



FACULTY HANDBOOK

Updated 8/18

TABLE OF CONTENTS

1. General Information

- 1.1 Introduction
- 1.2 Mission Statement
- 1.3 Vision for a Graduate
- 1.4 Statement of Faith
- 1.5 Educational Philosophy
- 1.6 Educational Goals
- 1.7 Parental Involvement

2. Contractual Policies

- 2.1 Non-Discriminatory/Equal Opportunity Employer Policy
- 2.2 School Hours
- 2.3 Assignment of Personnel
- 2.4 Job Description
- 2.5 Professional Guidelines
- 2.6 Conditions of Employment/Work Agreement
- 2.7 Certification and Transcript
- 2.8 Paychecks
- 2.9 Faculty Church Attendance
- 2.10 Enrollment of Faculty Children
- 2.11 Consulting Guidelines
- 2.12 Absence/Leave Policy
- 2.13 Funeral/Bereavement
- 2.14 Vacation
- 2.15 Extracurricular Activities
- 2.16 Dress Requirements
- 2.17 Jury Duty/Trial Witness
- 2.18 Employee Phone Usage
- 2.19 Supervision of Staff Member Children
- 2.20 Non-Denominational Position

3. Social Policies

- 3.1 Human Dignity
- 3.2 Sexual Harassment, Abuse, or Child Abuse Policy
- 3.3 Staff and Student Relations
- 3.4 Smoke-Free Workplace
- 3.5 Non-Custodial Parent
- 3.6 Release of Students
- 3.7 Legal Coverage
- 3.8 Substance Abuse Policy

- 3.9 Comprehensive Grievance Guidelines

- 3.10 Separation Guidelines

4. Instructional Policies

- 4.1 Curriculum Guidelines
- 4.2 Class Preparation
- 4.3 Teaching Methodology
- 4.4 Graduation Requirements
- 4.5 Testing
- 4.6 Secondary Testing Schedule
- 4.7 Semester Exams
- 4.8 Make-Up Work
- 4.9 Homework
- 4.10 Grading/Report Cards
- 4.11 Extra Credit
- 4.12 Student Failure
- 4.13 Poor Performance as a Class
- 4.14 Reverence Guidelines
- 4.15 Movie Guidelines
- 4.16 Music Guidelines
- 4.17 Controversial Subjects
- 4.18 Academic Honors and Awards
- 4.19 Regents Reading Program
- 4.20 Bible Recitation Guidelines
- 4.21 Selection and Use of Materials
- 4.22 Tutorial Work
- 4.23 Field Trips
- 4.24 Incentive Prizes/Trinkets
- 4.25 Room Appearance
- 4.26 Regents Math Mastery Program
- 4.27 Internet Use Policy

5. Discipline Policies

- 5.1 Discipline Policy
- 5.2 Basic School Rules
- 5.3 Etiquette Code
- 5.4 Office Visits
- 5.5 Keeping the Respect of Your Students
- 5.6 Classroom Management
- 5.7 Eligibility for Extra-Curricular Activities
- 5.8 Leaving Campus

6. Professional Policies

- 6.1 Development and Faculty Meetings
- 6.2 Teacher Certification Plan
- 6.3 Formal, Informal and Self Evaluations
- 6.4 Participation in School-Related Activities

7. Procedural Policies

- 7.1 Daily Supervision Responsibilities
 - 7.1a Morning Drop-Off/After-School Pick-up
 - 7.1b Lunch
 - 7.1c Recess
 - 7.1d Tardy/Absentee Report
 - 7.1e School Visitors
 - 7.1f General Safety Statement
- 7.2 Student Dress Code
- 7.3 Morning Assembly
- 7.4 Library
- 7.5 Medical Policies
- 7.6 Serious Disease
- 7.7 Lost and Found
- 7.8 Class Parties
- 7.9 Fire/Tornado/School Lock Down Emergency Drills
- 7.10 Displaying Student Work
- 7.11 Snack Cart
- 7.12 School Calendar
- 7.13 Inclement Weather/Emergency Closing
- 7.14 Cleaning Supplies/Chemicals/Equipment

Appendices

1. GENERAL INFORMATION

1.1 Introduction

1. The Bible tells us to bring up our children in the nurture and admonition of the Lord (Ephesians 6:4). The Lord Jesus Christ tells us to love the Lord our God with all our heart, with all our soul, and with all our mind (Matthew 22:37). Regents Academy was founded to help parents fulfill these commands. The many years that are devoted to formal education greatly impact the direction and thoughts of our children. Parents desire their children's success intellectually, socially, and physically. But most important for Christian parents is their children's understanding and application of the Christian faith.
2. Providing Christian education for our children is costly, but not nearly as costly as the alternatives. Problems in modern American society and education are frightening to parents. Christians should not be surprised at these problems, for they are the expected result of a culture that rejects God. But Christians should not panic and retreat. Jesus said, "In this world you will have tribulation; but be of good cheer, I have overcome the world" (John 16:33).
3. It is with this assurance of Christ's dominion and victory that Regents Academy was started. God has called parents, not the state, to educate children. Education is to be conducted in light of God's revelation of Himself in the Scriptures and in recognition that all truth is God's truth. Regents Academy is committed to these ideals of Christian education.

1.2 Mission Statement

Regents Academy, as a Christian ministry to families, provides a Christian and classical education that trains students to view all areas of life and faith from a Christian worldview and equips students to lead lives of virtue, display mature character, love learning, and serve the Triune God.

1.3 Vision for a Graduate

We envision that a graduate of the academic program at Regents Academy will embody the following traits.

- **Virtue and mature character:** This includes heart-obedience rather than mere rule-following, good manners, honorable relationships, self-control, and Christian leadership. If nothing else, students should live in accordance with *Coram Deo*—living as though they were in the presence of God at all times.
- **Sound reason and sound faith:** We expect students to realize a unified Christian worldview with Scripture as the measure of all Truth. We expect them to exhibit the wisdom to recognize complex issues and to follow the consequences of ideas.
- **Service to others:** We expect our graduates to "love their neighbor" by serving others in their community. Graduates need to develop an awareness of the many types of needs that others around them have and learn to be like Christ in their willingness to minister to others.
- **A masterful command of language:** Because language enables us to know things that are not directly experienced, nothing is more important within Christian education. Without a strong command of language, even Scripture is rendered mute. As people of "the Word,"

Christians should be masters of language. Students master vocabulary, grammar, usage, and translation through our study of Latin, English, and Spanish.

- **Well-rounded competence:** Educated people are *not* specialists who know little outside of their field of specialty. Educated people have competence in a variety of areas including fine arts, drama, music, physical activity, history, logic, science, and arithmetic. Throughout our program, skills essential for an educated person are introduced and developed.
- **Literacy with broad exposure to books:** Educated people are well-read and able to discuss and relate to central works of literature, science, art, architecture, and music.
- **An established aesthetic:** Further, educated people have good taste, formed as they are exposed to great aesthetic masterpieces, particularly at a young age.

1.4 Statement of Faith

The following is the foundation of beliefs on which Regents Academy is based. These are also the key elements of Christianity that will be taught without compromise or apology in all subjects through all grade levels. The substance of these statements is designated as *primary doctrine* in Regents Academy.

