

Faculty Handbook

A. Attendance

1. Pay for Excused Absences: Faculty members are allowed five (5) days of compensated time off for excused absences based on each individual work schedule. These days will not be accumulated or carried over from year to year. These days are not free days to be used for random reasons, but rather can be used only in unusual cases where appointments or other activities cannot be scheduled during non-work hours.

Examples of excused absences are illness, jury duty, a death in the immediate family, or other emergency.

2. Explanation of Compensated Time Off: Teachers are encouraged to use as few absentee hours as possible for the continuity of individual classes. The five days allowed for excused absences will be based on each teacher's individual work schedule. For example, a teacher scheduled to work 6 hours per day on campus will be allowed a total of 30 hours (five 6-hour days) for compensated time off. A teacher whose schedule calls for two hours per day on campus will be allowed a total of ten hours (five 2-hour days) for paid excused time off.

3. Definition of Immediate Family: For purposes of this policy, immediate family is defined as parents, grandparents, children, grandchildren, sisters, brothers, children-in-law, mothers-in-law, fathers-in-law, aunts, and uncles.

4. Unscheduled Absences: When it is necessary for a faculty member to have an unscheduled absence, the immediate supervisor is to be notified by 6:45 A.M. The faculty member then arranges for a substitute teacher for the specified period of time and advises his/her supervisor of who will be filling in for that period of time.

5. Substitute Teacher Pay: *Substitute teacher pay will be calculated and paid on a four hour minimum only.* Therefore, it is imperative that each teacher that uses a substitute turns in those hours promptly. This insures that in cases where a substitute is used by more than one teacher, the total hours will be accounted for and paid on a timely basis.

Each absence should be documented on the proper form and signed by the substitute teacher. By signing this form, and keeping a copy, if desired, the substitute maintains a record of how many hours he/she has worked. Only one form is used. It is the responsibility of the absentee teacher to see that all records are completed and turned in for timely payment.

If a full-time teacher misses more than five days in a school year, all time in excess of the five days will be charged to the teacher requiring the substitute. Should a question arise regarding how many days have been missed, attendance records are kept in the Human

Resource office and are available for review at any time. A summary of absences will be turned in to payroll each month.

6. Substitute Teachers: Teachers are responsible for securing their own substitutes. A list of qualified substitutes is on file in the office and is distributed to the appropriate faculty members at the beginning of the school year. It is updated, as necessary.

When a teacher anticipates being absent, he/she is responsible for leaving lesson plans and assignments for the substitute teacher. Electronic communication of lesson plans is also acceptable in emergency situations. Time should be spent with the substitute teacher to answer any questions concerning lesson plans, class activities, etc., that will take place during the substitute's time with the students.

Because unplanned absences will occur, it is essential that each teacher have a prepared file of activities or lessons to be used by the substitute teacher in these cases. These instructions should be clear and precise so that the substitute teacher will be able to easily understand what to do. Electronic communication would be very helpful if further explanations are needed.

7. Free Substitutes: In the past, it has been possible for a teacher to schedule another teacher on duty to serve as a substitute while he/she is away from school for short periods of time. This has resulted in the absentee teacher not having to pay for a substitute. ***Effective with this policy, all hours away from campus must be documented.*** Teachers who are able to secure other teachers to cover for them while they are away from campus must fill out the same form as if paying a regular substitute. This involves an issue of fairness and accountability for oversight of the classroom. Therefore, in an effort to be sure that all employees are treated fairly, all time away from campus will be counted toward "excused absence hours".

8. Jury Duty: When called for jury duty, the teacher should immediately inform his/her supervisor. If serving on jury duty would greatly impair the operation of the School, the Supervisor may attempt to get the teacher excused or the service deferred. When a teacher does serve, he/she does so without loss of pay for up to one week. In cases where a teacher is required to serve for more than one week, he/she will be paid regular salary minus the cost of a substitute. The pay received by the teacher for jury service may be kept by the teacher.

9. Leaves of Absence: Leaves of absence without pay will be considered only for reasons involving serious health concerns. Such leaves cannot exceed thirty (30) business days. Such requests must be presented to the teacher's immediate supervisor and approved by the Headmaster and the Board.

10. Maternity Leave: Time off for maternity leave will be handled according to the guidelines of the Family and Medical Leave Act. Although the School is not covered by this act because it does not employ a sufficient number of employees, it is considered a fair way to handle these situations. Therefore, a leave without pay will be granted to employees who request maternity leave up to a period of eight weeks beyond the excused time as

defined above. This leave will be without pay unless the employee has not used all of her allotted five days, in which case the remainder of that time will be applied to the days missed.

B. Employment at Will

Teachers, administrators, and all other employees at Regent are employed for no definite term and may be terminated for any reason without prior notice. Also, employees may leave their employment of their own free will, unless otherwise agreed upon in a written contract signed by both the employee and Regent.

C. Faculty Compensation, Employment, and Benefits

1. Compensation: Most employees are paid by company check on the fifteenth day of each month. The checks are deposited directly into employee bank accounts and check stubs are placed in each employee's mail slot in the office. Federal tax withholdings will be made unless requested otherwise in writing. Check stubs will be mailed during the summer months.

The salary of full-time employees is paid over a twelve-month period. Hourly employees are paid on the fifteenth of each month for hours worked in the previous month. Matters of compensation are highly confidential and discussion of such information is inappropriate.

2. Contract Offers: Each April the Headmaster, in conference with the Division Heads and Board members, makes contract offers for re-employment after reviewing the evaluations, the teacher's work load, and the teacher's general contribution to school life. Teachers are asked to return the signed contract by a specified date. Each year faculty members must affirm in writing their agreement with the School's Statement of Faith.

3. Contract Renewal: The Board of Directors, by way of the Headmaster, appoints and employs all faculty members of the School for terms not exceeding one year. The renewal of a teacher's contract is usual, but not automatic, and the School is under no obligation to continue the teacher's employment. Circumstances such as changes in the patterns of enrollment and in curriculum, or deterioration and lack of compliance in a teacher's performance, among others, may result in the Board of Directors' decision not to renew a teacher's contract.

When the Headmaster or Board of Directors determines that the performance of a teacher is such that he or she requires more supervision than is routine, the following procedures will typically be followed:

- a. The Headmaster will give a verbal warning.
- b. A written warning will be given by the Headmaster.
- c. If the deficiency continues to exist, the Board of Directors and/or

Headmaster will meet with the individual teacher to discuss the problem, to agree upon specific remedial steps, to establish evaluation procedures, and to set a time frame within which the changes in performance are to take place. At the end of the evaluation period, the Headmaster will reconvene the same group to review the teacher's status. He will then write a memo summarizing the group's conclusion and clarifying the teacher's position.

It is hoped that this process will lead to an improvement in the teacher's performance. However, one possible outcome of the review process is that the School will not renew the teacher's contract.

4. Dismissal: A teacher can be dismissed at the discretion of the Board of Directors or Headmaster for any reason or for no reason at all. The following actions will likely lead to immediate dismissal: insubordination, violation of Christian ethics which damage the reputation of the school or the quality of education delivered, failure to supervise or watch the children adequately, drug or alcohol abuse, failure to perform one's duties, or violation of the law.

5. Teacher In-Service: The two weeks prior to the opening of school are set aside as teacher in-service. This time is dedicated to preparation and planning for the entire school year. It is an opportunity for teachers to improve and enhance their teaching. They are familiarized with the mission and philosophy of the School. They are acquainted (or re-acquainted) with school policies and procedures. Rooms are prepared; textbooks, literature books, and supplies are issued; Bible studies are held; CPR training may be conducted; guest speakers may visit. This is also a time for long-range planning, developing special unit studies, and planning field trips and other special events.

6. Social Security: Regent Preparatory School participates in the Social Security system.

7. Health Insurance: Regent Preparatory School provides the opportunity for medical insurance for employees that work at least 24 hours per week. Regent pays a portion of the premium for each employee that enrolls in the offered Health Insurance Plan. Dependents may be carried if the employee chooses to pay the full premium costs. The School does not reimburse an employee for coverage an employee may have with an outside carrier.

8. Worker's Compensation Insurance: Regent provides Worker's Compensation Insurance for all employees. Worker's Compensation covers treatment for any illness or injury that occurs as a direct result of his/her job duties.

9. State Unemployment Tax: Regent pays state unemployment tax to the Oklahoma Employment Securities Commission, as required under State statutes, on behalf of all employees.

10. Life Insurance: Voluntary life insurance is offered to all eligible employees. The premium for such insurance is paid entirely by the employee who wishes to purchase this type of insurance. The availability of this insurance will be explained every year at the beginning of the school year when all other insurance issues are addressed.

11. Vacation: Teacher contracts typically stipulate that employment begins in August with two faculty in-service weeks. Obligations are normally fulfilled by June 1. The faculty members are also entitled to the vacation time designated by the School calendar during the school year. From time to time, attendance may be necessary at various

professional symposiums, seminars, or conventions scheduled during the summer or vacation periods for professional development.

12. Retirement Plan: Regent currently offers payroll deduction into an authorized 401(k) program. Faculty members should see Human Resource personnel to enroll.

D. Duties

1. Faculty Meeting: Attendance is required at faculty meetings scheduled by the Headmaster or Division Head. In addition, other meetings may be called from time to time to discuss topics of general interest or concern.

2. Faculty Work Days: Parent conference days are scheduled on teacher in-service days; faculty must be present and available on these days unless permission to do otherwise is given by the Headmaster or Division Head. Some part-time faculty will be excused from such days because they have no parent meeting responsibilities.

Occasionally, the teacher in-service days will be spent observing a master teacher in another school. Each teacher should warmly thank their hosts for their hospitality and follow up with a thank you note. A summary of the visit should be sent to the Headmaster (or immediate supervisor) within two weeks of the visit.

3. Home Room Duty/Student Supervision: Homeroom teachers are the starting point for an excellent day/year at school. Faculty serving in this role are responsible for the following things: submitting daily attendance, submitting lunch information as requested by the kitchen, monitoring student uniform requirements as outlined in the Student Handbook, distributing the Monday Memo to appropriate students as designated by the office, supervising students during chapel and other special events or rehearsals, collecting/submitting/distributing of semester/quarter grades, conducting initial parent conferences, training of students for emergency drills, orienting new students to the environment, issuing fines/penalties for property/textbook abuse, completing supply/curriculum ordering for upcoming school year, keeping the classroom clean and organized throughout the school year, reporting classroom maintenance needs, monitoring adjacent hallways and student behavior during passing periods and other times, as indicated by administration.

4. Library Duty: If the librarian is not available during assigned class library periods, the teacher will be responsible for supervising his or her students while in the library. The teacher must remain with the students as long as they are in the library. The teacher is to monitor the types of books students check out and make sure each student is reading books from the reading list during the school year, as well as other age appropriate selections.

Students in Classes 3 and above may be sent individually to the library to check out books. These students are to respect the classes that are scheduled to be in the library. Students in Classes 3 and above may check out their own books after they have received proper instructions and are able to demonstrate compliance with those instructions.

Students in Classes 6 and above may check out books from the Junior Library.

The librarian and library volunteers are responsible for shelving returned books, entering books into the library system, and overseeing book checkout/in and straightening the library.

Books donated to the library must be reviewed by the library committee or faculty for admission in to the library.

5. Playground Duty: Teachers rotate the responsibility of playtime supervision and other outdoor activity (i.e. lunch, etc.). The teachers on duty are expected to be outside on time. The children are not to be sent out unsupervised and are not allowed to begin playing until a supervisor is in place. Children are to quietly walk single file to the play area. On rainy days and during extreme cold, playtime will be in the classroom or in the gymnasium. The school receptionist indicates daily whether playtime will be indoors or outdoors via the intercom.

Two or three teachers will be stationed at all times at designated places around the playground. For purposes of safety, teachers should not stand together and visit with one another during this time. Teachers must be alert to intervene or assist should help be needed. While teachers keep their direct involvement in playtime activities to a minimum, they should encourage organized games and free play, helping children cooperate and expend excess energy. Children are to be encouraged by the teacher to be inclusive in their play. Cliques are not to be tolerated at Regent.

For safety reasons, no hard balls or bats are permitted on the playground during playtime. Golf clubs and other items that could cause injury are also prohibited during general play time periods.

The following rules are to be followed at all times for children playing on or around the swing sets:

- . Students may never walk in front of, behind, or between swings while they are in motion.
- . Looping chains over the top support bars may weaken them and is not allowed.
- . At no time should a student twist swings, as this could break the chains. Students should swing straight ahead.
- . Only one student may use the swing at a time.
- . At no time should a student stand or kneel in the swing seat while in motion.
- . At no time should a student swing too high, jump, or flip off the swing.
- . At no time should a student let go of the swing chains while it is motion.
- . If there is a line of students waiting to swing, each student may swing for three (3) minutes and then allow the next student to go. Students should always take turns.

