

# PARENT – STUDENT HANDBOOK



# PAIDEIA

Dear Paideia Family,

Choosing the right school for your child is a significant choice with many factors to consider. We are pleased you have chosen us to partner with you in the education of your child. At Paideia, we take the long-range view of our students when considering their educational experience. Our challenging academic environment is designed to educate the whole child, cultivating wisdom and virtue by emphasizing truth, beauty, and goodness in the teaching process. The portrait of who they become when they graduate looks beyond their school years and focuses on what they will need as individuals to live life well. For us, it's not simply about what they will learn and how we teach them, but who they will become.

We choose our teaching methods carefully by taking the best educational ideas from the past, those that have been tried, proven and true, so that we can maximize the present. The singing, chanting, discussing, memorizing, writing, and speaking of our students' experiences are all intentionally chosen to develop and practice the "tools of learning" they need to become lifelong learners.

Our end goals are chosen carefully because our students will eventually enter society as adults who need to be ready for all that life has to offer. We are focused on developing the whole person - their heart, mind, and soul because we believe that a well-educated mind and a strong character, infused with a deep faith in Christ, are essential to equip each student to effect transformative change in their community and beyond.

Few investments have a greater return than your children's education. The way they perceive the world, the depth of their character, and how they approach life are all influenced by their education. We are honored that you have chosen Paideia to partner with you for this portion of their journey.

Shoulder to Shoulder with you,



Matt Shuts

*Head of School*

**Paideia Classical Christian School**

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# OVERVIEW AND MISSION

## GENERAL PHILOSOPHY AND PURPOSE OF PAIDEIA

As a Classical Christian school, we seek 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 that they do.

Paideia provides a biblically-based curriculum and teaches subjects as parts of an integrated whole with the Scriptures at the center. In conjunction with this biblical emphasis, Paideia strives to provide a classical and Christian education as described in the following books and articles: *Introduction to Classical Christian Education*, by Christopher Perrin; *“The Lost Tools of Learning,”* by Dorothy Sayers; *Wisdom and Eloquence: A Christian Paradigm for Classical Learning*, by Robert Littlejohn and Charles T. Evans; *The Seven Laws of Teaching*, by John Milton Gregory; *Repairing the Ruins* by Douglas Wilson; and *The Liberal Arts Tradition: A Philosophy of Christian Classical Education*, by Kevin Clark and Ravi Scott Jain.

## PAIDEIA MISSION STATEMENT

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

## PORTRAIT OF A PAIDEIA GRADUATE

At Paideia, we desire that our students will be transformed by the renewing of their minds. In order that we might strive together to this end, we submit the following as the goals of our educational and cultural endeavors.

The Paideia graduate will be known for the following:

### **Sound Faith and Sound Reason**

Graduates will have a unified Christian worldview that holds the Bible as the measure of all truth. We expect them to approach complex issues with a sound mind, to follow the consequences of ideas, and to demonstrate clarity and charity in expression.

## **Virtuous and Mature Character**

By God's grace, graduates will possess a heart-level affection for righteousness. We do not simply aim for good behavior and prompt obedience. We seek a rightly-ordered desire for the glory of God and the good of man.

## **A Masterful Command of Language**

Graduates will be masters of language. Central to the Christian faith is "the Word" - God's expression of Himself to His people. We see language as a gift of God that enables us to learn and to pass on knowledge. Students will master vocabulary, grammar, usage, and translation through our study of Latin, English, and Greek.

## **Well-rounded and Competent**

Our graduates will have competency in areas including: art, drama, music, physical activity, math, logic, science, and arithmetic. In every stage of the Trivium, skills are introduced that are essential for the life-long learner.

## **Well-read**

Our graduates will be able to discuss literature, science, art, architecture, and music. We focus on the literature and ideas of Christian theology and the West.

## **An Established Appreciation of Beauty**

Graduates will have a joyful appreciation of truth, beauty, and goodness. We equip every graduate, not only to make a living, but to *live*.

## **EDUCATIONAL PHILOSOPHY**

Paideia is a classical Christian school founded on an educational model that 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 love, glorify, and enjoy God 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.

- ❖ 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.
- ❖ 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.
- ❖ 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:

- ❖ That parents are responsible to educate their children in the Lord.
- ❖ 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.
- ❖ That biblical discipline, the encouragement of an obedient child and the correction of a disobedient child, is a critical and necessary part of education.
- ❖ 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.
- ❖ 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.



- ❖ That God's Word is the standard in the reading, understanding, and enjoyment of the world's great ideas in the arts and sciences.

## STATEMENT OF FAITH

*Each member of the Board, Faculty, and Staff, and every Member Family, shall assent to the articles of faith found in the Apostles' Creed and Nicene Creed. In addition, each member of the Board, Faculty, Staff, and every Member 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.

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 board membership, faculty or staff employment, or student enrollment.

## **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 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 receiving and resting 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.

We believe that the school is the handmaiden of the church, and that its mission is to minister to and support the church.

## **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.

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

We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union as delineated in Scripture (Gen. 2:18-25).

We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Cor. 6:18; 7:2-5; Heb. 13:4).

We believe that God has commanded that no intimate and/or sexual activity be engaged in outside of a marriage between a man and a woman.

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

## **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.

## **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 Protestant 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.

When secondary doctrines arise, students will be encouraged to lean on parents for guidance in these areas. We seek to promote “unity in essentials” (primary doctrine), “liberty in non-essentials” (secondary doctrine) and “in all things charity” (Christian love toward others).

## **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 a 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.

## **ADMISSIONS STATEMENT**

Paideia admits students of any race, color, national or ethnic origin to all rights, privileges, programs, and activities generally made available to all students. Paideia practices a Biblical philosophy of admissions, not discriminating on the basis of race, ethnicity, color, or national origin in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic, and other school-administered programs.

## ACCREDITATION AND PROFESSIONAL ORGANIZATIONS

Paideia 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 is a member of the Society for Classical Learning (SCL) and the Florida Association of Christian Colleges and Schools (FACCS).

SCL has existed since the mid-1990s to facilitate and encourage thinking and discussion among professionals associated with Christ-centered education in the liberal arts tradition. The Society provides a forum where educators can share wisdom, experience, and ideas as they deepen their understanding of classical theory into every-day, real-world education. The SCL is committed to historic Christianity as expressed in the Nicene Creed and to exploring the relationship of Christ to the broader culture.

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. Every year, our students participate in the following FACCS competitions: Brain Bowl, Spelling Bee, and Fine Arts.

## SCHOOL SPIRIT

- ❖ Our school verse is Philippians 4:8 - "Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things."
- ❖ Our school hymn is "Be Thou My Vision."
- ❖ Our school mascot is the Warrior - Psalm 28:7 - "*The LORD is my strength and my shield; in him my heart trusts, and I am helped.*"

- ❖ Our school colors are navy blue, burgundy, and gold.

## STATEMENT OF MARRIAGE, GENDER, AND SEXUALITY

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

We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union as delineated in Scripture. (Gen 2:18-25.)

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

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

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

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

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

## DRUG AND ALCOHOL POLICY

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

**Alcohol** - Because Paideia cares about the health and well-being of its students, staff and families, the possession or use of alcohol is strictly prohibited on school grounds and at school-sponsored events.

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

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

## SEXUAL HARASSMENT AND ABUSE

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

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

Examples of sexual harassment include but are not limited to:

- ❖ promising, directly or indirectly, a student or employee a reward if the student or employee complies with a sexually oriented request;
- ❖ threatening, directly or indirectly, to retaliate against a student or employee, if the student or employee refuses to comply with a sexually oriented request;
- ❖ denying, directly or indirectly, a student or employee an opportunity if he or she refuses to comply with a sexually oriented request;
- ❖ displaying, storing, or transmitting pornographic or sexually oriented materials using Paideia equipment or facilities;
- ❖ the spread of sexual rumors and/or sexual name-calling;
- ❖ unwelcome and inappropriate sexual flirtation or sexual propositions;
- ❖ sexually insulting remarks about race, gender, socioeconomic status, disability, or sexual orientation; and



- ❖ unwelcome and inappropriate physical or personal contact including bumping, touching, patting, pinching, rubbing, or grabbing a person or their clothing.

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

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

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

Paideia strictly prohibits all unlawful retaliation against any person who, reasonably and in good faith, makes a charge of discrimination under this policy or testifies, assists or participates in the investigation of such a charge. If a student or employee feels that he or she is subjected to retaliation, he or she should immediately report this to the Head of School, another Administrator, or the faculty member.

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

## SELF-HARM PREVENTION

The school takes seriously all threats or expressions of self-inflicted harm and acts with the best interest of the student in mind. If a member of the school community learns of a student's expression or intent to inflict harm to him-/herself, such information should be shared with a school administrator, who responds immediately and confidentially. Once the Head of School is notified, the parents/guardians will be notified and are required to come to meet with the administration.

## **THREATS AND STUDENT SAFETY**

Student safety is a top priority. Paideia recognizes that most threats made by children or adolescents are not carried out. However, when a student makes a threat to harm or kill another child or adult, it will not be dismissed as just idle talk. Additionally, statements that allude to school shootings are not taken lightly. Paideia will follow up on such threats and statements. It is the school's responsibility to get input and advice from proper authorities.

## **PARENT-STUDENT HANDBOOK**

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

# ACADEMICS

## GRADUATION REQUIREMENTS

Students must earn 28 credits to graduate from Paideia:

English	4 credits
History	4 credits
Mathematics	4 credits
Science	3 credits
Classical Languages	2 credits
Biblical Studies	4 credits
Rhetoric	2 credits
Fine Arts	5 credits
<b>Total</b>	<b>28 credits</b>

- ❖ Credits are assigned per year. Courses that meet four-five days per week earn one credit. Courses that meet fewer than four days per week earn half credit.
- ❖ The required math credits must include Algebra I, Geometry, Algebra II, and one additional high school math credit.
- ❖ Rhetoric credit includes Rhetoric 3 - Senior Thesis.
- ❖ Students must earn a total of five fine arts credits: PE - 1 credit, Art - 2 credits, and Music - 2 credits
- ❖ Students who transfer to Paideia after 7th grade will be required to complete Latin I and II before taking modern foreign language classes.
- ❖ In addition to the graduation requirements, students must complete a course in Logic in order to graduate from Paideia. Students take this course in 8th grade; students who transfer to Paideia after 8th grade must take this course no later than the summer before 11th grade.
- ❖ College-bound students are encouraged to take advanced math, science, and language courses beyond the required credits for graduation. These courses will help prepare students for the rigors of college academics.

## SENIOR SCHEDULES

Seniors are required to take a minimum of 5 credits during their senior year.