- a. We believe the Bible to be the only inerrant, authoritative Word of God.
- b. We believe that there is one God, eternally existent in three Persons: Father, Son, and Holy Spirit. He is omnipotent, omniscient, and omnipresent.
- c. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
- d. We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
- e. We believe that salvation is by grace through faith alone.
- f. We believe that faith without works is dead.
- g. We believe in the present ministry of the Holy Spirit, by Whose indwelling the Christian is enabled to live a godly life.
- h. We believe in the resurrection of both the saved and the lost; they that are saved to the resurrection of life, and they that are lost to the resurrection of damnation.
- i. We believe in the spiritual unity of all believers in our Lord Jesus Christ.
- j. We believe that God wonderfully and immutably creates each person male or female. Rejection of one's biological sex is a rejection of the image of God within that person. We believe that the term marriage has only one meaning: the union of one man and one woman in a single exclusive lifelong relationship, as delineated in Scripture. We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other.

Secondary or divisive doctrines and issues will not be presented as primary doctrine. When these types of doctrine or issues arise, they will be referred back to the family and local churches for final authority. Secondary doctrine refers to doctrinal issues which are not addressed in the Regents Academy statement of faith. Classroom discussion of secondary doctrine should be on an informative, nonpartisan level. Teachers must be careful not to speak to the students in a manner that would cause offense to the parents. Presentation of all sides of an issue is encouraged. The teacher should encourage the students to follow up any questions they have with their parents and pastor.

This statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For the purposes of Regents Academy's faith, doctrine, practice, policy, and discipline, decision making authority concerning the application of Scripture shall be vested in the school's board.

The school board is committed to fostering a school culture marked by biblical love and holiness, and providing a biblical role model for the staff, students, and families of Regents Academy and the community. Therefore, these standards will impact our decisions for the ministry of Regents Academy, including, but not limited to, facility use, the hiring and retention of staff and volunteers, and the evaluation of current and prospective students being admitted into or retained in Regents Academy.

1.5 Educational Philosophy

1. The philosophy of education of Regents Academy is founded on the Bible which is accepted as the authoritative, infallible Word of God for all areas of faith and life. The Scriptures declare the existence of the Triune God, the creation and providential control of the universe by God through Jesus Christ, and God's creation of man in His own image.
2. As Creator and Sustainer of the universe, God has not only established all facts, but also the meaning of all facts. All truth is God's truth. The goal of true education is to find the true relationship between both God and man and God and all of the particular details of the universe. To be known truly, all subjects must be studied in the light of God's Word. All truth is ultimately religious, and all education must be conducted in light of God's perspective on the subject. To assume that any area of knowledge can be known truly apart from God's revelation of Himself is to undermine the foundations of all knowledge.
3. Man bears the image of God; therefore, he stands above the rest of creation in his unique capacity to know and respond to God personally, to glorify Him, and to exercise dominion over the created order. Man is a sinner by nature and choice. As a result, he cannot know or honor God except by submitting his mind and will to the Lordship of Jesus Christ. Being restored in knowledge, righteousness, and holiness in Christ, redeemed man can then obey God's will. The philosophy of education of Regents Academy presupposes this submission of mind and will as the foundation of all true knowledge, understanding, and wisdom. This philosophy of education further maintains that to attempt to understand the universe apart from Scripture will naturally lead many to fail to comprehend reality.
4. As a Christian school, Regents Academy is committed to the classical model of education. The classical model of education involves both the educational method as well as content of the academic studies. This method conducts students through the stages of *grammar*, *logic*, and *rhetoric* in all subject areas. Collectively, these three stages have been called the *Trivium*, a three-part program for education dating back to the Middle Ages, with roots in the Greek and Roman civilizations. Grammar, logic, and rhetoric correspond to the Biblical concepts of knowledge, understanding, and wisdom. The grammar of a subject consists of the fundamental rules and details of that subject. The logic of a subject focuses upon the ordered relationship in each subject; that is, the understanding of how the facts and details are related. At the rhetoric stage of learning, the student should be able to present a clear expression of the grammar and logic of the subject; that is, he should be able to talk, write, and think intelligently about the subject. In terms of content,

Regents Academy requires the study of theology, logic, rhetoric, Latin, literature, history, and the higher mathematics and sciences.

5. Regents Academy recognizes that Scripture grants the responsibility and authority of educating children to parents. The Christian school operates *in loco parentis*, that is, in the place of the parents; therefore, Regents Academy exists as an agency to assist parents in fulfilling their duties. The Christian school's role supports the ministry of churches by maintaining sound doctrine and by equipping students with the intellectual skills necessary for understanding doctrine and for vocational development.
6. In order that the student may fulfill God's total purpose for his life, personally and vocationally, the education process is a means used by the Holy Spirit to do the following:
 - a. Bring the student into fellowship with God.
 - b. Advance the student in spiritual maturity.
 - c. Assist the student in developing an analytical Christian mind.
 - d. Enable the student to think God's thoughts after Him.
 - e. Help the student achieve Christ-like character qualities.

7. Latin at Regents Academy

For several decades the teaching of Latin was an integral part of any good academic training. Consequently, the instruction in Latin at Regents Academy should need no explanation or defense. However, like many traditional particulars of good education lost in the name of "modern" or "progressive" education, Latin's advantages have been neglected and forgotten by a couple of generations. Latin was regularly taught even in American high schools as late as the 1940s. It was considered necessary to a fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.

Regents Academy teaches Latin, therefore, for two major reasons:

- a. Latin is not a "dead language," but rather a language that lives on in almost all major western languages, including English. Training in Latin not only gives the student a better understanding of the roots of English vocabulary, it also lays the foundation for learning other Latin-based languages.
- b. Learning the grammar of Latin reinforces the student's understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English class work, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.

The Latin Program consists of the following basic objectives:

Third Grade (1 st Year):	Basic vocabulary, declensions, conjugations, simple grammar, and sentence patterns
Fourth Grade (2 nd Year):	More vocabulary, further declensions, chants of endings.
Fifth Grade (3 rd Year):	More vocabulary, beginning grammar work, further verbs, simple sentences
Sixth Grade (4 th Year):	More vocabulary, foundational translation work, key grammar

Seventh Grade (5 th Year):	Translation work, grammar, writing of sentences, stories, Classical background
Eighth Grade (6 th Year):	Completing complex grammar, translations work, idioms, vocabulary
Ninth Grade (7 th Year):	Translating original texts, understand setting, context and complex grammar