If a ball goes beyond the play area, the children should stop the game and ask for permission to retrieve the ball. Care should be taken to avoid poison ivy and to keep track of stray balls.

6. Lunch Duty: Available faculty members will be assigned a weekly time to serve as lunch duty supervisors. This 30-minute period requires faculty to supervise behavior, to assist with lunch for the younger students, to determine whether or not students will have time

outside after lunch, and to insure that the eating area is completely cleaned and prepared for the next group of students. This involves organizing or stacking (3rd lunch) chairs, wiping down tables, picking up trash, and general upkeep of the lunchroom. Faculty should insure that noise levels are reasonable, students are well-behaved, guests are treated properly, and kitchen personnel are able to execute the lunch service efficiently. Faculty should take care to insure that students are back in classrooms at the assigned time. Should the decision be made to allow older students to go outside for the final few minutes, faculty should insure that the exit is quiet and orderly, the equipment used is replaced before re-entering the building, and the students are properly supervised while out of the building.

7. Pick-up/Drop-off

a. Drop-off: Faculty is asked to supervise the drop-off system as described below. Attention to these procedures is important to student safety. Faculty should not spend this time conversing with one another, but should interact and listen to students' behavior and treatment of one another just as they would during the regular school day.

All vehicles should enter through the southern Regent entrance. All vehicles should circle in a single file line to the southeast drop-off area. Faculty should not have extended conversations with parents during drop off. If a discussion is necessary, an appointment should be scheduled.

All students should move quickly and carefully to the east side of the yellow line to stay in the safe area. Parents must pull away from the drop-off area cautiously, being mindful of the crosswalk area. Parents must exit from one of the two northern exits.

Parents choosing to walk their students into the building, or needing to enter the building for other reasons, may park in the center parking area and utilize the crosswalk, or park next to the building on the south side (approximately 10 parking spaces).

If students are using the crosswalk, instructions given by duty teacher or student crosswalk attendant should be followed. Students may cross only when instructed to do so.

Encourage parents not to park at any time in the yellow marked sidewalk that is considered the "safe zone".

b. Pick-up: Faculty is required to supervise pick-up as it is outlined below. Students in Enrichment – Class 6 will be picked up on the south side of the building.

Parents should be encouraged to exit the pick-up line quickly and cautiously. They should exit through either of the northern exits. Faculty should not have extended conversations with parents during pick-up. If a discussion is necessary, an appointment should be scheduled.

Be aware that Classes 7-8 will be picked up at the north portico entrance. Parents who have students in this pick-up should move cautiously to that area.

Classes 9-11 will be picked up at the north portico exit at 3:15 p.m.

8. Miscellaneous: Every member of the faculty has teaching duties. Also, in order to enhance the multi-faceted atmosphere of the Regent family, each faculty member is asked to perform duties in addition to classroom teaching. These may include, but are not limited to the following:

- Admission testing and observation
- Advisor of the school literary magazine
- Candlelight Christmas Chapel Advisor
- Class Mothers liaison
- Civil War Day Advisor
- Dads' Prayer Advisor
- Extracurricular activities
- Faculty Encouragement
- Fall Preview and Parent Coffee attendance
- Field trips
- Fine Arts Day Advisor
- Grandparents' Day Advisor
- Greek Day Advisor
- Library Committee Advisor
- Moms' Prayer Advisor
- Oklahoma Day Advisor
- Open House for Prospective Parents
- Parent Enrichment Committee
- Parent Socials Committee
- Pioneer Day Advisor
- Public Relations Committee
- Semester Projects Coordinator
- Student Supplies Coordinator
- Technology Advisor
- Yearbook Advisor
- Others as required

Timely execution of extra duties is critical for a well run school.

E. Evaluation

Regent regards evaluations as a process by which all of its staff and faculty seek to enhance the fulfillment of their professional responsibilities. This process continues annually. Faculty development is the important objective.

Each January-February, the Headmaster or Division Head will have a conference with each faculty member to discuss his or her performance. At this time, the Administrator may make reference to the teacher's individual goals, as well as the appropriate job description. The Administrator will complete the detailed evaluation based upon all the information gathered.

Strengths as well as areas needing improvement may be cited. Copies of the evaluation will be placed in the teacher's file. Should a teacher wish to respond to his or her evaluation, he or she may do so in writing. These assessments will be used by the Headmaster, Division Head, and the Board of Directors in making contract renewal offers.

In addition, informal evaluations may be written from time to time with a copy placed in the teacher's file. These informal evaluations, as well as the formal evaluations, are considered when decisions are made regarding compensation and retention.

F. Individual Goal Setting

The process of evaluation begins with individual goal setting during the teacher in-service. Each faculty member writes down personal goals for the academic year. During these two weeks the faculty member discusses these with his/her immediate supervisor. At these conferences, the Headmaster and/or supervisor may modify or add to these goals. The Headmaster/supervisor and faculty member should come away from the goal setting conference with a mutual understanding of what is expected in an individual's performance during the year. The written goals should state or imply a means of achieving. They should be brief (four or five items) and they should be tangible.

The School expects that through the personal goal-setting process each teacher will take initiative to devise and carry out goals that are commensurate with his or her professional development and his or her years of experience. The following list of faculty expectations may be helpful in developing goals:

- Adhering to the School's statement of faith.
- Supporting the School's philosophy and mission statement.
- Providing a godly role model for students and colleagues.
- Being professional and ethical in one's conduct
- Developing a supportive and nurturing relationship with students.
- Developing a cooperative relationship with one's colleagues on the faculty and the administration.
- Presenting material effectively in the classroom.
- Constructing and maintaining a positive atmosphere which enhances learning.
- Seeking new ideas for teaching.
- Developing better knowledge of one's subject and/or one's responsibilities.
- Using care in the construction, preparation, and correction of student tests, essays and exams.
- Meeting assigned school responsibilities punctually.
- Committing to professional improvement.
- Seeing that school classrooms, offices, grounds, and equipment are used appropriately and maintained in a clean and orderly condition.

Goal setting becomes cumulative. Each faculty member reviews the goals set the year before, modifies or deletes some and adds new ones.

G. Professional Development/Guidelines

1. Character/Example: The role of teachers at Regent is to teach, advise, train, and coach students. Excellent, caring teachers define the character of Regent and are essential to the school's mission of providing the highest and best Christian education for its students.

The School believes that because God places the highest value on children; it is also true that He places the highest value upon those who teach and train them. Jesus considered Himself a teacher. "You call me Teacher and Lord, and you are right, for so I am" (John 13:13). Accordingly, the highest professional standards and dedication are appropriate when one is responsible for the care and responsibility of these children. Teachers and staff should remember that wherever they go there will be parents and students, or potential parents and students, who will recognize them as Regent teachers. "Therefore, also, we have as our ambition whether at home or absent, to be pleasing to Him" (II Corinthians 5:9).

Faculty and staff must also remember to be careful in all that they say. "In all things show yourself to be an example of good deeds with purity in doctrine, dignified, sound in speech which is beyond reproach, that the opponent may be put to shame, having nothing bad to say about us" (Titus 2:8). "He who guards his mouth and his tongue guards his soul from trouble" (Proverbs 21:23).

Teachers should realize that their conduct, on and off campus, will determine whether Regent will be esteemed or criticized. Accordingly, actions that are unsuitable for Christian leaders, or which might damage the reputation of the School, must be avoided. Teachers are expected to exercise discernment in the activities and entertainment in which they choose to engage.

The reputation of its faculty is of utmost concern to the Administration and Board of the School. Actions that may cause harm to the School's reputation are considered serious offenses.

The order and tranquility of the Regent family depend on the faculty's active support and implementation of the mission, philosophy, and leadership of the school. Jesus tells us in Luke 6:40 that, "A pupil is not above his teacher; but everyone after he has been fully trained, will be like his teacher." Comments about these policies or the methods of implementation should always be addressed to the appropriate administrator.

Criticism of the personality or practices of a colleague on the faculty or administration should always be presented in person and privately to that colleague. Should assistance be needed or problems occur, questions should be referred to the immediate supervisor. Should a further need exist, the supervisor will confer with the Headmaster.

In the development of a positive school atmosphere, administration depends upon teachers to have timely and cooperative responses to administrative initiatives. Conscientious performance by teachers should be rewarded with competitive compensation and the strong support of the administration.

Upon the acceptance of employment, a Regent teacher chooses to be an integral part of the School family, supporting and sharing the statement of faith, mission, philosophy, and goals of Regent. All teachers are required to read the Regent Mission and Philosophy at least once a year.

2. Required Faculty Reading: Teachers should carefully read the Student Handbook and abide by the procedures detailed in it. They should also read and understand the Mission and Philosophy statement of the School. In order that they might more fully understand the mission and philosophy of the School, teachers are required to read the following books as a condition for employment.

- a. *Regent Preparatory School Mission and Philosophy Statement*
- b. *Regent Preparatory School Faculty Handbook*
- c. *Regent Preparatory School Student Handbook*
- d. *Recovering the Lost tools of Learning, Douglas Wilson*
- e. *For the Children's Sake, Susan Schaeffer Macaulay*
- f. *How Shall we Then Live? Francis Schaeffer*
- g. *Home Education, Charlotte Mason*
- h. *School Education, Charlotte Mason*
- i. *Endangered Minds: Why Children Don't Think, Jane Healy*
- j. *Shepherding a Child's Heart, Tedd Tripp*
- k. *Any Child can Write, Harvey S. Wiener (esp. Language Arts teachers)*
- l. *How to Read Book, Mortimer Adler*
- m. *Teaching to Change Lives, Howard G. Hendricks*
- n. *Seven Laws of Teaching, John Milton Gregory*
- o. *How Now Shall We Live, Charles Colson*
- p. *The Well-Trained Mind, Jessie Wise and Susan Wise Bauer*
- q. *Ideas Have Consequences, Richard Weaver*

3. Regent Continuing Education: The following are the currently planned Faculty Development Training Modules that will be required on a soon-to-be published schedule.

- I. The English Language
 - a. Grammar
 - i. Proper grammar
 - ii. Elements of Style (Strunk and White)
 - b. Precision and Usage
 - c. Writing
 - i. Formal and Informal
 - ii. The Lively Art of Writing
 - iii. Various grade levels and various subjects
 - d. Grammar and the Trivium
- II. Latin I
 - a. Vocabulary and derivatives (Latin, Spanish, etc...)
 - b. Conjugations and Declensions
 - c. Latin grammar and its relationship to English grammar

- III. Seven Laws of Teaching
 - a. Objective: Establish understanding of the seven laws as outlined by John Milton Gregory and provide practical guidelines as to implementation of same.
 - b. Components:
 - i. Read the book
 - ii. Discussion
 - iii. Visual understanding of the process
 - iv. Practical application
- IV. Theology
 - a. Christianity in all of life
 - b. Investigating untruths in the Christian Community
 - c. Theology and teaching the Bible
- V. Philosophy of Education (J.T. book)
 - a. Let the great books speak
 - b. Contrast with the progressives
- VI. History and Western Civilization
 - a. Great books and why we study them
 - b. Frances Schaeffer – How Shall We Then Live?
- VII. Five Books in Five Days
 - a. How Now Shall We Live?
 - b. Endangered Minds
 - c. Shepherding a Child's Heart
 - d. For The Children's Sake
 - e. Recovering The Lost Tools of Learning
- VIII. Charlotte Mason Philosophy
 - a. Atmosphere
 - b. Discipline
 - c. Subject by Subject – see title in library
 - d. Classroom application
- IX. Public Elocution
 - a. Elements
 - b. Practice
 - c. How to impart to students
- X. Socratic dialogue – entering the Logic stage
- XI. Discipline – Sins of the Classroom
- XII. The Five Canons of Rhetoric

4. Continuing Study for Advanced Degrees: The School supports and encourages faculty members who wish to pursue advanced graduate studies or who engage in projects which will contribute significantly to the quality of their teaching at Regent. Applications for funds for these purposes are available in the office and, if approved, funds are distributed by the Board.

A minimum grade of “B” will be required for re-imbursement for advanced studies. Also, if a teacher leaves the School within one year of the fee payment, the teacher will be expected to reimburse the School for that amount.

5. Professional Meetings: Limited funds are designated for faculty to participate in professional meetings and seminars during the summer and school year. Teachers are encouraged to apply as early as possible in order to receive financial assistance.

