with visible design or print including Paideia House, Warrior and PE shirts, and undershirts that protrude from short-sleeve shirts are not allowed on regular uniform days.

A student’s compliance with school uniform policies is equivalent to compliance with all other school behavioral policies. A cavalier or dismissive attitude toward the dress code is not in keeping with the school’s mission to cultivate disciples. The following policies are being implemented to deal with specific uniform guidelines that need greater attention.

7) Belts are a part of the required uniform. Students arriving at school without a belt will be sent by the homeroom teacher to borrow one from the office at a cost of $3 per day and are expected to return the belt before leaving school. Any charges will be billed to the parent’s tuition account on file. In the event a borrowed belt is lost and unreturned, the replacement cost will be charged to the parent’s tuition account. Forgotten belts will not be excused.

8) Students 3rd grade and up must dress out in their full PE uniform for PE class. Those unprepared are required to borrow a uniform from PCCS and will receive a “0” in PE that day. Borrowed uniforms must be returned at the end of PE class. Multiple offenses may result in a parent conference and other disciplinary measures including suspension. If a student is unable to dress out for PE, parents must notify the school office in advance.

9) House Day Uniforms consist of Paideia issued House t-shirts, jeans, and tennis shoes. Non-house t-shirts, despite the color, are not permitted. Jeans may not
have holes or tears. Khaki pants or blue uniform pants may be worn in lieu of jeans.

If a question arises regarding the use of jewelry, makeup, or hairstyle, the Head of School has final authority to decide what is appropriate. Students attending Paideia Classical Christian School are expected to comply with the uniform policy. School authorities will determine if there is a violation of the dress code, either in fact or in attitude. Students not complying with this dress code will be required to rectify their appearance as quickly as possible.

As the Head of School determines, events such as P.E. and field trips may call for other clothing options.

A list of uniform vendors and locations where dress code items may be purchased is available in the school office.

Uniform items purchased from other vendors may have the logo applied. Please see the office for a list of approved options.
### UNIFORM DRESS CODE (continued)

<table>
<thead>
<tr>
<th>GIRLS</th>
<th>K – 6th Grade GRAMMAR</th>
<th>7th – 9th Grade DIALECTIC</th>
<th>10th – 12th Grade RHETORIC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard Uniform</strong> (minimum one set)</td>
<td>Short or Long-sleeve White Collar Blouse and Navy Uniform Jumper (drop waist)</td>
<td>Short Sleeve White Collar Blouse or Polo (with logo) and <strong>Red/Navy Plaid Skirt</strong></td>
<td>Long-sleeve White Button-down Collar Blouse (with logo) and <strong>Red/Navy Plaid Skirt</strong></td>
</tr>
<tr>
<td><strong>Skirts</strong></td>
<td>K – 12 skirts must be no more than 3” from the natural crease in the back of the knee.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Uniform Options</strong></td>
<td>Red Knit Polo Shirt (with logo) and Navy Uniform Skirt (skorts acceptable if they look like a skirt)</td>
<td>Khaki Uniform Slacks <strong>Bottoms must be straight leg or boot cut; no skinny styles, spandex, leggings or jeggings are allowed</strong></td>
<td>Long or short sleeve White Button-down Collar Shirt (with logo)</td>
</tr>
<tr>
<td>*<strong>Outerwear</strong></td>
<td>Navy Sweaters, Vests, or fleece Sweatshirts (with logo)</td>
<td>Navy Sweaters, Vests, or fleece Sweatshirts (with logo)</td>
<td>Navy Sweaters, Vests, or fleece Sweatshirts (with logo)</td>
</tr>
<tr>
<td><strong>Socks</strong></td>
<td>White Ankle Socks OR White, Navy or Nude tights or knee-high socks</td>
<td>White Ankle Socks OR White, Navy or Nude tights or knee-high socks</td>
<td>White Ankle Socks OR White, Navy or Nude tights or knee-high socks</td>
</tr>
<tr>
<td><strong>Shoes</strong></td>
<td>Black or Navy with straps</td>
<td>Black or Navy Slip-on Shoes</td>
<td>Black or Navy Slip-on Shoes</td>
</tr>
<tr>
<td><strong>P.E.</strong></td>
<td>3rd–6th Grade Only Paideia P.E. Shirt Navy or Black Shorts (see below) White Socks White, black or grey Tennis Shoes</td>
<td>Paideia P.E. Shirt Navy or Black Shorts 7” inseam (see below) White Socks Tennis Shoes</td>
<td>Paideia P.E. Shirt Navy or Black Shorts 7” inseam (see below) White Socks Tennis Shoes</td>
</tr>
<tr>
<td><strong>Accessories</strong></td>
<td>Navy or Black shorts under jumper or skirt</td>
<td>Optional Navy or Black Spandex shorts under jumper or skirt (must not be visible below hemline)</td>
<td>Required Navy Cross Tie or Navy Traditional Tie Navy Blazer (with logo)</td>
</tr>
</tbody>
</table>

**For Dialectic and Rhetoric dress code items, the plaid pattern must match Lands’ End “Classic Navy Large Plaid.”**

**Outerwear:**
Any items worn in the classroom and in the cafeteria must have the school logo. These include navy sweaters, vests, fleece sweatshirts, etc. Students may wear non-logo coats, jackets, sweatshirts, and sweaters to school in the morning, home from school in the afternoon, and outdoors (to recess and PE). Paideia sweatshirts, including hoodies, will continue to be part of the uniform when clean and in
good condition. The school reserves the right to ask a student to remove a sweatshirt that is too faded, unclean, ripped, or stretched beyond a good fit.

**P.E. uniforms** are the same for 3rd grade and up. K-2nd grade will not dress out for P.E. Shorts must have a 7” inseam or longer and may have a small logo or piping, but no other markings or lettering allowed.

**Rhetoric School:**
**Ties** – Girl’s navy cross ties and traditional ties may be purchased through GBA Creations or Risse Brothers. (Paideia may have a supply for purchase in the school office.)

**Blazers** are not required for daily wear. Blazers should be worn for special occasions.
### UNIFORM DRESS CODE (continued)

<table>
<thead>
<tr>
<th>BOYS</th>
<th>K – 6th Grade GRAMMAR</th>
<th>7th – 9th Grade DIALECTIC</th>
<th>10th – 12th Grade RHETORIC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shirts</strong></td>
<td>Short or Long-sleeve <em>Red</em> Knit Polo Shirt (with logo)</td>
<td>Long or short sleeve <em>Blue</em> Button-down Collar Shirt or Polo (with logo)</td>
<td>Long or short sleeve <em>Blue</em> Button-down Collar Shirt (with logo)</td>
</tr>
<tr>
<td><strong>Slacks</strong></td>
<td><em>Navy</em> Uniform Slacks Or Shorts</td>
<td><em>Khaki</em> Uniform Slacks</td>
<td><em>Khaki</em> Uniform Slacks</td>
</tr>
<tr>
<td><strong>Outerwear</strong></td>
<td><em>Navy</em> Sweaters, Vests or fleece Sweatshirts (with logo)</td>
<td><em>Navy</em> Sweaters, Vests or fleece Sweatshirts (with logo)</td>
<td><em>Navy</em> Sweaters, Vests or fleece Sweatshirts (with logo)</td>
</tr>
<tr>
<td><strong>Socks</strong></td>
<td><em>White</em> or <em>Navy</em> Socks with Slacks or White Socks with Shorts</td>
<td><em>White</em> or <em>Khaki</em> Socks</td>
<td><em>Khaki</em> Socks</td>
</tr>
<tr>
<td><strong>Shoes</strong></td>
<td><em>Brown</em> Solid Leather (no boots)</td>
<td><em>Brown</em> Leather Dress (no boots, sandals, moccasins, boat shoes; no suede, stripes, markings)</td>
<td><em>Black</em> Leather Dress (no boots, sandals, moccasins, boat shoes; no suede, stripes, markings)</td>
</tr>
<tr>
<td><strong>P.E.</strong></td>
<td>3rd – 6th Grade Only Paideia P.E. Shirt <em>Navy</em> or Black Shorts (see below) <em>White</em> Socks <em>Black, white or grey</em> Tennis Shoes</td>
<td>Paideia P.E. Shirt <em>Navy</em> or Black Shorts (see below) <em>White</em> Socks Tennis Shoes</td>
<td>Paideia P.E. Shirt <em>Navy</em> or Black Shorts (see below) <em>White</em> Socks Tennis Shoes</td>
</tr>
<tr>
<td><strong>Accessories</strong></td>
<td><em>Brown</em> Leather Belt</td>
<td><em>Brown</em> Leather Belt</td>
<td><em>Required</em> Black Leather Belt <em>Red/Navy</em> Striped Tie or Bow Tie w/ <em>Navy</em> Blazer (with logo)</td>
</tr>
</tbody>
</table>

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*Outerwear is optional for boys.*
*Outerwear:
Any items worn in the classroom and in the cafeteria must have the school logo. These include navy sweaters, vests, fleece sweatshirts, etc. Students may wear non-logo coats, jackets, sweatshirts, and sweaters to school in the morning, home from school in the afternoon, and outdoors (to recess and PE). Paideia sweatshirts, including hoodies, will continue to be part of the uniform when clean and in good condition. The school reserves the right to ask a student to remove a sweatshirt that is too faded, unclean, ripped, or stretched beyond a good fit.

P.E. uniforms are the same for 3rd grade and up. K-2nd grade will not dress out for P.E. Shorts must have a 7” inseam or longer and may have a small logo or piping, but no other markings or lettering allowed.

Rhetoric School:
Ties – Boy’s red/navy striped ties and bow ties may be purchased from the school office. (Paideia may have a supply for purchase in the school office.)

Blazers are not required for daily wear. Blazers should be worn for special occasions.
STUDENT DISCIPLINE

Bible-based: Habits of the Heart

The temptation of even Christian schools is to create elaborate systems of rules and consequences. This makes students happy because they know precisely how to win praise and to avoid punishment. This makes teachers happy because it is relatively simple to administer. This makes parents happy because it apparently provides a safe, secure school environment for their children. Paideia Classical Christian School will resist this temptation in our disciplinary program as described in this handbook and as implemented on our campus.

The problem with school discipline systems that merely focus on rules and consequences is that they deal only with actions and never get to their underlying attitudes. This is the biblical equivalent of living under Law instead of Grace. This may bring about shallow, short-term changes in behavior, but it will not bring about the deep, long-term changes in character we desire. We cannot ask of the Law what only Grace can do: “For what the law was powerless to do in that it was weakened by the sinful nature, God did by sending his own Son in the likeness of sinful man to be a sin offering” (Romans 8:3).

In student discipline, the heart of the matter is the matter of the heart. “Above all else, guard your heart, for it is the wellspring of life” (Proverbs 4:23). Teachers, parents, and students must all come to recognize that the world’s biggest battle is fought on the world’s smallest battlefield: a child’s heart. There are many spiritual and psychological realities that factor into a child’s decisions, character, and destiny. These include the image of God in his soul, his fallen human nature, the deceitfulness of sin, the frustration of mere law-keeping, the saving power of the Gospel of Christ, his upbringing at home, his previous experiences in school with friends and teachers, his natural tastes and talents, and his developmental maturity. We must account for all these realities in a Bible-based, Trivium-friendly discipline program that guides behavior and shapes character.

While an effective discipline program is necessarily institutional, even more is it intensely individual; while it necessarily makes rules, it makes relationships; while it necessarily speaks of obedience as a duty, it speaks of obedience as a delight.

Rules and consequences there must be, of course. The Lord Jesus came to fulfill the Law, not to destroy it (Matthew 5:17). However, all our disciplinary actions are means to another end. They should never be merely punitive, but clearly redemptive in nature, just as the Law was our schoolmaster to lead us to Christ (Galatians 3:24). To paraphrase one teaching of Jesus, the discipline program is made for the sake of students, and not students for the sake of the discipline program. Our goal is to bring every young person
into proper relationship with his Creator and Redeemer, so that he may glorify God and enjoy Him forever.

**Trivium-friendly: Teaching with the Grain**

There is a progression in our discipline program that derives from the progressive revelation in the Biblical meta-narrative (Old Testament to Gospels to New Testament) and from the progressive pedagogy in the classical Trivium. The chart below illustrates the parallels.

<table>
<thead>
<tr>
<th>What is the progressive aspiration of the people of God in the Biblical narrative?</th>
<th>Now all has been heard; here is the conclusion of the matter: Fear God and keep his commandments, for this is the whole duty of man. (Ecclesiastes 12:13)</th>
<th>Love the Lord your God with all your heart and with all your soul and with all your mind. …Love your neighbor as yourself. All the Law and the Prophets hang on these two commandments. (Matthew 22:37-40)</th>
<th>But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, gentleness, faithfulness, and self-control. Against these things there is no law. (Galatians 5:22-23)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the progressive purpose of the Law of God in a person’s life?</td>
<td>The Law makes us conscious of sin and our accountability before God. (See Romans 3:19-20.)</td>
<td>The Law increases our awareness of sin’s effects on us – and on others. (See Romans 5:12-21.)</td>
<td>The Law teaches us of our desperate need for the grace and power of God in Christ. (See Romans 7:7-25.)</td>
</tr>
<tr>
<td>What are the progressive teaching &amp; learning modes for academics in each stage of the Classical Trivium?</td>
<td>Grammar Stage: Students collect and categorize the facts and rules of each subject area by memorization and repetition. This is the academic equivalent of Biblical “knowledge.” The teacher is a director.</td>
<td>Dialectic Stage: Students analyze the relations of the facts and rules of each subject area by discussion and dialogue. This is the academic equivalent of Biblical “understanding.” The teacher is a coach.</td>
<td>Rhetoric Stage: Students integrate and apply the facts and rules of each subject area by reflection and presentation. This is the academic equivalent of Biblical “wisdom.” The teacher is a mentor.</td>
</tr>
</tbody>
</table>
What are the progressive goals and methods for disciplinary training in each stage of childhood?

Young children must learn that they are not the ones in charge, but that they are under authority and always will be. They are to honor, obey, and submit to earthly authorities, and ultimately to God. This is the moral equivalent of Biblical “knowledge.” The primary training tool used by adults in their lives is “the rod.”

Younger teens must learn that their choices have profound effects on themselves, other people, and ultimately, even God. Sin brings sorrow and righteousness brings joy to all who know them on earth and in heaven. This is the moral equivalent of Biblical “understanding.” The primary training tool used by adults in their lives is communication.

Older teens must learn to discern, based on their faith in God and knowledge of the Bible, right from wrong in various circumstances and relationships in which no adult counsel may be readily available. This is the moral equivalent of Biblical “wisdom,” and it is the goal toward which all previous disciplinary training has been aiming.

Student-oriented: Questions That Clarify

To give teachers, students, and parents confidence that our discipline program will be administered consistently, we must be clear about what we do and why we do it.

We have adopted, at several levels, a modified application of II Timothy 3:16-17: “All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work.”

These four elements comprise our classroom-level disciplinary process, as teachers deal with groups of students.