1.6 Educational Goals

1. **Christ-centered Goals:** By the time a student graduates from Regents Academy, the student should:
 - a. Understand that the Scriptures are God’s revelation of Himself and His intended standard for all areas of faith and life.
 - b. Understand that all subjects, whether dealing with men, matter, or ideas, must be understood by being brought into conformity with a Christian worldview.
 - c. Understand that all men are sinners who fall short of the glory of God.
 - d. Understand that all men need to know Jesus Christ as Lord and Savior.
 - e. Understand that Christians must exhibit holiness before God and obedience to God’s Law/Word.
 - f. Understand that Christians must make moral and ethical applications of the Faith in their personal lives, families, churches, communities, nation, and world.
 - g. Understand that as a creature made in the image of God and as a person committed to Christ, the Christian is accountable to God for fully developing his potential in academic, artistic, and vocational skills.
 - h. Understand that the Christian is to love God with all of his mind, and is to be continually transformed by the renewing of his mind.
2. **Classical and Academic – Intellectual – Goals:** By the time a student graduates from Regents Academy, the student should:
 - a. Understand that in the study of any academic field, the Scriptures provide the infallible standard for comprehending the subject.
 - b. Understand that apart from presupposing or believing God’s revelation of Himself, no true knowledge or theory of knowledge is possible.
 - c. Understand that all subjects are learned through the methodology of the Trivium, which consists of the *grammar*, *logic*, and *rhetoric stages of learning*. That means that first, the grammar, or basic facts, must be learned. Second, the logic of the subject, or way that the facts fit together, must be learned. Third, the subject is expressed, described, or analyzed in the rhetoric stage.
 - d. Be committed to developing his highest God-given intellectual potential through challenging studies.
 - e. Enjoy a thorough comprehension and command of rhetorical skills, such as reading, writing, speaking, and listening.
 - f. Have an appreciation and enjoyment of such academic fields as language, science, higher math, history, and literature.

- g. Exhibit critical thinking skills in research, logic, and problem-solving, as well as the ability to perceive and cope with ambiguity.
 - h. Understand that Christian development includes lifelong nurturing of the aesthetic and physical part of man, as well as the academic and ethical dimensions, and practical applications.
 - i. Understand the Bible for its factual content, theological doctrines, and practical applications.
3. **Personal Spiritual Goals:** By the time a student graduates from Regents Academy, the student should:
- a. Understand himself to be made by God in His own image, unique in personality.
 - b. Accept the unique worth and varied personalities of others as fellow image-bearers of God.
 - c. Grasp a Biblical concept of the gifts of life, time, and work, and the necessity for righteous stewardship of those gifts.
 - d. Understand the Biblical roles of the Christian man or woman in the marriage, family, church, and society.
 - e. Embrace a Biblical work ethic and an understanding that all types of work are to be done unto the Lord.
 - f. Believe that the Scriptures' portrait of Jesus Christ represents the true model for personal and social development as well as academic and spiritual.

1.7 Parental Involvement

"Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord." Ephesians 6:4

As a support and extension of the family unit, Regents Academy considers the family to be of first importance to a child. God, through His Word, the Bible, indicates that the family is the most important human institution He designed, since He compares it to the relationship believers have with Christ and the Father. Therefore, at Regents Academy we are continually seeking ways to actively involve parents, siblings, and grandparents in the programs of the school.

2. CONTRACTUAL POLICIES

2.1 Non-Discriminatory/Equal Opportunity Employer Policy: Regents Academy is an equal opportunity employer and, therefore, does not discriminate against any person because of race, color, national or origin, gender, or disability when hiring, promoting, establishing wages, or providing benefits.

2.2 School Hours:

School Staff

Full Time - Monday through Friday, 7:30 A.M. - 3:45 P.M.

Part Time - Designated by the administration.

Students

Monday through Thursday, 7:55 A.M. - 3:30 P.M. (KPrep-3rd, 3:15 P.M.)

Friday, 7:55 A.M. – 2:30 P.M. (KPrep-2nd, 2:15 P.M.)

*** Parents may drop off their children at 7:30 a.m., and must pick up by 3:45 p.m.**

2.3 Assignment of Personnel: The headmaster is authorized to assign or reassign staff as needed for the purposes of serving the needs of Regents Academy (KPrep-12).

2.4 Job Description: The teacher is a key position at Regents Academy and the teaching faculty reports directly to the headmaster. The teacher job description encompasses three main areas of responsibility, including (1) classical model instruction, (2) classroom management, and (3) designated school wide responsibilities. This position requires a mature Christian, having a calling from God to teach in a Christian and classical School. Many of the topics mentioned below are developed elsewhere in this Faculty Handbook as well as the Parent-Student Handbook.

The teacher should recognize the role of parents as primarily responsible before God for the education of their children and be prepared to assist them in that task. It is important that a teacher maintain a personal appearance that is consistent with that of a Christian in cleanliness, modesty, good taste and always in accordance with the school's guidelines. Teachers should also use acceptable English in both written and oral communication, and demonstrate respectful submission and loyalty to authority.

Basic Teacher Expectations

The following Basic Teacher Expectations are reviewed in the teacher's biannual evaluation. The teacher at Regents Academy:

1. Overtly supports and acts in accordance with the school's mission and Christian identity and values.
2. Demonstrates appropriate planning and preparation for instruction.
3. Develops and maintains a classroom atmosphere that inspires learning and that is in line with the classical Christian vision.
4. Upholds professional standards of personal presentation, integrity, flexibility, punctuality, professional courtesy, and discretion.
5. Appropriately carries out specific assignments, including but not limited to teacher development, recordkeeping, designated school wide responsibilities, and appropriate communication.
6. Meets every day stress with emotional stability, objectivity, and optimism.

(1) Classical Model Instruction

Plan, implement, and oversee all instruction within the classroom, employing both classical method (conducting students through the stages of grammar, logic and rhetoric) and classical content (riches of the Western tradition seen through the lens of a Christian worldview). The teacher will be the leader of the classroom and will prayerfully use the time delegated by parents wisely. The teacher should desire to develop the students into mature, able and responsible Christians. Having the spiritual maturity, academic ability, and personal leadership qualities to "train up a child in the way he should go," the teacher maintains a servant heart and an attitude to do all things to the glory of God.

- Fulfill the role of the teacher in large group instruction as well as in small groups and in tutorial situations.
- Use approved materials, curriculum, goals, and objectives within the school's scope and sequence to present lessons following the guidelines set forth in "The Lost Tools of Learning" and *The Seven Laws of Teaching*.

- Plan and guide all instructional support activities.
- Develop ways to better integrate the subjects within the classroom by taking every opportunity to integrate biblical principles and Christian philosophy throughout the educational experience.
- Employ a variety of instructional aids, methods, and materials to provide interesting and creative learning opportunities.

(2) Classroom Management

- Use and follow regularly the *school wide* discipline motto:
Obey right away, all the way, with a good attitude every day!
- Keep all necessary records such as attendance and grades.
- Communicate effectively with parents as needed for academic or behavioral concerns.
- Keep lesson plans current, complete weekly Teacher Notes (handed in by the end of the day Thursday), and keep emergency lessons on file for a sub in the case of absence. (See appendix for sample Teacher Notes).
- Limit field trips to one per quarter per grade. All trips must be approved ahead of time by the headmaster and should have an educational purpose rather than merely entertainment value. Guest speakers must also be approved.
- Oversee all necessary day-to-day operations of the classroom.
- Adhere to the school's homework policy published in the Parent-Student Handbook.
- Prepare quarterly report cards and mid-quarter progress reports through Renweb.
- Keep the headmaster informed of any academic or behavioral concerns as well as parent conferences.
- Know the Safety Plan and campus emergency procedures and how to implement them.
- Maintain a neat, sanitary, and safe learning environment.
- Be computer literate and continue to grow in computer skills as needed.