## GRADING GUIDELINES

### GRADING SCALE:

In grades K - 2nd, Paideia does not give numerically-based letter grades. Instead, skills are evaluated by using the following designations:

- E Exceeds expectations for grade level
- S+ High mastery, above average for grade level
- S Average mastery for grade level
- N Needs Improvement; additional work toward mastery is needed
- U Unsatisfactory
- I Incomplete

### GRADING SCALE:

Letter Grade	Grade Point Average	Numerical Average
A+	4.0	98-100
A	4.0	93-97
A-	3.7	90-92
B+	3.3	88-89
B	3.0	83-87
B-	2.7	80-82
C+	2.3	78-79
C	2.0	73-77
C-	1.7	70-72
D	1.0	60-69
F	0	< 59

### GRADING EQUIVALENTS:

- E** Excused
- M** Missing
- I** Incomplete
- A** Absent

## TRANSCRIPT CREDITS

Letter grades for Paideia courses will appear on students' transcripts for high school credit courses. Courses taken outside of Paideia will not be reflected on the transcript except when taken to replace a failed Paideia course (see below) or if the Paideia final for the course is passed.

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

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

## AWARDS

Awards are given at the end of the school year to honor students who have distinguished themselves during that year. Students who exhibit noteworthy traits in the study of specific subjects may be honored by their teachers within the given class period amongst their fellow classmates.

### GRADE LEVEL AWARDS

**The Exceptional Diligence Award** - This award recognizes a student who has demonstrated careful and thorough attention to both class work and homework. The teachers evaluate the amount of effort the student displays both in time and in relation to the student's natural abilities. This student's work is characterized by

thoroughness, accuracy, and neatness. Often, the student goes beyond the call of duty to seek extra help if needed or to do further study in the subject.

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

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

## UPPER SCHOOL AWARDS

- ❖ Summa cum laude is the honor awarded to students achieving a 3.9 to 4.0 cumulative GPA.
- ❖ Magna cum laude is the honor awarded to students achieving a 3.75 to 3.89 cumulative GPA.
- ❖ Cum laude is the honor awarded to students achieving a 3.5 to 3.74 cumulative GPA.

## WARRIOR AWARDS - (*Logic and Rhetoric*)

**The C. S. Lewis Award** - This award is given to the student who not only demonstrates advanced proficiency in the humanities and Christian apologetics but also communicates in ways that are both rhetorically compelling and aesthetically pleasing.

**The Michelangelo Art Award** - This award honors the student whose attitude and artwork best reflect the ideals of the school's art program, demonstrating creativity, a love for truth and beauty, and artistic excellence.

**The Lingua Latina Award** - This award recognizes a student who is exemplary in his or her understanding and use of Latin and demonstrates an enthusiasm for learning the language.

**The Blaise Pascal Award** - This award is for a student who passes his or her math and science classes with distinction while exhibiting wonder for God's creation and demonstrating both innovative and interdisciplinary thought.

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

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

**The Quintilian Award** - This award honors the senior whose thesis, presentation, and defense best encapsulate the mission and vision of the school, exemplifying copiousness, effective ethos and pathos, deep worldview analysis, rhetorical skill in writing and speech, persuasiveness in reasoning and argument, and lucidity of style.

**The Arete´ (ἀρετή) Award** - This award is Paideia's highest honor. It is given to students who demonstrate faithful pursuit and expression of the Portrait of a Paideia Graduate. These students display a remarkable pursuit of learning in and outside of the classroom and a sincere desire to learn for the glory of God and out of appreciation for His creation.

## COMMENCEMENT HONORS

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

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

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

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

## PROMOTION GUIDELINES

Paideia will evaluate students' academic achievement in recommending them for promotion. If there is concern regarding the likelihood of success in the next grade, the parents, the Head of School, appropriate faculty, and the Director of Curriculum and Instruction will meet to decide the best course of action for the student.

## STANDARDIZED TESTING

Standardized testing will normally take place in first through eighth grades. In addition, the PSAT is given on campus for 9<sup>th</sup>-11<sup>th</sup> grade students. Other standardized tests are administered off campus. While our teachers will never "teach to a test," standardized testing is one of several tools used to identify students' academic strengths and to track academic progress from year to year.

**CTP-5** - All 1st - 8th grade students take the CTP-5 in the second trimester each year.

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

**SAT/ACT/CLT** - All 11th and 12th grade students are encouraged to take college entrance exams. These tests are not offered at Paideia. Students will need to register to take the tests at the test center of their choice and pay the required exam fees.

**AP** - Paideia does not offer AP courses, but students may take AP exams for which they are prepared. These exams are offered each May, and Rhetoric-level students will be notified to register and pay the exam fee in October of the appropriate year.

**Accommodations** - Students who are eligible for accommodations in class may also be eligible for accommodations on standardized tests. The Director of Curriculum and Instruction will complete all documentation required for College Board and other testing organizations, ensuring all approved accommodations are given on these tests. Please see the *Accommodations Policy* for more information.

## HOMEWORK

### HOMEWORK PHILOSOPHY

Homework is a normal, usual, and required experience for learning at Paideia. There is a strong relationship between remembering old learning and/or mastery of new concepts and homework. For a student at Paideia to reach their full potential, homework is essential. Homework is an important tool for teaching time management, diligence, and personal responsibility as well as the curricular content.



Parents should help students organize their work and budget their time, especially in grammar grades to develop proper habits for the upper grades.

Additional reasons for homework include:

Students often need extra practice in new concepts, skills, or facts. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice and rehearsal of new learning.

1. Repeated, short periods of practice or study of new information are often a better way to learn than one long period of study. Daily homework allows for shorter periods of study.
2. Parental involvement is critical to a child's education. Homework may be used as an opportunity for parents to actively assist their children in their studies. This will also keep the parents informed as to the current topics of study in the class and/or if a student is being successful at their work.
3. Homework may also 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 both a punitive and a practical purpose.
4. Some students may work more slowly than others, so they may have homework in order to complete an assignment. All students should make every attempt to fully complete all homework by the assigned due date.

### **GUIDELINES FOR HOMEWORK**

Since homework, by its nature, takes time at home, it is not to be assigned due to the teacher's poor planning or in place of an assignment, which could have been completed in school. Furthermore, teachers will strive not to assign busywork, but viable homework to enforce what is learned in the classroom while using discretion to manage the homework load.

Students will find they go through periods when they will have more or less homework. The time spent in doing homework will vary from grade to grade and even from student to student. The information below is a guideline and should be regarded as estimated times, not as required minimum/maximum times.

These guidelines are based on the work of the average Paideia student proceeding with due diligence, combined with proper study habits, to complete the required homework. Note that time provided in class, and in study hall, for upper grades, is expected to be used for the purpose of completing homework.

## APPROXIMATE HOMEWORK TIME PER WEEK NIGHT

❖ K	Minimal
❖ 1st-2nd	20-40 MINUTES (infrequently)
❖ 3rd	30-45 MINUTES (as needed)
❖ 4th-5th	45 MINUTES
❖ 6th	45-60 MINUTES
❖ 7th-8th	60-90 MINUTES
❖ 9th-12th	90-120 MINUTES

Normally homework is not to be assigned over the weekend or over holidays and vacation periods.

A **Weekly Letter** provided by the teacher should be used in the grammar grades, and a **School Student Planner** should be used in 3<sup>rd</sup>-12<sup>th</sup> grade to keep work organized.

Teachers welcome parental input at any point. However, if a parent is convinced that the student's homework load regularly exceeds the above norms, he or she should keep a record of time spent (actual diligent study time, not dawdling, daydreaming, multitasking, etc.) for a two-week period and contact the Director of Curriculum and Instruction. At that point, after faculty collaboration, it can be determined what adjustments may be made.

## LATE WORK

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

### Definitions

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

**Description** - Students are expected to complete and turn in all assignments on time. Assignments completed or turned in late will not receive full credit. Daily assignments and assessments will receive reduced or no credit at the teacher's discretion.

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

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

- ❖ Major assignment and assessment deadlines stand for all students regardless of absences unless otherwise determined by the teacher or administration.
- ❖ Students who enter quarantine should expect due dates already in place to remain the same unless notified of a change by the teacher.
- ❖ If a student misses a daily assignment due date or an assessment as the result of an unplanned absence, that student will have one additional day per day absent to turn in the assignment or make up the assessment for full credit.
- ❖ Assignments turned in and assessments completed after the extension due date will incur the appropriate grade reduction (teacher's discretion for daily assignments and assessments).
- ❖ Students who experience extended unplanned absences should communicate with their teachers and the Director of Curriculum and Instruction to coordinate missed work and deadlines.
- ❖ The administration reserves the right to request documentation (e.g., doctor's note) of the reason for an unplanned absence to prevent abuse of this policy.

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

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

# SCHOOL POLICIES

## DISCIPLINE PHILOSOPHY

### 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, it is more so 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.

#### **What is the progressive aspiration of the people of God in the Biblical narrative?**

- ❖ 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)
- ❖ 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)
- ❖ 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)

#### **What is the progressive purpose of the Law of God in a person's life?**

- ❖ The Law makes us conscious of sin and our accountability before God. (See Romans 3:19-20.)
- ❖ The Law increases our awareness of sin's effects on us - and on others. (See Romans 5:12-21.)
- ❖ The Law teaches us of our desperate need for the grace and power of God in Christ. (See Romans 7:7-25.)

#### **What are the progressive teaching & learning modes for academics in each stage of the Classical Trivium?**

- ❖ 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.

- ❖ 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.
- ❖ 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.

### **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 throughout 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 Paideia'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.

## DISCIPLINE POLICY

The word discipline originates from the Latin word *disciplina* which means teaching, instruction, or education and derives from the root *discere* which means to learn. The word *discipulus*, which means disciple or pupil, also stems from this word. In a very fundamental sense, then, discipline should be seen as systematic instruction—teaching—given to a disciple—a student. Paideia views discipline in this way, seeking to train the hearts and habits of our students through our approach to discipline and application of consequences that may be a part of this shaping in the lives of students.

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

Appropriate discipline will be determined by the teachers, administrators, and Head of School, with the majority of day-to-day discipline conducted by classroom teachers. Discipline will be administered in light of the student's conduct and attitude of repentance. All discipline will be based on the biblical principles of confession, repentance, forgiveness, and restoration (private/public) that resists the temptation to bitterness.

Typically, if a student is in need of corrective discipline, a brief, private conversation in which the teacher helps the student to see his or her sin and encourages repentance will suffice. Students will be granted forgiveness as requested and restoration of fellowship will follow. Depending on the nature of the offense, students may also receive consequences that help them to see the consequences of their actions and grow in self-discipline.



As part of our belief in the authority and partnership of the family with the school in all matters pertaining to students, parents will be made aware of concerns or warnings given to a student by a teacher, administrator, or the Head of School as soon as is practical after each incident. Parents will be notified of any disciplinary consequences at this time.