- **Teaching**: Teachers will write a Classroom Discipline Plan which reflects the Honor Code and Paideia L.I.F.E., to be posted in their classroom. They will teach it to their students during the first few days and weeks of school and frequently review it at strategic times through the school year. They will also publish it in letter form to the parents of their students.
- **Rebuking**: Teachers will address student behavior, both positive and negative, with reference to the rules in the Classroom Discipline Plan, the Honor Code and L.I.F.E. Repeated or serious misbehavior will be referred to the Head of School and/or the student’s parents for further attention.
- **Correcting**: If patterns of misbehavior begin to emerge, it is important to prayerfully examine the situation for mitigating factors (sleep patterns, ADD,
depression, etc.). It is also important that students avoid blaming others and understand they are fully capable of behaving well. To this end, teachers are encouraged to enlist a student’s input in the remedial process, using the questions below to clarify and encourage personal responsibility. The teacher is encouraged to convene a conference with the student’s parents and the Head of School to discuss any mitigating factors and create a disciplinary plan that further reflects the partnership of home and school in the life of the student.

- **Training:** This element, training in righteousness, takes place over time as the first three elements are faithfully and consistently administered. The Biblical principle of sowing and reaping (Galatians 6:7) becomes second nature to students, not only in school, but also as an abiding conviction in life.

These same four elements also comprise the disciplinary process in dealing with individual students in particular circumstances. As allowed by time available and student maturity, our goal is always to bring the living and active Word of God to bear on the thoughts and attitudes of the heart (Hebrews 4:12). This will take place primarily by asking some form of the following questions.

- **Teaching:** What is the rule? Why do we have that rule? What would our class/school be like if we did not have that rule?
- **Rebuking:** What did you do? What were you thinking/feeling when you did that? Do you know what God calls that in the Bible? What does PCCS’s Honor Code call that? Is that glorifying to God, honoring to your family, good for your neighbor, healthy for your soul? Does that behavior demonstrate Leadership, Integrity, Faith or Effort?
- **Correcting:** Is there anyone to whom you need to confess and seek forgiveness? Is there anything you need to do to restore your relationship? How will you pray for God’s help in this? What will you do differently next time?
- **Training:** Do you know what the consequence is for this? Did you know that the Bible calls this sowing and reaping? What did you sow and what are you reaping?

Discipline sometimes takes place in extended form and in quiet settings, and these questions are good for that. Discipline more often takes place in short bursts on the go (Deuteronomy 6:6-10), and these questions will work there, too.
ANTIBIBLICAL LIFESTYLE

Paideia Classical Christian School’s Biblical role is to work in conjunction with the home to mold students to be Christlike. On occasion, the atmosphere or conduct within a particular home may be counter or in opposition to the Biblical lifestyle the school teaches. This includes, but is not necessarily limited to, sexual immorality, homosexual sexual orientation, or inability to support the moral principles of the school. In such cases, the school reserves the right, within its sole discretion, to refuse admission of an applicant or to discontinue enrollment of a student. This is in accord with:

1) Biblical precept (Matthew 18:1-10; Romans 1-24-32; I Corinthians 6:9-20; Ephesians 5:1-12; I Thessalonians 4:3-8).
2) Paideia Classical Christian School’s Statement of Faith.
3) The moral standards expected of the School’s faculty/staff.

REVERENCE

In all areas of instruction and activity at school, students will show proper respect and consideration of God’s holy character and His created order.

1) Specifically, class songs, skits, stories, and discussion that include references to the name and attributes of the Lord must be consistent with Biblical principles.
2) Things to avoid include, but are not limited to:
   a) Silly or trite references to Jesus Christ and His work on the cross.
   b) Unseemly references to Biblical characters, events, commands, etc.
   c) Flippant references to sin and its consequences.
   d) Unhealthy interest in, or trivializing of, false religions or the occult.

In order for Paideia students to grow in wisdom and virtue, they must hold out a healthy and reverential respect for spiritual things. The Bible calls this “the fear of the Lord.”
SECONDARY DOCTRINE

Paideia Classical Christian School is a community of scholars that draws its individual members from several Christian denominations. While we will uphold and advocate the essential Biblical doctrines as expressed in our Statement of Faith, we also recognize that we must manage the various spiritual traditions and denominational distinctives in our midst.

We intend to handle these secondary doctrines in a way that recognizes the unity of truth, the primacy of the family, the diversity of the church, and the charity of believers.

Paideia Classical Christian School defines “secondary doctrines” as issues:

1) That are not addressed specifically and explicitly in the Paideia Classical Christian School’s Statement of Faith,

2) About which evangelical Christians disagree,

3) That tend to divide Christians along denominational lines.

Examples include but are not limited to the purpose and mode of Christian baptism, the nature and effects of Communion, eschatology, the nature and practice of spiritual gifts, church governance and leadership, young/old earth creationism.

Guidelines for Teachers:

1) Teachers should allow class discussions on such topics only in an informative, balanced, non-partisan manner.

2) Teachers should not advocate a personal conviction or a denominational perspective beyond what is explicitly stated in Paideia Classical Christian School’s Statement of Faith.

3) Teachers should be careful not to speak to the students in a manner that would cause offense to their parents or demean their churches.

4) Teachers should encourage the students to follow up any questions they have with their parents and pastors.

5) Teachers should be careful not to give the students the impression of doctrinal relativism (i.e., “It doesn’t really matter what we believe.”).
CONTROVERSIAL SUBJECTS

A controversial subject is one which Christian families and churches commonly consider divisive or sensitive. Examples include partisan politics, economic policies, literary genres or titles, video gaming, movie ratings, musical styles, etc.

1) If in the course of teaching a class, a teacher sees that a subject has arisen which he has good reason to believe is controversial or obviously of a sensitive nature, and discussion of that subject will not help him achieve the goals set for that class in the curriculum guide, then the teacher will not allow class time for the discussion of the topic at all.

2) If a subject arises which the teacher has reason to believe is controversial and/or of a sensitive nature, and the discussion of that topic will help achieve the goals set out in the curriculum guide for that subject, then the teacher will do the following:

   a) As necessary, instruct the class on the responsibility of Christians to be charitable in debate.

   b) Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.

   c) As appropriate (i.e., pertinent to the stated goals of the class), direct the students’ attention to informed sources on each side of the subject concerned. This may be done in a variety of forms, such as, a research paper, guest speakers, reading differing authors, etc. Strongly encourage the students to become knowledgeable of the most widely held views on the topic.

   d) Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.

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

The teacher is to remember that according to Scripture and the intent of Paideia Classical Christian School, he is serving as a role model of a mature Christian adult to the students.
As such, teachers are never to enter into an adversarial debate with student/s on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, considering this policy and sound teaching practices, he or she is to encourage a gracious and scholarly attitude in the students.

These same principles apply beyond merely the classroom to the wider spectrum of all student experiences on campus (e.g., lunch table discussions, etc.). That is because our concern is not merely to adhere to the academic curriculum, but to promote Christian fellowship and edification.
FIELD TRIPS

Paideia Classical Christian School encourages teachers to enrich the classroom experience of their students with off-campus field trips.

Guidelines for Teachers

Teachers are primarily responsible for ensuring that field trips are an optimal learning experience for students. This requires thorough planning and preparation.

1) Field trips should serve an educational purpose; that is, they should not be merely for entertainment, a change of scenery, or a break in routine. In short, they should have a demonstrable connection to the students’ learning objectives.

2) Field trips should have the approval of the Head of School prior to being placed on the School calendar and announced to students and parents at least two weeks prior to the date of the event. This approval is secured by completing the Field Trip Planning Form and submitting to the Head of School. This form is available in the School Office/Teacher Work Room.

   a) The form must be copied for all drivers and for the School Office on the date of the field trip.

   b) All drivers must be registered as approved drivers in the School Office.

   c) All passengers must be seat-belted while in transit on field trips.

   d) The group must always have a First Aid Kit (signed out from the School Office) accessible on the field trip.

   e) Emergency Medical Treatment forms (signed out from the School Office) must accompany all students in the vehicles in which they are transported. Once at the field trip site, the lead teacher will collect them and keep them until departure, at which they will be returned to the drivers. These forms must be returned to the School Office promptly upon return.

3) Teachers should copy the Head of School and Administrative Assistant on all printed flyers and other correspondence (including e-mails) sent home to students and parents. This allows office personnel to answer questions in a confident, accurate, timely, and helpful manner.
4) Field trips must be adequately chaperoned. Sometimes vendors will specify a child/adult ratio. If not, the teacher must plan for chaperones adequate to ensure the safety of all students and to enhance their educational experience on the field trip.

5) Siblings of students are not allowed on field trips except when necessary for parents to participate as drivers/chaperones – and always with prior permission of the teacher. This applies to siblings who are Paideia students as well as those who are not enrolled at PCCS. Siblings and their care must not distract from the parent’s ability to chaperone the students, which could detract from the educational experience.

6) Similarly, teachers’ own children who are not part of the class/group for whom the field trip is planned are not allowed on field trips except when necessary for the teacher to participate in the field trip. This applies to siblings who are Paideia students as well as those who are not enrolled. Teachers should make every effort to make childcare arrangements to avoid having to take their own children along. Siblings and their care must not distract from the teacher’s ability to supervise the field trip, which could diminish the overall educational experience.

7) Funding of field trips will normally be provided by students’ Activity Fees.

   a) To draw upon these fees, the teacher should complete a Purchase Request in addition to the Field Trip Information Form (available in the School Office).

   b) This PR should indicate clearly whether the check should be mailed to the vendor or kept in the School Office until the date of the field trip.

   c) Occasionally a vendor will require a deposit and the remainder of payment on the date of the activity. In this case, one PR with both requests will suffice.

   d) If a field trip requires funding in addition to the monies provided by the students’ Activity Fees, the amount and means of funding this additional cost should receive the approval of the Head of School as a part of the approval process described in #2 above.

8) Teachers may request permission from the Head of School to allow students to wear clothing other than school uniforms when a field trip’s location and/or activities call for it.
9) Teachers will often procure the help of parents when planning and executing field trips. However, it is the teacher’s responsibility to ensure that all guidelines contained herein are observed. It is the teacher’s responsibility, not the parents’, to submit and to update the School Office with all paperwork pertaining to the field trip.

10) Before departing the campus, teachers should review with chaperones and students these general guidelines and any rules for that field trip.

Guidelines for Parents

Many field trips would not be possible if not for the commitment of our parent chaperones. Being a chaperone is an awesome responsibility as well as a joyful blessing. It is important that all chaperones clearly understand their roles and responsibilities.

1) Chaperones are committed to the well-being of every student, physically, mentally, and spiritually. They should take every precaution to ensure the safety and security of all students under their care.

a) All drivers must be registered as approved drivers in the School Office. This requires a minimum level of insurance coverage. Please check with the administration for details.

b) All passengers must be seat-belted properly (no double-belt, etc.) while in transit on field trips.

c) Emergency Medical Treatment forms (signed out from the School Office) must accompany all students in the vehicles in which they are transported. These forms must be returned to the School Office promptly upon return.

d) Siblings of students are not allowed on field trips except if parents are attending and with prior permission of the lead teacher. Siblings and their care must not distract from the educational experience of the students.

e) Normally it is preferable for all field trip participants to stay together (i.e., within eyesight) as one group at the field trip location. However, when the nature of the activity makes this impossible or unadvisable, the lead teacher may, either before or during the field trip, divide the students into smaller groups with adult chaperones. Once these groups are formed, students may
not switch groups without the full knowledge and prior permission of adult chaperones from both groups. Students are never to be without adult supervision.

f) Unless otherwise approved by the lead teacher, students will ride to and from the field trip in the same vehicle.

2) Chaperones take their instructions, whenever possible, from the lead teacher on the field trip. These instructions may vary from teacher to teacher, from age group to age group, and from field trip to field trip, but cooperating with the lead teacher in all things models for the students the virtue of submission to authority (Romans 13:1ff.); it also makes for peace and mutual edification (Romans 14:19). On the contrary, a chaperone who fails in this and subverts the authority of the lead teacher may place a stumbling block before students (Romans 14:13; I Corinthians 8:9).

   a) When chaperones are assigned to supervise small groups of students, they will have full authority to make decisions for their group that are not covered by these general guidelines and instructions given by the lead teacher for that field trip.

   b) If the expectations of the lead teacher and a parent chaperone come into conflict, the parties involved should communicate privately and try to come to agreement. If they cannot come to agreement, the expectations of the lead teacher should prevail.

Chaperones should not expect to invoke the principle of *in loco parentis* in order to countermand the reasonable instructions of the lead teacher, as this will only cause confusion and create tension.

**Guidelines for Students**

Field trips are obviously for the benefit of the students, but these benefits come with responsibilities. Field trips are times of good memories and fun with friends in interesting settings, but students should not lose sight of their main purpose— academic learning. When controls are relaxed, student should practice more self-control. This is a sign of developing maturity. Field trips will be occasions when teachers’ expectations of student behavior are more fluid and flexible than in a classroom setting, but we also expect students to rise to the occasion. They should represent the school well in public places and make every effort to gain as much from the field trip as possible.
1) Students should always follow these general guidelines and the instructions of their teachers and chaperones.

2) Students should stay with their chaperones (i.e., within eyesight); they should never be without adult supervision.

3) Normally it is preferable for all field trip participants to stay together (i.e., within eyesight) as one group at the field trip location. However, when the nature of the activity makes this impossible or unadvisable, the lead teacher may, either before or during the field trip, divide the students into smaller groups with adult chaperones. Once these groups are formed, students may not switch groups without the full knowledge and prior permission of adult chaperones from both groups. Students are never to be without adult supervision.

4) Since a field trip is essentially a shared academic experience, viewing videos and video gaming devices are not allowed on field trips, even while riding to and from the field trip location.

5) It is not the expectation that student cell phone usage will be permitted on all field trips. During off campus school functions, the students cell phone may be carried and accessed at the discretion of the teacher and/or Head of School. It is the expectation that students will respectfully abide by the teacher or Head of School’s decision in this matter. When permitted, students may call and text one another, adult chaperones, or their parents during the field trip. They may also use smart phones for other functions as well, if these uses do not interfere with the atmosphere and activities of the field trip. Though teachers are not required to monitor phone usage, disruptive use of cell phones will lead to confiscation of the device and/or removal of a student from the field trip experience. Such disruption may jeopardize student participation in future off campus events. Students must conduct themselves honorably in smart phone usage.
IN-CLASS PARTIES AND ENTERTAINMENT

Paideia Classical Christian School encourages a positive, life-affirming, celebratory atmosphere on campus. Therefore, the School’s leadership recognizes the fact that teachers and students will hold non-academic parties and provide other forms of entertainment that are not related to their curricular objectives. These guidelines present standards that should provide consistency in the allowance of entertainment in the classroom. Teachers desiring a deviation from these guidelines should check with the Head of School prior to allowing the entertainment to take place.

In-Class Parties:

1) Birthday parties should be limited in duration and number no more than one per day per class. If necessary, the party may be in honor of several students.

2) Aside from birthday parties and special events (for example: 100th Day of School, Dr. Seuss Day, Narnia Day), classes should limit parties to no more than three per year.

3) The teacher is responsible for all activities related to an in-class party, even if the students do the planning.

4) Students become less attentive and focused as a result of increased sugar consumption. Careful consideration should be given both by teachers and parents regarding sugary snacks. When it comes to special holiday celebrations in grammar school, the primary teacher or his or her delegated parent volunteer should be the only individual dispensing sugary foods to the students. Dialectic and Rhetoric school teachers should be in communication with one another so that students do not receive an over-abundance of sweets.