(3) School-Wide and Community Influence

- Cooperate with the administration in implementing all policies, procedures, and directives governing the operation of the school, careful to give a *unified* opinion regarding such matters.
- Recognize the need for good public relations, and always represent the school in a favorable and professional manner to the school's constituency and the general public.
- Develop and maintain rapport with students, parents, and staff by treating others with friendliness, dignity, and consideration.
- Follow the Matthew 18 principle in all dealings.
- Seek the counsel of administration, colleagues, and parents while maintaining a teachable attitude.
- Inform the administration in a timely way if for some reason you are unable to fulfill an assignment.
- Provide input to administration for school improvements.
- Perform all duties with diligence as assigned or needed by administration.

2.5 Professional Guidelines: The role of teacher at Regents is to instruct, advise, train, and coach children with an attitude of compassion, devotion and keen interest. Our caring, outstanding teaching faculty defines the character of Regents and, therefore, is essential to the school's

fulfilling its stated mission of equipping students “to lead lives of virtue, display mature character, love learning, and serve the Triune God.”

God places a high value on children and upon those who teach and train them. It is true that the responsibility of this task of teaching and training falls squarely upon the shoulders of parents; the command of Deuteronomy 6 is quite obvious and most specific. However, equally as clear is the position and duty of the teacher. John 13:13, James 3:1, Matthew 5:19 and Matthew 18:2-7 give indication of the high calling of this profession, while Proverbs 5:7-14, Proverbs 3 and Psalm 1 affords each of us a glimpse at the consequences of our failure. Accordingly, the highest professional standards and dedication are appropriate when given the care and interest over these children.

"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." You will be recognized as a Regents Academy teacher or staff member as well as a believer and therefore must, “Have as our ambition...to be pleasing to Him” (2 Corinthians 5:9).

Teachers should realize that their conduct both on and off campus will determine whether Regents will be criticized or esteemed. Accordingly, actions that are unsuitable for Christian leaders that 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 Directors. Actions that may cause harm to the school's reputation are considered to be serious offenses.

The order and tranquility of the Regents family depends on the faculty's active support and implementation of the mission, philosophy, and leadership of the school. Comments about these policies or the methods of implementation should always be addressed to the 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, refer questions to the headmaster. The school leadership depends upon teachers to have timely and cooperative responses to administrative initiatives for a positive school atmosphere. Upon the acceptance of annual faculty contracts, Regents teachers choose to be an integral part of the school family, supporting and sharing the Statement of Faith, Mission, Philosophy, and Goals of Regents Academy.

In short, Regents Academy seeks teachers who:

- demonstrate a passion for the things of God and a desire to grow in favor with God and man.
- understand the importance of the family system, love families, and deeply appreciate the structure of authority established by God.
- possess the God-given ability to teach and are lifelong learners themselves.
- hold appropriate degree and/or credentials and desire to continue the educational process.

Please see a sample Work Agreement in the appendix.

2.6 Conditions of Employment/Work Agreement: Each school year the Regents Board of Directors enters into a yearly work agreement with teachers. This work agreement outlines salary, the conditions of employment, and the expectations and duties of the teacher. The parties to the work agreement agree that no rights of tenure or presumption of continued employment are conferred or implied by the work agreement or by a number of consecutive work agreements. The parties further agree that no right to notice of renewal or nonrenewal of the contract is conferred or implied.

2.7 Certification and Transcript: All teachers must file with the administration an official copy of their academic record. In addition, teachers having received state certification or certification from a state or religious educational association must provide appropriate documentation of such status. Certification of teachers at Regents Academy is not required.

2.8 Paychecks: All full-time and part-time employees are paid by check on or about the 10th of each month. Federal tax withholdings will be made according to requests on the employee's W-4. Payment for our full-time instructional staff (10 month contracts) are issued on either a ten-month or a twelve-month basis.

Employees receive their salary via direct deposit. In the case of a teacher who has children who are enrolled as students at Regents Academy, the full amount of the monthly tuition, not to exceed the direct deposit amount (net of statutory taxes), will be automatically deducted from the direct deposit. For those who have children who are students at Regents, a Tuition Withholding Form provides details about the automatic deduction for tuition. This form should be signed and returned with the signed yearly Work Agreement.

2.9 Faculty Church Attendance: As a part of the teacher work agreement, the teacher agrees faithfully to attend and financially support a local church whose fundamental beliefs are in agreement with the Statement of Faith of this school. The local church should be an evangelical Christian fellowship, defined as any church in substantive agreement with the Regents Academy Statement of Faith.

Guidelines:

- All faculty members are required to attend regularly any local Christian fellowship that is in substantive agreement with the Regents Statement of Faith.
- The headmaster should answer any questions about which churches meet this criterion.
- If there is still a question, it should be referred to the Regents Academy School Board.

2.10 Enrollment of Faculty Children: All school-aged children of faculty or staff, who are employed at least half-time, shall be required to attend Regents Academy. Exceptions to these guidelines may only be granted by the headmaster and only for compelling reasons. Exceptions must be approved by the Regents Academy Board of Directors.

2.11 Consulting Guidelines: On their own time, and with their own materials and expertise, board members and staff of Regents Academy are free to offer their own educational consulting services to other schools, prospective schools, or associations of schools. Regents Academy reserves the right to withdraw this permission at any time. Board members and staff who

provide consulting services may make use of official Regents materials only through prior arrangements with Regents Academy.

2.12 Absence/Leave Policy: Staff members needing to take time off work for typical illnesses (flu, colds, etc.) should contact their principal and let him know the circumstances and potential loss of time related to their problem. For these types of illnesses or other emergencies (e.g. minor injuries, etc.) requiring no more than two to three days of missed work, no salary adjustments will be necessary. Staff members may be granted up to five consecutive days emergency leave without any loss of pay should the circumstances of the emergency be in the nature of the following:

- Extended recovery from injury or illness, but not requiring hospitalization.
- Loss of family member and resulting funeral attendance.
- Illness or injury of immediate family member (necessitating staff member's presence).
- Circumstances resulting from wife's giving birth.

The headmaster is authorized, when he deems it appropriate, to grant a staff member full pay for an additional, consecutive five days (total of ten maximum). Circumstances to consider in such a grant would be similar to the following:

- Loss of pay would greatly aggravate the staff member's current crisis.
- In all probability, the staff member will be able to return to work no later than the end of the consecutive ten days.
- The staff member has demonstrated through time and practice a high degree of reliability and punctuality.
- The unique circumstances of the current emergency make it highly unlikely that another such situation will occur within the foreseeable future (at least the current school year).

Though pay may not be issued, a staff member may request and be granted further time off (beyond the ten days outlined above), if necessary. Allowable emergency leave days, like the personal leave days, are not accumulated from year to year. If a staff member's emergency situation requires a prolonged (more than ten days) absence from work, the reasons for the absence and the anticipated events will be presented to the board for a case-by-case decision as to salary and substitute issues.

Regents Academy does not recognize any form of "maternity leave." If a female staff member becomes pregnant while under a work agreement with the school, under the direction of her husband and doctor, she may work as long as considered wise. If she needs to leave before the final working date stated on the work agreement, a replacement will be obtained to fill the entire remaining period. If the new mother is a teacher and desires to return to work the next year, it should be understood that the school recognizes her husband's authority to make that decision.