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

We encourage parents to address any issues that occur outside of school with student behavior and communication, including texting, social media, and other virtual communication. Because student communication and behavior outside of school impacts the culture inside of school, students may be subject to disciplinary consequences for behavior and communication that occurs outside of school.

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

- ❖ Disrespect shown to any staff member or student. (Rom. 12:10)
- ❖ Dishonesty in any situation while at school, including lying (which includes telling only part of the truth or neglecting to tell the whole truth), cheating, and stealing. (Prov. 6:16-19)
- ❖ Disobedience in response to clear instructions, including repeated failure to follow teacher directions, complete tasks as assigned, arrive to class on time, or comply with the uniform policy. (Eph. 6:1-3, Heb.13:17)
- ❖ Fighting, i.e., striking in anger with the intention to harm another student. (Eph. 4:31-32)
- ❖ Unkind, obscene, vulgar, or profane language. (Eph. 4:29, Eph.5:4)

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

**Serious Misconduct** - Suspension or expulsion may be imposed immediately should a student commit an act with such serious consequences that the Head of School deems it necessary. This includes conduct during school activities whether or not the activity occurs on campus. Examples of such serious misconduct could include, but are not limited to, communication or acts endangering the lives and safety of other students or staff members or that give this impression; gross violence/vandalism to the school facilities; possession or use of intoxicating substances; violations of civil law; or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct which occurs outside of school hours.

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

## 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.”*

## HONOR CODE

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. 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.

## SCHOOL RULES

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

- ❖ Students are expected to cooperate with and embrace basic Christian standards of behavior and conversation.
- ❖ Prompt and cheerful obedience is expected. There should be no talking back or inappropriate arguing with teachers or staff.
- ❖ Students are expected to treat worship, prayer, and class discussion with proper reverence. Jokes, songs, or behaviors that treat the Lord’s name or character with triviality are not permitted.

- ❖ Students are expected to treat one another with kindness and respect. Teasing, criticizing, bullying, and name-calling are not permitted, including on social media and in texts and emails.
- ❖ Students are expected to treat all of the school's materials and facilities with respect and care. For this reason, students are asked not to chew gum on campus. Students should also care well for their textbooks. (Parents will be charged for lost or damaged textbooks.)
- ❖ Public displays of affection (i.e., holding hands, hugging, kissing, etc.) in the context of romantic relationships are not permitted at school.
- ❖ It is expected that students work diligently and concentrate fully on their work while in school.
- ❖ All work is to be completed within the time specified by the teacher. Repeated failure to follow basic instructions or complete assignments on time is considered disobedience and will be addressed in an office visit and possible detention or suspension.
- ❖ Parental supervision is required of any student in grades K-8 present on-campus outside of school hours who is not participating in a school-sponsored event.
- ❖ Students are expected to be aware of and avoid the off-limits areas of the building or grounds.
- ❖ No guns, weapons, alcohol, or tobacco or vaping products are allowed on the school grounds or at any school function.

## ACADEMIC INTEGRITY

Since studying is an act of worship with spiritual implications, students should complete all of their studies as unto God. This includes giving their best efforts, following instructions, and abiding by expectations regarding the use of outside help. As detailed below, teachers will clearly explain to students what forms of outside help are allowed in different circumstances. It is the student's responsibility to operate within these boundaries and to be honest with teachers and parents if they fail to do so. Paideia will abide by the following guidelines in these instances.

### **Cheating**

Cheating is the use of any unauthorized aid to complete schoolwork. This includes using unauthorized internet/electronic sources, copying from another student, excessive parental or tutoring aid, or any other use of outside assistance prohibited by the teacher for the particular assignment. Teachers will make expectations clear to students for each assignment so that students are aware of the aids they may use in the completion of each assignment. If students have questions about whether a

particular resource or action is allowed, they should ask the teacher before using the resource or taking the action.

Cheating is not tolerated at Paideia. If a teacher suspects that a student has cheated on an assignment or assessment, the teacher will speak to the student about this and bring the matter to the attention of the Head of School. Consequences for cheating may include loss of credit on the assignment or assessment and/or redoing the assignment or assessment and may also include further disciplinary consequences (e.g., detention, suspension).

### **Plagiarism**

Plagiarism is a specific form of cheating that involves presenting language or ideas from another source as one's own original work. This includes direct copying, improper citation, insufficient paraphrasing or summarizing, and any other false representation of original written work. Students at Paideia will receive instruction in recognizing and avoiding plagiarism beginning in Grammar School and continuing through Upper School as their writing skills develop and as they are asked to write different types of papers with varying expectations. If students have questions about what constitutes plagiarism for a particular assignment, they should speak to the teacher before submitting the assignment.

Plagiarism is not tolerated at Paideia. If a teacher suspects a student has plagiarized when completing an assignment, the teacher will speak to the student about this and bring the matter to the attention of the Head of School. Consequences for plagiarism may include loss of credit on the assignment and/or redoing the assignment and may also include further disciplinary consequences (e.g., detention, suspension).

## **CELL PHONES AND OTHER ELECTRONIC DEVICES**

We seek to promote face-to-face communication between students in and outside of our classrooms to foster authentic community. Cell phones are not merely phones. They are mini computers that, more often than not, are not used for calling others. A multitude of temptations come with these hand-held computers. In order to protect the students, faculty and staff, and to achieve the aim of promoting community, students are not permitted to use cell phones or any other electronic communication or gaming devices during the school day.

Grammar School students should not bring these items to school.

Upper School students who choose to bring cell phones and smart watches (or other similar devices) to campus must leave these items turned off, not merely on vibrate or silence, and in their backpacks or lockers at all times during the school day. Cell

phones and other electronic devices may not be carried in pockets or purses and they should never be used inside locker rooms or restrooms.

After-school use of cellphones on the school campus is limited to outside classrooms only for a quick checking of voice mail/text messages or a brief phone call. Students may not use electronic devices to listen to music, check websites, watch videos, play games, etc. on campus or at school related activities like field trips or extra-curricular activities such as drama, brain bowl or sports. Students may not use mobile devices unless requested to do so by a teacher.

Unauthorized use or carriage of cell phones or other electronic devices will result in the device being taken from the student and given to the Administration. If an Upper School student has one of these devices on their person during the school day (on or off), the device will be taken and given to the Administration. Students may retrieve the device from the office at the end of the day. These students will be given a detention (no warnings given) and for the next two weeks, these students will be required to check their phone in at the front office in the morning and pick it up at the end of the school day. Repeat offenses will incur gradually stricter penalties.

If a student needs to make an outgoing call, the student may receive permission from the school office to use the school office phone. Parents are asked not to text or call students' devices during the school day. Parents who need to get messages to their children during the school day may call the office, and the office staff will relay the message to the student.

**Cell Phone Etiquette:** During school events like concerts or games, it is good manners to put phones away and stay present with others in attendance. These are opportunities to fellowship with each other, support student events, display school spirit, and engage with others face-to-face.

## STUDENT DRIVERS

Students with a valid Driver's License and current car insurance may drive to school. When driving on campus, students are expected to observe all rules of the road and Paideia campus policies. Students may only go to their cars during the school day if they have obtained permission from a teacher or administrator to do so. However, while on campus, vehicles are not a place to congregate or become a place of retreat. Students are expected to keep their cars locked while on campus. Paideia is not responsible for any damage to or loss of a vehicle or personal property. If school officials have reason to believe that a student has anything in their vehicle that is a violation of the law or of Paideia Classical Christian School policy, students may be requested to open their vehicles for a search by a school official or the police officer on duty. Students will be held accountable to these expectations and may have their

parking privileges revoked or experience other disciplinary consequences for excessive tardiness, reckless driving, driving off campus without permission, or other violations of student-driver expectations.

## ELIBILITY FOR EXTRA-CURRIULAR ACTIVITIES

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

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

**Attendance requirements** - Students must be in attendance at school on the day of an extra-curricular activity in order to participate in that activity. Students required to quarantine are not eligible for extra-curricular participation, including school events off campus, until they are cleared to return to campus.

**Academic requirements** - All Paideia Classical Christian School students must be passing all classes in order to participate in extra-curricular activities. Faculty who lead or coach extra-curricular activities/organizations are responsible for monitoring students' eligibility and notifying students and parents of potential ineligibility. The Athletic Director will be responsible for monitoring students' eligibility for any athletes currently in competition seasons and communicating with the appropriate coaches.

If a student is failing a class (grade of 69 or below) at the time of an eligibility report, the student and parent(s) will be notified that the student is at risk of becoming ineligible for athletic participation. If the student is still failing a class (the same or a different class) on the next eligibility report or on a report card, the student will be ineligible to participate in extra-curricular competition for a minimum of two weeks.

Students in grades 9 through 12 may practice during the initial period of ineligibility. Should a student continue in an ineligible status at the next eligibility report, the

student may forfeit the ability to participate in practices. Clearance to return will be determined by the Athletic Director and the Administration. Students in grades five through eight will not be allowed to participate in extra-curricular practices, competitions, or meetings during periods of ineligibility. If students are passing all classes at the time of the next eligibility report, they will be allowed to return to full participation in all extra-curricular activities. If not, ineligibility will continue in two-week increments until students are passing all classes.

Any students who fail a course for the year will be ineligible for extra-curricular competition the following academic year until the first eligibility report is run. If the student is passing all classes at this time, the student will be eligible for full participation in any extra-curricular activities. If not, the student will remain ineligible until all grades are passing on an eligibility report.

**Financial requirements** -All accounts must be in good standing to participate in extra-curricular activities.

## ACCOMMODATIONS POLICY

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

Definitions:

- ❖ Accommodation: any aid or change in rules, policy, or curriculum provided to a student that is not also offered to other students.
- ❖ Learning disability: a difference in learning that has been formally diagnosed by a certified educational testing professional and that results in difficulty for the student in understanding content communicated in the classroom or in communicating his understanding to the teacher

## GUIDING PRINCIPLES

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

It is our firm conviction that good educational practices, conducted in an orderly environment, taught by professional, loving, and nurturing teachers will go a long



way to address many learning difficulties. For this reason, some students with learning difficulties are able to be well-served in the context of a Paideia classical Christian classroom, and we are happy to work with parents to determine how this may best be accomplished. Students who require special education services, however, will not be well-served at Paideia.

Paideia is not equipped to provide formal academic, emotional, or psychological assessment or diagnoses, or to serve students with significant learning, intellectual, or physical disabilities. We are thankful for schools that God has called to particularly serve students with special education needs, and we encourage families whose children need these services to seek a school that will best serve the needs of their child.