6. Speakers, In-Service Faculty Training Meetings: The School occasionally brings speakers, authors, or workshop leaders to the campus to consult or train a select group or the entire faculty. In addition, individuals or groups within the faculty may plan in-service work for their colleagues. Throughout the year, and at the end of the year, extended faculty meetings may be held to discuss matters of concern to the School. All faculty members are expected and encouraged to attend unless otherwise instructed.

7. Collegial Classroom Observation: The School seeks to have teachers who can impart their knowledge and enthusiasm for a subject while inspiring a love of learning in their students. The School highly recommends that teachers visit one or two colleagues within the School to gain ideas for their own classrooms. The School also attempts to set aside at least one day per year for teachers to observe teachers in another School. The purpose is to gain insight into effective teaching methods and materials. These outings must be approved by the Headmaster and will be based on the finances available for such observations.

H. Dress Code

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

1. Women - conservative, professional attire and jewelry. Skirts and dresses of appropriate length are required. Pantyhose are required. Open-toed shoes or sandals are permitted to be worn without pantyhose when skirts are mid-calf length or longer.

2. Men – Dress shirts of conservative colors, slacks, and ties. Suit coats or jackets are required for chapel days and special events.

For nature outings, physical education, and certain field trips, a change to walking shorts or slacks is allowed. Khaki pants and a navy or white Regent shirt is preferred but not required.

Professional attire should always be worn for parent conferences, special events,

open houses, and any other event at which interaction with parents is expected.

I. Daily Routines and Procedures

1. Teachers are to arrive at the School by 7:30 a.m., fully prepared for the arrival of the students and the school day. They should have all supplies and materials needed for the day's work. Faculty devotions are conducted from 7:40 a.m. to 7:55 a.m. Students are to arrive at the School no earlier than 7:55 a.m. At that time, all faculty should be prepared to begin supervising students. An individual faculty member's hours will vary with particular responsibilities, but faculty is generally expected to remain until 3:30 p.m. Full-time faculty may leave at 3:00 p.m. on Thursdays and Fridays unless they are involved in teaching the School of Rhetoric students who may still be on campus.

Faculty members who leave the building during the day should first sign out at the reception desk.

Note: Faculty will use playground procedures for early morning playtime. Visiting with parents during this time is highly discouraged. Parents may be told, "I am on duty, I can talk to you at ____."

2. Arrival of Students: Children should be greeted cheerfully by a faculty member as they exit their vehicle in the parking lot. This small gesture of civility helps to make children feel welcome.

Faculty are to facilitate the arrival of students in the following manner: On outdoor mornings, students remain on the playground until the whistle is blown at 8:08 a.m., at which time students proceed to the east entry door. Students who arrive after 8:15 a.m. are considered tardy. Parents of students in Enrichment through Class 1 should escort their student(s) into the building and assist them in obtaining a Notice of Late Arrival slip from the receptionist. Students in Classes 2 and above may enter the building unescorted and are personally responsible for obtaining a Notice of Late Arrival slip from the receptionist. All late students should then go directly to their classrooms.

The need for promptness should be emphasized to every student, as it is very important that no student miss the beginning of class time.

Students should be in their seats fully prepared to begin work at 8:15 a.m. Lunches, book bags, and coats should be put away before class begins. Pencils are also sharpened at this time. Faculty interacts with each child personally during this time. The morning routine stresses personal attention, focusing on the work and lessons ahead.

3. Daily Attendance Record: Attendance is to be taken each day and either sent to the receptionist or entered directly into the computer. This is extremely important and should not be overlooked. Parents should call the office to explain when a child is ill. In the case of an extended absence, the teacher should call the student's home after three days to inquire about his/her recuperation.

No absence is recorded as “excused” unless the student has been ill, there has been a death in the immediate family, or there is academic enhancement as a result of the absence. See the *Student Handbook* for additional details.

Records of total absences will be recorded on the student comment forms.

4. Daily Devotionals: A list of daily Bible readings is given in the *Monday Memo* and at the beginning of each month. These are sent home with the children; they should be encouraged to have a morning or evening devotional with their parents. The entire school will be on the same passage of Scripture each day. Therefore, families with more than one child enrolled will study only one passage of Scripture together.

Morning Bible reading and prayer begin promptly at 8:15 A.M. with the classroom door closed.

Attendance is taken and the class rises for the Pledge of Allegiance (E-C4). Hymns or patriotic songs may be sung. The teacher or a child reads the Scripture passage and the class discusses the passage and its practical application. The teacher then leads the prayer time. Children are encouraged to pray for requests as time permits. Faculty members should be sensitive to specific requests without allowing the entire time to be taken by such requests. The emphasis should be placed on the reading and discussion. Faculty should be careful in leading those discussions and should ALWAYS defer questions of secondary doctrine to parents for their leadership.

The devotions are to be completed by 8:40 A.M.

5. Restroom Procedures (young students): Children may get water and use the restroom before school, after playtime, and during lunch. Teachers should make sure all children are aware of these times and plan accordingly. Students are allowed to go to the restrooms during class at teacher discretion. Each faculty member is responsible for checking the restroom before and after his/her class uses the facilities. Do not allow students to abuse restroom privileges by playing, “horsing around,” or being excessively loud.

6. Playground procedures for ending playtime are as follows:

- a. The teacher on duty blows one long whistle. The children should immediately stop what they are doing and remain still.
- b. The teacher on duty instructs the children to collect equipment before they line up.
- c. The teacher on duty selects children to take the equipment to its storage location.
- d. The teacher on duty blows two short whistles, which signal the children to walk to a designated place for their class line. Talking in line is not permitted.
- e. The teachers on duty check for shoes that need to be tied and for shirts that need to be tucked.

- f. The teacher on duty releases the children one class at a time with those classes having “specials” dismissed first.
- g. The teacher on duty is responsible for an orderly and quiet re-entry into the school.

7. Lunchtime: Students in Enrichment III and Classes 1 and 2 bring their lunches on Tuesday and Thursday. Students in Classes 3-11 may purchase hot lunches or bring their lunches to school. Food selections on the hot lunch program are offered one month at a time. Payment is required in advance. Students may purchase hot lunches any number of days per month that they wish and then supplement this schedule with lunches from home.

Carbonated beverages, glass containers, food containers with sharp edges, and candy are not allowed.

Students are expected to use good manners and appropriate voice levels at lunch. Students are not allowed to trade food or criticize the food being served or eaten.

Each student is responsible for his lunch area. Students will be given 15 minutes to eat their lunches before the faculty member on duty gives permission to throw away trash. The remaining time until dismissal can be used to finish eating, talk quietly at the tables, clean up lunch areas, or go outside at the discretion of the supervising faculty.

If a parent wishes to bring lunch to a student, he or she should bring it before lunch and leave it in the designated area. Parents are not to interrupt class or cause a distraction. Family members and visitors are encouraged to join their students for lunch. No special arrangements are necessary.

If a child forgets his/her lunch, a parent may be called to bring lunch, or other children may share lunch with him. Repeated forgetfulness will be handled with other consequences.

Teachers are to monitor their students' lunch period, as indicated on the duty chart. A faculty member must be present to monitor free play after students finish their lunches.

8. End of Day: The class day comes to an end in an organized manner. Teachers review homework assignments for the evening and check to make sure students understand their instructions. Students then collect their possessions and walk in an orderly fashion (depending upon their age) to the designated pick up area.

Before departing for the day, all classroom teachers are responsible for clean and orderly rooms.

9. Dismissal of Students: Drop-off and pick-up procedures: At dismissal time the teacher walks the students to their assigned place for pick up and stays with them until their rides arrive. The children should wait for the monitoring teacher's signal before entering cars. The teacher is not responsible for any child left at school more than 15 minutes after dismissal. Teachers may leave the pick-up area as soon as their last student has left or 15

minutes has lapsed. Children who are left at this time are to be escorted to the office by homeroom teachers and the parents should be called.

Note: Teachers are responsible to see that each child leaves with those on their “Parental Authorization for Student Pick-up” form or that a parent has given permission for him/her to be picked up by someone else. If a child is to go home with a friend, the school must have a written permission note from a parent or a phone call indicated on the pickup card.

10. Physical Education: P.E. teachers must have all necessary equipment and games set up before the beginning of each class. To be prepared, teachers must arrive well in advance. Students must not be allowed to criticize or argue during P.E. with the instructor or with their peers. P.E. teachers should be careful to control the noise as students are dismissed to the outdoors and as they are given permission to re-enter the building after their P.E. classes.

11. Homework: It is important to stress to parents that we are partners with them in their children’s educational progress. We emphasize the critical need for parents to enforce homework time and provide a suitable study environment free from the distractions of television and the normal activities of family life. We encourage parents to stay informed of their children’s homework assignments.

Homework is intended to give the children independent, self-guided, responsible learning experiences. In all classes, the greater percentage of homework time should be in language arts

A daily assignment form will be given to the students in Enrichment through Class 5 at the beginning of each week. This is to be placed in the homework folder. The students write all assignments neatly and correctly on this form. Assignments must be written properly. The teacher should have a student copy his homework over if it is written poorly or in ink when pencil was required (or vice versa).

It is best to collect all homework assignments unless the students need to refer to their work again.

Daily homework should be given Monday through Thursday for Classes 1-3. Classes 4 and up may have homework on weekends. No homework should be assigned on holidays.

Assignments must be on time and complete. The only acceptable excuses for incomplete homework are the student’s illness or an emergency. These must be explained in a written note from the parent. If a student fails to bring in homework, he should make it up the following day.

Teachers at every class level need to establish a uniform written homework plan stating guidelines, expectations, and consequences to be given to students and parents. The Headmaster or supervising administrator needs to approve the plan before it is given to the parents and students.

Disciplinary measures including missed playtime, laps, or visits with a Division Head are possible for failure to complete homework. A conference or phone call with the parent may be necessary to assist in solving home or school work management. Be prepared to show parents how to assist their children in long-range planning. After a child has failed to turn in homework assignments on time, he or she must receive appropriate consequences every time he or she is late. The consequences should not be a surprise to either the student or the parent. Teachers should have given a written homework plan which includes guidelines, expectations, and consequences to both students and parents at the beginning of school.

Approximate times to be spent on homework:

Class 1	–	30 minutes
Class 2	–	40 minutes
Class 3	–	50 minutes
Class 4	–	60 minutes
Class 5	–	70 minutes
Class 6	–	80 minutes
Classes 7–10	–	90 minutes

These time allotments for homework do NOT include corrections, work not finished in class, or daily outside reading from required reading lists.

Teachers in each class level need to coordinate major tests and written reports to assure that students are not overwhelmed. Teachers who work in tandem should coordinate homework assignments to keep within the time allotment. The teacher may occasionally have students tell the time they spend on their homework in order to make sure they are not extending the assignments.

All teachers need to keep corrections current. A student who has to make corrections repeatedly is developing a habit of carelessness. This problem should be dealt with immediately and in cooperation with the child's parents. If the problem does not improve, the Headmaster or Division Head should be notified.

12. Procedures for Returning Completed Work: Students in Classes 1-2 will take home all papers at regular intervals for safekeeping. These papers should be organized by subject and date, neatly stapled and labeled.

Students in Classes 3-6 take the week's completed and graded work home on Fridays (Friday folder) to be reviewed by parents. The papers are to be ordered by date and by subject. Certain papers may be designated to be signed by the parents. All tests and quizzes should be designated to be signed. A Performance Report sheet may be used as a cover sheet to indicate poor or improved classroom performance.

J. Weekly Routines and Procedures

1. Lesson Plans: During the two-week teacher in-service before the school year begins, all full-time and part-time faculty complete a yearly syllabus and a homework

plan to be given to the Headmaster/Division Head and to the parents of the students assigned to their classroom. Also, during this preparation time the teaching plans and units should be generally mapped out for the entire year.

Daily lesson plans for the first month of school are prepared, if appropriate. Lesson plans for each week during the year should be turned in to the Headmaster/Division Head every Monday by 8:00 A.M. No exceptions to this requirement will be made. Lesson plans must be legibly written with enough description so that anyone reading them would be able to follow the lesson.

2. Absentee Count: Teachers are to keep a tally of absences and tardies for each child in his or her grade book as a back-up. The total number of absences or tardies for each grading period should be recorded on the appropriate child's comment forms or report card.

3. Monday Memo: Communications are to be given to the editor by 3:00 P.M. on Thursday in order to make the following week's *Monday Memo*. Information on field trips for the week may also be included in the *Monday Memo*, if appropriate (see School Publications). Faculty members are asked to distribute Monday Memos to those students in their class indicated by the office personnel.