Full-time teachers with advance coordination and approval of the headmaster may take 1 or more professional days to attend a conference or visit another school for professional growth and development. **If a teacher elects to take a personal or professional day, the teacher must arrange for his or her own substitute.**

In the event of a sudden-onset illness, the appropriate principal or the headmaster is to be notified by 6:30 a.m. The headmaster will then assume responsibility for securing a substitute teacher.

Each teacher should prepare emergency sub plans (which will require no explanation by the teacher) to be used by the substitute in an emergency situation.

Please Note: A Leave Request Form (see appendix) must be completed for each period of absence, regardless of the type of leave.

2.13 Funeral/Bereavement: The death or imminent death of an immediate family member may warrant special consideration of paid absence from employment and employment-related responsibilities. Immediate family member is defined as spouse, child, parent, brother, sister, grandchild, or grandparent. If you are married, your spouse's immediate family is also included. The administration and Board of Directors will review funeral/bereavement matters on a case-by-case basis. Several factors will influence the decision of a funeral/bereavement matter.

- Type and length of illness in the case of impending death.
- The employee's responsibility for the affairs of the individual.
- Length of service to Regents.

Typically the extended leave granted will be between one and five days. However, under circumstances viewed as unusual additional days may be granted or leave without pay can be considered.

2.14 Vacation: Faculty members and office personnel hired under a ten-month contract are entitled to the vacation time designated on the yearly school calendar. Faculty members and office personnel hired under a twelve month contract will receive time in the summer months to take vacation days as outlined in their respective contract.

2.15 Extracurricular Activities: Teachers are encouraged to take an active role in the life of the school. Regents offers a number of after school activities and/or clubs for our student body, each designed to enhance the development of the student and/or school program. The administration expects our teaching staff to willingly assist in the operation of these activities and to lead whenever possible. The teacher's gifts and abilities must be considered when selecting an activity to support. The administration will provide guidance as required. Compensation (time or money) will be considered only for assigned extracurricular duties.

2.16 Dress Requirements: All teachers and staff should wear conservative, professional attire and jewelry. It should not be our intent to draw attention to ourselves by way of our style or manner of apparel. Garments must be in good repair and appropriately laundered and pressed. General guidelines:

Ladies

Monday, Tuesday, and Thursday:

Dress, skirt or dress pants w/shirt or blouse

Wednesday

Dress or skirt w/ blouse, should be dressier than everyday attire

Friday

Regents maroon shirt with khaki pants/skirt

Gentlemen

Monday, Tuesday, and Thursday

Dress shirt (tie optional) and slacks, blazer optional

Wednesday

White oxford, Regents tie, khaki slacks, and navy blazer with pin-on crest

Friday

Regents maroon shirt with khaki pants

Maturity and modesty in dress, appearance, and overall behavior is required. Teachers are not permitted to wear sneakers/tennis shoes or jeans unless approved by the headmaster.

Teachers are expected to dress as adult role models for students and to be aware of the effects their clothing has on students. Teachers should wear clothing that is functional, modest, professional, and aesthetically pleasing, demonstrating Christian stewardship of God's resources. Jewelry should be conservative, not flashy or gaudy, and appropriate for the teaching milieu. As with the student dress code, teacher dress should not be used to draw attention to oneself or used for self-expression.

Special Activities - The type of activity that you are participating in should determine the type of dress you select. Nature outings may require modest walking shorts and comfortable shoes.

The symphony may require formal attire. It is always best to seek counsel from the principal if you have questions.

Teachers at all times should display an attitude of a Christian servant.

2.17 Jury Duty/Trial Witness: When called for jury duty, an employee should inform the headmaster. If serving on jury duty would greatly impair the operation of the school, the administrator may attempt to have the employee excused from service or attempt to defer service to a time more favorable. When an employee does serve, he does so without loss of pay (maximum of one week).

2.18 Employee Computer, Phone and Social Media Usage:

- Unless it is an emergency, teachers will not be interrupted for phone calls during class.
- Cell phone usage should be limited to conference times only. No incoming or outgoing calls or messages during class time or recess. No texting during class or recess.
- Desiring that employees or any other school representatives use cell phones in a safe manner, Regents prohibits the use of any telecommunication device by a staff member while driving students to or from any school function. Should the driver be required to use a cell phone while driving, he should pull to a safe place off the road where he can stop and use the phone, out of the way of any traffic, using all safety precautions as directed by usual state driving laws and requirements.
- Teachers are not allowed to use social media (Facebook, Instagram, Snapchat, etc.) on

campus during school hours. Interactions on social media should be used very prudently. Even when a teacher or school staff member is using social media outside school hours, he or she still represents the school. Teachers should not communicate with students via social media.

- Teachers should employ wisdom and restraint when using a computer during the school day. Use of a computer for recreational surfing of the internet, shopping, playing games, personal emailing, etc., should be conducted outside of school hours only. During class teachers should use the computer only for purposes that are directly related to teaching (i.e., research for a lesson or class project, looking up a picture or fact, consulting an online encyclopedia or map, demonstrating a pertinent educational video, etc.). Teachers should not sit at their desk and use the computer while students are working at their desks (except perhaps when students are testing); rather, teachers should be active and move around the room, engaging students as they work and complete the lesson.

2.19 Supervision of Staff Member Children after School Hours: It is the responsibility of each staff member to supervise or make appropriate arrangements for his or her own children at all times. Staff members' children should not enter the After School Care room without the permission of the After School Care Director.

2.20 Non-Denominational Position: The Regents Statement of Faith contains the central tenets of historic Trinitarian Christianity. Regents strongly believes and unreservedly instructs students in its Statement of Faith. There clearly exist doctrinal matters and/or issues that Regents Academy considers secondary in nature. In order to implement a non-denominational position with consistency and respect to the Holy Scriptures, leave the following matters to the family and church:

- Church government-authority
- Church discipline
- Communion
- Baptism
- Eschatology
- Gifts of the Spirit
- Any other secondary doctrine

In honoring this desire concerning the purpose and outreach of Regents, there shall be no attempt by a student, teacher, or parent to promote a denominational position. The school desires to remain united in the salvation and love of Christ and the tenets espoused in the Statement of Faith, avoiding the dissension that may be caused by denominational distinctives.

3. SOCIAL POLICIES

3.1 Human Dignity: Regents Academy intends to provide its teaching staff and students an environment that is free of offensive kinds of behavior. Conduct, whether intentional or unintentional, that subjects another person to unwanted attention, comments, or actions because of race, national origin, age, sex, physical characteristics, or disability is not permitted. Instead, the Regents administration and the Board of Directors expect all persons to treat each other with great respect. Men are made in the image of God and must be treated as such.

Below are listed a few guidelines or features of this policy.

- Regents prohibits the harassment of others by teachers, administration, support staff, students, or other persons present in our facility.
- Any person who believes he has been subjected to harassment should report it immediately to the headmaster or Board of Directors. Students may report an incident to a teacher or administrator. Each report will be given serious consideration and investigated thoroughly.
- Reports of harassment and subsequent investigations will be handled discreetly to avoid embarrassment of the person making the report or a person who may be unjustly accused.
- Any person who is determined to have violated this policy will be subject to corrective action and discipline, including the possibility of termination (for teachers and support staff) or expulsion (for students).
- Unwelcome sexual advances, engaging in inappropriate or improper physical contact, making improper sexual comments, creating an intimidating, hostile, or offensive learning environment, or any explicitly sexual behavior that is aimed at another person is considered sexual harassment.
- Any other form of ridicule of others based on race, physical characteristics, ability, family background, or similar feature is harassment; persons engaging in this misbehavior will be disciplined.
- All students and all school employees are expected to conduct themselves with respect for the dignity of others.