5) HOLIDAYS: Out of respect for our families’ traditions and varying practices, PCCS adopts the following stance regarding holiday celebration.

   a) Halloween: Halloween is not celebrated or acknowledged at PCCS. During October, teachers may celebrate fall and the harvest bounty our Lord has provided. Teachers may wish to acknowledge October 31 as Reformation Day; however, no “parties” are allowed on this day.

   b) Christmas: The emphasis of Christmas must be the birth of Christ, our Savior and Lord. Santa Claus is not acknowledged at PCCS. If students ask about Santa Claus, they will be directed to their parents.
c) Easter: The emphasis of Easter must be the resurrection of Jesus Christ. The Easter Bunny is not acknowledged at PCCS. If students ask about the Easter Bunny, they will be directed to their parents.

**Video Use in the Classroom:**

1) All videos used in class should conform to the principles of propriety listed in Phil. 4:8.

2) All videos must be previewed by the teacher.

3) Videos that may result in controversy must receive prior approval by the Head of School before use.

4) Videos may be used in class for two reasons, educational or entertainment.

   a) Educational: includes historical, documentary, scientific and literary videos. These should be used sparingly. Ordinarily, a literary video should not be shown unless the book has already been read by the students.

   b) Entertainment: no more than one video per semester will be allowed for entertainment purposes and should typically be used in conjunction with a party.
STUDENT USE OF TECHNOLOGY ON CAMPUS

Since Paideia Classical Christian School encourages the appropriate use of technology in education (See Appendix D), we set forth the following guidelines for student use.

1) High school students may use laptop computers to do homework, to make presentations, and to take notes in class at the teacher’s discretion. In the latter case, they must not slow down the pace of the lecture or discussion. Additionally, students abusing the privilege by messaging and/or surfing the web during class will lose the privilege of using the device. Privileges will be reinstated only at the Head of Schools’ discretion. Student use of a laptop should enhance, not distract from, the process of teaching and learning.

2) Dialectic students (7th and 8th grade) are permitted to bring computers to campus but must check them in at the front desk upon arrival. The use of computers in class is exclusively at the teacher’s discretion.

3) Students who use laptops on campus must have their web browsers set to home pages that are consistent with the wholesome atmosphere that is cultivated on campus.

4) Students may not use their laptops for non-academic purposes while on campus during school hours (e.g., checking/sending email, instant messaging, surfing the net). This prohibition includes the lunch period in the cafeteria.

5) Students may not use school printers, even for academic purposes. Printing out their research and their homework should be done at home.

Other Devices

1) Students who bring cell phones to school must either leave them in their parked vehicles or power them down and check them in at the front desk upon arrival.

2) Student-owned gaming devices, music devices, etc., are altogether forbidden on campus, on field trips, and on other school-sponsored activities, excepting students enrolled in aftercare. Aftercare cell phone or gaming device use is to be supervised by the adult in charge. These devices must be check in at the front desk upon arrival and may only be retrieved dismissal.

Violation of the above guidelines will result in confiscation of the device by the school administration and could result in prohibition of the use of the device on campus for the remainder of the school year.
School Telephones

1) Students are allowed use of the office phone to call parents in cases of illness or injury, or in case of a schedule change at school that necessitates a change in pickup plans (e.g., cancellation of an after-school activity).

2) Students are not allowed use of the office phone (or classroom phones or teacher cell phones) for non-emergency purposes, such as missing homework, forgotten lunches, permission to ride home with friends, etc.

Student Websites

1) Students with websites, blogs, etc., that contain material deemed inappropriate or offensive to the character and mission of the School may, in the sole discretion of the Head of School, be subject to disciplinary action up to and including immediate expulsion or disenrollment for the following year.

2) Student websites on social networking utilities such as Facebook and Instagram are subject to “the one-click rule” for content. If clicking on any link on the student’s website brings up inappropriate or offensive material, then the student may be subject to the penalties outlined above.

   See Appendix D for a position paper related to this topic.

SCHOOL-OWNED COMPUTER USAGE

Computers and the Internet are tools useful to scholars for researching and managing information. Paideia Classical Christian School intends for teachers and students to avail themselves of technological resources that enhance their educational experience.

1) Use of school computers must be consistent with the academic and spiritual expectations of PCCS and its not-for-profit and tax-exempt status. For example, use of school computers for political lobbying is prohibited.

2) Use of school computers by students must be monitored by teachers or other school-authorized personnel.

3) Use of school computers by staff, teachers, or students that conflicts in any way with, or detracts from, their duties to the school, is prohibited.

4) No material shall be accessed or transmitted that is in violation of Federal or State regulations.
5) No gambling or obscene/pornographic materials shall be accessed or transmitted.

6) No vulgar, offensive, or threatening language shall be used.

7) No confidential information shall be transmitted without proper authorization.

8) No attempt to harm or destroy the data of another student, teacher, or PCCS is allowed.

9) No use of school computers shall violate any other school policy.

10) No private, personal use of school computers by non-students or non-employees is permitted without prior permission of the Head of School.

11) These guidelines apply to student-owned computers while on campus during the school day.

See Appendix D for a position paper related to this topic.
STUDENT PROMOTION

The primary purpose of these guidelines is to increase the communication from the school to the home, thereby assisting the parents, as the primary educators and caregivers of their children, in being fully informed as to their children’s education.

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

   a) Have documentation (e.g., report card, standardized testing) showing that they successfully completed the previous grade by a demonstrated proficiency in reading and math.

   b) The results of any admissions testing will be combined with the new student’s report card and any previous standardized testing scores to determine the best grade level at Paideia for that student to enter. If the combined results are not satisfactory, the parents will be apprised of this and be encouraged to consider having their child retained at the previous grade.

2) To be promoted to the next successive grade, current Grammar School students must have no more than one ‘F’ on the Report Card in a given quarter, and no more than two ‘Fs’ per year on the Report Card in any given subject. It is incumbent upon the appropriate teacher that all due curriculum objectives, grading guidelines, and teaching requirements be faithfully executed.

3) Dialectic and Rhetoric School students receiving lower than a 2.0 Grade Point Average for any quarter will be on academic probation for the following quarter. Dialectic and Rhetoric School students receiving lower than a 2.0 Grade Point Average for any two quarters in the same school year may not be allowed to re-enroll advance his or her standing or for the following year and are subject to possible disenrollment for the current school year.

4) Dialectic and Rhetoric School students receiving a grade of “F” in any core subject will result in a parent teacher conference and potential academic probation. A Second “F” in the same subject within that scholastic year indicates the need for significant assessment and evaluation prior to advancing in that subject. Prerequisite courses must be completed prior to advancement. In the event PCCS does not offer the course in the subsequent school year, remediation may take place through summer enrollment in Florida Virtual School or other means accepted by the Head of School.

5) All appeals for diverging from or waiving the requirements of this policy will be
submitted to the Head of School, who may seek whatever counsel deemed necessary to render a proper judgment.

STUDENT RETENTION

These guidelines have been created to complement and support the school’s Promotion Guidelines and should be used in such manner. The primary purpose of these guidelines is to increase the communication from the school to the home in the instance of a child possibly needing to repeat a grade. This is to assist the parents, as the final decision-makers regarding their children’s education, in making as informed a decision as possible.

Considering and recommending a student for possible retention in a grade is always a serious matter and every step of the process should be documented well.

1) CRITERIA: Several similar questions have emerged that may help in the initial stages of considering whether or not a student may need to repeat a grade. The following is not intended to be an exhaustive list but includes samples of some pertinent questions the teacher may want to document and go over with the parents.

   a) How old is the child? (Age plays a tremendous role in a child’s ability and maturity to succeed in school. The more mature, the easier school tasks become.)

   b) What is the sex of the child? (Boys will frequently have a harder time adjusting to school patterns than girls will. Boys often need more time to mature than girls.)

   c) Did the child attend Kindergarten? (Certain school habits and behaviors are begun even in Kindergarten. Depending on where and whether the child attended can reveal some insights to the behavior and aptitude causing the current concern.)

   d) What is the home life like for the child? (Things to consider include saved vs. unsaved, single-parent, divorce, remarriage, working parents, etc. Essentially, is the child’s home life one that instills security and love, with predictable patterns of living? The importance and influence of the home is without equal in the life of a child.)

   e) Is reading and the love of books evident in the home? (No other single academic factor plays a greater role in the success of a child in school. Do the parents like to read and do/did they read to the child frequently?)

   f) Is the cause for concern here primarily behavioral, academic or a combination of both? (If possible, the primary cause for concern should be singled out. Behavioral
problems may still indicate retention is necessary but identifying the concern will help determine the best plan for correction.

g) Has the child had to repeat a grade before? (If not, this is moot. If so, when, and why did the child repeat? Due to the rapid physical growth of a child, we do not recommend a child repeating the same grade more than once.)

h) What are the specific indicators the teacher has identified that give rise to the current consideration? (These should be documented as indicated in the Recommendation section below.)

2) RECOMMENDATIONS: This section includes the formal communications that, in addition to the normal reporting schedule, should be made when a child is being considered for possible retention. NOTE: The first three (K-2) years are the most critical years for a child to set the patterns and learn the basic skills that will be built upon in later school life. Retention should be a greater possibility in these years, rather than in upper Grammar, to give the child more time to mature and master the basic skills before going on. Therefore, the following timeline and recommended procedures are aimed at the primary grades especially, although not exclusively. At the time of reporting for:

a) First Quarter. At that time, a child who has had difficulty (as compared to an expected rate of progress), should have a short, written summary made in addition to the report card. This summary should identify the specific concerns the teacher has. A copy should go to the parent and the original to the student’s file. Any suggestions for additional help the parent may be able to provide should also be noted. This summary should be reviewed with the parents in person at a conference called by the teacher for that reason.

b) Second Quarter. If the same concerns still exist regarding the child’s progress, another written summary in addition to the report card should be written and included in the report card materials. Again, the specific concerns should be well-documented and described by the teacher. A Parent-Teacher conference should take place to communicate areas of concern. Recommended actions the parents can take should also be clearly described. The original written summary and completed Parent-Teacher form goes to the child’s file and a copy to the parent to be signed.
c) Third Quarter. A Parent-Teacher conference for the child in question should be called by the teacher. This conference should focus on any progress on the items documented to date. If, in the teacher’s opinion, inadequate progress has been made, the teacher should make that clear to the parent, with as much documentation and examples as possible. A written summary of the conference should be made by the teacher and filed. Unless the child cannot meet policy criteria for passing the grade, it is not recommended that retention be planned at this time. If there is any possibility that the child could satisfactorily pass the grade, planning retention at this time would be premature.

d) Fourth Quarter. If the student is in serious jeopardy of failing the grade, another conference should be held with the parents to plan for this eventuality. The teacher should document his/her recommendation regarding both retention and activities the parents could assist the child in over the summer. In questionable cases (i.e. not involving the policy), the parents will make the final decision regarding retention. The teacher’s recommendation will go into the child’s school file along with a documentation of the parents’ decision.

RELEASE OF STUDENTS
Teachers and the Head of School have the responsibility and custody of all the children while they are in school. Parents or guardians are directed to contact the office and sign students out during regular school hours. Except for dismissal, a child should not be released without a slip from the Front Office. Parent permission is required for pick-up by anyone other than the custodial guardians. ID will be required of all non-parents picking up students. A child is never to be released to a stranger until the office and parent(s) have been contacted.

HEALTH ISSUES
The School affirms its commitment to compliance with existing city, county, state, and federal laws, and regulations with respect to health issues such as the campus and facility environment, student immunizations, and using student medications on School property. Faculty/Staff will follow all levels of legal requirements in all matters related to the regulation of student possession of medications on campus and to make known such requirements to any parents requesting information with respect to School policy on the matter.

For the health and safety of all students, please observe the following guidelines:

1) If a student has been ill, he/she should be symptom free (no fever without the use of fever reducing medications, diarrhea, or vomiting) for 24 hours before returning to
school.

2) If an injury occurs at school, it should be reported immediately to the teacher. If a student requires emergency treatment, parents or the emergency contact person will be notified as soon as possible. An incident report will be filed.

3) For minor injuries, first aid kits will be readily available; however, no medications will be available by the school, with exceptions below. If a student requires assistance or assessment by the front office for the same complaint a second time in the same day, a RenWeb medical event will be completed, and parents notified via email/database and by phone if deemed necessary. If a student requires the attention of the school office for the third time for the same complaint, parents will be notified via phone. Front office personnel may also consult a second opinion from the administrative office.

4) Medication cannot be given to a child unless parents have completed a medicine authorization form, available in the office. Children should not carry medicines with them at school. All medicines will be kept under lock in the office.

5) For prescription medication, parents must fill out an authorization form which names the student and the medication, and which details the dosage and times that the medication is to be given.

6) Parents may sign a blanket authorization for over-the-counter medications such as pain medication and cough/cold medication. When such authorization is on file, a phone call to one of the parents at the time of potential need will be adequate to authorize dosage.

EMERGENCY PREPAREDNESS

The safety and security of our students is paramount. Therefore, we have instituted the following procedures for the situations most likely to occur.

1) Preventive measures.

   a) All entry points are always to be closed and locked. The office door can only be opened from the outside by entering the proper security code. Office personnel can identify visitors via the intercom and closed-circuit camera before granting entry. The breezeway gates are alarmed to notify the office when opened.

   b) During school hours entry to the school is only available through the main office door, except by teachers using playground access doors, which are equally
secured. No student or adult should allow access into the building through any other entrance.

c) Students leaving the building for recess, P.E., etc., must be accompanied by school personnel. Supervising adults must have walkie-talkies to communicate with the office and referee whistles to signal their students with 3 quick blast, when needed in emergencies. If there are signs of police action in the area (e.g., sirens nearby, helicopter overhead), teachers are to gather their students and return to the building immediately.

d) We conduct fire drills monthly.

2) Crisis protocols.

a) If lightning is spotted in the area, teachers and students are to remain inside or return to the building immediately. They will be allowed to go back outside only after lightning has passed from the area for at least thirty (30) minutes.

b) If a hurricane threatens the area, Paideia will follow the lead of Hillsborough County Public Schools for cancellation of classes. Whenever HCPS cancels classes, so will Paideia, unless otherwise decided by the Head of School.

c) If a tornado watch is issued for our area, teachers and students will stay inside the building. If a tornado warning is issued for our area, teachers and students will move to interior hallways, take class rolls, and close classroom doors until further notice.

d) If the campus loses utilities (i.e., water or electricity) for a sufficient period to create unhealthy conditions, classes may be dismissed early or cancelled. Initial notification to families will be by phone.

e) If the campus must be evacuated immediately, teachers will transport students to Mission Hill Church Family Life Center/ gymnasium on the north side of their campus and parents will be notified to pick up their children at that location.

f) In case of a fire, teachers will lead students out of the building to the safe areas designated during fire drills, take class rolls, and await further instructions.

g) In case of an intruder:

i) Teachers outside the building should notify office personnel via walkie-talkie, signal students via whistle, and move their gathered students into the building.
ii) Teachers in classrooms with internal restrooms will close and lock the door, cover the door windows, direct their students into those restrooms, and await further instructions from School personnel or law enforcement officials. They should keep quiet and should not respond to a knock on the door.

iii) Teachers in classrooms without internal restrooms will close and lock the door, cover the door window, direct their students to sit on the floor against the wall where the door is, and await further instructions from School personnel or law enforcement officials. They should keep quiet and should not respond to a knock on the door.

iv) Teachers in commons areas (e.g., Cafeteria, Great Hall) will direct their students to the nearest anterooms (e.g., Kitchen, Seminar Rooms), close and lock the doors, and await further instructions from School personnel or law enforcement officials. They should keep quiet and should not respond to a knock on the door.