K. Monthly Routines and Procedures

1. Distribution of Bible Readings: Distribution of the Bible reading schedule to parents is done in the Monday Memo at the end of each month for the following month. The school secretary is responsible for forwarding these to the teachers on the day they are to be distributed to students.

2. Homework and Test Papers: All corrected papers go home at regular intervals for safekeeping. They should be in order by subject, neatly stapled and labeled. See "Procedure for Returning Completed Work."

3. Parent Communication: It is a good policy for the teacher to occasionally send home or email a letter giving parents an update on class progress and activities. This is handled in E-Class 6 with weekly notes. Faculty members that teach 5th – 11th grades are required to send a communication at least once per month via paper or email. Should a child's grade drop (classes 5-11) by more than a letter grade, the teacher has an obligation to inform the parents immediately with an interim report.

L. General Information & Procedures

1. Achievement Testing (handled primarily by the ERB Coordinator): Achievement tests are administered each spring during the first or second week in May. Regent, along with many other independent schools, uses the testing services of Educational Records Bureau (ERB).

The School is most interested in the usefulness of this data for the instructional process. It is used to give feedback on our success as well as to identify students who need help and to supply information which may lead to program changes. It enables teachers to know at the beginning of the school year which principles and concepts the children have mastered and which they have not. It gives information useful in measuring, developing, and refining curriculum and materials.

Achievement testing helps make the teachers and the school accountable to parents. Parents and prospective parents also use achievement test results to gain a sense of the quality of a school's academic program. It is the most objective evidence that a school has to demonstrate its students' achievements. The School receives the achievement test scores in the summer. The scores are mailed to all returning students during the summer. The scores of students who have withdrawn from the School are mailed to the parents upon request. If a parent wishes to discuss their child's scores, an appointment may be made with the previous year's classroom teacher, the ERB testing coordinator, or the Headmaster.

a. Scheduling the test

- Scheduling should be avoided on a Friday afternoon, on the last school day before vacation, and the first school day after a vacation.
- It is a good idea to administer the appropriate Practice Test in advance of the scheduled testing to acquaint students with the formats of the various subtests.
- Be attentive to which sections are timed and which sections are untimed. Clearly communicate as much information as allowed to the students so they know what time parameters to expect.
- Write time remaining on the board every 5 or 10 minutes so that the students may pace themselves. Schedule testing over consecutive mornings.
- It is not necessary to administer the tests in the sequence in which they are printed in the test booklets. If the tests are administered out of sequence, be sure to instruct the students to enter their responses in the section of the answer booklet that corresponds to the test they are taking.
- It is advisable to administer the math tests back to back.

b. Staff Responsibilities

- Review the purpose of the testing, the levels of the test that will be administered, and the specific subtests that will be given.
- Carefully go through the directions for administration for each subtest. Satisfy, as fully as possible, any questions and concerns that you may have.
- Become familiar with test material to avoid delays and confusion on the day of testing.

c. Ready the Testing Room

- Make certain that the testing room has adequate lighting and ventilation. Room temperature should be set at a comfortable level.
- Seats for the students should be spaced well apart, preferably away from windows. All seats should face in the same direction.
- Take steps to ensure that there will be an absolute minimum of auditory and visual distraction during the testing.
- A wall clock should be in prominent display, easily visible to all students.
- It is also desirable to have a marker board available on which the test administrator can write the total time allowed and the time remaining to complete the subtest on which students are working.
- Make sure that an ample supply of No. 2 pencils with erasers is on hand for the testing.

d. Administering the Test

- Teachers can help prevent student anxiety and frustration by explaining, in advance of the testing, that the test will almost certainly include some questions that few if any of the students will answer correctly. On encountering such questions, students should not become discouraged, but should simply do the best they can. (Please note that CTP IV directions address student concerns and provide advice on guessing.)
- It is very important for test administrators to establish good rapport with students and be warm and supportive in giving the test. Test directions and time limits, nevertheless, must be followed to the letter.
- Make certain that all test materials are collected and are fully accounted for at the end of each testing session. Test materials should be kept under lock and key when not in use.

2. Admission Policies: Regent Preparatory School admits students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally

accorded or made available to students at the school. It does not discriminate on the basis of race, color, gender, national or ethnic origin in administration of its educational policies, admission policies, scholarships and loan programs, and athletic and other school-administered programs.

All questions regarding admission policies may be referred to the School Secretary or to the Headmaster. Admittance to the School is selective. The selection of testing dates is made early in each school year. Individual testing may be done as the need arises. Admission letters are typically mailed the second week in March and as needed thereafter.

3. Audio/Visual Equipment: Audio-visual equipment is stored in the designated AV closet. Overhead projectors, video cameras, slide projectors, and cassette tape recorders may be checked out for classroom use. Faculty members are asked to be considerate and return equipment to the workroom as soon as it is no longer needed.

For safety reasons, do not allow students to roll the cart or operate the equipment without supervision.

School equipment should not be removed from the campus for any purpose other than use in school-related activities.

4. Communication: Written communications for business purposes should always be on official school stationery and should be checked for content, style, and mechanics (see Strunk and White). **Faculty members should seek the highest level of excellence as it relates to written correspondence, whether to parents or other individuals. Faculty should always set high standards in personal speech and the use of language.** No contractions, abbreviations, or slang should be used.

All school-wide communication must be approved by the Headmaster's office before distribution.

Communication regarding student birthdays is not to be distributed at school, to avoid the possibility of hurt feelings. Parents should be reminded of this at the Parent Coffee. (See Student Handbook.)

5. Conflict Resolution: When parents have a grievance or complaint about a teacher's actions, they will be asked to meet with the teacher to try to resolve the problem. If the situation cannot be resolved at that level, the Division Head will become involved. If still unresolved, the Headmaster will be asked to intervene and the matter may ultimately be presented to the Board of Directors.

If a teacher has a complaint or grievance about the actions of another teacher, he/she should first seek to resolve the issue with that teacher. If resolution proves impossible, the Division Head will intervene. The Headmaster will attempt to aid in the resolution of the problem if it continues.

If a teacher has a complaint or grievance about the actions of the Headmaster, he/she should first go to the Headmaster in an effort to resolve the grievance. If the grievance is not resolved in such a meeting, the teacher is then free to arrange a meeting with the Board of Directors in a further effort to resolve the issue, or a third-party hearing may be requested.

6. Correspondence: Regent Preparatory School stationery is to be used for official school business only, unless approval is granted by the Headmaster for other use. It is not to be used for personal correspondence or letters of reference.

Any faculty member asked to complete a student recommendation for another school should be careful and positive in his comments. All such correspondence should be copied to the administrative offices.

7. Curriculum: All curriculum should be taught completely. Any extra subjects or materials may be discussed with the Division Head or Headmaster or with the Board of Directors. All units and materials teachers develop should be detailed completely for future school use.

All curriculum developed during employment at Regent remains the property of the School.

8. Curriculum Notebook: All faculty members (one per grade level E-4th; one per subject taught 5th-12th) are to maintain a binder which contains all tests, quizzes, worksheets, lesson plans, and handouts for each subject. Regent Preparatory School values all curriculum development. Faculty members are required to utilize all their professional skills, talents, and energy at the direction of, and for the benefit of, Regent. The Headmaster/Division Head will periodically check these books to ensure proper upkeep. The binders assembled by the faculty will be the property of Regent for use as the school deems appropriate.

9. Equipment/Building Security: The School seeks to acquire and utilize appropriate technological equipment for the School's faculty and students. This equipment should be for school use only, as designated. The office equipment may not be used for personal business or by students and parents except by permission. In addition, no school equipment or inventory may be sold or loaned without permission from the Headmaster

With regard to the facility, each teacher's classroom door is to be securely locked at the end of the day. Any classroom equipment should be turned off.

Upon hiring, faculty members may receive appropriate keys to school buildings. Under no circumstances should a teacher lend a Regent key. When a faculty member leaves the employment of the School, the keys should be returned to the Headmaster.

10. Extracurricular activities: Extracurricular classes are scheduled on days throughout the school year, as needed. These classes are designed to enrich the students' lives and develop lifelong interests of the students and are taught by experts and authorities in the community. These classes may include subjects such as the following:

Etiquette	Tennis
Chess	Art
Sculpture	Drawing
Golf	Music

Extracurricular events and productions must be pre-approved by the Headmaster or Board of Directors. Organized competitive sports teams are arranged by the Athletic Directors. Those teams organized outside the authority of the Athletic Directors are not sponsored directly or indirectly by the School. When scheduling extra-curricular events, Sundays should be avoided.

11. Financial Aid/Tuition Assistance: Families applying for tuition assistance may go on line to complete the proper forms (Facts Tuition Aid & Grants) in January and February for the following school year. Facts Tuition Aid and Grants suggests the scholarship amount to be awarded to each family. Decisions regarding tuition assistance are made by the Board and information is kept confidential.

12. Financial Matters: Financial matters are supervised by the Board of Directors and the Headmaster. The School has a budget which is approved by the Board of Directors at the start of each school year. The Headmaster must approve expenditures from the budget before they are made. Requests for capital budget items and equipment should be submitted in February for the following school year.

13. Fire Drill/Storm Drill: Fire drills and storm drills will be held as required by law. For safety and order, the Health and Safety Coordinator executes all drills. The drill plan is posted in the office and in each classroom. A fire drill is initiated and concluded with the school's fire drill alarm. A storm drill is initiated by an intercom announcement of "code gray."

Faculty should walk their students through the procedure within the first two weeks of school.

14. Former Student Files: Files of former students are kept alphabetically under "Withdrawn Students" and within the school software program.

15. Halloween: Halloween is not celebrated or acknowledged at Regent. During October, teachers can celebrate fall and the harvest bounty our Lord has provided. Teachers may wish to acknowledge October 31 as Reformation Day, the day Martin Luther set in motion the movement we call the Reformation.

16. Health Forms: Children's health forms and immunization records are kept on file in the nurse's office. They are required by law and are always to be kept current. If a child has an accident, those helping him should refer to the health form for medical emergency numbers, medical history, and allergies. The forms are located on the school website.

All medications and treatments are administered by the school nurse, the office, or a designated faculty member. The treatments should be accurately and thoroughly recorded on the child's health record.

17. Long Distance Phone Calls: When it becomes necessary for faculty/staff to make a long distance call while at school, approval must be obtained from the receptionist.

18. Mail Service and Messages: Mail is delivered to faculty members' boxes. The box should be checked at least once in the morning and again before leaving school for the day. Out of respect for colleagues' time, mail boxes are not to be used to distribute advertising, promote church events, or dispense other non-Regent information. Occasionally, articles or educational philosophy might be placed there to be read by all faculty members. In those cases, the distributor of the information should identify himself on the document. This should be done on a very limited basis. Messages are delivered through the voice mail system unless they are urgent in nature.

19. Maintenance Requests: In order to insure effective maintenance of our building, equipment, and facilities, faculty and staff should employ prescribed procedures to alert the Facilities Manager when repairs or other maintenance work is required. Each teacher is responsible to report any classroom repairs needed, damages incurred, equipment defects, etc. (See Maintenance Request form) Completed requests are to be sent to the Headmaster's office for appropriate action.

20. Money and Valuables in Offices and Desks: The School assumes no responsibility for money and valuables in offices and desks.

21. Outside Promotions: Written materials, promotional brochures, or any items from sources other than Regent may not be distributed to the children or the School families to promote outside causes. Teachers should also refrain from placing promotional items in the TRC. If a teacher is in doubt about whether this applies in a particular case, he/she should consult the administration.

22. Personal Phone Calls: Personal phone messages will be put into each teacher's voicemail box. These calls should be returned at the end of the day after classes have been dismissed. Telephone directory assistance for personal calls should not be used at school. Cell phones are not to be used during teaching time or times when a faculty member has student supervision responsibilities.

23. Purchasing Supplies: When it becomes necessary to order supplies or materials by phone or mail, please obtain approval from the Headmaster's office before an order is placed. If a faculty member has received permission from the Headmaster to purchase supplies using his/her own credit card or cash, a "Request for Reimbursement" form must be submitted to the office along with appropriate receipts.

24. References: Employees should direct any inquiries about former associates or subordinates to the Headmaster. References regarding current or former students may be

given by faculty, providing comments are generally positive. All written references should be approved by the Headmaster and copied to the office.

25. Religious Instruction: Regent Preparatory School pursues a course of study with a Christian worldview. This implies that our students know and obey Scripture and seek to relate the Bible to all areas of knowledge. Thus, our instruction is based upon traditional inter-denominational biblical beliefs, values, and virtues. We seek individuals of character with nobility, integrity, and conviction. We teach according to the Statement of Faith and we allow parents to lead their children within their denominational affiliation.