3.2 Sexual Harassment, Abuse, or Child Abuse Policy: Regents Academy adheres to the following guidelines regarding any event or allegations of sexual harassment, abuse, or child abuse.

The Case:

- 1.Regents Academy will maintain a zero tolerance policy for any such abuse. We will not tolerate, excuse, defend, or ignore any identified or possible case of abuse.
- 2.All the staff members, volunteers, parents and visitors, are hereby requested to help us identify and take care of any problem that exists or appears to exist.
- 3.All are requested to report to us any suspected or existing case that may have slipped our attention for any reason.
- 4.We will encourage the victim and the offender to receive necessary professional help, to deal with their pain as well as to avoid the recurrence of the incident.

Action Plan:

1. All cases must be reported to the headmaster immediately.
2. As soon as the headmaster receives a report of an existing or suspect case, he documents all the information, prepares a detailed report of the incident after his own instantaneous preliminary inquiry.
3. The headmaster calls the Department of Social Services. He discusses the issue in person, not on the phone, so that confidentiality will be maintained.
4. If the reported case is of a grave criminal nature, the headmaster immediately calls the police department and asks that an officer visit the site on an emergency basis. He discusses the case

with the officer, maintaining confidentiality, and considers the officer's guidance.

5. The headmaster calls an emergency executive meeting of the Regents Board. If steps 2 and 3 are needed before step 4, he will do this simultaneously without delaying steps 2 and 3.

6. The headmaster follows up the case with the parties involved and gathers information on the progress and the consequences. He maintains his report of the same in the new file opened on such a case.

7. The headmaster draws steps for action if a staff member or an individual from Regents Academy is involved. All case decisions will be finalized with discussion, input and implements from the Regents Board at the emergency executive meeting. This includes preventive steps, if needed. All actions, contacts, information, steps taken, etc., are kept on file.

8. The headmaster, the Regents Board members, staff and others will maintain strict confidentiality about the case and those involved.

9. Should the headmaster be directly involved in a case, that case should be reported to the Board chairman who will then follow the above outlined reporting procedures.

More information on the policies and procedures of Regents Academy in regard to sexual harassment, abuse or child abuse is available in the Regents Academy Safety Plan, in coordination with MinistrySafe.com.

All teachers are required to complete online Sexual Abuse Awareness Training through MinistrySafe.com. Completion of this training is recorded and requires renewal every two years.

3.3 Staff and Student Relations: In order to facilitate proper, professional relationships and inhibit potential sinful, destructive behaviors between staff and students, the following guidelines are to be understood as representative of the practices and philosophies of Regents Academy. The headmaster, as necessary, may issue more specific guidance in these areas.

- Staff members are to remember that they serve as professional, adult role models before the students (Titus 2:7,8). Relationships between staff members and between staff members and students are to be friendly and courteous, not familial or intimate.
- Staff members are to be careful that any physical contacts and verbal interchanges with each other and with students avoid even the appearance of impropriety (1 Peter 2:12).
- Flirtation, sexual innuendos, casual disrespect toward authority, excessive familiarity, etc., are examples of the kind of unprofessional and inappropriate behavior that will not be tolerated. Necessary and cautionary measures required to limit these kinds of behaviors should be corporately and individually taken.
- If it is necessary for a male staff member to spend time alone with a female student or staff member, it should be arranged that they are easily visible to the public (e.g. an open door, windowed room, etc.).
- Staff members shall not travel alone in a car with one student of the opposite sex.
- On any school-sponsored trips lasting overnight and involving students of both sexes, the spouses of chaperons are encouraged to accompany their spouses. Single staff members may be included on such trips *only with the prior approval of the headmaster*.

3.4 Smoke-Free Workplace: Regents Academy is dedicated to providing a healthy, comfortable and productive work environment for our teachers, administration, and support staff as well as our student body.

Smoking will be prohibited within school buildings including offices, hallways, waiting rooms, restrooms, lunchroom, meeting rooms and in community work areas. This policy applies to all employees, volunteers, contractors and visitors. Smoking shall only occur at a reasonable distance (e.g., 20 feet or more) outside any enclosed area where smoking is prohibited to insure that environmental tobacco smoke does not enter the area through entrances, windows,

ventilation systems or any other means. All employees share in the responsibility of adhering to and enforcing this policy.

3.5 Non-Custodial Parent: Divorced and separated families are realities of contemporary life that affect Regents Academy's responsibilities to its students. The following are some guidelines for the school in situations where a non-custodial parent wishes to become involved in school-related activities of a child or wishes to have contact with or take custody of the child while the child is at school:

- Ordinarily, the school will not resist or interfere with a noncustodial parent's involvement in school-related affairs or access to the parent's child or the child's records unless the school is presented with a court order or comparable legal document restricting such involvement or access. The school will not otherwise choose sides between parents.
- A non-custodial parent may not take custody of a child or remove the child from school premises unless the parent presents either a written court order or a written authorization signed by the custodial parent permitting such custody.
- If the actions of parents, custodial or non-custodial, become disruptive to the operations of the school, the school has the right to restrict access by such parents and to take other necessary action. Concerning student activities that require parental consent, the school will accept consent by a court order or comparable legal document.

3.6 Release of Students: Teachers are not to release a student to anyone before first checking with the office. The teachers and Administration have the responsibility of all the children while they are in school. The office should be made aware of any instance of the legal parent or guardian removing a child during regular school hours. A child is **never** to be released to a stranger until the office and parent(s) have been contacted.

3.7 Legal Coverage: Regents Academy is aware that a teacher or other employee may be falsely accused of wrongdoing. The Board of Directors and administration will always seek the truth in these difficult matters and make every effort to protect the dignity and honor of the accused. The Board of Directors maintains General Liability coverage on the faculty and staff to assist in the legal defense of such accusations. The Board of Directors and administration expect the accused teacher or staff member to fully cooperate with the board's inquiry concerning the accusation by

- providing full disclosure of the circumstances surrounding the charge.
- keeping the entire matter in confidence.

3.8 Substance Abuse Policy: Teachers are to consistently model a godly lifestyle to Regents families and students. Therefore, teachers are required to refrain from the use of illegal substances and

use substances considered legal with great wisdom, modesty, and understanding. The following guidelines are to be followed.

- On the school premises or at any school related activity or event, teachers and staff members may not use or demonstrate the negative effects of prior use of controlled substances such as alcoholic beverages, illegal drugs, or any other substance whose effects endanger the employee or others or damage the Christian witness of the employee or school.
- No teacher or staff member may use, carry, or sell tobacco products while on the school premises or at school activities or events or while escorting students to an activity or event.
- Any employee suspected of showing the effects of alcohol or illegal drugs must submit to testing such as urinalysis, blood tests, or breath tests.
- The headmaster will inform the Board of Directors if he has evidence of an employee's substance abuse. The information will be kept confidential while the administration and Board of Directors ascertain the severity of the problem.
- The Board of Directors may immediately dismiss an employee whose confirmed substance abuse is judged to be detrimental to the mission of the school.