(Emergency Protocol details are available on request).
DONATIONS AND FUNDRAISING

Paideia Classical Christian School deeply values the financial partnership of our Member families and friends of the School. In order not to presume upon the grace of God or the generosity of His people, we limit our fundraising activities to a small number that are pre-approved by the Head of School. This is intended to:

1) Prevent the School from becoming a nuisance to its Member families and other financial partners.

2) Avoid diluting the School’s fundraising efforts by asking too often.

3) Prevent confusion of potential donors as to whether a request is sanctioned by the School.

4) Enable the School’s representatives to inform potential donors as to the variety of gifts that are desired and the policies relating to the giving of such gifts.

5) Minimize the possibility that a donor’s intent works at cross-purposes with the School’s mission.

6) Ease the School’s burden of deciding whether to accept a gift as well as knowing what is involved in the administration of such gift.

7) Prevent having to address a proposed gift situation in a “crisis” or “reactive” mode since established, uniform procedures are in place.

Gift/Donation Solicitation

The Head of School will grant approval of all solicitations for gifts or donations to PCCS, thereby authorizing the expenditure of staff time and budget for fundraising proposes. Non-approved items cannot demand fundraising staff time and budget, but in any event, all solicitation must be cleared with the Head of School or his or her appointed delegate before approaching a potential donor. This procedure is to help prevent duplication or conflict of effort with any prospects already assigned to approved projects, which shall have priority, and to maximize the opportunity to receive a requested gift.

1) If a faculty or staff member wishes to solicit a restricted donation in the amount of $100 or more, either of money or of supplies, materials, equipment, or facilities enhancement, that faculty or staff member must put that request in writing (in as specific detail as possible, including the amount or cost, the rationale for the donation, and any other pertinent information) and receive written approval from the Head of
School or (his) an appointed delegate prior to such solicitation.

2) If a faculty or staff member receives an offer from a potential donor re: a restricted donation in the amount of $100 or more, either of money or of supplies, materials, equipment, or facilities enhancement, that faculty or staff member must put the recommended donation in writing (in as specific detail as possible, including the amount or cost, the rationale for the donation, and any other pertinent information) and receive written approval from the Head of School or a designated administrator prior to approving or accepting the offered donation.

In any case, all gifts and donations to the School will be subject to all pertinent sections of the School’s Bylaws, Policy Governance Manual, and Planning Documents.
CONFLICT RESOLUTION

If any disputes arise which are not covered by these guidelines, the Head of School will decide what procedures to follow based on logical reasoning from those procedures established herein. It is understood that the Head of School is the final court of appeal on all operations-level school issues (that is, those which do not involve perceived or actual violations of the School’s policies as written in the version of the Policy Governance Manual currently in force. The Board of Directors will not entertain any appeals of the Head of School’s decisions on operations-level school issues.) It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 5, Matthew 18, Galatians 6, and James 3, as well as those contained in Article 3.C of the School’s Bylaws (Philosophy of Organization) will be followed.

Students/Parents to Teachers:

1) All concerns about classroom operations should first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is always required.

2) If the problem is not resolved in a timely manner, the parents or student may bring the concern to the Head of School. If the student brings the concern, he must have permission from his parents to do so.

Students/Parents to Head of School:

1) If students/parents have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they may bring their concerns directly to the Head of School.

2) If the students/parents believe that the School’s Articles, Bylaws, or policies as written in the current version of the Policy Governance Manual have been violated by the Head of School, they may appeal to the Board of Directors in writing and request a hearing. The request will be passed to the Board of Directors through the Head of School. The Head of School must pass on all such requests.

Faculty/Staff to Administration:

1) All concerns about the standards of the school may be presented to the Head of School, and not to Directors, Members, or students. When presenting concerns to the Head of School, a respectful demeanor is always required.
2) If the faculty/staff member believes that the School’s Articles, Bylaws, or policies as written in the current version of the Policy Governance Manual have been violated to his detriment, he may appeal to the Board of Directors in writing and request a hearing. The request will be passed to the Board of Directors through the Head of School. The Head of School must pass on all such requests.

**Volunteers to Faculty/Staff/Administration:**

1) If any volunteer has a concern about the volunteer work, he will present that concern to the faculty/staff member responsible for oversight.

2) If the problem is not resolved, then the concern should be presented in writing to the Head of School, followed by a meeting with him or her to discuss the concern.

**Parents to Board:**
(from the Policy Governance Manual of Paideia Classical Christian School.)

The Committee on Members and Directors shall receive and resolve all complaints or grievances against Directors. Any Member wishing to lodge a formal complaint alleging a Breach of Conduct against a Director shall submit his grievance in writing to the President of the Board in his capacity as chairman of the Committee on Members and Directors; provided, however, that if the grievance is against the President, the complaint shall be submitted to any other Director serving on the Committee. Upon receipt of a complaint, the Committee shall consider a grievance with all deliberate speed. The Committee shall establish a written procedure for considering such a grievance.

**Whistleblower Guidelines:**

Paideia Classical Christian School will not cause or allow conditions or activities that are unsafe, unhealthy, undignified, unbiblical, unethical, immodest, or illegal. If a Director, an employee, a volunteer worker, a parent, or a student observes such a condition or activity and is reluctant to observe the usual Conflict Resolution procedures outlined above he may report the event to the Head of School, or if the Head of School is implicated by the concern, to the Chairman of the Board, either confidentially or anonymously, as he considers appropriate and prudent.

School personnel who receive a report from a Whistleblower must act promptly to investigate the situation and/or to resolve the issue.

If the Whistleblower chooses not to remain anonymous when filing his report, he shall receive a response, within five business days of his initial report, regarding the investigation, disposition, or resolution of the issue.
Crimes against persons or property (e.g., assault, battery, rape, or burglary and vandalism in excess of $500) must be reported immediately to local law enforcement personnel.

The Whistleblower’s identity, if known, will be kept confidential to whatever extent is possible, consistent with the need to conduct an adequate investigation and with the need to comply with legal requirements (e.g., subpoenas).

The Whistleblower shall receive no harassment, retaliation, or retribution for a report provided in good faith (i.e., for which he has reasonable grounds to believe that his report is accurate, and that is not done primarily with malice toward another person or toward the school).

Anyone who retaliates against the Whistleblower shall be subject to any and all discipline or penalties appropriate to his station in the school (e.g., up to and including termination for an employee, or expulsion from the school if a parent or student).

If it is determined that the Whistleblower is not acting in good faith (i.e., that he has no reasonable grounds to believe that his report is accurate, or that he is acting primarily with malice), he shall be subject to any and all discipline or penalties appropriate to his station in the school (e.g., up to and including termination for an employee, or expulsion from the school if a parent or student), or other legal means to protect the reputation of the school and its personnel.
SUBSECTION 1:
PARENTS & 
STUDENTS
TUITION ASSISTANCE

Paideia Classical Christian School accepts the Florida Tax Credit (FTC) Scholarship administered through Florida’s Step Up for Students program. This is a financial need-based scholarship funded by corporate tax dollars. In keeping with ACCS accreditation standards, governmental assistance in the form of vouchers or other scholarships is not accepted.

Paideia Classical Christian School’s founding vision and ongoing mission is to make available a Classical Christian education to like-minded parents who wish to bring up their children in the nurture and admonition of the Lord. To that end, the School has established a tuition assistance program to include families from various economic levels.

Tuition assistance will be awarded based primarily on financial need.

1) Tuition assistance will be included in the annual operating budget as constructed by the Head of School and reviewed by the Board of Directors.

2) Donations to the School’s tuition assistance program are deductible for income tax purposes. Donations restricted to defray the tuition expenses of specifically designated students are not deductible for income tax purposes.

3) The Head of School will contract with a reputable financial organization to receive and process on behalf of the School the applications for tuition assistance, and to recommend to the School the amount of tuition assistance to be awarded to specific families.

4) Awarding and discontinuing tuition assistance is in the purview of the Head of School and selected school personnel, considering the recommendations of the financial organization that has received and processed the families’ applications.

5) Families must reapply for each school year in which tuition assistance is requested. It is important to know that with each successive year the family contribution is expected to increase.

6) Families that qualify for other scholarships accepted by Paideia may make application for those scholarships before receiving consideration for the School’s tuition assistance. Exceptions will be made when the maximum amount of outside scholarship allowable per policy guidelines or ACCS accreditation limits has been met.

7) Tuition assistance may be discontinued by the Head of School for such reasons as the Head of School in his discretion shall determine, including but not limited to:
8) Failure to keep tuition payments current by the family.

9) Serious disciplinary action against the student.  
   (See Appendix I for details of the Paideia Tuition Assistance Agreement)

TUITION CREDIT REFERRAL GUIDELINES

Paideia Classical Christian School is committed to increasing our sphere of Kingdom influence in the local community by:

1) Recognizing that it takes excellent people to make an excellent school,

2) Recruiting and retaining mission-appropriate new families,

3) Cultivating our current families as goodwill ambassadors on behalf of the school.

Therefore, we issue a $200 tuition credit to families who refer others who subsequently enroll in the school.

1) Tuition credit is issued in the amount of $200 per new family, regardless of the number of students in that family.

2) The referring family may receive as many $200 tuition credits as new enrolling families they refer, limited only by the amount of net tuition they pay out-of-pocket for that school year (i.e., after tuition assistance is deducted, if applicable).

3) The new family must identify the referring family to which the credit will be given.

4) If the new family identifies more than one referring family, the tuition credit will not be divided equally among all those families. Only one referring family may receive the credit.

5) The discount will be awarded to the referring family once the new student(s) has attended classes and not before October of the given school year.
ASSESSING ACADEMIC READINESS

We encourage every teacher to have as accurate an understanding as possible of each student’s academic readiness upon entering a new grade/class. This is especially needful for students transferring into Paideia Classical Christian School from other Christian schools, public schools, or home schools. There are several obvious benefits that are gained by determining a student’s academic background and aptitude as early as possible. A few of these benefits are:

1) The teacher can see his students as individuals and learn their strengths and weaknesses, which will enable him to plan his lessons with individuals in mind.

2) Grouping, especially for reading and math, can be established more knowledgeably and readily, without undue time spent on review.

3) The teacher can plan to build on the student’s previous specific growth and can relate that progress more informatively to the parents.

4) STUDENT RECORDS: Teachers are to become familiar with all their students’ school files, especially: any standardized test scores, all report/progress forms, any special testing or programs, any specific health problems (e.g. allergies, hearing, vision, etc.) and family composition.

5) PREVIOUS GRADE CURRICULUM OBJECTIVES: Reviewing the curricular objectives of the grade prior to that assigned may also be helpful in determining a student’s relative knowledge in critical areas.

6) INDIVIDUAL ASSESSMENT: Individual time with the student, listening to him read, getting a sample of his writing and math skills will be helpful.

LEARNING DISABILITIES

1) Children with a severe learning disability (e.g., Downs Syndrome, blindness, deafness) cannot be admitted to Paideia due to the lack of adequate staff, funding, and facilities.

2) Children who have been diagnosed as having a less severe learning disability (e.g., dyslexia, ADD, ADHD) will be required to meet the same academic standards as all the other children in their grade level.

3) Children who have been diagnosed as having a learning disability will be given
reasonably as much individual instruction and encouragement as needed to ensure their success in the program.

ATTENDANCE

All students are expected to be present and on time every day that school is in session. School hours are from 8:15 a.m. to 3:30 p.m. daily, unless otherwise announced. The school calendar is provided to aid in the planning of family activities and various personal appointments. Attendance will be recorded in each class daily.

1) Students should be dropped off and picked up according to the published procedures distributed during Convocation/Back-to-School Night. Students may be left beginning at 8:00 a.m. and must be picked up by 3:45 p.m., unless the student is involved in an afterschool program. **Students not picked up by 3:45 will be charged for office after school care at the rate of $10 per 15 minutes.**

2) Emergency absences must be reported to the School Office (leave a message if necessary) on the day of the absence. All work should be made up within one week of the absence. It is the student’s responsibility to secure and complete all work missed.

3) Planned absences require advance written notice from parents to teachers to expedite completion of all class work and homework in a timely manner upon the student’s return.

4) Excessive tardiness (7 or more per quarter), early pick-up, and absenteeism may impede a student’s academic progress, and will be addressed as necessary. Teachers will begin instruction at 8:15 and are not responsible for lost instructional content due to tardiness unless there are extreme extenuating circumstances, in which case the parent should notify the school as soon as possible.

5) It is the responsibility of the student and/or parent to find out what material was missed during any absence from class.

6) Students who exhibit a pattern of non-attendance (more than 7 absences per quarter) may be considered for retention in the Grammar School or jeopardize class credit in the Upper School. Florida state high school credits are governed by a non-negotiable number of hours of classroom instruction. If a student is in jeopardy of losing credit for any given class, parents will be notified by administration.
7) ALL students arriving after 8:15 a.m. (the drop-off entrance door is closed) must check in at the office and have a late-arrival slip to be accepted into class.

   a. GRAMMAR: The adult who drives the tardy student(s) must accompany the student(s) to the office to procure this form and sign the Late Arrival Sign-In Log.

   b. UPPER (7-12): Dialectic and Rhetoric students may sign themselves in at the front desk in lieu of a parent. However, a pattern of tardiness will be addressed with the responsible parent(s).

8) Parents should arrive in the School Office at least 15 minutes advance of any student needing early dismissal. Students will not be called from class until the parent or guardian has arrived on campus and has signed them out.

9) Parents must report changes in pick-up procedures in advance to the School Office. Students will be released only to those people who have been authorized by parents to pick them up. ID will be required to verify newly authorized persons.

10) Dialectic and Rhetoric teachers are to take attendance on Renweb/FACTS at the beginning of each class. Grammar attendance is taken upon student arrival in Homeroom.

11) To be counted present for a school day, the student must attend at least one-half of the school day or 3.5 hours of school.

12) Students who need more time before the start of class (bathroom needs, etc.) MUST ask teacher permission before class begins or before the bell rings. In such a case, the student is not considered tardy when he or she arrives at class.

13) Teachers are permitted to lock their doors at the inception of instruction. Late students must knock quietly and request permission to join the class.

14) Students 3rd grade and up who arrive at the school after 8:30 am will be asked to wait in the front office until class transition to avoid disruption of classroom instruction.

15) Upper School students late to class without prior permission will be recorded as tardy. Upper School students with 3 cumulative class tardies are subject to silent lunch and loss of recess. Continued tardy behavior will result in a parent/teacher/administration conference and may be grounds for suspension.
16) In addition to these above attendance policies, PCCS will comply with applicable portions of the Florida Statute on Attendance Policy stated below.

a. If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period, the student’s primary teacher shall report to the school principal or his or her designee that the student may be exhibiting a pattern of nonattendance.

b. The principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school’s child study team to determine if early patterns of truancy are developing.

c. If the child study team finds that a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies, and the principal shall notify the district school superintendent and the school district contact for home education programs that the referred student is exhibiting a pattern of nonattendance.

d. If an initial meeting does not resolve the problem, the child study team shall implement the following:

   i. Frequent attempts at communication between the teacher and the family.
   ii. Evaluation for alternative education programs.
   iii. Attendance contracts.
EXTRACURRICULAR ATHLETICS

Student-Athlete Expectations

It is an honor and privilege to participate in athletics at Paideia Classical Christian School. As a student-athlete at PCCS, students are expected to strive to meet, and whenever possible exceed the following expectations for God’s glory:

1) Exemplify Jesus Christ with their words, attitude, practice, preparation, performance and witness both on and off the field.