A daily Bible study is held each morning with the entire school on the same passage. The students read and discuss the passage and then pray. The weekly chapel service is reserved for worship with praise and adoration. A short message is given with the singing of traditional hymns and choruses. Parents are encouraged to attend chapel.

26. Room Appearance: Classrooms, including students' desks, should be neat and orderly. Nothing should be on the student's desk except materials needed for the immediate activity. No more than one to three pencils or pens at a time should be on the desk. No books or other articles should be in the aisle or beside a student's desk. Only textbooks, workbooks, and necessary supplies are to be kept inside the student's desk. Other items may be placed on the shelf or on hooks.

Art and bulletin boards must be classic and tasteful--enhancing the material being studied and providing a stimulating atmosphere. Art of old masters, when appropriate, is especially desirable. The School supplies teachers with bulletin board materials.

Teachers are expected to keep their own rooms and furniture free of dust and cobwebs. Student help may be used for dusting and for the daily washing of marker boards (specific instruction is required regarding the proper cleaners to be used for this). Students may help clean or pick up paper in the room during activity time or physical education under faculty supervision.

27. School Calendar and Schedule of Events: The School calendar is developed by the administration and is available upon request. Scheduled field trips are to be recorded on the master calendar. Additions or changes to the calendar are to be made in consultation with the School secretary. Please schedule activities well in advance of the event and insure that proper steps have been taken to reserve the use of the facility. Field trips for the entire year should be scheduled as early as possible so as to balance the trips appropriately throughout the year.

Faculty and class schedules are maintained in the office.

28. School Philosophy and Curriculum: The Regent Preparatory School philosophy, mission statement, and promotional materials may be freely given to anyone.

The scope and sequence, reading lists, faculty handbook, curriculum materials, and textbooks are property of the School and may not be reproduced or shared with anyone

unless permission is granted in writing by the Board of Directors. All inquiries about our curriculum are referred to the Headmaster, Division Head, or the Board of Directors.

29. School Publication

Monday Memo: Each Monday, the School communicates current scholastic information, personal news, anecdotes, and educational items of interest to parents in the *Monday Memo*. All general correspondence from classroom teachers should be included with the *Monday Memo*, if possible, as parents are attuned to this weekly communication vehicle. Only school business may be included in or distributed with the *Monday Memo*.

30. Student Cumulative Files: Student files are kept alphabetically in the office. Information in the folder includes student admissions application; enrollment contracts; all student comment forms, past and present; achievement test forms, past and present; faculty notes of parent conversations and conferences; and notes from parents to the School.

31. Student Withdrawals: Teachers should delete withdrawn students from their class attendance records. The materials from his/her desk should be sent home with the student or sent to the office to be picked up by the parent.

The teacher is to inform the office if the child owes for library fees, book damage, or other fines. The teacher is responsible for checking to see if all textbooks and library books are accounted for. No materials, comment forms, or achievement test scores may be released until the office gives permission to do so.

Note: A follow-up phone call or two is appropriate to inquire about the welfare of the child.

32. Television, Movies, Videos and Newspapers: Regent seeks to train children in wisdom and knowledge so that our students may grow in wisdom and stature and enjoy the peaceful fruit of righteousness. We believe that material worthy of study and discussion should meet the criteria of Philippians 4:8.

"Finally brethren, whatever is true, whatever is honorable, whatever is pure, whatever is lovely, whatever is of good repute, if there is any excellence and if anything worthy of praise, let your mind dwell on these things."

Therefore, we ask that students refrain from discussion of movies, television, videos, some current events, and other topics which do not glorify God or provide edification. Faculty should review this policy with their students the first day of class. This policy is also in place to prevent "isolation" of those who may not have seen/heard particular movies and shows. The teacher may initiate discussion of certain topics when appropriate for character or educational training.

This policy must be enforced at all times, including while on field trips.

33. Tornado Warning Information: When the School receives warning that a tornado may be nearby, intercom announcements will be made, verbal warnings will be issued, and the following procedures will be followed:

- Students and teachers proceed to the designated safety areas to be assigned by the Health and Safety Coordinator.
- The prevailing rule is, "Down and Under." Sit with backs to an inside wall, head between knees, hands clasped over one's head; or get down and under a sturdy piece of furniture.
- In a tornado drill, faculty lead students to places of safety and remain there with them until the all-clear signal is given. This procedure is to be reviewed with students near the first day of school. Practice may be necessary in Enrichment - Class 2 to alleviate fears.

34. Visitors: The School seeks to have an atmosphere that is open and receptive to visitors. We ask that only adults observe in the classrooms (exceptions are made only for upper grades, in which case students can accompany an adult). Visitors are asked to schedule visitations in advance so teachers can be notified. They are asked to arrive before school or at playtime and be quietly seated before class begins. Visitors will be greeted in a friendly, professional manner and given a "Visitors' Letter" by the receptionist as they arrive. The teacher is responsible for seeing that visitors do not become a distraction or interrupt the class. A teacher may answer questions during playtime or offer to call the visitors back after school hours. No visitor is ever allowed in the classrooms without the prior knowledge of the office.

All visitors must report to the office before entering any school building. Visitor badges are given to all visitors. Report any suspicious persons to the administration.

M. Student Training and Discipline

1. The First Week of School - The first day and the first week of school necessarily follow different procedures than later days and weeks because it is during this period that definite class time is given to training the students and helping them establish good habits.

Make the following preparations:

- Have all materials and supplies ready and distributed for both yourself and the children.
- Be familiar with the routines and procedures.
- Have assigned work written on the board.
- Have the nametag of each student on his desk (Classes 1 and above).
- Have the following items on your desk for easy reference:
- Class schedule
- Lesson plans

If a desk is too small or too large for a student, try to exchange desks with a teacher in an adjoining classroom. If this is not possible, fill out Maintenance Requests for those desks that need to be adjusted and submit them to the office.

2. Student Photos: Class pictures and pictures of the entire school will be scheduled early fall in accordance with the photographer and school schedules.

3. Training and Discipline Philosophy: Training is an essential area in the educational process. John Phillips, in the Original Deed of Gift of Phillips Exeter Academy, offers an outstanding statement of the necessary connection between knowledge and goodness:

"Above all, it is expected that the attention of instructors to the disposition of the minds and morals of the youth under their charge will exceed every other care; well considering that though goodness without knowledge is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character; and lay the surest foundation of usefulness to mankind."

At Regent we seek to address the needs of the whole child in mental, physical, emotional, and spiritual areas. To accomplish this we must have clear standards of personal conduct, basic training and expectations of appearance, behavior, and attitude to train and prepare the students for a lifetime of self-discipline.

4. Student Relationships: Interactions among students that produce feelings of acceptance and personal value are highly emphasized at Regent. We pay close attention to the quality of student-to-student relationships. We make it clear to all students that we expect kindness, stressing politeness and inclusiveness. We insist students curb disparaging comments and handle disagreements without resorting to name-calling or physical confrontation. We encourage everyone to welcome new class members, even as we make it clear to the newcomers that they must also accept their fellow students and be willing to adopt the established modes of behavior.

Our students should always be able to count on positive encouragement from both fellow schoolmates and from all faculty members. This will translate into strong and supportive Christian friendships.

5. Using Correct Speech: The students are encouraged to use good, effective speech at all times. The first sign of a well-trained, well-educated person is good diction, vocabulary, enunciation, and projection. Do not allow slang or overly used words such as "lot," "like," "yeah," "guys", "you know" and so on. Please encourage elevated vocabulary usage; for example, use "finished" or "completed" instead of "done." Use of excellent speech applies to all Regent faculty and administration. Any Regent personnel heard using improper speech should be encouraged appropriately in a private setting.

6. General Classroom Guidelines:

- Be kind. Do not taunt, tease, or criticize others.
- Be seated as soon as you arrive in class.

- Do not discuss movies, videos, television shows, or secular music selections.
- No complaining, demanding, or arguing.
- Bring all appropriate materials to class.
- Stay in your seat unless you have permission to get up.
- Follow directions the first time they are given.
- Keep hands, feet, and other objects to yourself.
- Do not interrupt another who is speaking.
- Use “indoor voices” when speaking.
- Write down every homework assignment on your assignment sheet.
- Have homework and seat work finished on time.
- Beeping watches, cell phones, and other electronic devices will be confiscated by the teacher.

Caring teachers carefully monitor student behavior. Students must maintain a respectful attitude in class and respond to teachers and each other with politeness and deference. They must remain quiet and attentive during lessons and individual work. Classes are structured to insure that student decorum is always appropriate.

All disciplinary efforts are guided by the view of children as God views them.

"Whoever then humbles himself as this child, he is the greatest in the kingdom of heaven, and whoever receives one such child in my name receives me." (Matthew 18:4-5)

The goal is to work with parents to reinforce and support agreed-upon standards of courtesy, respect, and behavior, and to prevent the loss of valuable instruction time. An orderly and harmonious classroom is essential to learning.

As fulfillment of our commitment to that responsibility, which the parents of the students have granted us, we make every attempt to identify any academic or behavioral issues that may impede a child's progress or contentment. It is essential that the teacher stay in close contact with parents to anticipate difficulties that might be developing and to remain aware of any special needs or home concerns.

The success of the School is dependent upon how much effort faculty and staff are willing to invest in those children entrusted to their care. Supreme effort should be made to insure that every child is fully trained while at Regent. However, every child may not be suited for Regent's program. The recourse for handling a student who will not adapt to School standards is to remove the child from the School, temporarily or permanently.

7. Correcting Misbehavior: Good discipline begins the first hour of the first day of school. If a child begins to talk out of turn or misbehave, disapproval should be shown by taking time to stop and look at him for several seconds until he realizes he is being corrected. Learn each child's name the first day of school. If a child disobeys and a stern look does not help, call his name quietly and firmly.

For the younger child, if he continues to disobey, have him put his head down on his desk or, if the class is walking in line, hold his hand and have him walk with you. An entire class should not be punished for an individual student's inappropriate behavior.

8. Showing Respect for Adults: When a teacher stands to address the class for the first time each day, he will say, "Good morning, class". They should reply, "Good morning, Mrs./Miss/Mr.____". When a child sees an adult outside or in the hall, he should greet him or her using the adult's name: "Hello, Mrs. Lewis." The children should also be taught to say, "Yes, ma'am" and "Yes, sir." Boys should hold doors open for adult ladies and fellow female students. Students should be trained to rise and greet visitors to their classroom. If a test or drill is in progress, they may remain seated.

9. Sitting: Good posture is always desirable. Children should neither slump nor lean back in their chairs. They are to sit with their feet on the floor. . If, after being corrected once, a child fails to comply, he/she may be asked to stand beside his/her chair for an appropriate length of time (10—30 minutes).

Girls sit with their knees together and dresses neatly pulled down. When sitting on the floor, girls should be trained to sit "Indian Style" with their knees together, dresses always pulled down

10. Attention: When the teacher is giving instructions to the entire class, students should have their eyes on the teacher with their chairs turned toward the front of the room.

Respect must always be shown for the teacher and for other children who may be performing or reciting. When students are writing, their chairs are to be turned toward the desk or table and placed close enough to it that the student has just enough room to slide in and out. The teacher should encourage good posture by offering praise and correction. Children must never be allowed to interrupt others.

11. Leaving Their Desks: Children should put their pencils away, straighten their papers, and quietly stand, pushing their chairs under the desks. The same procedure is to be used when leaving a reading or activity table, lunch table, art room table, or computer station.

12. Walking in Line: The following procedure is to be followed each time the class (E-Class 4) walks outside or in the halls:

- Ask the children to line up quietly behind the leader for that day for Classes 1 and above.
- Students should keep their eyes on the children in front of them and their feet in line with the rest of the class.
- Students are to stay several feet away from walls when walking in the hallways.
- There should be no talking in the hallways.
- If a student runs in the hall or runs ahead of the group outside, he must return to the starting point or the supervising faculty member and walk correctly.

13. Lunch: Hands should be washed before lunch. Children are to be seated and practice good manners while eating their lunches. Bad table manners should be corrected.

Children are not allowed to criticize the food served (verbally or with facial expressions), nor are they to trade or give away their food. Carbonated drinks and candy are not allowed at school

14. Restroom Breaks: Students walk (no running) quietly to the restroom. The first day or two, a teacher may accompany Classes 1 and 2 to the restroom.