3.9 Comprehensive Grievance Guidelines: The following guidelines for the resolution of disputes and grievances in the operation of Regents Academy are to be followed whenever there is a dispute or grievance concerning any aspect of Regents Academy's operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and Board.

Definitions:

- *Dispute:* Any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of Regents Academy's objectives and goals.
- *Grievances:* Any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.
- *Concerns:* The substance and details of the dispute and/or grievance.

Guidelines:

General:

1. It is understood that if any disputes arise which are not covered by these guidelines, the board will decide what procedures to follow based on a parity of reasoning from those procedures established by these guidelines.
2. It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 will be followed.

Students/Parents to Teachers:

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
2. If the problem is not resolved, the parents or student may bring the concern to the headmaster. If the student brings the concern, he must have permission from his parents to do so.

3. If there is still no resolution, they should request a hearing in writing from the Regents Academy Board.

Parents/Patrons to Administrator:

1. If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the headmaster.
2. If the situation is not resolved, they should request a hearing in writing from the Regents Academy Board.
3. This procedure applies to board members who are acting in their capacity as parents/patrons, and not as representatives of the Board.

Staff to Administration:

1. All concerns about the standards of the school must first be presented to the appropriate administrator. A respectful demeanor is required at all times.
2. If the problem is not resolved, the staff member may appeal to the board in writing and request a hearing. The request will be passed to the Board through the headmaster. The headmaster must pass on all such requests.

Volunteers to Staff/Administration:

1. If any volunteer has a concern about the volunteer work, he will present that concern to the staff member responsible for his oversight (teacher, headmaster, etc.).
2. If the problem is not resolved, then the concern should be presented to the headmaster, followed by a meeting to discuss the concern.
3. If the problem is still not resolved, the volunteer may request a hearing from the board in writing. The request will be passed through the headmaster. The headmaster is required to pass the request on to the board.

3.10 Separation Guidelines: The following are guidelines describing the steps by which employees may be separated from Regents Academy. Separation of employees may take place under the following circumstances:

1. *Voluntary Separation:* Employees may choose to voluntarily resign at the culmination of a standard work agreement period.
2. *Unforeseen Circumstances:* Due to events such as death, disability, school closure, etc., the employee may not be able to continue his work.
3. *Non-Renewal of Work Agreement:* At the normally scheduled time for re-signing the annual Work Agreements, the employee may not be offered a new Work Agreement.
4. *Dismissal:* Immediate dismissal of an employee is always an option that the Administration may exercise for discipline. This is to cover unforeseen circumstances of gross misconduct on the part of an employee.

Reasons for dismissal will most likely be for the following: Two or more poor evaluations without notable improvement, immorality, mistreatment of or harshness with students, blatant disrespect of parents, other staff or students, as well as disrespect to or blatant disobedience toward the headmaster.

Procedure for dismissal

1. A written warning and conference with the headmaster, with time for correction specified.
2. A follow-up evaluation conference to be held at the end of the specified time.
3. If adequate improvement is not apparent, immediate dismissal is in order.

The procedure for a board hearing on a dismissal:

1. The written request of the dismissed employee will be submitted to the board chairman through the headmaster.
2. The chairman will schedule a meeting for the employee to discuss the dismissal with the board.
3. The board will then make a final written report on the matter.

4. INSTRUCTIONAL POLICIES

4.1 Curriculum Guidelines: Questions on all curriculum matters should be directed to the headmaster. Regents Academy will revise and continue to develop its current curriculum plan for future reference. The grammar school teachers are organized into subject area lead teachers who help fellow teachers implement and develop the curriculum as well as provide resources for the staff.

4.2 Class Preparation: Teachers at Regents Academy will use the following guidelines to measure their preparation.

- Arrive at school or at your assigned location at 7:30 a.m. Teachers are required to sign in when they arrive.
- Be in the room before the students come, greeting them as they enter.
- Have a written plan for each unit of teaching available for a substitute in an emergency or for the principal to guide a class observation.
- Have all handouts, extra equipment (computers, maps, pencils, supplies), and furniture ready before the students arrive for class.
- Begin instruction promptly and complete class work in the time provided.

4.3 Teaching Methodology: Regents Academy employs the classical approach to learning based on the historically successful trivium described in “The Lost Tools of Learning” by Dorothy Sayers. Sayers’ philosophy is summed up in the Lost Tools Chart (see the appendix).

4.4 Graduation Requirements**Credit Hours**

The following are the classes and credits required for graduation:

Omnibus	12
Mathematics	4
Science	4
Foreign Language	3
Logic	1
Rhetoric	2

Christian Apologetics	1
Government	1
Economics	.5
Physical Education	2
Art	2
Music/Choir	2
<i>Total Credits</i>	<i>34.5</i>

Elective Credits:

Drama	.5 credits per year
Dual Credit Classes	1

Class Sequences

- *Omnibus* includes Literature and English/Writing, History and Geography, Bible and Theology in Modernity 1 and 2, Antiquity 2, and Christendom 2.
- *Mathematics* in grades 7-12 includes Prealg, Alg 1, Alg 2, Geometry, Advanced Alg/Trigonometry, Precalculus, and Calculus. Students may be approved to complete dual enrollment math in the 12th grade through SFASU.
- *Foreign Language* includes Latin IV and Spanish 1 and 2. This is the normal sequence required for graduation. If a student transfers to Regents Academy and has not previously had Latin, priority will be given to Latin in the planning of his courses.
- *Science* includes Biology, Accelerated Studies in Physics and Chemistry (ASPC), Chemistry, and Physics.
- *Rhetoric* includes Rhetoric 1 and Rhetoric 2/Senior Thesis.

Dual Enrollment

- If a student has at least completed Advanced Algebra/Trigonometry, he may substitute an SFASU Dual Enrollment Math class (College Algebra or Plane Trigonometry) during his senior year and fulfill the mathematics graduation requirement. Students may take both these courses during their senior year.
- No other courses may be substituted for classes required for graduation from Regents. However, the board and administration are willing to receive petitions from individual families who may ask for a dual enrollment opportunity in a given area and adjudicate exceptions on a case-by-case basis.
- Dual enrollment credits will be counted on the Regents transcript as one credit hour.
- Dual enrollment grades will be included, unadjusted, on the student's high school transcript and will be figured into the student's GPA.

GPA Calculations

- GPAs will be calculated based on a 4.0 scale.
- GPAs will be calculated based on grades attained from Regents classes and while taking dual enrollment classes while a Regents student. Grades attained from a previous school before transferring to Regents will not be included in the student's GPA.
- A cumulative numerical average will be used to determine salutatorian and valedictorian honors for students who have the same GPA.

Student Transfers

A student who transfers to Regents Academy's high school must complete at least 20 credit hours at Regents Academy in order to be eligible for receiving salutatorian and valedictorian honors.