2) Pursue excellence as an individual, team member, and school community member in academics as well as athletics.

3) Prepare, expect, and compete to win with honesty and integrity.

4) Model a humble and thankful spirit in victory and a gracious and respectful spirit in defeat.

5) Demonstrate a respectful attitude and an appreciation for my parents, coaches, teammates, fans, opponents and officials in victory and defeat.

Athletics is intended to be an integral part of the total student experience at Paideia Classical Christian School. Participation requirements include:

1) As members of the Florida High School Athletic Association, Paideia Classical Christian School expects student-athletes to adhere to the following rules of the FHSAA:

   a) Maintain a minimum 2.0 grade point average in the core educational classes. Non-core classes, such as Music, Physical Education and Art will not count towards that grade point average calculation.

   b) Be in attendance for at least half of the day of an event.

   c) Maintain Christ-honoring sportsmanship on the field or court regarding teammates, opposing players and referees (umpires).

   d) Maintain compliance with the policies of the school.

2) Each participating student will have a sports physical on file in the School Office before the first practice of the first sport played each school year. This physical is valid for all sports played that year.
3) Each participating student will pay each sport’s athletic fee before he/she can practice or play in that sport.

4) The parent of each participating student will sign waiver, release and authorization forms as may be required.

5) Each participating student will be current on all tuition and fees.

6) Transportation to athletic events will follow all rules for field trips, with the exception that parents will arrange for their children’s transportation home from each event.

7) School disciplinary policies and procedures extend to student behavior while participating in athletic programs.

8) Paideia Classical Christian School allows athletic participation by homeschooled students, subject to the following:

   a) Compliance with student-athlete expectations and participation requirements as outlined above.

   b) A student enrolled in any classes on campus must be present in those classes on the day of a game.

   c) Receiving approval from the Head of School after an interview of the student and parents.

   d) Subject to positions open after all interested Paideia students have been placed on the team.

Paideia Classical Christian School reserves the right to rescind the privilege of athletic participation for any student who engages in ungodly or unsportsmanlike conduct either on or off the playing field.

See Appendix C for a position paper related to this topic.
TEXTBOOKS AND MATERIALS

Paideia Classical Christian School provides most textbooks and materials for students for their studies at the School.

1) Parents are expected to provide their students with editions and versions of the Bible required by the School for required course work to expedite group study in the classroom and homework.

2) Upper School students will be required to purchase some materials and equipment for certain courses (e.g., graphing calculators).

3) Upper School students will occasionally be required to purchase textbooks that are deemed by PCCS to be exceptionally useful in building their personal libraries.

When students lose or damage textbooks or materials beyond normal wear and tear, their parents will be notified by the teacher of the impending replacement charge. The School Office will order a replacement volume and pass along the charge to the parents.

When students’ families wish to check out materials such as texts or literature books during the summer interval, a deposit of $35 per book will be required, with a $150 maximum per family. A refund check will be issued within 30 of the books having been returned in good condition to the School.

See Appendix B for a position paper related to this topic.
SUBSECTION 2: FACULTY & STAFF
Paideia Classical Christian School
Organization Chart

JESUS CHRIST

MEMBERS

DIRECTORS

HEAD OF SCHOOL

FACULTY & STAFF

STUDENTS
ASSIGNMENT OF PERSONNEL

1) The Head of School is authorized to assign or reassign staff for the purposes of staff growth and development.

2) Adequate notice of changes will be given to the personnel involved.

3) All assignments and reassignments are subject to the discretion of the Head of School.

4) Written job descriptions must be used in the assignment and reassignment process.

*See Appendix E.
NEPOTISM

1) No individual employed in the faculty/staff of Paideia Classical Christian School shall be eligible to serve concurrently as a member of the School’s Board of Directors.

2) Immediate family members shall not concurrently:

   a) Serve on the School’s Board of Directors,

   b) Serve on the Board and be employed by the School.

3) For purposes of #2 above, “immediate family member” includes: parent, child, sibling, and any other person residing in the same household, and their spouses, as well as the spouse of the Director or faculty/staff member.
TEACHER SUPERVISION AND EVALUATION

Evaluations of teachers are mandatory for any educational institution that purports to be accountable to its patrons. Teaching performance must be evaluated to determine effectiveness and ways of improving. It is, therefore, in the best interest of all connected with Paideia Classical Christian School, but especially the teachers and students, that regular, formal, observations be conducted. Evaluations are done to help teachers teach better.

1) All teachers, full or part time, should be observed once each semester, as a minimum.

2) Teachers new to Paideia should be formally observed once each quarter.

3) All written documents pertaining to formal observations are confidential personnel records.

4) Prior to visiting a teacher’s class for a formal observation, the Head of School or his/her appointed delegate will communicate with the teacher to:
   a) Set a mutually agreed upon time for the observation.
   b) Determine the lesson to be observed and the focus of the observation. The teacher is encouraged to ask the observer for specific assistance related to that focus.

5) A post-evaluation conference should be arranged within the week following the observation. Questions and comments regarding the observation should be addressed at this time.

6) Both the observer and the teacher should sign the final observation form. The original form is to go into the teacher’s personnel file and a copy made for the teacher.

7) In the event of an unsatisfactory observation, the Head of School reserves the right to re-observe the instructor with a 30-day period to ensure have been implemented. Any serious objection to written recommendations on the part of the teacher should be submitted in writing to the Head of School for review. A follow-up conference will be scheduled between the Head of School and teacher within a week of submitting the
written objection.

See Appendix E for the governing policy from the Board of Directors.

SUBSTITUTE TEACHERS

Substitute teachers employed by Paideia Classical Christian School, whether paid or volunteer, must be selected from PCCS’s Approved Substitute Teacher list. To be placed on this list, a person must:

1) Submit a resume and Statement of Faith via email to the Head of School prior to submitting formal application to the school. On the basis of need, the Head of School will then reach out to potential qualified applicants with a request for completion of the Teacher Application.

2) Offer testimony of a saving faith in Jesus Christ and agreement with the School’s Statement of Faith,

3) File the Substitute Teacher Application in the School Office,

4) Interview successfully with the Head of School or his appointed delegate,

5) Submit to a criminal background check.

Substitute teachers must:

1) Demonstrate adequate competence in the classroom inclusive of classroom management and teaching aptitude.

2) Follow the lesson plan provided by the teacher.

3) Should any issues arise during the course of the substitute teacher’s workday, they should immediately notify the Head of School or their appointed delegate.

4) Substitute teachers are expected to adhere to all teacher policies in accordance with the Policy Governance Manual and School Handbook, including but not limited to discussion on secondary doctrine.
To procure a Substitute:

1) In all cases of teacher absence, the Head of School or his/her appointed delegate will secure the substitute.

2) In the event (normally unforeseen) of a Paideia teacher needing a substitute for any portion of the day, the following procedures apply:

   a) The teacher may request a preferred substitute. The teacher should contact the Head of School or his/her appointed delegate as soon as possible (when in doubt, call; it’s easier to cancel than to arrange last-minute substitutes). The Head of School or the HOS’s delegate will maintain an up-to-date list of approved substitutes.

   b) Copies of lesson plans and any necessary materials should be made available to the substitute by the teacher with the expectation they will be closely adhered to.

3) It is the teacher’s responsibility to let the Head of School or his/her appointed delegate know how long a sub will be needed (how many days). The teacher should call prior to the end of the first day if the substitute will be needed the next day.

SEMESTER EXAMS
Semester exams for 7th-12th grade students review and reinforce acquired skills and content. Parents and students should expect exams to be cumulative, drawing upon the entire semester (or year). They are not just the latest unit test. Even so, they should fit within the allotted testing period.

Exams should focus on the big ideas, the gold nuggets. As such, they need not be much longer than regular tests – just more focused. They are not just to string together a longer series of questions from previous tests, and they are not just to have students reproduce enormous amounts trivial and unrelated bits of data. They should differ in kind, and not just in degree, from unit tests.

Exams should be comprised of analytical questions. When students enter the Dialectic School and through the Rhetoric School, they should be able to demonstrate the capability to move beyond mere rote memorization to what are commonly called “critical thinking skills” – analyzing cause/effect, making inferences, drawing conclusions, sustaining arguments, presenting a case tactfully
and winsomely, etc. Thus, these tests should not be composed merely of true/false, multiple choice, and fill-in-the-blank questions. They should include thought-provoking, essay-type questions that apply students’ knowledge, inclusive of a biblical worldview.

**Test Administration Policies:**

1) Teachers should compose exams early. Paper copies of all exams (not emails) will be due to the Head of School two weeks prior to exam week. The Head of School is available to consult with teachers ahead of time about types of questions, length of tests, etc.

2) Teachers should not make any other homework, project work, makeup work, etc., due during finals week. Also, if a teacher has regular class periods during finals week, he should not try to teach new material, but find ways to review and reinforce concepts.

3) Exams should be of such a length that students will be able to finish them within the allotted testing period. If a significant number of students fail to finish the exam, the Head of School should be notified immediately to discuss potential options. Exams should also be of such a length that teachers can grade them properly and make report card deadlines.

4) Take-home portions of exams are sometimes allowed, but they must be approved in advance with the Head of School, and they must be given to students at least by Thursday of the week prior to the date of sitting for the in-class exam. Also, if a teacher’s exam is early in the exam week, all take-home portions must be due the same day. An exam for one teacher should not drain away students’ time and energy that should be devoted to other courses.

5) Teachers should not load up on homework, quizzes, or unit tests during the week prior to exam week. There should be no 11th-hour flurry to gather enough grades for the quarter. This creates undue strain on students.

6) Teachers should plan for at least one review session before each exam to allow students to tighten up their knowledge of the material that will be on the exam. If a review period is not built into the exam week schedule, teachers should plan their own reviews during a regular class period.
DRESS CODE FOR FACULTY/STAFF

1) All faculty/staff members will serve as models of adult Christians to the students. Therefore, the appearance and dress of staff members is to be always given serious attention.

2) Men are to wear neckties, button-down shirts, and dress slacks.

3) Although women’s wear tends to be more diverse in options, it is expected that female teachers will adopt a business professional method of dress. Business casual wear has generally been found to be too informal.

4) The following items are not to be worn unless required for Spirit Week, House Day, or field trip of a nature that would damage good clothing.
   a) Jeans of any color
   b) Sweatshirts and sweatpants
   c) Athletic wear
   d) Dirty, torn or excessively wrinkled clothing
   e) Casual flip-flops, slippers, tennis shoes, crocs, or any other shoes that:
      i) Detract from a professional image
      ii) Fail to protect adequately from injury
   f) Casual apparel including cotton t-shirts and capri pants.

5) Maturity and modesty in dress, appearance, and overall behavior is required.

6) The Head of School is the final authority on what constitutes acceptable professional dress for faculty/staff.
PURCHASING AND REIMBURSEMENTS

Teachers wishing to place orders for school materials, furnishings, and equipment should observe the following guidelines:

1) All Purchase Requisitions must be completed by School employees (not parents volunteering or assisting in classroom activities, parties, field trips, or other events).

2) For an expensive or irregular purchase (not a normal, budgeted order), consult with the Head of School or his/her appointed delegate to determine whether the need may be met with existing resources. For example, a needed piece of equipment may already be in storage on campus, or it may be feasible to share usage with another teacher.

3) To place orders for less expensive items in the normal course of business, write the proper form (i.e., Purchase Order or Maintenance Request) and submit the form to the Head of School or his or her an appointed delegate. All such forms will be available in the School Office. Forms must be filled out completely, or the ordering process may be delayed.

4) If the order is approved, in most cases, Office personnel will place the order, and the Office will notify the faculty/staff member when the item is received and processed.

5) If the order is not approved, the Office will notify the teacher.

Teachers making purchases for reimbursement should observe the following guidelines.

1) The teacher must complete a Reimbursement Request and submit it to the Head of School. This form is available in the School Office.

2) Receipts for all such purchases must be attached to the Reimbursement Request form.

3) The School does not guarantee reimbursement for any items not approved by the Head of School or his or her an appointed delegate prior to purchase.
Parents making purchases for reimbursement should observe the following guidelines.

1) The parent must complete a Reimbursement Request and give it to the appropriate faculty/staff member (with receipts attached), who will then submit it to the Head of School or his/her appointed delegate. The form should not be turned in to the Office; teachers need to know when expenses are being charged against their classroom budgets.

2) The Office will provide funds from petty cash, mail the reimbursement check to the parent’s home, or make other arrangements for delivery.

3) The School does not guarantee reimbursement for any items not approved by the Head of School his or her appointed delegate prior to purchase.

Exceptions to these guidelines must be granted by the Head of School prior to purchase.

COMPENSATION AND BENEFITS

1) Full-time Staff
   a) Remuneration will be determined by the Head of School within policy limitations.
   b) Each year the Head of School will set a salary schedule for teaching and office staff that will include workload and other components (e.g. increases related to degree attainment, certification, job performance, etc.).
   c) Paydays are on the fifteenth and the thirtieth of each month.

2) Part-Time Staff
   a) Grammar – Part-time teachers receive a fraction of the pay of the full-time staff commensurate with the fraction of the full 40-hour week that they teach. Benefits may be considered on a case-by-case basis.
   b) Upper – Part-time teachers who teach five days per week will be compensated commensurate with the number of class periods that they teach. Benefits may be considered on a case-by-case basis.
3) Substitute Teachers

a) Daily substitutes will be compensated at a rate approximately one-half that of a full-time, entry-level teacher.

b) Substitutes will be compensated at the daily substitute rate for the first five days of continuous service. Continuing service (from the eleventh day forward, and retroactive to the first day) will be compensated with long-term substitute pay equivalent with, but not limited to, that of a full-time, entry-level teacher. No substitute teaching position will receive any benefits in addition to salary.

See Appendix F for the governing policy from the Board of Directors.
**ABSENCES AND LEAVE**

1) In the event of a planned absence, faculty and staff will complete a leave request form at least two weeks prior to the planned absence and submit the form to the Head of School or his/her appointed delegate.

2) A maximum of two teachers will be granted a planned leave of absence for any same day requests. This ensures the adequate staffing of the school and allows for the possibility of a same day emergency event requiring a substitute. Multiple requests for a date or dates will be granted in the order in which they were received. Any exceptions will be made at the discretion of the Head of School.

3) Jury Duty Leave
   
a) A full-time salaried faculty/staff member summoned to jury duty shall be granted a leave of absence while fulfilling the jury duty assignment.

b) The leave shall be with pay.

c) The faculty/staff member shall be required to notify the Head of School immediately upon receipt of jury duty assignment.

d) Hourly faculty/staff members are not entitled to receive pay from Paideia Classical Christian School for any time absent from work under this provision.