All students should be instructed on appropriate conduct in the restrooms. Talking in the restroom should be discouraged. Teachers are to listen for misbehavior. Women teachers should not enter the boys' restroom and male teachers should never enter the girls' restroom. Teachers should check the restroom for cleanliness before and after their class uses it. Students may go from the restroom to the drinking fountain and then immediately to class.

Train students to plan to get water and use the restroom before school, after playtime, and during lunch. Students are allowed to go to the restrooms during class at the discretion of the teacher.

15. Habitual or Flagrant Offenses: The Headmaster/Division Head will handle habitual problems or flagrant violations.

Intentionally hurting (punching, hitting, or kicking) another child is considered a flagrant offense and the offender is subject to suspension. The Headmaster is to be notified immediately.

N. Teachers and Students

1. Absences and Tardies: All student tardies and absences are recorded daily. A child is tardy if he is not in his seat ready to begin work at 8:15 a.m. The classroom door must be at the child's back at 8:15 a.m. After a child has been tardy three times during the trimester, a note will be sent home to encourage promptness. Additional tardies will result in further consequences, including loss of privileges or early arrival detentions.

Absences are excused for illness, death in the family, emergencies, or academic travels. Otherwise, absences are unexcused.

2. Birthdays: Birthdays may be celebrated by singing at mealtime. Cakes, candy, cookies, etc. are not permitted. (See Student Handbook for additional information).

3. Candy, Gum, Sugar, and Soft Drinks: Teachers may not provide any food containing sugar to the children. Teachers should not drink soft drinks or eat candy or gum while in front of the children.

Student consumption of gum, candy, or soft drinks is not allowed on school premises except during specified events such as class parties. Fruit juice, milk and water are appropriate beverages for student consumption. Candy and gum are not to be given as rewards to students.

4. Chapel: Chapel is a weekly all-school worship service bringing the entire student body together in song and praise. All students in Enrichment III and above and their teachers attend.

The Chapel services are planned and chaired by the administration. A theme for the year is sometimes chosen and guest speakers are invited from time to time. Speakers are generally Christian clergy from the community, missionaries, and parents or grandparents of the students. Personal testimonies are especially appealing to the students.

Teachers are to have their students seated for Chapel on time. Students are to enter and exit in an orderly, reverent way. If a student is disruptive, he is to be immediately warned by his teacher. If it continues, he is to be removed from Chapel and his parents should be notified by the end of the day. Students are not allowed to leave their seats to join their parents once the singing finishes and the speaker begins.

5. Discipline: *ALL TEACHERS MUST INSIST ON GOOD BEHAVIOR FROM ALL STUDENTS AND PERSONALLY CORRECT INAPPROPRIATE BEHAVIOR AS SOON AS IT OCCURS.*

Please be sure to document all discipline. All teachers should follow the guidelines presented under General Classroom Guidelines in the First Week of School section. However, it is very important that older students have more immediate and stiffer consequences in the areas listed below. First and second graders will be constantly reminded and required to do correctly what was done incorrectly. Removal of playtime and calling for parental support will be their main ways of training. By Class Three, the following infractions are unacceptable and should require stiffer consequences. Students should be reminded that they are old enough to know better.

Infractions that could result in disciplinary measures include the following:

Failure to:

1. To be quiet and orderly going outside and coming inside at playtime;
2. Clean restrooms;
3. Use "indoor voices" in classroom;
4. Raise hands as required by the teacher;
5. Be respectful to teachers (no arguing or asking why);
6. Be prompt (holding up the class in lining up);
7. Have homework completed in a timely manner;
8. Be kind (no hitting, shoving, or excluding others on playground);
9. Do what the rest of the class is doing (example: "out of seat");
10. Have corrections completed;
11. Be verbally kind. (No arguing, complaining, teasing, taunting, criticizing, yelling, or swearing at others);

12. Refrain from inappropriate conversations (example: movies, TV, videos, gossip, and foul language);
13. Uphold the dress code;
14. Prepare for class with appropriate sharpened pencils, books, or supplies;
15. Refrain from lateness, talking, or inappropriate behavior in chapel.

6. Suggestions for discipline for Class Three and above:

- Alternative Assignments - For example, a student who cannot exhibit self control on a nature walk may be asked to sit in another teacher's room and write a report while the rest of the class takes a nature walk. Or, if a child cannot demonstrate good sportsmanship in P.E., he or she may be placed in an area away from other students but in view of the instructor and asked to exercise instead of playing the game.
- Running Laps - This is especially helpful if the child is too full of energy. One laps rarely works. Do not allow other children to run with the child to keep him company.
- Lunch Detention - The child is isolated from the other children during part or all of lunch.
- Have student record his behavior and future alternative action. This may be done at playtime or lunch.
- Work detention before or after school at the teacher's discretion.
- Shadow Duty - The child must be supervised at all times by the teacher/administrator for a specified period of time. The child is responsible to follow the teacher/administrator.
- Writing a paragraph about the offense.
- Calling parents to determine, along with the Division Head, further appropriate actions.

Any child who demonstrates physically aggressive behavior should receive a detention or suspension unless self-defense was necessary.

Any child in Classes 1-11 who distracts the class, should be given a warning followed by gradually more substantial consequences for repeating the offense. His parents should be notified.

7. Implementing Consequences: Remember, the key is not the consequences themselves, but the inevitability that they will occur each time a rule is broken or a direction is not followed: not sometimes, not every now and then, but every time.

- Provide consequences in a calm, matter-of-fact manner.
- Be consistent and as immediate as possible.
- After a student receives a consequence, watch for the first opportunity to recognize positive behavior.

- For older students, provide an "escape mechanism" for students who are upset and want to talk about what happened. Have the student write you a note indicating a desire for a private conference with you during a break or after school.

8. Documentation Procedures: Each teacher should have, in his or her grade book, a self-explanatory section for behavior documentation. School software also provides a place for documentation of disciplinary actions. Each student should have a page. At the end of the school year, teachers should insure that each student who has received discipline has proper notation on file. This procedure is for minor infractions to assist the teacher in tracking progress. This procedure is being implemented for the teacher's protection and for the benefit of training students in a consistent manner.

The school has two three-part forms for documentation. One is called a Character Training Report and the other is called a Parent Update Report.

The goal of the Character Training Report is to assist parents in successful training of their children in habits that promote godliness and conduct. These may be used to document good habits as well as poor or improved habits.

The three-part form called a Parent Update Report is designed so that you may quickly communicate with the parents. A Parent Update Report is to be given for any violation of school procedure. Three conduct reports should result in a parent conference to discuss further disciplinary action.

Either form is to be sent home for parent signature. Send all three parts home for a signature, and then turn in one part to the Headmaster's office to be placed in the permanent records. One part is for the teacher's records, and one part is for the parent to keep.

A two-part Assignment Deficiency Report is to be used to notify parents when a student fails to complete assignments on time. The pink copy is to be signed by a parent and returned to the teacher.

Please keep in mind that we are a team working together toward supporting parents in training their children in character development. Children respond to consistency. Our efforts in documentation serve several purposes. One is to provide a record of the behavior and the discipline applied. A greater purpose is for consistency in applying discipline. This track record may also aid in communication with parents. Finally, documentation is necessary if we need to take strong measures with a child.

It is, therefore, imperative that faculty members notify parents of a child's behavior. If a student is dismissed from Regent due to repeated inappropriate behavior, parents should have received sufficient documentation prior to the dismissal. Failure on the part of the faculty member to keep parents apprised of the student's continued misbehavior will be noted in the faculty member's file. If two or more such occurrences are noted in a faculty member's record, it is grounds for the faculty member's dismissal.

If a problem is serious enough to require more than one meeting with the parents, please include the Division Head/Headmaster in meetings after the initial conference. Please inform the Division Head/Headmaster of the need for assistance and prayer in dealing with any problem.

9. Positive Affirmation in Training: Everyone responds to praise and affirmation. At Regent, we expect the students' best efforts and when students work hard and perform well, praise should be given. See the suggested phrases of praise and affirmation. Use the "Character Training Report" to praise good habits and godly character. A phone call to parents for a good report, or personal notes to the student are other ways to affirm good behavior.

10. Evaluation of Students: Teacher evaluations of Regent students for other schools, consultants, or diagnosticians must be reviewed by the Headmaster before mailing. Only current teachers of the student may complete references or evaluations. Teachers must submit to the office a signed copy of the completed recommendation or evaluation to be placed in the student's file.

11. Excellence: Students are expected to do their work the "right way," always correcting mistakes. The teacher should expect neatness, good posture, correct diction, promptness, politeness, and self-discipline.

Teachers are encouraged to use the "hands on" approach and object lessons when possible.

12. Field Trips: Field trips are to correlate with the subjects children are studying. They should be scheduled well ahead for the year, written on the school yearly calendar, and communicated in the *Monday Memo* when appropriate. Faculty members are to inform the office secretaries about all schedule changes.

A Field Trip Request form must be completed and submitted to the Headmaster's office prior to each off-campus excursion. When the field trip has been approved, please schedule the excursion on the master calendar in the office. One-day excursions are covered by the blanket release forms signed by the parent at the beginning of each school year. Prior to a major out-of-town trip, a Field Trip Release Form for each child must be signed by the parents and returned to the School.

All class mothers are to be contacted two weeks prior to the field trip in order to have enough time to schedule transportation needs. If more than one class is going on the field trip, one teacher needs to be designated as the organizer so as not to overlook any details.

Teachers arrange through the class mother for an adequate number of parents to assist in driving and chaperoning. Each child should have his own seat belt. While on the field trip, teachers must give full attention to the class while parent chaperones help keep order. Classes should return promptly from field trips at the time that has been given to parents. Parents serving as chaperones are not allowed to bring other children with them on field trips.

Process:

- a. Complete request portion of form 2-3 weeks in advance of field trip.
- b. Return to office for approval 2 weeks before scheduled trip.
- c. Schedule on master calendar in office.
- d. On day of excursion, leave a Field Trip Driver form for each driver with the office (in case of emergency).
- e. When the trip has been completed, complete the "Field Trip Evaluation" form and return it to the administration to be reviewed and filed.

13. Library: Regent students visit the school library for a half-hour each week. The librarian, parent volunteers, and faculty members supervise the library visits, helping with book selections and advising students on the appropriateness and reading difficulty of various titles. Copies of the reading lists are kept in the library for reference purposes.

To help the students develop a sense of personal involvement with the library, we encourage orderly maintenance of the library and care of the books. Also students or parents may donate books in honor of a student's birthday or a special loved one. These special books are inscribed with the honoree's name inside the book.

Each teacher must supervise the checkout of library books by students. Children should be taught by their teachers how to use the library and how to correctly check out books.

Students who have library books that are overdue for over 30 days and are not compensated for, will lose library privileges.

14. Lost Materials: Lost library books and textbooks must be paid for by the student. Collection of fines and/or the replacement cost is the responsibility of the teacher to whom the books were distributed. Please ask the office for appropriate replacement costs. Fines are given for damage to school property. Fines or requests for replacement are determined by the teacher. Reimbursement money not collected by the teacher will be deducted from his or her salary.

If a parent borrows a textbook, he or she must leave a check to Regent for \$40.00 as a deposit until the book is returned. The check should be secured in the school office and labeled "borrowed book deposit."

15. Make-up Work: After an absence, students must return to class prepared to continue studies with his classmates. A student whose illness is severe enough to prevent him from studying should consult each of his teachers upon his return to school to arrange completion of the work missed. Teachers are asked to be understanding of a student who has been out of school because of illness; however, the policy should not be abused.

16. Mastery Learning: The child should not proceed to another level of learning until he has mastered all the material presented to that point. Children are to correct their

mistakes on all their work. Missed questions are to be discussed individually if the child does not understand the concepts.

Mastery is understood to be 85% correct. In the areas of spelling, punctuation, and capitalization, mistakes are to be corrected by students three times at the bottom of the page.

Excessive class time should not be devoted to one student's mastery at the expense of the other students. After-school tutorials of 30-60 minutes are available to those who need additional help in their studies. Teachers are expected to give tutorials to struggling students as long as the tutorials are beneficial. Thereafter, teachers may require that the student have outside tutoring. Students who need extra help or possible diagnostic testing should be directed to the Division Head/Headmaster as soon as the need becomes apparent.

17. Medical Services: Sick children may wait for parents to come for them in the nurse's office. Medications and first aid supplies are kept in the nurse's office. Only the nurse, school secretary, Headmaster, or the Headmaster's designee will dispense medications. The pupil's student folder should be checked for medical records, immunizations or allergies, and authorized medications.