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

## **ACCOMMODATIONS GUIDELINES**

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

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

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

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

Paideia desires all of its students to benefit from the richness of its full curriculum. Approved accommodations may help students better understand the content of the curriculum or more effectively express that understanding. Paideia will not approve

accommodations for a student that change the curriculum by altering the graduation requirements for the student or changing the content and learning objectives of a course. All students must adequately meet the learning objectives of a course to receive credit for that course. While accommodations are made based on appropriate assessment, Paideia does not make modifications to the curriculum.

## **PARENT GUIDELINES**

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

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

## PROCEDURAL GUIDELINES

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

1. Both teachers and parents will inform the other and the Director of Curriculum and Instruction about any concerns they have regarding student learning difficulties. Teachers will keep a file of work samples and a record of their observations. Parents are encouraged to do likewise.
2. Once notified of these concerns, the Director of Curriculum and Instruction will consult with the teachers, the Head of School, and the parents to discuss the nature of the difficulty and the ways the teachers and parents are currently addressing the difficulty. The Head of School and Director of Curriculum and Instruction may recommend further action on the part of the parents and/or teachers within the context of standard teaching or tutoring practices before determining whether educational testing is recommended.
3. If it is determined that the combination of standard practices of good teaching and tutoring support is insufficient to address the learning difficulties of the student, the Head of School may request that the parents have their child tested by an appropriate physician or educational psychologist.
  - a. Educational testing is available free of charge through local school districts.
  - b. If parents prefer to use a private provider for educational testing, Paideia can provide information on local providers that Paideia families have used in the past. It is recommended that parents inform the Director of Curriculum and Head of School before testing is conducted if they use a private provider, as not all private educational testing services provide the full battery of educational testing that students may require.
4. Once testing has been conducted, parents are to share the results with the Director of Curriculum and Head of School to determine what, if any, accommodations may be provided for the student in the classroom.
5. The Director of Curriculum and Instruction will then draft a formal plan for the student detailing the accommodations the student may receive in the classroom.
6. Once this determination has been made, the Head of School and Director of Curriculum and Instruction will meet with the parents to discuss the results of

the testing and the accommodations, if any, that Paideia may provide in the classroom. This discussion will also include actions parents can take to further support their child's learning outside of school hours. Teachers may attend this meeting.

7. At the conclusion of this meeting, the Head of School and the parents will sign the formal plan for the student. The formal plan will be placed in the student's file.

8. The Head of School and the Director of Curriculum and Instruction will communicate the details of the formal plan with the student's teachers, and the available accommodations may be applied in the classroom immediately. The Director of Curriculum and Instruction will also ensure that this information is communicated to the student's teachers each academic year.

9. Teachers and parents will continue to monitor the student's progress and will communicate with one another regarding the frequency of use of the allowed accommodations and their efficacy. Teachers will communicate these observations with the Head of School and Director of Curriculum and Instruction as necessary.

10. As stated on the formal plan, accommodations available to a student will be reviewed for efficacy and necessity every three years or at the time that new testing becomes available.

## **ACCOMMODATIONS ON STANDARDIZED TESTS**

### **College Entrance Exams:**

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

- ❖ Students interested in pursuing accommodations on the ACT should contact the Director of Curriculum and Instruction at least two months prior to the first ACT exam they plan to take to initiate the application process.
- ❖ If students are approved for accommodations on college entrance exams, the Director of Curriculum and Instruction will work to assure that approved accommodations are provided on all standardized tests administered at Paideia.

### **CTP-5 Testing:**

The Director of Curriculum and Instruction, in cooperation with the Head of School, will determine whether specific accommodations will be given on the CTP-5 test for any students who take that test (1st - 8th grades).

## **SCHOOL-HOME COMMUNICATION**

### **THE GOAL**

In light of our desire for real spiritual community, we must make every effort to be governed by Biblical principles in our relationships with one another. The very definitions of covenant and community remind us that we are in partnership with one another, having agreed on the general goals and directions we believe God has given Paideia (*Principles of Partnership*). Moreover, we are commanded to treat one another as brothers and sisters in Christ for the purpose of building up one another in Christ. This should be our mutual goal and a foundational commitment in all that we do.

### **RESOLVING CONFLICT**

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

### **GUIDING PRINCIPLES**

A key to healthy communication is to understand the awesome power of the tongue and to take our words seriously. The tongue can cause great good as well as great harm. As Christians involved in gospel community, we should take great care that our words are life-giving, full of grace, and a source of encouragement. When they are

not, we should repent to God and to those we have offended. Sitting *in loco parentis*, Paideia is committed to supporting parents' authority in the lives of their children. This kind of relationship requires clear communication done in accordance with the biblical principles found in *Matthew 18* and *James 3*. Conflicts should be carefully and respectfully handled with a belief that all involved are motivated by good intentions.

## **COMMUNICATION GUIDELINES**

### **EMAIL COMMUNICATIONS**

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

### **PARENTS/STUDENTS TO TEACHER**

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

### **PARENTS TO ADMINISTRATORS OR HEAD OF SCHOOL**

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

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

### **TIMELINESS OF RESPONSE**

Faculty and staff are expected to acknowledge a communication from a member of the community within one business day. Paideia employees are not expected to respond to emails or texts in the evenings or on weekends or holidays.

## **GOSSIP**

Should repeated reports of gossip become a concern, the Administration will schedule a meeting with all parties involved to address the gossip. It must be noted that concerns of violations of safety policies (e.g., sexual harassment, abuse, threats, etc.) are to be reported to Administration and are not considered gossip.

## **STUDENT COMMUNICATIONS**

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

- ❖ Students may give suggestions to teachers for consideration.
- ❖ Students may request to meet with an administrator or faculty advisor individually or in small groups.
- ❖ Knowing that God has placed teachers and administrators in authority over them, students are encouraged to accept the decisions, outcomes, and wisdom of their leaders, even when they disagree.

## **TEACHER TO STUDENT ELECTRONIC COMMUNICATION**

For the overall safety of Paideia students and employees, employees are not permitted to “friend” or follow current students or to comment on current students’ posts through social media unless the current student is an immediate family member of the employee.

Faculty and staff will typically communicate with students during school hours. Approved group communication applications may also be used for distributing information pertinent to group or school events. Direct communication between employees and individual students outside of school hours will be via email and, in the spirit of *in loco parentis*, parents will typically be cc’d.

## **PHOTOGRAPHY POLICY**

Students may be photographed and these photographs may be used in Paideia social media posts, promotional materials, and other publications unless parents communicate otherwise in writing. Parents may update their permission at any time by contacting the school office.

## **SAFETY AND SECURITY**

Paideia Classical Christian School cares deeply about the safety and security of its students and employees. Safety and emergency policies and procedures are

reviewed and updated regularly in response to the changing needs of our community. These policies and procedures are communicated and reviewed regularly with faculty, staff, and students. Paideia abides by the Child Abuse Prevention, Adoption, and Family Services Act. This law mandates that all cases of suspected abuse and/or neglect be reported to Child Protective Services.

## **INCLEMENT WEATHER COMMUNICATIONS**

For the necessary contact information in the case of inclement weather, the school will rely on the Emergency Contact information entered by each family in RenWeb. Parents will be notified of emergency conditions through a variety of means in the following hierarchical order: Paideia text alert, email, the school's web page ([www.thepaideiaschool.org](http://www.thepaideiaschool.org)), and telephone.

## **TRANSPORTING STUDENTS**

The following guidelines apply to all drivers transporting students for school sponsored activities (e.g., field trips, athletic practices, games, programs, etc.):

- ❖ Drivers must have the following on file with the school office:
  - A Paideia Approved Driver and Chaperone Application
  - A copy of a valid driver's license
  - A copy of the automobile insurance (list limits required). This is required as the driver's insurance covers the passengers in their car in the event of an accident or injury during transport.
- ❖ Requirements of all drivers of school-owned vehicles:
  - In addition to the requirements listed below, drivers operating school-owned vehicles must go through a required driver training before driving the vehicle.
  - Documentation of the successful completion of this annual training is to be on file with the school office.
- ❖ Requirements of all drivers transporting students:
  - Must be at least 21 years of age.
  - Must have a good driving record.
  - Must have a current inspection sticker.
  - Must not have been convicted of a felony.
  - Must be pre-approved by the administration.
- ❖ The driver is responsible for the following:
  - All passengers must wear seatbelts.
  - Horseplay or other distracting or potentially dangerous activities are not permitted.



- Personal music devices or electronic games may not be used in the vehicle unless expressly permitted by the teacher/coach in charge in advance.
- Videos/movies may not be played in vehicles.
- ❖ The driver must adhere to the following:
  - Use of a cell phone when transporting students is not permitted by the driver while the vehicle is in motion.
  - Use of any electronic device for messaging is not permitted by the driver while the vehicle is in motion.
  - Use of a GPS system by the driver is only permitted if it is an audible system that does not require programming while the vehicle is in motion.
  - Drivers must adhere to the posted speed.
  - Drivers may not pick up hitchhikers or stop to assist another motorist while transporting students.
  - Drivers are to attempt to stay within sight of the other vehicles on the trip and to stay with the pre-planned route.
  - If there is a mechanical problem or an accident, the driver must ensure the safety and medical care for the students as a first priority. The school should be notified as soon as possible.
  - Students may never be left alone with or near a vehicle.
- ❖ Legal Liability: The driver or owner of any automobile used must look to their own insurance coverage for covering their liability and damages to their vehicle.

## **COMMUNICATIONS TO THE MEDIA**

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

## **VISITORS TO CAMPUS**

For the safety and security of our students, all visitors—including parents and volunteers—must check in at the front office when they arrive on the school campus. The visitor will sign in and receive a temporary nametag to wear while on campus. Before leaving campus, visitors must return to the front office and sign out so that we have a record of their departure. By utilizing this monitoring system, we are able to provide a safer environment for our students and community. If parents need to drop off items for students during the school day, they may come to the front office to leave the items, and the office staff will be sure the students receive them.

## VISITING MINORS

For safety purposes, minors are not allowed to visit the school campus or classrooms without the presence of a parent who must remain with them.

## HEALTH SERVICES POLICY

### ILLNESS POLICIES

For the protection of your child as well as for the safety of others, you are asked to keep your child at home if they show any signs of illness. If your child becomes ill at school, you will be notified by the Office Administrator and first aid procedures will be provided. If it is determined we need to send your child home, please make the necessary arrangement to have your child picked up **within one hour** of the notification.