4) Funeral Leave
   
a) All full-time salaried faculty/staff members shall be allowed up to five (5) days without loss of pay or sick leave credit when a death occurs in the immediate family. Immediate family is defined as spouse, father, mother, sister, brother, child, or any other person residing in the same household. Additional time may be provided at the Head of School’s discretion.

b) All full-time salaried faculty/staff members shall be allowed three (3) days without loss of pay or sick leave credit when the death is a more remote relative (grandparent, immediate in-laws, grandchild, aunt, uncle, niece, nephew or cousin). Additional time may be provided at the Head of School’s discretion.
c) Additional unpaid time off shall be granted, at the discretion of the Head of School.

5) Paid Sick Leave

a) All full-time salaried faculty/staff members shall receive full pay for absence on account of personal illness, personal incapacity due to injury, or illness in the immediate family, up to the allowable limit indicated below.

b) All absences must be reported. The effective date for sick leave will be the first day the faculty/staff member’s contract begins and will end with the date that the contract ends. Unused accumulated sick leave will not be reimbursed at termination of employment.

c) The number of allowable days of sick leave shall consist of the sum of the following, up to a total not to exceed twelve (12) days.

i) Up to seven (7) days sick leave per school year.

ii) One (1) additional day of sick leave for each year of prior PCCS service, up to a maximum of five (5) days.

6) Professional and Personal Leave

a) All full-time faculty/staff members shall receive two (2) professional days off with pay per school year.

b) All full-time faculty/staff members shall receive two (2) personal days off with pay per school year.

c) Part-time faculty/staff members shall receive five (5) personal days with pay per school year.

7) Unpaid Medical Leave (except to the extent of accumulated unused Sick Leave, Medical Leave would be without pay, including pregnancy related or childbirth disability.)
Medical Leave is intended to cover long-term illnesses, disabilities, and hospitalization.

Medical Leave would require a covered faculty/staff member’s written request.

Included within Medical Leave would be leave required due to a pregnancy related or childbirth disability. All the above points would apply to such a requested Leave. Medical Leave because of pregnancy related or childbirth disability would be distinguished from Maternity Leave because in the former, a faculty/staff member would be medically unable to continue working at any time during her pregnancy or medically unable to work as a result of childbirth as supported by a written declaration of her attending physician. [As required by Federal Law, disability benefits (i.e., Sick Leave and Medical Leave) must be applied to pregnancy related or childbirth disability cases in the same manner as any other medical illness or disability.]

Medical Leave will not extend beyond two consecutive semesters or parts thereof, at the expiration of which time the Head of School reserves the right to replace the faculty/staff member.

There will be no accumulation of seniority for faculty/staff members on Medical Leave which extends beyond ninety (90) school days.

The full-time salaried faculty/staff member will not accumulate Sick Leave while on Medical Leave.

The full-time salaried faculty/staff member must have written permission from his or her physician before returning to work.

As per Federal Law, the school will adhere to Family Medical Leave Act requirements. If the absence is expected extend beyond the above stated limits, the employee should plan to file for FMLA coverage prior to the start of the absence or as soon as health permits. Per law, those taking FMLA leave will be restored to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment at the end of such leave.
8) Maternity Leave

a) A female teacher who has completed ninety (90) days of the contract year may request a leave of absence for maternity purposes up to the end of the contract year.

i) This leave is voluntary, without pay, and does not count as experience on the salary schedule.

ii) Benefits elected will be paid to the end of the contract year.

iii) Maternity Leave (without the existence of a medical reason for the leave) simply guarantees the teacher’s right to return to her position.

iv) The teacher must apply to the Head of School for Maternity Leave at least thirty (30) days prior to commencement of the Leave and notify the Head at least thirty (30) days prior to its expiration.

v) As per Federal Law, the school will adhere to Family Medical Leave Act requirements. If the absence is expected extend beyond the above stated limits, the employee should plan to file for FMLA coverage prior to the start of the absence or as soon as health permits.

b) Covered full-time, non-classroom salaried faculty/staff members shall be entitled to a Maternity Leave of up to six (6) weeks after the birth of the child.

i) This leave is voluntary, without pay, and does not count as experience on the salary schedule.

ii) Benefits elected will be paid for up to six (6) weeks after the birth of the child.

iii) Maternity Leave (without the existence of a medical reason for the leave) simply guarantees the faculty/staff member’s right to return to her position.

iv) The faculty/staff member must apply to the Head of School for Maternity Leave at least thirty (30) days prior to commencement of the Leave and notify him at least thirty (30) days prior to its expiration.
v) As per Federal Law, the school will adhere to Family Medical Leave Act requirements. If the absence is expected extend beyond the above stated limits, the employee should plan to file for FMLA coverage prior to the start of the absence or as soon as health permits.

9) Sabbatical Leave

a) Full-time faculty/staff shall, upon approval, be entitled to Sabbatical Leave granted for one school year, only after eight (8) consecutive years of full-time employment with the school.

b) The request for leave and plan must be submitted by September 1 of the school year preceding that in which Educational Leave for the first semester or for a full school year is requested.

c) Sabbatical Leave shall be without pay.

d) Sabbatical leave shall be counted for seniority purposes.
TEACHER PUBLICATIONS

1) Teachers have full ownership rights to lecture notes, worksheets, lesson plans, as well as non-commissioned textbooks/workbooks they have written during their teaching duties at Paideia.

2) PCCS has full ownership rights to curriculum guide outlines/objectives, scope and sequences, and materials lists.

3) PCCS operates in such a way that all teacher materials are retained “in house” on the network for use in the spirit of Christian love and brotherhood. Although it is not compulsory, there is an expectation that PCCS operates the right to use “in house” all worksheets, lesson plans, and lecture notes with any current or successive teachers. This “in house” use includes the right to market the material outside the confines of PCCS. The staff member reserves the right to publish the same non-commissioned materials if a joint agreement is not satisfactory.

4) The ownership of commissioned material will be specified by the commissioning agreement. “Commissioned material” is material that is produced by a staff member because of a special arrangement with the administration of Paideia. No commissioning exists without a signed agreement.

5) Use of the School’s name and any iteration of its logo require prior written permission from the Head of School.
TERMINATION OF EMPLOYMENT

Termination of the employment of faculty/staff members may take place under the following circumstances:

1) Dismissal: Immediate dismissal is an option that the Head of School may exercise in cases of gross misconduct on the part of a faculty/staff member.

2) Non-Renewal of Contract: At the normally scheduled time for re-signing the annual Contracts, the faculty/staff member may not be offered a new Contract.

Cause for termination of employment, includes, but is not limited to, any act or omission to act that, in the judgment of the Head of School:

1) Constitutes, or is likely to constitute the commission of a crime.

2) Creates or is reasonably likely to create liability for or otherwise adversely affects or endangers the School, its faculty, staff, or students in any manner.

3) Reflects adversely upon the judgment, Christian morals and character, professional skills, or competence of the teacher, or the ability of the teacher to be an effective Christian role model to students of the School.

4) Constitutes a breach or violation of the terms, covenants and provisions of the Faculty & Staff Manual, the Parent & Student Manual, the Policy Governance Manual, the Bylaws, or the Articles of the School.

5) Constitutes a failure or refusal to comply with the goals, objectives, procedures, methodologies, and systems of the School as such are from time to time adopted, to attend training or instructional programs at which attendance is required by the School, or otherwise to submit to the authority and direction of the Head of School.

The typical procedure for dismissal or non-renewal is:

1) A written warning and conference with the Head of School, with time for correction specified.
2) A follow-up evaluation conference to be held at the end of the specified time.

3) If adequate improvement is not apparent, dismissal or non-renewal is in order.

The typical procedure for a hearing by the Board of Directors on a dismissal or non-renewal is:

1) The faculty/staff member submits a written request to the Board President through the Head of School.

2) The President will schedule a meeting for the faculty/staff member to discuss the non-renewal with the Board of Directors.

3) The Board of Directors will then make a final written report on the matter.
APPENDIX A: THE LOST TOOLS OF LEARNING CHART
(From Logos School, Moscow, Idaho)

<table>
<thead>
<tr>
<th>Beginning Grammar (Pre-Polly)</th>
<th>GRAMMAR (Poll-Parrot)</th>
<th>LOGIC (Pert)</th>
<th>RHETORIC (Poetic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-3</td>
<td>Grades 3-6</td>
<td>Grades 7-9</td>
<td>Grades 10-12</td>
</tr>
<tr>
<td>Approx. ages 4-8</td>
<td>Approx. ages 9-11</td>
<td>Approx. ages 12-14</td>
<td>Approx. ages 15-18</td>
</tr>
<tr>
<td>Student Characteristics:</td>
<td>Student Characteristics:</td>
<td>Student Characteristics:</td>
<td>Student Characteristics:</td>
</tr>
<tr>
<td>1. Obviously excited about learning</td>
<td>1. Excited about new, interesting facts</td>
<td>1. Still excitable, but needs challenges</td>
<td>1. Concerned with present events, especially in own life</td>
</tr>
<tr>
<td>3. Short attention span</td>
<td>6. Wants to relate own experiences to topic, or just to tell a story</td>
<td>6. Likes to organize items, others</td>
<td>6. Moving toward special interests, topics</td>
</tr>
<tr>
<td>5. Imaginative, creative</td>
<td>5. Likes chants, clever, repetitious word sounds (e.g. Dr. Seuss)</td>
<td>5. Wants to know “behind the scenes” facts</td>
<td>5. Desires to express feelings, own ideas</td>
</tr>
<tr>
<td></td>
<td>7. Can assimilate another language well</td>
<td>7. Thinks, acts as though more knowledgeable than adults</td>
<td></td>
</tr>
</tbody>
</table>

Teaching Methods: Teach Methods: Teaching Methods: Teaching Methods:
| 1. Guide discovering          | 1. Lots of hands-on work, projects |
| 6. Explore, find things       | 2. Field trips, drama              |
| 6. Use lots of tactile items  | 3. Make collections, displays, models |
| to illustrate point           | 4. Integrate subjects through above means |
| 4. Sing, play games, chant,  | 5. Teach and assign research projects |
| recite, color, draw, paint,   | 6. Recitations, memorization       |
| build                         | 7. Drills, games                   |
| 5. Use body movements         | 8. Oral/written presentations      |
| 6. Short, creative projects   | 1. Timelines, charts, maps (visual materials) |
| 7. Show and Tell, drama,      | 6. Debates, persuasive reports     |
| hear/read/tell stories        | 6. Drama, reenactments, role-playing |
| 8. Field trips                | 4. Evaluate, critique (with guidelines) |
|                               | 5. Formal logic                    |
|                               | 6. Research projects               |
|                               | 7. Oral/written presentations      |
|                               | 8. Guest speakers, trips           |
|                               | 1. Drama, oral presentations       |
|                               | 6. Guide research in major areas with goal of synthesis of ideas |
|                               | 6. Many papers, speeches, debates  |
|                               | 4. Give responsibilities, e.g. working with younger students, organize activities |
|                               | 5. In-depth field trips, even overnight |
|                               | 6. World view discussion/written papers |
APPENDIX B: LITERATURE SELECTION

All art, including literature, is a means by which human beings may glorify God by exercising and appreciating the creativity of those who bear His image and likeness, and ideally, by aspiring to wisdom and virtue. However, because some art (including much literature) has neither the intent nor the effect of promoting godliness, the discerning Christian reader must analyze and evaluate it according to the standards for truth, goodness, and beauty found in the Scriptures.

Paideia Classical Christian School seeks to introduce students to the outstanding literature of the Western world, at a grade appropriate level, including epics, novels, plays, poetry, essays, and short stories. We seek in this area, as in all other academic disciplines, to dissolve the false, arbitrary, and unbiblical distinction between “sacred” and “secular.” Apart from the Bible itself, there is no such thing as distinctively “Christian” literature, any more than there can be “Christian” mathematics or culinary arts; there are simply those that more or less accurately and attractively portray the reality of God, man, nature, and their interactions.

[L]iterature written by Christians for Christians would have to avoid mendacity, cruelty, blasphemy, pornography, and the like, and it would aim at edification in so far as edification was proper to the kind of work in hand. But whatever it chose to do would have to be done by the means common to all literature; it could succeed or fail only by the same excellences and the same faults as all literature; and its literary success or failure would never be the same thing as its obedience or disobedience to Christian principles. (C. S. Lewis, “Christianity and Literature,” Christian Reflections 1-2)

Yet we believe that to derive the maximum benefit from literature and to provide the maximum safeguards against the errors contained in much of it, the reading of literature must be approached from a full-orbed and well-grounded Christian worldview.

The faculty and staff have formulated the following criteria for selecting literature for all components of our curricular program, whether textbooks, classroom literature, library titles, or recommended outside reading by students.

It is the responsibility of each teacher to recommend specific titles for use at his grade level in all components of the curricular program as listed above. The teacher is expected to have read all works recommended and to have evaluated those works in accordance with the selection criteria formulated herein.
Literature Selection Criteria:

Literary titles will be chosen for use in Paideia Classical Christian School’s curricular program based on the following criteria:

The overarching question: Can the work under consideration be used to cultivate wisdom and virtue in the student’s soul by presenting or promoting truth, goodness, and beauty?

Comment: Determining whether reading material satisfies these fundamental criteria necessarily involves some measure of judgment on the part of everyone involved in the selection process. Accordingly, School personnel must decide, for each work under consideration, whether the value of the material exceeds the amount of any objectionable material present in the reading. For example, the characters in the selection do not necessarily have to exemplify the virtues of truth, goodness and beauty so long as (i) the teaching of these virtues can be promoted through the use of contrast and counterexample; and (ii) the selection does not glorify the opposite vices of falsehood, evil or ugliness to the degree that it is likely to create an excessive, unhealthy interest in them or to incite emulation of them by a normal Paideia Classical Christian School student.

Several subsidiary criteria have been developed to assist in determining whether reading material is appropriate for use at Paideia Classical Christian School.

Subsidiary Criteria:

Criterion of truth

According to the age and maturity of the student readers, in the exercise of reasonable judgment of the faculty and staff:

Does the work increase Biblical discernment? Does it promote a Biblical worldview or, at least, the Judeo-Christian heritage? Are godliness and virtue presented attractively – as pleasing to God and as blessing and enriching human life? Does good triumph in the end? Does it cause the reader to think on what is true, noble, right, pure, lovely, admirable, excellent, and praiseworthy (Phil. 4:8)? Conversely, does the selection present evil in a positive light (Isa. 5:20)? If evil triumphs, is this seen as a good thing? Does the work leave a situation open-ended and ambiguous with respect to good and evil? Does the selection promote an unbiblical philosophy or worldview?
Particularly at the Dialectic and Rhetoric school levels, students may engage many selections that are part of the “canon” of Western literature and that do in fact promote an unbiblical philosophy or worldview. That does not mean that these works should be ignored or forbidden. It does mean they should be taught with care and that the teacher must lead students to understand dialectically (i.e., by contrast and counterexample) the unbiblical nature of the underlying philosophy. How does this literature fit the philosophy then? Why study it? This is one way we can help students come to understand the subtle and seductive nature of evil, the deep longings, confusions, and deceptions of the human heart: the glorious ruins of our first parents, as we are all sons of Adam and daughters of Eve.

In addition, if the selection does promote values grounded in unbiblical philosophies or worldviews, the teacher is responsible to guide the students through the analysis and evaluation of the material. Students should not be left to their own understandings and the possible confusion attendant to literature that is technically excellent but theologically flawed.