In cases of student sickness or injury, parents are to be called and, if necessary, 911 should be dialed for emergency medical help. A description of the injury should be written and parents should be informed immediately by the school nurse or the faculty member on duty when the injury occurred. If a child experiences a hard fall on the concrete, notify parents immediately. These telephone numbers are on file in the office. If aid is immediately necessary, it should be administered and recorded in the first aid log. Otherwise, all actions are to be based on the advice of the student's physician or his appointed substitute.

18. Music: Only classical music, such as that from the classical composers' series, is to be played for the children in the classroom. Teachers may write the name of the composer and the piece on the board. Music may be played during periods of light activity or lunch, but not during core academic times such as math, language arts, science, or history.

19. New Students: Teachers should be alert to the needs of new students and take note if they are not adjusting well. If a new student appears to be unhappy or lonely, he should be given special attention. Please call the parents three weeks after school begins to see how he is adjusting.

20. Newspapers, Television: Students should not be asked by the School to read newspapers or watch television programs (except for an occasional carefully chosen public television program). Teachers who wish to discuss current events may cut out the articles and bring them to school.

21. Reading list: Students are to be encouraged and held accountable for reading the books from the reading list. Teachers may develop additional methods for encouragement, accountability, and reading standards for different grades.

The summer reading list should be incorporated into early fall curriculum in some way. Outside reading should stimulate and enhance the learning process at Regent without being so demanding as to discourage the students or cause additional stress.

22. Safety: Nothing must take precedence over the safety of students. If teachers are going to err in this area, they must always err on the side of safety. Children should be supervised closely by an adult during all times they are in Regent's care.

If the students are outside, they must be within sight of the teacher. Define the playground boundaries to them and give the rules for outside play.

No child should be working in the hall unless with a group supervised by the teacher.

Classes are never to be left alone.

23. School Uniforms and Grooming: Regent Preparatory School maintains an official standard of dress and all students are required to be in uniform whenever they are at school or at most school-related functions. We maintain this dress code for the following reasons:

1. To set a standard of excellence in dress and attire with refinement;
2. To encourage student to think of their attire as an aspect of their work;
3. To eliminate any unwarranted focus on cost/brand name of attire that would result in social competition and self-consciousness;
4. To promote a sense of school identity and camaraderie among the students.

It is the responsibility of the teacher to see that the children are wearing the appropriate school uniform. Shirttails should be tucked in at all times. Please see that the girls' hair is neatly combed and kept out of the face. Boys' hair should be a reasonable length and should not be over the collar.

Nails are to be neatly clipped. Faculty on duty at playtime should remind students to be neat before entering the classroom again. Encourage hand washing before eating and after bathroom use. All faculty members, including specialty teachers, are responsible for monitoring the appearance of students as they leave their classrooms.

25. Sensitive Topics: It is Board policy that the topics of sex, drugs, divorce, and other sensitive social issues are not to be addressed at school except as they might occur within the curriculum reading. Questions by the children in these areas are to be answered simply, briefly, and biblically, and the child then referred to his or her parents for further discussion. When appropriate, parents should be alerted.

26. Student Evaluation and Reporting: Each semester student evaluations and comment forms are prepared. Student evaluation forms and report cards are to be completed in such a way that they give important and constructive information to parents, students, and to other teachers. They should be completed and delivered to the Headmaster by the required due date each semester. Prepare in advance to meet the deadline. All student

evaluations will be proofread by the Division Head/Headmaster before being sent home.
Any mistakes or poorly written reports will be returned for change or correction.

Comments of high quality exhibit the following characteristics:

- They are on time.
- They are legible.
- They are correct in grammar and spelling with no contractions or incomplete sentences.
- They are tactful.
- They are thorough.
- They are direct.
- They cite examples.
- They are affirming.
- They note improvements in the student's work.
- They do not dwell excessively on negatives.
- They make specific recommendations about how the student can improve.

Comments of low quality exhibit the following characteristics:

- They fail to explain why a student's work is not up to standards.
- They make vague recommendations for improvement.
- They have spelling errors.
- They include contractions, abbreviations, crossed-out words, white-out, incomplete sentences, and typographical errors.
- They are illegible.
- They are too brief (i.e., one line or less).

Grades and comments for Classes 5 and above should comply with the following guidelines:

a) Grade Categories:

A = High Honors	B = Honors
A+ = 98 – 100	B+ = 88 - 89
A = 93 - 97	B = 83 - 87
A- = 90 - 92	B- = 80 - 82

C = Competent	D = No Credit
C+ = 78 - 79	D = 60 - 69
C = 73 - 77	
C- = 70 - 72	

F = No Credit	I = Incomplete
F = < 60	

All grades and comments, especially the first semester grades in a course, must be based on more than one evaluation of the student. Teachers are encouraged to give different forms of evaluations during the marking period.

Mid-semester (or quarterly) comments and grades are important means of identifying and assisting students in academic trouble. Plus (+) and minus (-) indicators on grades can be used by the teachers to signify a certain level of student performance within each grade category.

The Headmaster has the responsibility for reviewing grading discrepancies. Students should first raise grading questions with the teacher, then with the Division Head. The Headmaster will then consult with the teacher in order to resolve questions concerning grades and comments.

Changes in recorded grades must be reported to the Headmaster in writing. Inappropriate intervention by parents or any member of the school community in an attempt to influence grading should be reported immediately to the Headmaster.

The Division Head/Headmaster is responsible for seeing that the comments written by members of each department meet the School's standards.

c. Student Paperwork: Each child is to use the uniform school heading for papers. It is as follows:

Student Name	Date
Subject	Teacher's Name

Classes One and Two use their names and date for headings.

Student Name	Date
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Each student's paper is to be graded by the teacher within two days and corrected by the child. Papers are sent home once a week for a parent to sign and return. Encouraging and constructive comments should be offered. On large unit tests, the child's score is to be given (for example, 36/40). Percentiles are used starting in the 4th grade.

d. Telephone Usage by Students: Students and parents may use the telephone only in the event of emergencies.

A handwritten note or phone message to the receptionist should accompany each student concerning after school transportation other than his or her regular carpool.

e. Textbooks and Other Materials: Textbooks are provided to students. Textbooks are usually ordered in the early summer before the year they will be used. Normally, one must expect 6 to 8 weeks for delivery, so plenty of advanced planning is necessary.

At the beginning of each school year, all necessary student materials and textbooks will be issued to each teacher. They should be carefully inventoried, as teachers must account for all materials assigned to them or to their students at the end of the year. Textbooks should all have inventory numbers and the numbers recorded as to the student issued.

Any student who loses or damages school texts must reimburse Regent for the full amount. Teachers are expected to collect what is owed for any materials that have been issued to them or have the appropriate amount deducted from his or her own compensation. A student is subject to a fine for minor damage.

f. Tutorials: Tutorials are opportunities for students to receive weekly extra help or to make up work they have missed. Tutorials may be requested by either the teacher or the student. Teachers should give additional help until all resources are exhausted or it is determined that the student needs additional assistance. An outside tutor may then be required.

Teachers should communicate to parents a designated day of the week they are always available for tutoring. Tutoring should not be scheduled on days of faculty meetings.

No Regent teacher may have a paid tutoring position except during the summer as part of the School's approved summer tutoring program.

O. Teachers and Parents

1. Parent-Teacher Conference: Parent-teacher conference held before school starts establish rapport with parents, letting them know that the School is interested in their children and their educational progress. Conferences help teachers learn the needs of each child and give them the opportunity to make suggestions concerning how parents can help children at home. During the first of the two teacher in-service weeks, parents are asked to come to the school and schedule a conference with the teacher. Parent conferences are held in August, February (optional), and May. Teachers are expected to be on duty at the School during the entire conference period, making use of free times for planning instruction and conferences with the Headmaster.

Approximately two weeks prior to the conferences, the Monday Memo will announce that sign-up sheets are available in the school office. It will then be the responsibility of parents to come to the school and sign up for a day and time.

Children are to be discussed in only a supportive manner. If teachers need help in this area, they may consult the Headmaster for help in planning dialogue with parents.

Discussion of achievement test scores should be handled in a sensitive manner. If a question occurs during a parent conference, refer the parent to the Head of Admission and Testing or the previous year's classroom teacher.

New teachers should arrange their schedules so that they may listen to an experienced teacher conduct a conference before conducting their own conferences. Prior to the meeting, the teacher should:

- Reread the student handbook to prepare for any questions a parent might ask.
- Read the student's admission application if he or she is a new student.
- Read each student's admission application, comment forms, notations of former teachers, and achievement test scores from the preceding year if he or she is a returning student.

During the conference, parents should be reminded that individual student pictures are taken soon after the Enrichment classes begin. Girls and boys wear the full dress uniform. Class pictures are also taken at this time. The pictures are forwarded to the School in approximately 6-8 weeks.

A conference should take no more than 20 minutes. It is the teacher's responsibility to keep the meeting moving and to end it on time. It is important that all conferences are punctual. It is helpful to schedule four conferences and then leave a gap before the next four conferences begin. Many times parents must make special arrangements and efforts to attend conferences; great effort should be taken to maintain the schedule.

Topics to be covered for Classes 1-3:

Ask the parents to tell you about their child. Suggest to them ways they may offer assistance at home.

- Habits - The teacher should discuss with the parents the importance of helping the child develop good habits. The parent may be encouraged to consult Charlotte Mason's writings which discuss how to train young children in the habits of attention, application, thinking, imagining, remembering, perfect execution, obedience, and truthfulness.
- Writing - Give the parent a sample paper to show how to form, space, and place manuscript letters and numbers.
- Phonics - Show the parent how we teach phonics and give an example of the flash cards.
- Arithmetic - Give the parents a sample paper showing how we form numbers. Encourage them to drill their child on the facts in the tables when needed.
- Reading - Encourage parents to read good literature to their children every night as well as having the children read to them.
- Homework - Explain the School policy and ask the parents to let you know if the child is spending a long time on his homework. Tell the parents that the child should complete the homework in one sitting in a quiet place.

Topics to be covered for Classes 4 and up:

Ask the parents to tell you about their child. Suggest to them ways they may offer assistance at home.

- Daily Study Habits - The family may be encouraged to arrange a designated place for study with useful reference books and supplies. Each student should always have a

consistent time during the day to complete homework and reading. Help with studying for tests and long-range planning by parents should be encouraged.

- Mathematics - Conduct an extra 10-minute drill on division or multiplication tables. (Give an example of a method to the parent, such as using flash cards, writing the combinations and tables, and answering dictated facts.)
- Spelling - Give the student additional written and oral practice with the words; have him use the spelling and/or vocabulary words in sentences.
- Reading - Have the student devote a consistent time each day to outside reading.
- Homework - Explain the School policy and ask the parents to let you know if the child is spending a long time on his homework. Tell the parents that the child should complete the homework in one sitting in a quiet place.

Note: Any time during the school year that a new student enrolls in a class, the teacher will have a conference with the child's parents before he attends school.

2. Topics to Be Discussed with Parents: The following topics are covered at various meetings as outlined. Teachers need to be familiar with these topics in order to adequately cover the material and field questions from the parents.

Topics	Individual Parent Conference	Headmaster/Parent Coffee	Class Meeting
Drop-off / pick-up procedures		X	X
Communication - Monday Memo		X	X
Discipline/Manners	X	X	X
Donations		X	X
Extra-curricular classes		X	X
Field trips	X		X
Home Bible readings	X	X	X
Homework and corrections	X		X
Invite parents to lunch/Chapel	X	X	X
Library donations		X	X
Library - Overdue book			X
Parent's Council: volunteer positions; library		X	
Parent referrals of new students		X	
Parking		X	
Reading aloud at home by parents and children	X	X	X
Routines and habits: Routine schedule; moderation of extra-curricular activities; little or no TV; reasonable bedtime; time of quiet each evening; responsibility for personal belongings and schoolwork	X	X	X

Scheduling of vacations	X	X	X
Semester projects	X		X
Student store			X
Tardies	X		X
Teachers conferences			X
Use of phone/calling the office			X

3. Parent Coffee/Orientation: This coffee is usually held on an evening before the first week of school.

6:00 P.M. Arrival of parents; sign in; distribution of packets

7:00—8:00 P.M. All parents together

8:00—8:45 P.M. Classroom meetings with parents

8:45—9:00 P.M. Close

a. Before the Meeting:

- Have your room completely in order.
- Classes 1—4 should have each student's name on his/her desk with all supplies and books inside.

b. In the Classroom:

- Introduce yourself to the entire group even though you have already greeted the parents individually as they came into the classroom. Open in prayer. Assure the parents that you are happy for the opportunity to teach their children and that you want to work together with them to do the most for each child.
- Cover the topics listed in the chart on the previous page. Experienced teachers are available to help new teachers with the content of their meeting.
- Refer the parents to the student handbook. Hold up a handbook for them to see. (Parents will receive these as they arrive for the Parent Coffee.) Ask them to be sure to read it carefully. Explain that it contains a great deal of useful information about the policies, procedures, and schedules at Regent.
- Hand out a general syllabus of what your class will be studying.
- Hand out a homework plan stating expectations, guidelines, and consequences. (See the section on homework.)
- Inform the parents that if a problem arises, they may make appointments by calling you at school and leaving a message. Tell them you will arrange a time to meet with them.
- Tell parents that if they need to leave anything for their child, they should leave it with the receptionist to be forwarded to the child or leave the item outside the classroom. Ask them not to interrupt class.