Children should be kept home from school or will be sent home from school if they exhibit any of the following:

1. A child obviously ill or with a temperature of 100 degrees Fahrenheit or higher will not be allowed to remain at school. Student must be fever free for 24 hours without the use of fever suppressing medications before returning to school.
2. Uncontrolled cough, croup, croupy cough and/or difficulty breathing: Student must be free of croupy cough before returning to school.
3. Vomiting and/or repeated diarrhea. Student must be free of symptoms for 24 hours without suppressing medications.
4. Excessive symptoms of common cold (e.g., runny nose, nasal congestion, sore throat, headache, coughing, fatigue, low grade fever, loss of appetite, or earaches)
5. Severe headache or pain (e.g., migraine, earache, etc.), especially with fever
6. Pink eye or other infection; red eyes with discharge. Student must have a doctor's release with 24 hours of dispensed medication treatment prior to return.
7. Sore throat accompanied by fever, rash, or difficulty swallowing
8. Unexplained rash and/or skin infection (e.g., boils, ringworm, impetigo, etc.) Student must have a doctor's release prior to return.
9. Head Lice: Student must be free of all live lice and nits(eggs) before being allowed to return to school. Students who contract head lice will be sent home from school, and the parents of other students in that grade level will be notified.

10. Any symptoms of childhood diseases (e.g., scarlet fever, mumps, chicken pox, etc.) A physician note is required to return. Some diseases must be reported per the Florida Department of State Health Services.

11. When symptoms that are not typical for your child are present, please keep your child home and err on the side of caution and monitor your child's symptoms from home.

### **WHEN A DOCTOR'S RELEASE IS REQUIRED**

A doctor's release is required before returning to school after:

- ❖ hospitalization
- ❖ an illness lasting 5 days or more
- ❖ an Emergency Room visit
- ❖ loss of consciousness
- ❖ seizure activity
- ❖ head injury
- ❖ confirmation of certain communicable diseases

### **MEDICATION POLICIES**

Due to the variety of medications and treatments administered in school settings, Paideia follows the guidelines provided by the Florida Department of State Health Services. At Paideia, only the office administrator or an individual designated by the Head of School may dispense parent-provided medications to a student with an Authorization to Dispense OTC Medication and/or a Request to Dispense Prescription Medication form on file.

- ❖ "Medication" is recognized as prescription as well as nonprescription drugs and includes, but is not limited to: analgesics, antipyretics, antacids, antibiotic ointments, antihistamines, decongestants, and cough/cold preparations.
- ❖ **Students are not permitted to carry medication of any type onto campus unless a signed form from the physician is on file with the school office.**
- ❖ The Office Administrator or appointed personnel may provide basic first aid to include the use of germicidal cleansers, antiseptics, and antibiotic ointments which may be used to treat minor wounds.
- ❖ A signed Authorization to Dispense OTC Medication Form and/or a Request to Dispense Prescription Medication Form must be on file with the school office. **Medication cannot be administered without this form on file and must be updated annually.**
- ❖ All medications should be brought to the school by the parent, legal guardian, or a responsible adult and checked in with the Office Administrator.

- ❖ Medications must be brought in a **new, unwrapped, sealed original container** with the student's name written on the outside of the container.
- ❖ The manufacturer's recommendations will determine dosage amounts based on the child's weight. Expired medications will be discarded.
- ❖ OTC and Prescription Medications will be stored in a medicine cabinet with the student/family last name labeled on outside.
- ❖ Emergency medications (e.g., asthma inhalers, EpiPen, seizure medications, cardiac medications) will be stored in the health room for quick access in the event of an emergency.
- ❖ Medicine may NOT be "borrowed" or shared from another student for your child at any time.
- ❖ Parents also have the option to come to the school to dispense medication to their own child (but not to other students on campus). When this occurs, the office administrator must be informed for documentation purposes.
- ❖ To allow us to safely care for your child(ren), please let the school office know anytime medications are given BEFORE school.
- ❖ Herbal medications, home remedies, or dietary supplements will not be administered unless a doctor's note is provided. Such medications will need to be brought in a new, sealed, and properly labeled container, brought to the school office, and not carried on campus by the student.
- ❖ If the office administrator or designated personnel is unsure of the dosage or efficaciousness of the medication to be administered, they will seek clarification from the parent before administering the medication.

## **PRESCRIPTION MEDICATIONS**

- ❖ The purpose of the prescribed medication must be provided before the office administrator or designated personnel can dispense the medication.
- ❖ Paideia may not store or administer narcotic medications.
- ❖ Medications prescribed or requested to be given three times a day or less should be administered at home if possible.
- ❖ According to the US Department of Justice, Drug Enforcement Administration's Informational Outline of the Controlled Substance Act, the following information is required on the prescription label: date of filling, pharmacy name and address, the serial (prescription) number, the name of the patient, the name of the prescribing practitioner, directions for use, and any cautionary statements.
- ❖ All prescription medications will be counted or measured with the parent, legal guardian, or responsible adult present, and the initial quantity will be recorded in the student's record.

- ❖ Only a month's supply of the prescription medication will be stored in the health room. A mutually agreed upon drop off date will be discussed between parent and office administrator.
- ❖ Medications that require refrigeration will be stored in the main office refrigerator with the directions for administering clearly labeled.

## **DISPOSAL OF MEDICATIONS**

- ❖ If a medication is no longer needed, parents or legal guardians should notify the school and arrange to retrieve the medication from the office administrator.
- ❖ At the conclusion of the school year, the office administrator will communicate when medications stored at the school may be retrieved.
- ❖ If medications are not retrieved by a parent or legal guardian by the date specified or if medication has exceeded the expiration date, proper disposal of medication will occur.

## **MEDICATION ERRORS**

If a medication error occurs in the school setting, the following procedures will be performed:

1. The student will remain with the office administrator or appointed staff member in the health room for observation.
2. The Head of School and parent or legal guardian of the student will be notified, and proper documentation performed.
3. If necessary, the medication error will be reported to the Poison Control Center to determine if the student should be transported to receive emergency care services.

## **INJURIES AT SCHOOL**

Paideia students are active learners, especially in our younger grades. Minor bumps, abrasions, and bruises may occur during the school day. If the student needs to be assessed or medical intervention is necessary, the teacher will send the student to the health room.

Due to privacy laws, when a notification of an injury comes home, you will not see the name(s) of any other children involved. Although Paideia will handle any situations that may arise, the school is not at liberty to share the names of any parties involved.

If your child becomes injured at school, first-aid procedures will be provided if needed. Once your child has been assessed and cared for, you will be notified by the office administrator or a member of administration.

## **EMERGENCIES AT SCHOOL**

More serious injuries or situations may result in a call for EMS. This decision is typically made at the discretion of the Head of School or a member of Administration. Should EMS be contacted, the Head of School, a member of the Administration, or the Head of School's designee will contact the parents. In the event student transport is necessary and the family is not on campus at the time of departure, an employee will either ride in the ambulance or follow behind for transport. An employee will remain at the hospital until a family member arrives.

An EMS will be called immediately if a student has the following conditions (the office administrator may call in other circumstances if deemed necessary):

- ❖ Loss of consciousness
- ❖ Excessive bleeding
- ❖ Severe allergic reaction
- ❖ An Epi-Pen has been used
- ❖ Seizure activity
- ❖ Difficulty breathing
- ❖ Serious head injury

PLEASE NOTE: A doctor's release is required before returning to campus.

## **DIAGNOSED OR SUSPECTED COMMUNICABLE CONDITIONS**

To protect the health of all children, it may be necessary to exclude children that are displaying symptoms or suffering from a contagious disease or illness. When a case is confirmed, communication will be sent to families as needed with the student's name protected and non-disclosed.

An individual who has a suspected communicable illness will be separated until he/she can be taken home.

Prior to the student returning to school, please contact the school office to determine if a physician's note is required stating that student does not currently have signs or symptoms of a communicable disease or that the disease is not communicable in the school setting.

## **DIAGNOSED MEDICAL CONDITION**

Students with a diagnosed medical condition are required to meet with the office administrator and classroom teacher (Grammar Students) to discuss an individualized care plan for the year before the first day of school, preferably within two weeks of attendance. The presence of the parent or a designee may be requested at any school related activity that is scheduled off campus or after school hours. Current daytime phone numbers must be provided on RenWeb and appropriate medical forms.

A physician note is required for any type of health monitoring device (e.g., heart monitor).

Diagnosed medical conditions will be shared for supervision purposes.

NOTE: Any diagnosed condition requiring a treatment plan will need to be discussed with the school office before the first day of attendance.

### **Asthma:**

A student diagnosed with asthma will need an action plan on file that is completed by the healthcare provider in conjunction with the family with the goal of preventing or helping to manage asthma episodes. A student with asthma is entitled to possess and self-administer prescription asthma medication while on school property or at a school-related event or activity if:

1. The prescription medication has been prescribed for that student as indicated by the prescription label on the medication.
2. The student has demonstrated to the student's physician or other licensed health care provider and the school office the skill level necessary to self-administer the prescription medication, including the use of any device required to administer the medication (e.g., aero-chamber).
3. The self-administration is done in compliance with the prescription or written instructions from the physician or other licensed health care provider; and
4. A parent of the student provides to the school:
  - A. A written authorization, signed by the parent, for the student to self-administer the prescription medication while on school property or at a school-related event; and
  - B. A written statement from the student's physician or other licensed health care provider, signed by the physician or provider, that states:

- (i) That the student has asthma is capable of self-administering the prescription medicine;
- (ii) The name and purpose of the medicine
- (iii) The prescribed dosage for the medicine
- (iv) The times at which or circumstances under which the medicine may be administered; and
- (v) The period for which the medicine is prescribed.

C. The physician's statement and Asthma Action Plan must be kept on file in the health room with a backup inhaler stored for quick access in the event of an emergency.

The student is required to have a prescription inhaler checked in before the first day of school and stored in the Health Clinic. Prescribed breathing treatments may be administered with physician orders provided the family supplies the nebulizer machine and the child-specific tubing (cleaned and in a Ziploc bag).

### **Diabetes:**

A student diagnosed with diabetes will need an action plan developed by the student's parent or guardian and the physician responsible for the student's diabetes treatment. Blood glucose level checks must be performed in the health room under the supervision of the office administrator or designated personnel.

A diabetes management and treatment plan must:

1. Identify the health care services the student may receive at school;
2. Evaluate the student's ability to manage and level of understanding of the student's diabetes; and
3. Be signed by the student's parent or guardian and the physician responsible for the student's diabetes treatment and submitted to the school office administrator:
  - a. Before the first day of attendance
  - b. As soon as possible when a new diagnosis for the student is received from a physician.
4. State the ability of the student to attend to his/her management and care of the student's diabetes including:
  - a. Performing blood glucose level checks;



- b. Administering insulin through the insulin delivery system the student uses;
- c. Treating hypoglycemia and hyperglycemia;
- d. Possessing any supplies or equipment necessary to monitor and care for the student's diabetes;
- e. Management and care of the student's diabetes in the classroom, other areas of school grounds, or at any school-related activity.