Selections that use the genre of fantasy, fairy tale or mythology may teach truth and promote good even though they depict non-real creatures. The selection of such works which promote a Biblical worldview will not be discouraged simply because they present non-literal material.

**Criterion of goodness**

According to the age and maturity of the student readers, in the exercise of reasonable judgment of the faculty and staff:

Does the work contain sexual material? Such material is rarely, if ever, appropriate in the Grammar School. In the Upper School, such material should be used with extreme care and due regard for the age and maturity of the students as well as the likelihood of the literary portrayal becoming a stumbling block to students (i.e., unhealthy interest or emulation).

Does the work use irreverent, coarse, vulgar and obscene language and language that takes God’s name in vain? *Comment:* The Bible unequivocally condemns this type of language. At the same time, the Bible does not flinch from accurately depicting a number of things that it condemns as sin – including sins of language (“obscenity, foolish talk, or coarse joking” – Eph. 5:4). It may be appropriate for
students to read descriptions of sinful language in certain works of literature when those words accurately reflect the sinfulness of particular characters. Under the guidance of a skillful teacher, students can learn valuable insights from those depictions. Thus, the use of occasional sinful language will not automatically exclude a selection from being used, although the amount of sinful language included in the material will be carefully considered.

Does the work contain descriptions of sinful violence or other sinful conduct? Such material will not automatically exclude a selection from being used, although, as with sinful language, the amount of such material will be carefully considered.

**Criterion of beauty**

Is the work as a whole excellent in technical literary terms? Is it legitimately considered one of the best in its genre? Has it satisfied the test of time? Does the work hold the reader’s interest? Does it nourish the healthy intellect? Does it delight the wholesome imagination? Does it fire godly passions? Does it fortify the will against evil?

**Comment:** The criterion of beauty may be more flexible in application than the criteria of truth and goodness. For example, a work that is viewed as good but not exceptional in its genre, or interesting but not captivating, may be recommended for outside reading or placed in the library but not necessarily used in the classroom. The criteria of truth and goodness, however, will apply with equal rigor to works used in the classroom, in outside reading lists, and in library selection. *Even in applying these criteria, however, Paideia families should realize that not all books selected for the library will be acceptable to every family. Parents have the responsibility of screening specific books for their children.*
Objections to Literature and Parental Accommodations:

Paideia Classical Christian School is not a narrow, sectarian school. This means that there will exist in our school community a variety of denominational stances and of personal convictions about the appropriateness of certain literary genres and works. We believe these to fall into the category of “disputable matters” (Rom. 14-15; I Cor. 8), and to call for the balanced exercise of Christian love and Christian liberty. While PCCS will make every reasonable effort to avoid controversy, differences of opinion – some of them deeply and passionately held – will arise. Because individual Christians have private scruples about a number of things, the situation may arise where a family objects to a child reading a specific work of literature. It is the policy of PCCS that the teacher will attempt to make reasonable accommodations to such objections and offer a substitute or other activities to the student, so long as this accommodation does not cause undue disruption to the class. Parental objections to literature selections will be handled on a case-by-case basis. The burden of such accommodation, however, will fall on the parent and the student, not on the teacher.

On the other hand, objections of a more global nature, that is, to an entire class (as opposed to a specific student) reading a particular selection, are to be addressed to the Head of School for resolution. It is the policy of PCCS that the sensitivities of “the weaker brother” (Rom. 14:2) should not dictate literature selections that please only the most sensitive conscience in the school community. The principle of Christian liberty must have its proper place. We cannot allow any individual to exercise veto power over school-wide policy. This would have the effect of making our curriculum – our literature program in particular – narrow, crimped, and withered. Instead, our students’ engagement of the world’s great literature will be broad, rich, and vibrant as they learn to “cling to the good and eschew the evil” (I Thess. 5:21-22), “taking captive every thought to make it obedient to Christ” (II Cor. 10:5), so that they may be numbered among the mature “who by constant use have trained themselves to distinguish good from evil” (Heb. 5:14).
Physical well-being is an integral part of the overall training we call a Classical Christian education.

**Classical Heritage:**

Since the ancient Greeks and Romans, classical western civilization has always recognized the value of physical fitness in maintaining mental alertness and acuity. Socrates and Plato both spoke extensively on the need for proper care of the body as a means of caring for the soul, not to gain physical strength, but to develop courage. True *paideia* would keep the care of body and soul in balance: purely gymnastic training would make a man too hard and violent, but merely intellectual training would make him soft and tame.

**Christian Heritage:**

Moreover, three key Biblical teachings imply the value of physical fitness.

1) God created the human body and pronounced it “very good” (Gen. 1:31).

2) The eternal Word affirmed the worth of human flesh in the incarnation (John 1:14).

3) Resurrection bodies will be a component of our glory in eternity (I Cor. 15). Thus the believer can wholeheartedly present his body as a living sacrifice, holy and pleasing to God (Rom. 12:1). We are to love the Lord with all our heart and soul and strength (Deut. 6:5).

A Philosophy of Athletics in Classical Education (portions of this document were adapted with permission from The Ambrose School)

**The Priority of Athletics at Paideia Classical Christian School**

I. God
II. Family
III. Academics
IV. Athletics
The Role of Athletics:
Athletics is to be categorized among the servile arts. As an art, a competition is not merely a venue in which virtue is practiced; but, as a painting is an expression of the virtue within the artist, so the competition is a product formed by the virtue within the competitors. Competitors are to exercise virtue for the purpose of victory. Within that exercise, the various virtues must be rightly ordered: in other words, virtues of size and speed must be subordinate to virtues of character and sportsmanship, which must in turn be built upon cardinal virtues. If virtues are wrongly ordered (e.g., if sportsmanship is made subordinate to ambition), the result might be a statistical win, but an “ugly” victory.

This assists us in determining the role of athletics within classical education: namely, athletics serve as a forum for the test and exercise of virtue in the world. As an intense competition limited in duration, an athletic contest serves as a test of character, mind and body, exposing both weaknesses and strengths. Participation in athletics produces a host of benefits, including physical fitness, emotional health, mental stamina, growth in leadership and teamwork, and improvements in strength and endurance.

A classically trained student lives in a competitive world that does not normally pursue virtue or sacrifice on behalf of others; therefore, the student must learn how to exercise virtue within a world hostile to the aims of his or her education. Worldview will be contested. Thus, Scripture sometimes describes the Christian’s interaction with the world in terms of militant action (e.g., 1 Timothy 1:18-20; 2 Timothy 2:3) or athletic contests (1 Corinthians 9:24-27; 2 Timothy 2:5). Within a classical school, athletics provide an opportunity for the student to exercise Christian morality in a competitive world; there, the competitor is to do his or her best to achieve victory by exercising rightly-ordered virtue. This stands in contrast not only to outright cheating, but also to achieving ugly victory by wrongly-ordered virtues.

With rightly-ordered virtue, then, the competitor is to give it his or her best with the intent of winning, work within given authority (rules, referee, coach and team), and exercise noble character at all times. These goals are not just sought within the contest but reflecting the need for disciplined living throughout life’s many mundane activities, the athlete should likewise conduct him or herself at a high level throughout the season in practices, team meetings and even award ceremonies.

Where the cultivation of virtue is upheld in athletics, such programs and contests provide excellent training grounds for potential leaders who will need to navigate a competitive world without sacrificing truth, goodness and beauty.
A World within the World:
A sports contest is a world within the world, governed by a set of rules made by man. To break a game rule is not a sin; for instance, the basketball player who intentionally fouls an opponent has broken a rule, but he is often to be praised for his quick-wittedness rather than called to repentance for his iniquity. Within the game, rules are temporal consequences for violations, but these violations do not present themselves before the throne of God for judgment. However, if the same player commits a hard foul with the intent to injure an opponent, this is a sin that necessitates repentance as well as further character development; he has broken not just man’s rules, but God’s law. While this distinction may seem obvious, it is not necessarily recognized by young Christian competitors, and this can lead to unnecessary discord within a team or even a confusion of faith.

Another application might be that of a pep talk, either from a coach or between players. Unsurprisingly, such motivational speeches often extol the abilities of the team over that of the opponent; but this does not automatically mean that such talk speaks derisively of others and violates God’s Word. To purpose to “rip the opponent limb from limb,” for example, is not a literal threat of violence and bloodshed, but a metaphor about one’s intent to win. To infer otherwise is to do violence to context.

Practically speaking:
- An athletic program is properly not equal to the cultivation of virtue within the classical education classroom, but a servant to it. Schools must therefore be careful to ensure that athletics do not unduly influence the school’s philosophy or existence.
- Students should be encouraged to participate in athletic events and physical activities, because such activities encourage self-discipline and perseverance, while warring against sloth and its attendant vices.
- Athletic contests will test a student’s self-control, offering opportunity to train personal and public godly behavior in managing winning and losing.
- Where excluding players (“cutting”) is necessitated by league regulations or limited school staff, coaches will consider players both on athletic ability and dedication to the virtues espoused by the school.
- The goal of the competitor is a well-fought fight.
- Excellent athletes should be encouraged to excel, but to do so with virtue rightly ordered. A competitor who excels athletically but exhibits poor sportsmanship or support of teammates is thus held on the bench, because of virtue wrongly ordered. A less-talented player who orders virtue correctly is to be preferred.
- The coach does not emphasize “win at all costs,” but first effort, nobility and perseverance in the fight.
• Coaches shall exhibit godly character in the execution of their office.  
• The coach’s primary goal is to assist the players in exercising virtue in correct order, which includes cultivation of character within the athlete and the encouragement of the team toward noble behavior in all the athlete’s activity (practice, game, and off-court team activities); and physical training—the preparation of the team to perform in an excellent manner (e.g., effective training, strategy, and practice and game preparation).

**The ideal Paideia sports fan:**

• recognizes the God-given gift of athletics and is genuinely thankful for the opportunity provided for our family to participate. (God is good)

• appreciates the efforts of all players on the field/court of play, regardless of their level of ability. (Be kindly affectionate to one another)

• develops a delight for and understanding of the respective sport and an enjoyment of the well-played game. (appreciate truth, goodness and beauty)

• recognizes good play and openly acknowledges the skill/effort demonstrated, even for play of the opposing team. (Love your neighbor)

• identifies with the competitive spirit of the game and agrees to be kind, longsuffering and forgiving with the opponent’s support base (Love is patient and kind)

• supports the respective Paideia coaching staff and refrains from gossip before, during, and after the game, leaving coaching to the appointed individual(s). (Respect authority)

• supports the game official(s) and abstains from verbalizing complaints, disagreements, and/or disparaging remarks. (Submits to authority).
APPENDIX D: THE USE OF TECHNOLOGY IN EDUCATION

Biblical Principles:

In the disordered world that resulted from sin, God gifted his creation with common grace. He made garments of skin for Adam and his wife and clothed them. He allowed men to till the ground, plant vineyards, work with their hands, and build cities. All knowledge and goodness come from God. Therefore, all human enterprise must be directed toward the service of God. Yet man in his sinfulness frequently does not use his God-given skills and gifts to glorify his maker. All too often, man fails to give thanks to God for these blessings and uses his God-given ability to work, build, and create to promote idolatry, pride, and self-reliance.

One of the blessings of God’s common grace is the gift of technology. Technology may be defined as the application of man’s creative abilities to industrial, commercial, or other practical objectives. Technology includes the electronic and computer products and systems that result from that application.

The Bible describes positively a wide range of technologies that are used to great benefit in various vocations. God is described in Scripture as being a Maker (Job 4:17; 32:22; 35:10; Prov 14:31; 17:5; 22:2; Is 17:7). Other passages describe God Himself as metalworker (Is 1:24–26) and tentmaker (Ex 25:9). Other vocations that involve the use of technology are the shepherd (Ps 23:1), the potter (Is 64:8), the builder (Ps 102:25), and the farmer (Ps 80:8; Hos 10:11).

On the other hand, technology may be used for evil. Technology is not pleasing to God when it is used by man to promote idolatry, pride, self-reliance, materialism, and the human illusion of unlimited achievement without consideration of God. (Gen. 11).

Thus, rightly used, as a blessing of God’s common grace, technology can provide many benefits and conveniences. Technology also can be dreadfully dehumanizing, idolatrous, and promotive of sinful pride and self-reliance. If used wrongly, technology can be destructive of human dignity (part of the imago dei) as men and women feel themselves no longer persons with a name that expresses their unique dignity, but, in Arnold Toynbee’s words, “serial numbers punched on a card designed to travel through the entrails of a computer.”
2 Gen. 3:21.
3 Gen. 4-5; 9:20.
7 Quoted in Bibliotheca Sacra (Vol. 145, p. 128).

Our Societies View of Technology:

Neil Postman has observed that societies adopt one of three general attitudes toward technology: a tool-making culture, a technocracy, and a technopoly.

“Tool-making” or “tool-using” cultures use technology to solve specific problems. In this culture, tools are not intended to attack the integrity of the culture into which they are introduced. They do not displace prevailing notions of faith, tradition, virtue, truth, or goodness. They do not prevent people from believing in God. In this type of culture, belief directs the use of tools and limits the use to which they are put. Tools are integrated into the culture in ways that do not detrimentally impact the culture’s world view. This was the prevailing view of technology until the period of the Enlightenment.

In a “technocracy,” tools play a central role in the thought world of the culture. Tools are not merely integrated into the culture; they attack the culture. Everything ultimately must give way to their development. In this transitional phase, technological and traditional world views coexist in uneasy tension. Yet traditional virtues such as truth, goodness, and beauty must fight for their existence against the growing pervasiveness of technology. For example, parents and teachers today must compete for children’s time, attention, and affection with television, video games, and the internet, much of which is unwholesome, but even at their best can consume enormous amounts of time which might otherwise have been spent playing, reading, or socializing.

In the last phase, “technopoly” occurs when technology becomes the culture, when the traditional culture that co-existed with technology in the transitional phase is essentially displaced. In a technopoly, technology replaces God and becomes a means of providing human purpose and direction. In this culture, technology redefines what its members consider to be true, good, and beautiful. Postman argues persuasively that our present American culture is a young technopoly. Efficiency is seen as the primary, if not the only, goal of human labor and thought.
Technical calculation is deemed to be superior to human judgment. What cannot be measured is thought not to exist or to be of no value. The affairs of citizens are thought of as being best guided by experts. Information is directed at no one in particular, in enormous volume, and at high speeds, but is disconnected from theory, meaning, or purpose. All forms of cultural life are submitted to the sovereignty of technique and technology.

Paideia Classical Christian School’s View of Technology:

As a Classical Christian school, we reject the attitude of technopoly. We seek to use technology as a gift of God’s common grace and as a tool to solve specific problems, but not to pervade the culture of the school and our distinctive Classical Christian perspective.

We recognize that crusades to revolutionize schools through technological advances have existed as long as education itself. We eschew academic fads that promise greater hopes (“It’s new, easy and fast!”) but fail to deliver time and again. We are committed to the ancient, tried, and true methods of teaching embodied in the Trivium. In sum, our attitude toward technology is not closed, but it is cautious.