- Tell the parents the afternoon dismissal time and explain that children will be supervised for only 15 minutes. Answer any questions.

The entire meeting should be over by 9:00 p.m.

c. After The Coffee:

- Call the parents of all students the third week of school to make certain all are adjusting well
- Make a list of absentee parents so you can contact them with the information from the coffee.

Other schools and other teachers are only discussed in a positive manner.

No reference to a child's record, performance, skill level, or behavior should ever be made to another child's parent. Each child's developmental progress should be held in confidence between the teacher and the parent.

Please note both positive and negative comments made by the parent at the conference. The good qualities or attributes of the child should be stressed. Comments about areas that need improvement are phrased positively and accompanied by concrete suggestions for improvement. Parents need to be alerted to problems. Also, never discuss a child with his parents if the child is within hearing distance, unless he is invited to be in on the conference.

If a student had a problem adjusting to school one day or even several days, you do not necessarily need to mention this to the parent. Instead, explain to the parent different ways you are helping the child to get adjusted and assure the parent that his child is going to adjust smoothly in time.

The teacher may make the following suggestions for parents whose child needs extra help at home:

How to help an immature child:

- Assign chores at home.
- Guide the child in doing his homework.

How to help a lazy child:

- Keep the child busy with chores at home.
- Avoid idleness and excessive amounts of time in front of the television.
- Arrange time for the child to play outside in the fresh air.

How to help an undisciplined child:

- Be sure the child does fully what he is told.
- Be consistent in seeing that the child obeys.

- Have an effective way to show your disapproval for disobedience.

Close the conference by assuring the parent of your continued interest. Encourage parents to call you if they have a question about their child's work. Assure them that you will be glad to discuss the student's progress and/or problems.

Report to the Division Head/Headmaster any conferences in which the parent expresses dissatisfaction.

4. Parent-teacher interactions: Teachers should not discuss students, personnel, or school policies when invited into a home for a social visit. Faculty members are not permitted to baby sit for the Regent families for whom they are a teacher. Special exceptions may be requested from the Headmaster or Board of Directors.

Teachers are responsible for cooperating fully with parents and responding to any phone call or written message the same day.

Some parents will request that teachers keep them regularly informed by phone of their child's progress, in addition to sending reports home. Teachers should not obligate themselves to do this, but may assure the parents that they will welcome their inquiry about their child's progress any time they wish to telephone or write.

If a parent comes to a classroom during class time, or when you are on duty (playtime, carpool or early morning), his/her need should be addressed briefly and courteously. He should be reminded to stop by the office if he wishes to send messages to the teacher or a student so as not to interrupt class time. State, "I am on duty now. I will be available at _____."

Phone conversations with parents should be limited to business related to the student's needs. They should be handled courteously, but should not be allowed to drag on for an unreasonable length of time.

Teachers may invite interested parents to serve in class if there is a need.

5. Presentations to Prospective Parents: There are two or three presentations each school year given to interested families wishing to obtain information for future enrollment. Faculty will be asked to attend on a rotating basis.

All rooms are to be in order and textbooks placed for easy perusal by the parents. Teachers should anticipate questions from parents and have articulate and appropriate answers.

The typical presentation schedule is as follows:

- 7:00 - Parent arrival and open house in the classrooms
- 7:30 - Presentation of the philosophy and vision of Regent
by a Board member and/or Headmaster
- 8:15 – Introduction of the faculty (faculty dismissed at this time)

6. Referrals for Diagnostic Testing and Evaluation or Special Tutoring: The teacher should give prompt attention to any child who is struggling or frustrated early on. Teachers should keep the parents informed of such problems.

Faculty must consult with Division Head/Headmaster before recommending outside diagnostic testing, evaluation, or special tutoring. If a child appears to need diagnostic testing or special tutoring, the teacher should then consult with the Headmaster before making a recommendation. Teachers should refer parents to approved school consultants and tutors.

7. Telephoning Parents: Apart from regular parent conferences, teachers are encouraged to telephone parents to bring their attention, at an early stage, any significant change (especially deterioration) in a student's performance. Telephone reports of good behavior and excellent performance are also in order. Teachers are encouraged to give a good report, if it is in order, every time they see a parent.

P. End of School Procedures

1. The week after school is dismissed is reserved for faculty to complete and evaluate the school year and to make preparations for the following school year. The following tasks need to be accomplished.

Account for all class textbooks, supplies, and equipment. If students have lost or damaged classroom materials, including textbooks, please fill out a two-part invoice with appropriate replacement cost, sending the original to the family and the copy to the Headmaster's office. All books that are the property of Regent Preparatory School should be stamped accordingly.

Orders for curriculum, textbooks, and classroom supplies for the coming year must be completed (this includes ISBN numbers and the combined grade level order.) Curriculum and textbooks reviewed and recommendations made.

Individual conference with administrator completed.

Room left clean and in order. Student desks should be cleaned inside and out (shavings, crumbs, etc.) and the tops cleaned with an appropriate cleaning product. Student lockers emptied, cleaned out, and vacuumed, if necessary.

Return room to basic décor, emphasizing beauty and simplicity – pack “extra” items and take home.

Damaged desks and other repair needs should be marked clearly with specific instructions. Any defaced property should be reported.

A maintenance form should be completed for each room, listing outlets, lights, heat/air problems, etc.

Books for summer reading or review should be checked out from the library or school office.

One complete and updated curriculum binder for each grade level (or subject area in Classes 5 and up) should be assembled.

Teacher recommendations concerning student placement for coming year submitted to Headmaster (i.e. Class 2 teachers meet together and make suggestions about Class 3 placements, etc.)

Report to Headmaster on students/families that supported the reading program, corrections, homework, etc., and those who did not.

Q. Athletics Philosophy and Goals

1. What we believe – We believe that athletics provides opportunities to put into practice the biblical principles and lessons learned in the classroom, at home, and through the church. Involvement in athletics provides students with opportunities for character development and the use of God-given abilities to glorify God. Therefore, athletics at Regent Preparatory School is considered an important part of a student's school experience, one that compliments academic, familial and biblical priorities.

2. Our commitment to excellence – Scripture commands us to always do our best with the talents God has given us. Becoming the best might not always be the result of our athletic program; however, doing our best must be.

3. The Regent athlete – We believe all Regent athletes should be diligent in preparation, relentless in effort, disciplined by nature, respectful in actions, self-controlled with words, humble in spirit, and aggressive in pursuit of excellence – without regard to score, opponent, time, or referee. When Christian athletes display these characteristics, good things usually happen: teams are successful, players are motivated, fans are supportive and enthusiastic, parents are proud, prospective athletes want to participate, and often nonbelievers are drawn to Christ.

4. Our program - bear witness to Christ. The Regent Athletic Program is designed to encourage open participation in a variety of sports. We want students to confidently explore all sports, regardless of previous experience or skill level. Athletics should build pride among participants and instill school spirit within the student body. At all times athletes should follow school policies and procedures, honor school philosophy, and seek to bear witness to Christ.

5. Role model coaches – Coaches are role models for our student athletes and thus have the responsibility to model Christ-like attitudes, behaviors, and desires. Coaches are simultaneously participants and teachers. They must use knowledge and organization to prepare their athletes for competition. They must use wisdom and experience to make

adjustments during competition. And they must motivate, giving meaning to every situation a team or individual athlete might face. Coaches bear great responsibilities, but are also given great opportunities, to mold young lives for Christ.

6. The bottom line – At Regent we aim to prepare students to take the field of life as followers of Christ. Athletic participation confers many benefits; it promotes physical well-being, mental focus and toughness, and knowledge of the value of practice and teamwork. It prepares athletes to handle challenges and pressure they will face far from the stadium and long after the season has ended. Above all, athletics is a fine metal with which to forge Christian character.

7. Athletic philosophy – The Regent Athletic program is integral to the educational process. The purpose of the elementary athletic program is to provide all students with a variety of team and individual opportunities in which to develop skills and build the values and attitudes that bring honor and glory to God.

8. Goals – The Regent Athletic Program promotes:

- Excellence and enthusiastic participation
- The development of Christ-like attitudes and behaviors on and off the field
- Open participation for all students who meet the minimum requirements for a sport
- The confidence to explore and participate in a variety of sports
- Fundamental sports knowledge and skill development
- Equal playing time (as far as possible) for all participants in elementary school
- The preparation of students for competitive play in junior and senior high

9. Athletes' Code of Conduct:

- I shall display good sportsmanship and self-control during practices and games.
- I shall commit to be at all practices and games. I shall give my coach reason and prompt notice when I cannot attend.
- I shall follow all league rules and guidelines.
- I shall expect to receive fair and equal playing time based on my participation in practice and the protection of my personal safety allows.
- I shall respect coaches, opponents, and game officials.
- I shall represent Regent positively in my actions and attitude. My efforts in competition shall reflect honor, integrity, and glory to God.
- I shall encourage and support my teammates at all times.

a) Coaches' Code of Conduct:

- I shall observe and enforce all Regent and league rules, policies and procedures.
- I shall teach those fundamentals necessary for mastery of the sport I am coaching.
- I shall assume responsibility for athletes' and assistant coaches' behavior during practices and games.
- I shall teach athletes' attitudes of good sportsmanship and ensure such attributes and ensure such attributes re exemplified during practices and games.
- I shall maintain a safe practice and playing environment at all times.
- I shall respect game officials. I shall not argue or yell at game officials but approach them respectfully when inquiring about rulings.
- I shall treat opposing coaches, athletes, and fans with respect.
- I shall not drink or use tobacco in front of athletes.
- I shall make all reasonable effort to ensure each athlete receives equal and fair playing time.
- I understand that as a coach for Regent I am representing my school and my team. I shall lead through example by exemplifying good sportsmanship and shall glorify God through my attitudes and actions.

R. Special Events

1. Grandparents' Day: Held each year on the Friday preceding Thanksgiving, Grandparents' Day provides the opportunity for Regent students to honor their heritage during a special program to which grandparents and other special friends of the students' and their families are recognized. Semester projects and student artwork are exhibited on Grandparents' Day. A reception follows the program.

2. Christmas Chapel: A 45-minute service consists of lessons (scriptures read by children) and carols sung by the congregation and specific classes. The Christmas Chapel is a time of praise and worship of the birth of our Lord and Savior Jesus Christ. The Head of Chapel is in charge of this event.

3. Christmas Celebration: The Christmas party for Classes E-II and above is held the last day of school before the Christmas holidays. All children are served refreshments. A Christmas craft will be provided by a mother in charge of the party. They may also have a story. Dismissal is at 12:00 noon for the Christmas holidays.

4. Easter Celebration: Refreshments are served in the classroom for an Easter celebration. These refreshments are served by the class mothers.

5 . Fine Arts Day: (May not be observed every year.) Fine Arts Day is held during the last week of the school year to celebrate the accomplishments of the students and to reinforce learning achieved during the school year. Each teacher is responsible for the plays or performances of his or her class to see that they are executed and performed well. The plays may be written, directed, and produced by the students.

Artwork is also exhibited, spring semester projects are displayed, and musical selections are performed.

6. Semester Projects: Fall and spring semester projects are required in Classes 1-3. A fall semester project is required for Class 4. The semester project is intended to build each child's self-confidence and further individual learning. Discuss the semester project with the parents. Ask for the topics or subject of the semester project from the student four weeks after the semester begins. Encourage them to give it much thought. The semester projects are due at the end of each semester.

7. Special Ceremonies and School Traditions: We at Regent Preparatory School believe in the importance of ceremony, pageantry, and tradition in transmitting values and instilling a sense of dignity and loyalty. Special programs are held throughout the school year to bring the entire Regent family together in celebration of our faith, the family, and our Christian cultural heritage.

8. Valentine's Day Celebration: Valentine refreshments are served in each classroom on Valentine's Day. The refreshments are served to the children by the class mothers. Valentines are traded in Classes E-II through Class 2 only.

* All policies and procedures set forth in this Policy Manual are subject to change without prior notice.