The student is required to have prescription diabetes medication checked in before the first day of attendance and stored in the health room.

### **Severe Allergies:**

A student diagnosed with a serious allergy (e.g., food, dyes, insect stings) will need an action plan developed by the student's parent or guardian and the physician responsible for the student's allergy. A copy of this form will be provided to the student's teachers, the office administrator, and Administration.

The plan must:

1. Be signed by the student's parent or guardian and the physician responsible for the student's allergy/anaphylaxis treatment and submitted to the school office:
  - a. Before the first day of attendance
  - b. As soon as possible when a new diagnosis for the student is received from a physician.
2. Identify the health care services the student may receive at school or while participating in a school activity.
3. Evaluate the student's ability to manage and level of understanding of the student's allergens.

A parent of the student must provide to the school:

1. If applicable, a written authorization, signed by the parent, for the student to self-administer the prescription medication while on school property or at a school-related event; and
2. A written statement from the student's physician or other licensed health care provider, signed by the physician or provider, that states:
  - a. That the student has an allergy or anaphylaxis and is capable of self-administering the prescription medicine
  - b. The name and purpose of the medicine

- c. The prescribed dosage for the medicine
  - d. The times at which or circumstances under which the medicine may be administered; and
  - e. The period for which the medicine is prescribed.
3. The physician's statement, action plan, and Medication Instruction Form must be kept on file in the health room with a EpiPen and antihistamine in a child-resistant safety lock and slide zipper for quick access in the event of an emergency.

The prescription and/or OTC medication (e.g., EpiPen, Auvi-Q, Benadryl, etc.) to treat a reaction must be received before the first day of school. The number of EpiPens required varies based on age and weight. There will be individuals trained to administer an EpiPen if needed.

Paideia employees cannot be held responsible for any complications resulting from an allergic reaction

## **FOOD ALLERGY**

Paideia cannot be held responsible for the contents of student lunches. However, in the light of Jesus' command to love our neighbors as ourselves (Matthew 22:39), we ask fellow students to be mindful of their peers needs.

Parents are requested to provide current and accurate health information (must be updated annually) from their child's physician regarding the child's food allergen, reaction to the allergen, and emergency treatment in case an exposure to a food allergen occurs.

Parents are requested to report as soon as possible after a child is diagnosed with a food allergy that places them at risk for anaphylaxis.

Parents are responsible for educating their child on strategies for avoiding the allergen (e.g., not sharing food, reading food labels), symptoms of an allergic reaction, the importance of washing hands before and after eating, and how and when to tell an adult that a reaction is occurring or that a circumstance might expose the child to an allergen.

Parents are requested to provide all meals/snacks for their child and an alternate snack for any questionable treat.

Parents must provide the prescription antidote, Epi-Pen, and antihistamine for anaphylactic reaction before the first day of attendance and must meet requirements listed under Prescription Medication section.

Parents are requested to attend school sponsored activities (e.g., field trips and off campus travel).

Any student enrolled with a severe food allergy will be required to meet with the school office administrator to discuss what the school can do to accommodate the student and what expectations or requirements the school has for the parents.

Paideia cannot guarantee an allergy-free environment; however, we do make the following appeals.

### **Snacks (Grammar School only)**

- ❖ For K through 2nd grade, families will be asked to avoid certain snacks if a student in the homeroom class has a life-threatening allergy to such snacks.
- ❖ For 3rd - 6th grade, students and teachers will be asked to wash their hands or use a handwipe after eating snacks if students with life-threatening allergies are in the class.

### **Lunch (Grammar School only)**

- ❖ Students with life-threatening allergies will sit at the far end of the grade-level lunch area to avoid allergens.
- ❖ Classmates of students who have severe allergies will be asked to wash hands or use handwipes after lunch, prior to recess time.

## **IMMUNIZATIONS**

As required by the state, all students must have a current immunization record or proper vaccination waiver form on file with the school office before the first day of attendance in order to attend.

A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate vaccine required. A grace period of 1 week is given from 1st date of attendance to receive needed vaccination(s).

Immunizations will be reviewed every 30 days to ensure continued compliance for provisionally enrolled students. If at the end of the 30-day period, a student has not received a subsequent dose of vaccine, the student is not in compliance and the school shall exclude the student from school attendance until the required dose is administered.

# DAILY PRACTICES AND ACTIVITIES

## SCHOOL CULTURE

Our school's 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. We seek to do that by focusing our minds on whatever is "true, noble, right, pure, lovely, admirable, excellent and praiseworthy..." (Philippians 4:8).

The school board, administration, and staff are intentional about our school culture, seeking to imitate the life of Christ and be different from the worldly culture that surrounds us. Tangible evidence of our school culture can be seen in the daily practices and special activities our school promotes.

- ❖ Our faculty and students are devoted to helping one another obey God and keep his commandments. We put this into practice daily by trying to honor one another above ourselves, doing our work as unto the Lord, and doing everything without grumbling or complaining. These God-standards are constantly in front of us as we seek to honor Him through all we do at Paideia.
- ❖ We are a community of believers, and we have the privilege of worshipping together. Exordium is held every day at the start of the day to provide a time of corporate worship and community-building in our school.
- ❖ Paideia Upper School students will be issued a locker each year. Students are expected to take care of the property assigned to them and maintain it in an organized manner. Students may not store food in lockers overnight. Paideia seeks to uphold Christian role models; therefore, locker decorations are limited to appropriate pictures of family and friends. Students may bring shelves and other locker accessories.
- ❖ Students are expected to be good stewards of their environment at all times on campus. We seek to leave all spaces better than we found them. This includes keeping lunch areas, classroom spaces, the locker hallway, and play areas orderly and free of trash.
- ❖ During the school day, including during lunchtime and breaks, students are to remain in the areas designated for them unless invited by a teacher or administrator to be elsewhere. Students are not to be in classrooms without a teacher present unless given express permission by a teacher or administrator.
- ❖ The culture at large continually influences our students, telling them that they will only be fulfilled if they have a dating relationship. In the planning of our academic and social activities, we strive to resist this mindset, encouraging our students to live counter-culturally, recognizing that their fulfillment is in Christ and not through any human relationship. While we recognize that parents in the Paideia community may differ in the way in which they approach this topic,

students are expected to conduct themselves in a manner that does not draw attention to any dating relationships at school or school functions.

- ❖ Paideia Upper School protocol events are opportunities for students to enjoy each other's fellowship and build community with one another. Students are encouraged to include everyone and not pair off into couples. Protocol events are chaperoned by faculty and all music is approved by the appropriate administrator.

## ATTENDANCE REQUIREMENTS

A student enrolled in Paideia Classical Christian School is expected to be present and on time every day school is in session. At school, a student is exposed to various types of instruction. The whole school day is instrumental in forming students' character and aiding their intellectual and spiritual development. Because all time spent at school contributes significantly to the curriculum objectives of Paideia and because the instructional program is progressive and sequential, it is necessary to encourage timely student attendance.

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term.

Florida law defines "habitual truant" as a student who has **15 or more unexcused absences within 90 calendar days** with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

### Expectations

- ❖ Students enrolled in Paideia are expected to be present and participate fully in all classes in which they have been enrolled when not otherwise prohibited by health regulations. Attendance records for the students will be reported on the student's report card each quarter. Students are required to be in their homeroom classrooms by 8:10 AM each morning. Students arriving after the required time should report to the office for a tardy pass before entering their classrooms.
- ❖ One student's absence or tardiness affects an entire class; therefore, out of Christian charity and consideration for classmates and teachers, students should make every effort to be punctual and present.
- ❖ Please make every attempt to schedule medical appointments before or after the school day. When this is not possible, please vary the times of these appointments so that students are not always missing the same class or type of instruction.

- ❖ Students must be in attendance at school on the day of an extra-curricular activity in order to participate in that activity.
- ❖ If students will be absent for any reason, parents should notify the school.

### **Grammar School Attendance and Tardies**

- ❖ Attendance will be taken at the beginning of school each day at 8:10 AM.
- ❖ K - 6<sup>th</sup> grade students arriving late to school must be accompanied to the office by the adult dropping them off at school.
- ❖ In the event of repeated late arrivals, the Administration will contact the parent.

### **Upper School Attendance and Tardies**

- ❖ Attendance will be taken in Homeroom and in every class.
- ❖ In order to pass each course each quarter, students must have no more than **five absences** (planned or unplanned) by the end of the quarter in that class.
- ❖ Both planned and unplanned (Unexcused and Excused on RenWeb) will count toward the absence total. Exceptions may be made for students experiencing extended illness.
- ❖ Certain events - e.g., college visits (up to three), athletic events, and extracurricular competitions - will not count toward the absence total.
- ❖ In the case of Homeroom, absences will count toward the absence total of first period.
- ❖ Four tardies per quarter to Homeroom or other classes will result in students seeing the Head of School and facing disciplinary consequences, including but not limited to detention. After the first four tardies, every two tardies will result in a disciplinary consequence.

### **Unplanned absences**

- ❖ An unplanned absence is any unforeseeable absence (e.g., illness, family emergency).
- ❖ We understand that these types of absences are unavoidable and will join with the family and student in praying for them during this time.
- ❖ In the case of an unplanned absence, teachers will communicate expectations regarding school work and deadlines, though older students are asked to take the initiative to contact their teachers about missed work when possible.
- ❖ All work should be made up within three days of the absence, unless there are extenuating circumstances.
- ❖ It is the student's responsibility to complete all work missed.

## Planned absences

- ❖ A planned absence is any foreseeable absence due to a planned family or school activity.
- ❖ Some planned absences (doctor's appointments, college visits, extra-curricular competition) are unavoidable. In these cases, parents or older students should notify teachers as soon as they are aware of the planned absence so that arrangements may be made for missed assignments.
- ❖ **Parents are strongly encouraged to avoid activities that cause students to miss school for non-essential reasons.**
- ❖ If parents need to take students out of school for non-essential reasons (e.g., vacation) of any duration, they should **contact the school office and teachers at least two weeks before the planned absence.**
- ❖ Though they may do this when possible, teachers will not be required to provide school work to students in advance of a planned absence.
- ❖ All work should be made up within three days of the absence, unless there are extenuating circumstances.
- ❖ It is the student's responsibility to complete all work missed.

## SCHOOL ARRIVAL AND DISMISSAL

School hours are from 8:10 am to 3:10 pm.