The Place of Computers in Classical Christian Instruction:

In keeping with our general attitude toward the use of technology, we believe that the computer is a tool, and, like any tool, it has its appropriate place and use. Paideia Classical Christian School recognizes the benefits of such a tool, and actively encourages its use for word processing productivity, accounting, grade management, audio-visual assistance, and administration, and to assist students in some of their learning (e.g., extended and Internet research, repetitive tasks, long calculations, word processing, graphical assistance). Particularly when it comes to research, computers have an enormous capability to make accessible to the general public at an inexpensive cost the entire body of human knowledge from all ages to this age. Computer Bible study software programs, for example, bind together the collections of Scripture from every manuscript and fragment into a single CD-ROM disk for inexpensive, multiple distribution around the globe. In sum, computers can serve as effective tools and vast literary resources.

Paideia Classical Christian School recognizes that computers have their dangers
and deficiencies as well. Computers promote passive, as opposed to active, learning. They may promote isolated learning, as opposed to the relational, propositional, interactive, and oral learning essential to the Classical Christian model of education. Larry Cuban of Stanford University and former president of the American Educational Research Association has observed, “There is no clear, commanding body of evidence that students’ sustained use of multimedia machines, the Internet, word processing, spreadsheets, and other popular applications has any impact on academic achievement.” Indeed, a number of studies have demonstrated that the pervasive use of computers in the classroom as an impersonal replacement for a living, breathing teacher is detrimental to education.

In keeping with ACCS policy, Paideia Classical Christian School promotes personal, interactive, classroom instruction that conforms to The Seven Laws of Teaching by John Milton Gregory. Because of the way that God has created men, Paideia Classical Christian School believes the best means of instructing students is through qualified human teachers. While personal computers can assist the accomplishment of work and studies, they are no replacement for capable Christian instructors who love the Lord, love their students, love their subject, and have a passion to communicate that love to their students. Therefore, computers may be used selectively by experienced teachers as literary resources and to enrich other teaching methodologies, but they will never be the primary means of instruction at Paideia Classical Christian School.


APPENDIX E: POLICY TITLE: HIRING AND TREATMENT OF STAFF

POLICY TYPE: EXECUTIVE LIMITATIONS
(from the Policy Governance Manual of Paideia Classical Christian School)

POLICY 4.5  HIRING AND TREATMENT OF FACULTY AND STAFF
The Head of School is invested with complete authority to hire, supervise, evaluate, and fire all Faculty and Staff. With respect to the treatment of Faculty and Staff, whether volunteers, the Head of School may not cause or allow conditions that are unfair, unsafe, unbiblical, undignified, or unlawful.

Accordingly, the Head of School shall not:

4.5.1 Discriminate on the basis of race, color, national or ethnic origin or because of age, physical or mental disability, marital status, or gender when the reasonable demands of the position, as viewed in light of the Holy Scriptures, do not require an age, physical or mental disability, marital status, or gender distinction.

4.5.1.1 For purposes of Policy 4.5.1, “marital status” is defined as marriage between a man and a woman in accordance with Policy 1.4.

4.5.1.2 For the purposes of Policy 4.5.1, “gender” shall refer to biological gender at the time of birth in accordance with Policy 1.4.

4.5.2 Operate without written personnel procedures and guidelines, which clarify personnel rules, provide for effective handling of grievances, and protect against wrongful conditions.

4.5.3 Discriminate against any Faculty or Staff member for expressing a reasonable opinion dissenting from the Head of School’s interpretation or application of any of the School’s Articles, Bylaws, the version of this Policy Governance Manual currently in force, the Planning Documents, and procedures or guidelines contained in various handbooks and manuals.

4.5.4 Prevent Faculty or Staff from appealing to the Board when (1) internal grievance procedures have been exhausted or (2) the Faculty
or Staff member alleges that Board policy has been violated to his detriment.

4.5.5 Fail to acquaint Faculty and Staff with this policy.

4.5.6 Employ Faculty and Staff members that fail to meet the following minimum qualifications:

4.5.6.1 Profess a personal faith in Jesus Christ as Savior and Lord and maintain a credible Christian testimony as an evangelical Protestant.

4.5.6.2 Be an active participant in a local church whose doctrine comports with the School’s Statement of Faith.

4.5.6.3 Subscribe without evasion or mental reservation to the Foundational Principles as delineated in Article 3 of the School’s Bylaws.

4.5.6.4 Possess other personal and professional qualifications that show promise of successfully discharging duties while in the employ of the School as assigned by the Head of School.

4.5.6.5 Submit to criminal and reference background examinations, as well as such other examinations, tests or analyses as the Head of School may require.

4.5.6.6 Affirm their understanding and agreement to live by Christian moral standards and policies as established by the Head of School in a Declaration of Moral Integrity.
APPENDIX F: POLICY TITLE: COMPENSATION AND BENEFITS

POLICY TYPE: EXECUTIVE LIMITATIONS
(from the Policy Governance Manual of Paideia Classical Christian School.)

POLICY 4.6 With respect to employment, compensation, and benefits to faculty/staff members, consultants, contract workers and volunteers, the Head of School shall not cause or allow jeopardy to fiscal integrity or Christian testimony. Accordingly, the Head of School shall not:

4.6.1 Change his own compensation and benefits.

4.6.2 Promise or imply permanent or guaranteed employment.

4.6.3 Create compensation obligations over a longer term than revenues can be safely projected, in no event longer than one year and in all events subject to losses in revenue.

4.6.4 Establish or change compensation or benefits so as to cause unpredictable or inequitable situations, including those that:

4.6.4.1 Incur unfunded liabilities.

4.6.4.2 Provide less than some basic level of benefits to all full-time faculty/staff members, though differential benefits to encourage longevity are not prohibited.

4.6.4.3 Allow any faculty/staff member to lose benefits already accrued from any foregoing plan.

4.6.5 Fail to use a compensation plan for faculty that includes performance-based elements.
APPENDIX G: ECUMENICAL CREEDS

The creeds referenced in PCCS’s Statement of Faith are printed below.

The Apostles’ Creed

I believe in God, the Father Almighty, the Creator of heaven and earth, and in Jesus Christ, His only Son, our Lord:
Who was conceived of the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died, and was buried. He descended into hell.

The third day He arose again from the dead.
He ascended into heaven and sits at the right hand of God the Father Almighty, whence He shall come to judge the living and the dead.

I believe in the Holy Spirit, the holy catholic church, the communion of saints, the forgiveness of sins, the resurrection of the body, and life everlasting.

Amen.

The Nicene Creed

We believe in one God the Father Almighty, Maker of heaven and earth, and of all things visible and invisible.
And in one Lord Jesus Christ, the only-begotten Son of God, begotten of the Father before all worlds, God of God, Light of Light, Very God of Very God, begotten, not made, being of one substance with the Father by whom all things were made; who for us men, and for our salvation, came down from heaven, and was incarnate by the Holy Spirit of the Virgin Mary, and was made man, and was crucified also for us under Pontius Pilate. He suffered and was buried, and the third day he rose again according to the Scriptures, and ascended into heaven, and sitteth on the right hand of the Father. And he shall come again with glory to judge both the quick and the dead, whose kingdom shall have no end.
And we believe in the Holy Spirit, the Lord and Giver of Life, who proceedeth from the Father and the Son, who with the Father and the Son together is worshipped and glorified, who spoke by the prophets. And we believe one holy
catholic and apostolic Church. We acknowledge one baptism for the remission of sins. And we look for the resurrection of the dead, and the life of the world to come.

Amen.
APPENDIX H: DUAL ENROLLMENT AGREEMENT

Dual Enrollment Agreement 2021 -2022

Paideia students in solid academic standing may participate in dual enrollment courses offered through other private and public educational institutions at the discretion of the Head of School.

Paideia agrees to work with public and private educational institutions offering courses if the requests are reasonable, maintain the integrity of Paideia’s schedule, and comply with school policies and procedures. Currently, Paideia maintains an articulation agreement with Hillsborough Community College. Paideia retains the right to terminate agreements with outside educational establishments at any time. Students must obtain written permission in order to participate in dual enrollment courses. Due to Paideia’s rigor and the challenge of college-level course work, a maximum of two dual enrollment courses may be taken in any given semester. Students applying for dual enrollment must demonstrate a commitment to academic excellence and consistent school attendance. Excessive tardies or absences, 10 or more in a semester, will jeopardize a student’s ability to participate in dual enrollment. It is highly recommended that students first enroll in an HCC or a Florida Virtual School class during the summer session as a preliminary experience. The school retains the right to limit student participation in dual enrollment courses during the school year. Since fall and spring semester dual enrollment tuition costs are by law paid by the school, the school-year dual enrollment option is open for fulltime juniors and seniors only. Summer dual enrollment may be pursued by rising 9th – 12 grade students.

Grades earned in dual enrollment courses will be reported on the high school transcript. Grades earned will be used to calculate grade point average. Dual enrollment courses will not replace courses required for graduation from Paideia. However, in special circumstances, the student may participate in dual enrollment courses which may be used to meet graduation requirements. Paideia assumes no responsibility for the course content or grading of student work for dual enrollment courses.

Please allow 1-2 weeks processing time for transcripts and paperwork.

As a student of The Paideia School I understand and agree to the terms and conditions for participation in dual enrollment courses.

Educational Institution: ____________________________________________
Course: ______________________________________________________________

Beginning Date: _______________ Ending Date: ___________________________

Student Signature: ___________________________ Date: __________

Parent Signature: ___________________________ Date: __________

Head of School Signature: ___________________________ Date: __________

Approval granted for: Elective or Academic Course Credit
APPENDIX I: PAIDEIA TUITION ASSISTANCE AWARD AGREEMENT

Paideia Tuition Assistance Award Agreement

Paideia Classical Christian School (PCCS) affirms the biblical philosophy that parents are responsible to educate their children in the Lord, which includes funding that education when necessary. PCCS also embraces the biblical commands to act with charity towards those in need and to exercise prudent stewardship of the resources God provides. In this spirit, Paideia Tuition Assistance (PTA) Awards are made available to our families who demonstrate a need for financial assistance. Because PTA funds are limited and in high demand, this benevolence must be coupled with accountability to ensure good stewardship by all parties. Your initial below indicates you have read and agree to be held accountable to the following items.

______ 1. PCCS is committed to a flourishing academic environment which facilitates the development of our students as disciples, scholars, and citizens. To that end, PCCS leadership has established governing policies which benefit the entire school community and allow for effect and efficient functioning. By accepting PTA funds, there is an explicit expectation of support for PCCS, including the policies and procedures in place.

______ 2. PTA may be discontinued by the Head of School at any time for such reason as the Head of School in his or her discretion shall determine, including but not limited to:

a. Excessive tardiness defined as 7 or more per quarter.
b. Excessive unexcused absences of 5 or more per quarter.
c. Failure to maintain a 2.0 semester grade in any core curricular class (English literature, science, history, math and language studies).
d. Serious or repeated behavioral or attitudinal infractions on the part of a student.

e. Financial delinquency.

f. Failure to attend fall and spring mandatory parent events.

3. Families in jeopardy of losing their PTA Award will be notified in writing prior to the loss of the award so that corrective action may be taken. If the PTA Award is revoked, the family will be responsible for the remaining full tuition balance, and their remaining monthly installment amount will be adjusted to reflect the balance due.
Leadership
I am in control of myself and my behavior. I set an example for others to follow.

Integrity
Do the right thing even when no one else is watching. Wrong is wrong even if others are doing it.

Faith
Honor God and humbly love others in all I think, do, and say.

Effort
Do hard things. Always give my best effort to learn and live up to my God-given potential.
# REVISION HISTORY

<table>
<thead>
<tr>
<th>Approved</th>
<th>Version and Description</th>
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</thead>
<tbody>
<tr>
<td>June 5, 2006</td>
<td>1.0 – Original version</td>
</tr>
<tr>
<td>August 9, 2007</td>
<td>2.0 – Combined Parent/Student and Faculty/Staff Handbooks</td>
</tr>
<tr>
<td>October 29, 2007</td>
<td>2.1 – Updated Uniform Policy (p 15 – 16)</td>
</tr>
<tr>
<td>February 19, 2008</td>
<td>2.2 – Updated Basic School Rules #3</td>
</tr>
<tr>
<td>May 28, 2008</td>
<td>2.3 – Updated Uniform Dress Code</td>
</tr>
<tr>
<td>June 10, 2008</td>
<td>3.0 – Reviewed, reorganized and updated complete document</td>
</tr>
<tr>
<td>November 25, 2008</td>
<td>3.1 – Updated Uniform Dress Code</td>
</tr>
<tr>
<td>February 26, 2008</td>
<td>3.2 – Updated Tuition Assistance</td>
</tr>
<tr>
<td>June 01, 2009</td>
<td>3.3 – Updated Uniform Dress Code</td>
</tr>
<tr>
<td>October 20, 2009</td>
<td>3.4 – Updated Bible memory to Year 1 and added a section to outline tuition credits for new family referrals</td>
</tr>
<tr>
<td>October 26, 2010</td>
<td>3.5 – Updated Tuition Assistance &amp; Tuition Credit Referral Guidelines, Removed Bible Memory Work</td>
</tr>
<tr>
<td>January 27, 2011</td>
<td>3.6 – Updated Conflict Resolution section to include Whistleblower Guidelines as required by the IRS.</td>
</tr>
<tr>
<td>August 26, 2011</td>
<td>3.7 – Updates to Student Discipline and Field Trips.</td>
</tr>
<tr>
<td>January 18, 2012</td>
<td>3.8 – Student Use of Technology on Campus Updated</td>
</tr>
<tr>
<td>April 15, 2015</td>
<td>4.1 – Updated Head of School letter to parents and students.</td>
</tr>
<tr>
<td>January 6, 2016</td>
<td>Updated Professional Organization affiliations; updated Uniform Dress Code; Updated Attendance page to reflect new school start time;</td>
</tr>
<tr>
<td>July 26, 2018</td>
<td>5.0 – Updated School-Home Communication; Updated professional organization membership; Updated grading scale to include designation for incomplete work; Updated Tuition Assistanse to reflect Step Up for Students scholarship; Updated Emergency Preparedness to reflect new walkie-talkie/intercom system — staff specific version created; Updated Student Use of Technology on</td>
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<tr>
<td>Date</td>
<td>Changes</td>
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<tr>
<td>August 28, 2018</td>
<td>Campus to reflect aftercare provisions; Updated uniform enforcement policy regarding belts; Updated PE uniform enforcement policy for dialectic and rhetoric students; Updated faculty absences and leave policy</td>
</tr>
<tr>
<td>June 25, 2019</td>
<td>5.1 – Updated various Uniform Guidelines for both boys and girls</td>
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<tr>
<td>June 16, 2020</td>
<td>5.2- Updated various Uniform Guidelines for both boys and girls</td>
</tr>
<tr>
<td>August 4, 2020</td>
<td>6.2 – Update to Parent involvement, removed suggestion box and offering appointment for parent feedback. Addition of Appendix K.</td>
</tr>
<tr>
<td>November 17, 2020</td>
<td>6.2 – Update by addition of Before School Consequence under Basic School Rules</td>
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<tr>
<td>February 24, 2021</td>
<td>6.3- Update to Attendance Policy, number 15. Update on policy of part-time students, include mentions of part-time students on Student Websites and Textbooks &amp; Materials. Update to Health Issues Policy, number 2.</td>
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<tr>
<td>July 27, 2021</td>
<td>6.4- Updated various Uniform Guidelines for both boys and girls</td>
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