### RIDE-SHARING SERVICES

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

### ARRIVAL PROCEDURES

- ❖ Drivers may not use cell phones while driving on campus.
- ❖ Students may be dropped off beginning at 7:50 AM. Cars that arrive in the drop-off lane before 7:50 AM must wait to release students until directed by a staff member.
- ❖ The morning drop-off line is one-lane in the left lane. Students must exit cars to the left.
- ❖ When dropping off students, parents should pull as far up as directed by a staff member assisting students to exit cars.
- ❖ All students should be dropped off by 8:05 AM so that they may be in their homeroom classrooms by 8:10 AM.
- ❖ Student drivers are permitted to park in the student parking lot.

## **DISMISSAL PROCEDURES**

If a student's transportation is different than normal, please let the office administrator know before 2:30 PM.

- ❖ Drivers may not use cell phones while driving on campus.
- ❖ Dismissal **begins at 3:10 PM.**
- ❖ The pick-up line is one-lane. Students will enter cars on the left.
- ❖ Students should be picked up **no later than 3:25 PM.**

### **Student drivers**

- ❖ Student drivers with Grammar School siblings will pick up their siblings from their classroom before walking to the student parking lot.
- ❖ No students in grades K-8 may be on campus after 3:25 PM unless participating in a Paideia activity or attending Paideia's Extended-Care Program (PEP). Students on campus after 3:25 PM who are not participating in a Paideia activity will be checked in to PEP and parents will need to check them out upon arrival.
  - Students in grades 9-12 who are waiting for a sibling in an after-school activity may be in the cafeteria and should respect school rules at all times while on campus. Supervision of these students will not be provided.

## **DEPARTURE/ARRIVAL DURING THE SCHOOL DAY**

If students arrive late to school as the result of an appointment or other absence, they must check in at the front office before proceeding to their classrooms. If students will be leaving campus during the school day, parents should contact the office administrator. Students who drive themselves will not be permitted to leave campus until their parents have previously indicated their need to leave with the office administrator. Before leaving campus for a scheduled appointment, students must check out at the front office.

## **OFF-CAMPUS LUNCH**

Students who drive themselves may leave campus for lunch for a max of one time per week, and must return from lunch before their next class begins. Students who leave for lunch are **only** allowed to drive themselves and their Rhetoric School sibling(s). They will only be permitted to leave campus if the office has prior written permission from their parents. **Off-campus lunch privileges begin the second week of school.**



## FIELD TRIP POLICY

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

### GUIDELINES FOR CHAPERONES

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

- ❖ 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.
- ❖ 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 adult chaperones or their parents during the field trip.

Personal music devices or electronic games may not be brought to any field trip or event unless permission is granted by the teacher/coach in charge in advance. Videos/movies may not be played in vehicles. If staying in hotels, students must follow the guidelines of their teacher/coach regarding use of electronics and television.

## **UNIFORM POLICY**

### **BASIC PRINCIPLES**

The dress code is meant to establish a particular protocol within our school community. "Violations" of the dress code are not judgements on motivation, attitude or a student's heart.

Simply put, we have chosen specific requirements to maintain a specific standard within our particular community. We understand these rules can appear arbitrary, and to a certain degree they are, but they are the ones we have chosen for our school and we ask that students and parents do all they can to see that they are met.

If administration or teachers bring concerns to the student's or parent's attention, we ask that you work with us toward a shared goal of meeting the requirements for the good of the entire community.

We are aware that any dress code can be circumvented in effect while obeyed in the letter. With parent support, students are encouraged to honor and work at establishing a Christian culture of beautiful, appropriate dress designed for the beauty, comfort, and respect of others.

With this in mind, the Paideia dress code is designed:

- ❖ To encourage a biblical attitude of modesty and humility, exemplified through our outward presentation.
- ❖ To help maintain student behavior and productivity.
- ❖ To diminish fashion consciousness and socioeconomic cliques.
- ❖ To instill in students a sense of belonging and loyalty to the school.
- ❖ To promote a positive impression of our school within our community.
- ❖ To make expectations as clear as possible in order to minimize the appearance of arbitrary enforcement.

Students are strongly encouraged to comply with Paideia's dress code as they enter the building; the dress code will be enforced at the beginning of first period. If a student is out of dress code, a detention may be assigned.

Parents may be called to bring their student a change of clothes. Teachers or Administration will also notify parents if dress code infractions occur repeatedly.

## **UNIFORM AND DRESS CODE POLICY**

The Uniform and Dress Code Policy is an expression of the following values: unity, simplicity, order, and modesty.

Uniforms contribute to the learning atmosphere by lessening distraction; students are required to wear clothing that is non-conspicuous and free of trends that are associated with social status.

The expectation is cheerful and consistent compliance on uniforms from the parents and students, and correspondingly cheerful and consistent enforcement by the school staff.

The Paideia Uniform and Dress Code Policy requires students to maintain specific standards. Individual policies by grade level can be found on the Paideia website ([www.thepaideiaschool.org](http://www.thepaideiaschool.org)). or in RenWeb under resource documents.

### **Apparel**

- Clothing must be clean and without holes, tears, or excessive fraying.
- Sweatshirts and sweaters must be worn with a collared, tucked-in shirt underneath.
- Shirts are to be tucked in at all times, except during active outside or gym play.
- Shoes designed for laces are to be worn with appropriate, tied laces.

## **Jewelry**

- Excessive jewelry and excessive make-up are not permitted.
- Boys are not permitted to wear make-up, earrings, bracelets, or exposed necklaces.
- Jewelry in pierced body parts, with the exception of earrings for girls, is not permitted.

## **Hair**

- All students must keep their hair neatly groomed and conservatively styled. Hair should be kept out of the eyes so as not to interfere with eye contact or line of vision.
- Unnaturally colored hair is not permitted.

## **Make-up and Tattoos**

- Excessive, distracting make-up is not permitted.
- Visible tattoos are not permitted.

## **Outerwear**

- Only approved uniform apparel items may be worn as the first warmth layer on top of a uniform shirt. See the grade level lists for specific items.
- Non-uniform sweatshirts are not permitted.
- Raincoats and winter jackets/coats may be worn outside in addition to the warmth layer but should not have slogans, characters, team promotion, and should not be distracting.

## **Special Dress Days**

- Student apparel (e.g. jeans) and school gear (e.g. backpacks, lunch containers, notebooks, and the like) shall not display any political messaging, commercial slogans, product promotions, celebrity representations, sports team promotions or any pictures / cartoons of commercial characters.
- On occasion when the uniform requirement is suspended (i.e. service days, retreats, team spirit days, etc.) the spirit of the dress code is still in effect; student appearance is expected to be neat and modest.
- All students wear formal uniforms on Wednesday each week. When a specific school event on another day requires formal uniform, it will preempt Wednesday.

## **UNIFORM INFRACTIONS**

On the first violation, the student will receive a Green Slip for their uniform infraction.

- ❖ The Green Slip must be signed and returned to the proper staff member - teacher or administrator.
- ❖ Every subsequent day the student is not in dress code, the student will lose a dress down day. (Need to track this in RenWeb)
- ❖ In most cases, unless we have the specific uniform item on campus, the parents will be called to bring the proper clothing to school.

On the second violation, a note will be entered into RenWeb and reminder that the uniform infraction must be rectified.

On the third violation, the student will be assigned to wear formal uniform for the following week. A fourth violation will result in a referral to speak with Administration.

A pattern of dress code violation will result in more significant consequences.

## **SCHOOL SUPPLIES**

For a list of school supplies that families must provide, visit the Paideia website ([www.thepaideiaschool.org](http://www.thepaideiaschool.org)), or in RenWeb under resource documents.

# STUDENT LIFE

## THE HOUSE SYSTEM

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

Our house system is designed with several goals in mind.

1. The house system encourages and simplifies the assimilation of new students into the culture of Paideia. Houses facilitate the passing on of our school culture to these students. Houses also make it easier for new students to develop intra-class and cross-class friendships based on shared house goals.
2. Houses expand the boundaries of fellowship across all grade lines. Students, kindergarten through twelve, are brought together in competition, fellowship, and work, enabling them to know one another in all types of situations. Because younger students often admire older students, the opportunities for leadership and discipleship are greatly increased.
3. Houses create an atmosphere conducive to positive role models and peer pressure. As houses compete for the **Warrior Shield**, students are motivated to encourage one another to follow the rules, study hard, and seek out opportunities for service.

It is in this tradition that Paideia has divided its students into four different houses, each led by a House Master.

The goals of our House system, simply put, are as follows:

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

## **HOUSE NAMES**

### **The Aetos House:**

Greek: Eagle

Motto: We Shall Soar

Color: Gold

Mascot: Eagle

### **The Lyel House:**

Scottish Gaelic: Loyalty

Motto: Strength Through Loyalty

Color: Hunter Green

Mascot: Steed

### **The Oswyn House:**

Old English: "God + Friend"

Motto: One God, Many Friends

Color: Maroon

Mascot: Phoenix

### **The Ridiri House:**

Irish Gaelic: Knight

Motto: Sojourning Knights

Color: Midnight Blue

Mascot: Knight

## **HOUSE DIRECTOR**

The House Director oversees the house system, working directly with House Masters to ensure that the house system fulfills all its objectives and the mission of Paideia. The House Director meets regularly with each houses' Prefect and Vice-prefect to set vision, structure, and processes within the framework of a formative relationship.

## **HOUSE MASTERS**

Each house is organized around teachers who serve as Masters for their houses. In collaboration with the House Director, their responsibilities include supervising the house activities, mentoring the student leaders (Prefect and Vice-prefect) in the completion of their duties, and modeling a Christian walk before the students.

Masters are the personal point of contact for the students in the house and a main source of encouragement for their success at school. They should be encouraging the upperclassmen to edify and teach the younger students and the younger students to imitate the right attitudes and behaviors they see in older students.

## **STUDENT COUNCIL**

The House Director and House Masters, in counsel with the Head of School choose the students in their house most qualified to serve as student leaders each year. While preference is given to seniors, the Student Council is chosen based on observations of their leadership abilities, their spiritual walk, and their positive



example to other students. The office is an honor and a privilege but comes with responsibility.

Prefects and Vice-Prefects organize house events and preside over house fellowship meetings and work closely with the House Masters to make their house successful. These student leaders see to it that the house prays together, works on projects together, and honors the Lord in all things. The Prefect and Vice-Prefect are the official spokesmen for the house and may be called upon to represent their house in meetings, presentations, or other activities.

The Prefect must take initiative to make sure every member of the house feels included and that the house as a whole is unified and moving forward with positive goals. He/She should seek to serve with humility, faithfulness, and cheerfulness.

The Prefect/Vice-Prefect responsibilities are as follows:

- ❖ Set a godly example in attitude and action
- ❖ Act as a liaison between the House Director, House Masters, and the house
- ❖ Work with the Student Council to plan House Games and House Fellowship
- ❖ Perform any other tasks or requests made to them by the House Master

## **HOUSE INDUCTIONS**

All new students are inducted into their Houses each August. Prefects who have been chosen to serve for the coming year are also installed at this time. All students participate in this ceremony to welcome the new members of their Houses.

## **HOUSE FELLOWSHIP**

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

## **HOUSE COMPETITIONS AND GAMES**

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

# PARENT INFORMATION

## VOLUNTEER SERVICE IN THE PAIDEIA COMMUNITY

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

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

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

- ❖ The Administration is responsible for coordinating service opportunities within the school. Please contact the main office at 813-988-7700 if you are interested in learning more about service opportunities. The Administration will also share details of specific service opportunities with the community throughout the year via email, school newsletters, etc.
- ❖ The Board of Directors is responsible for the following two areas of service:
  - Board-led committees
  - Board of Director membership

School Administration and the Board of Directors are thankful for every student, family, and staff member whom God has led to Paideia, and enjoy the opportunity to work together for His Glory and His Kingdom.

Examples of volunteer or parent education opportunities are:

- ❖ Driving or chaperoning on school field trips, including the Upper School House Retreat
- ❖ Helping with any fundraising effort that benefits the school
- ❖ Helping to set-up or clean-up for any school event

- ❖ Substituting in the classroom, office, or lunchroom
- ❖ Helping in your child's classroom
- ❖ Participating in Paideia Family Work Days
- ❖ Attending Paideia for Parents nights
- ❖ Helping with Campus Maintenance
- ❖ Attending New Parent Orientation to welcome new families
- ❖ Attending Convocation and Commencement
- ❖ Serving as a story-reader, Library volunteer, or guest artist
- ❖ Helping to host class parties, off-campus or in the classroom.

## FUNDRAISING PHILOSOPHY

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

The fundraiser will...

- ❖ Support an already approved activity such as scholarships, senior trip, or athletics.
- ❖ Provide opportunities for community building, such as the Chili Bowl.
- ❖ Support the overall academic or extra-curricular vision of Paideia.
- ❖ Provide significant financial resources for the academic program, such as the Annual Fund.
- ❖ Offer a service to the school community that would not otherwise be provided.
- ❖ Provide for capital investments or improvements.

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

## ACTIVITY PURPOSE STATEMENTS

The Paideia leadership and faculty intend for every activity on our calendar to have purpose in building the school community and fostering a love for Christ and for one another. In an effort to help new and existing families become acquainted with the intent behind each of our events, we have developed brief purpose statements with

helpful information about who should attend and expected attire. We hope this will help you stay informed and involved in the life of our school.

Events are in approximate chronological order.

### **New Parent Orientation**

Purpose - To share vision and school updates, review standards and expectations, discuss school policies and procedures, and introduce admin members who are present.

Who should attend - All new parents.

Dress- Casual

### **Meet the Teacher**

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

Who should attend - All students and parents.

Dress- Casual

### **Convocation**

Purpose - To celebrate and sanctify the new school year.

Who should attend - All students and teachers.

Dress- Formal uniform

### **Upper School Retreat**

Purpose - An overnight event to foster a sense of community between the students and faculty and build House camaraderie.

Who will attend - All Upper School students, teachers, and some parent chaperones.

Dress - House shirt; Casual

### **Grandparents Day**

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

Who should attend - Grandparents of students

Dress- Guests - Casual to business attire; Students - Formal uniform

### **Paideia for Parents**

Purpose - To inspire and encourage parents through insights regarding education, culture, and parenting from a Christian worldview, strengthening our school community as we embrace a shared school vision.

Who should attend - All parents.

Dress- Casual

### **School Preview Events**

Purpose - To introduce the Tampa Bay community to Paideia and classical Christian education. Prospective parents will meet with Paideia administration and staff and will be able to tour classrooms.

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

Dress- Parents - Casual; Student Ambassadors - Formal Uniform

### **Christmas Concert**

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

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

Dress- Guests - Casual to business attire; Students - Formal uniform

### **Chili Bowl**

Purpose - Community building for the entire Paideia community.

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

Dress- Country casual/casual

Cost - TBD

### **Spring Concert**

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

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

Dress- Casual to business attire; Students - Formal uniform

### **Senior Thesis**

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

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

Dress- Business attire; Students - Formal Uniform

## **Commencement**

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

Who should attend -All members of the Paideia community.

Dress - Business attire; All students who attend - Formal uniform

## **The Senior Trip**

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

Who should attend - All Paideia graduates that year.

Dress- Appropriate travel attire

Cost - Communicated to rising senior families in the summer before senior year

# ATHLETICS

## PHILOSOPHY OF ATHLETIC ENDEAVOR

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.

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

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

### PRIORITY OF ATHLETICS

- I. God
- II. Family
- III. Academics
- IV. Athletics

## 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.

## **STUDENT-ATHLETE EXPECTATIONS**

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

- ❖ Exemplify Jesus Christ with their words, attitude, practice, preparation, performance and witness both on and off the field.
- ❖ Pursue excellence as an individual, team member, and school community member in academics as well as athletics.
- ❖ Prepare, expect, and compete to win with honesty and integrity.



- ❖ Model a humble and thankful spirit in victory and a gracious and respectful spirit in defeat.
- ❖ Demonstrate a respectful attitude and an appreciation for their 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:

- ❖ 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:
  - 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.
  - Be in attendance for at least half of the day of an event. *\*During the sports season, repeat tardies may be cause for exclusion from a game or team participation as further determined by the Head of School in consultation with the Athletic Director.*
  - Maintain Christ-honoring sportsmanship on the field or court regarding teammates, opposing players and referees (umpires).
  - Maintain compliance with the policies of the school.
- ❖ 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.
- ❖ Each participating student will pay each sport's athletic fee before he/she can practice or play in that sport.
- ❖ The parent of each participating student will sign waiver, release and authorization forms as may be required.
- ❖ Each participating student will be current on all tuition and fees.
- ❖ 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.
- ❖ School disciplinary policies and procedures extend to student behavior while participating in athletic programs.
- ❖ Paideia Classical Christian School allows athletic participation by homeschooled students, subject to the following:
  - Compliance with student-athlete expectations and participation requirements as outlined above.
  - A student enrolled in any classes on campus must be present in those classes on the day of a game.

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

## **HOMWORK AND ATHLETIC COMPETITION**

The following rules apply to students who participate in athletic events and have homework assignments due the following day:

### **UPPER SCHOOL** (*9<sup>th</sup> - 12<sup>th</sup> Grade*)

When participating on a team (not a spectator) that has an official game or competition whereby the student-athlete is gone for a period of four hours or more (to include travel time to and from the site, warm-up, and competition)\* and the student arrives back to the Paideia campus on or after 10:00 p.m., then the student is given one additional day to complete routine, nightly homework, regardless of when the homework was assigned. All tests, papers, quizzes, and major assignments are required to be taken on schedule.

\* "Travel time" does not include stopping for dinner. "Competition" does not include viewing another team's game.

### **UPPER GRAMMAR AND LOGIC** (*4<sup>th</sup> - 8<sup>th</sup> Grade*)

When participating on a team (not a spectator) that has an official game or competition whereby the student-athlete is gone for a period of four hours or more (to include travel time to and from the site, warm-up, and competition)\* and the student arrives back to the Paideia campus on or after 9:00 p.m., then the student is given one additional day to complete routine, nightly homework, regardless of when the homework was assigned. All tests, papers, quizzes, and major assignments are required to be taken on schedule.

\* "Travel time" does not include stopping for dinner. "Competition" does not include viewing another team's game.

Coaches are responsible for alerting the Director of Curriculum and Instruction, Head of School, and Athletic Director when the homework grace-period is applicable, who will, in turn, inform teachers. Students should take every opportunity during travel to and from the competition, and other down times to complete assignments.



## UPPER SCHOOL STUDENT AGREEMENT

Student Name \_\_\_\_\_

Grade \_\_\_\_\_

The church I attend is \_\_\_\_\_

Paideia is a school for students who are serious about their studies and life objectives, and who desire to honestly conduct themselves in such a way as to please and honor the Lord Jesus Christ.

*Please initial each point you can genuinely pledge to:*

\_\_\_ I have read Paideia's Statement of Faith (printed on back) and agree to honor it.

\_\_\_ I acknowledge that attending Paideia is a privilege afforded me by my parents and I understand that failure to abide by the standards of the school will result in my dismissal. When I do break school rules or act in a way that does not reflect the standards of a follower of Christ, I intend to confess, repent, and to make restitution for the things that I have done, seeking to repair all impacted relationships within the school community.

\_\_\_ I will cheerfully abide by school guidelines and seek to engage in thought, conduct, and conversation which is "true, honorable, just, pure, lovely, and commendable" (Phil. 4:8).

\_\_\_ I intend to come to school with a heart and attitude that is prepared and ready to learn, seeking to give excellent effort to my academic work.

\_\_\_ I intend to honor my teachers and fellow students in a Christ-like manner as described in the Paideia L.I.F.E. and the Honor Code.

\_\_\_ In purposing to abide by all Paideia standards, I understand this includes abstaining from gossip, smoking, drinking, use of drugs, profanity, sexual misconduct, negativity or doing anything that would ruin or harm the Christian testimony of the school, myself, or my family. In addition, I realize my choices of music and entertainment activities should reflect the lordship of Jesus Christ.

\_\_\_ I intend to embrace whatever my teachers ask of me with a grateful heart. I intend to receive their words of correction, direction, rebuke, or adjustment with a right attitude. In the case of discrepancy, I intend to follow the grievance process.

\_\_\_ I have carefully read and discussed with my parent(s) the contents of the Parent-Student Handbook and its behavior requirements, including the dress code and the electronic devices policy, and in good conscience, intend to abide by them fully.

Student Signature and Date \_\_\_\_\_

*I have discussed the contents of the Parent-Student Handbook with my child and will require that s/he abide by its requirements, including the dress code and other behavior guidelines.*

Parent Signature and Date \_\_\_\_\_

## STATEMENT OF FAITH

*Each member of the Board, Faculty, and Staff, and every Member Family, shall assent to the articles of faith found in the Apostles' Creed and Nicene Creed. In addition, each member of the Board, Faculty, Staff, and every Member 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. 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 board membership, faculty or staff employment, or student enrollment.

### **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 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 receiving and resting 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. We believe that the school is the handmaiden of the church, and that its mission is to minister to and support the church.

### **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. We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God (Gen. 1:26-27). Rejection of one's biological sex is a rejection of the image of God within that person. We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union as delineated in Scripture (Gen. 2:18-25). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Cor. 6:18; 7:2-5; Heb. 13:4). We believe that God has commanded that no intimate and/or sexual activity be engaged in outside of a marriage between a man and a woman. We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God (Matt. 15:18-20; 1 Cor. 6:9-10).

### **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.