4.5 Testing: Regents Academy seeks to operate a classroom evaluation/testing program that promotes mastery level learning. We assume that our teachers know how to construct a quality test; however, we are pleased to provide assistance when needed. In general, classroom tests, quizzes, reports, projects, demonstrations and/or other evaluations shall be:

- given regularly and in a timely manner.
- designed in a manner that helps children demonstrate what they have learned rather than what they have merely memorized or not learned.
- graded/marked accurately and according to the Regents grading standards (see Grading below).
- returned in a timely manner and reviewed to ensure the clear understanding of correct and incorrect responses.
- scheduled with consideration given to other academic testing requirements and/or evaluations assigned by other teaching staff.

In the event that a student receives a failing grade on any test or class evaluation, the teacher will notify the parent of the grade.

Students should ordinarily receive their graded tests/quizzes/projects/papers within one week of the test/quiz/due date. Reviewing the graded tests with the class is a good practice and provides for a good teaching opportunity.

Teachers will follow the absentee policy in the Parent-Student Handbook when scheduling make-up tests/examinations. Circumstances surrounding absences are often very diverse and require that teachers use common sense and grace without breaching the intent of the makeup policy.

Regents Academy does not modify tests or testing procedures to accommodate students with special academic needs or learning disabilities.

4.6 Secondary Testing Schedule:

MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY:	FRIDAY:
Logic/ Rhetoric/ Writing/ Government	Science	Omnibus	Latin/ Spanish/ Apologetics	Math

The above guideline should be followed unless the teacher who has that test day grants approval. Teachers are not free to test on any day of the week. Rather, they are to follow the published test schedule. Teachers who want to test on a day other than the one that they have been assigned should check with the appropriate teacher to prevent students from having more than one major

test per day. Often teachers lose testing days because of early releases or holidays; in these cases, teachers should work together to accommodate the needs of the teacher who lost the class day. Exceptions to these guidelines will be made at the end of each semester when a separate finals schedule will be arranged with the secondary teachers.

This schedule should also be followed when establishing due dates for major projects or written assignments. Teachers should ordinarily record due dates for major projects or tests on the weekly lesson plans.

Generally, teachers may give one test or quiz per week. (Due to the large number of theorems that students must learn, Geometry quizzes are exceptions to these guidelines. Omnibus and language teachers may also give additional quizzes during the week to hold students accountable for vocabulary and readings.) Grammar school students should have no more than two tests per day.

A quiz is different from a test. A quiz should ordinarily cover no more than three days' worth of classroom material.

4.7 Semester Exams:

Purpose:

Comprehensive exams provide us with the opportunity for **review**. The last chapter in *The Seven Laws of Teaching* explains the importance of reviewing material taught previously.

Guidelines:

All secondary teachers, except elective teachers, are required to administer some type of comprehensive assessment at the end of the semester. Written exams are the most common type of assessment given but are not mandatory. Teachers should ordinarily hold a *minimum* of three review sessions prior to giving semester exams.

Information tested on final exams:

Review the course objectives for your course, and use them to select test items. You should test the students over the information that you have studied during the semester. If you haven't taught it, don't test it. The test questions should reflect the relative importance of the course

objectives. The more time you have spent teaching an objective, the more test items there should be related to that objective.

The importance of preparing review sheets:

Review sheets should be prepared for the students. The review sheets should identify ALL of the information that will be included on the exam. Students will ask, "If we know the information on the review sheet, will we be ready for the test?" Think carefully about how you will answer this question. Review sheets help parents identify the information they should review with their children. The review sheet should identify the words that must be spelled correctly on the test. It should also clearly identify any items that must be committed to memory (like specific dates).

Principles of constructing quality test questions:

So called "trick questions" don't have any place on a quality test. Do not prepare "power tests." (Power tests are designed to take more time to complete than is given for the test.) Students who know the material should have plenty of time to complete all of the questions on the test. They should also have enough time to recheck some of their work. **All** students must receive the same amount of time to complete the test.

Exemptions from semester exams:

Seniors who have maintained an A average in a class for the year (through the 4th quarter progress report period) will be exempt from taking the second semester exam for that class.

4.8 Make-Up Work: Students who are absent from any class are responsible for making up all work missed. As students grow and progress to higher grades, they can be held more accountable for this responsibility. In all cases teachers should be gracious and consistent. The teacher should initiate and supervise the collection of all assignments for each student in his respective class. The Parent-Student Handbook provides additional information on managing make-up work and missed exams.

4.9 Homework: There is little question as to the relevance of homework in an academic setting. It is a necessity. Utilizing methods of repetition in and out of school can reinforce new concepts best. However, the freedom a teacher is given to assign homework can evolve into inappropriate uses. Homework can become more than a tool to reinforce previously taught concepts. Teachers at times use homework to make up for inadequate use of class time or to cover new material in efforts to free up time for projects, activities, and/or field trips.

The following policies are meant to clarify the use of homework by teachers at Regents Academy.

Philosophy

God has equipped people with different academic gifts and different styles of working. Parents and students must consider the cost in time and sacrifices necessary to make high grades. While some parents and students may determine to strive for making all A's, others may decide that settling for a lower score is acceptable. Some students can score well on tests and retain information with less effort than others. Some students are able to accomplish work with greater speed. Some students are involved in many outside activities—such as church functions, jobs, sports, and music—while others have more time for study. Some students make good use of study time at school, while others waste time. Parents and students need to consider all these factors. Below are the primary reasons or causes for homework:

1. Students often need some amount of extra practice in specific, new concepts, skills, or facts. In certain subjects (e.g., math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery.
2. Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study.
3. Studying for tests, memorization work, reviewing notes, reading of literature, projects and research are all examples of work that may be done outside of class.
4. Since Regents Academy recognizes that parental involvement is critical to a child's

education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.

5. Students are expected to make good use of their time at school for learning. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation, serves a punitive, as well as practical purpose.

Guidelines for Assigning Homework

Regents Academy's classical Christian curriculum is challenging in its content and often accelerated in its pacing. Some students are able to complete their assigned school work and homework during the school day on most days, but the majority of students will find that they need time outside of class to complete their class work, study for assessments, build skills, memorize material, work on projects, and read literature. Teachers plan assignments for their students in order to accomplish curricular goals as intentionally and efficiently as possible. Assignments are weighed and considered carefully to make sure they accomplish clear curricular goals and do so with a reasonable requirement of time and effort beyond the time spent in class. Teachers are instructed to avoid giving busy work and closely monitor their students' homework load.

The school invites parents to provide feedback about homework loads, so that we can get a "parents' eye view" of the impact of particular assignments or requirements. Teachers and administrators are always ready to communicate with parents and hear their concerns. Additionally, each year the school provides parents the opportunity to complete surveys that give another platform to communicate concerns.

For clarification, not all courses will require the same amount of homework. It is natural for each course to carry a distinctive homework load relative to other courses. On average, Omnibus and Mathematics courses typically require the most time for homework, followed by Languages, Rhetoric, Science, and Logic. Government/Economics, Apologetics, etc. will typically require the least.

Late Work

Work that is not turned in on time will be penalized. Late work is any assignment given by a teacher that is not turned in on the day and at the time designated by the teacher. In the secondary school assignments are typically due at the beginning of the period, unless otherwise indicated by a teacher. Students are not permitted to complete assignments during the period, turn them in that same period, and then not be counted late. In the secondary school, late work will be reduced to 80% on the first day it is late, 70% on the second day it is late, and assigned a grade of 0 (zero) the third day it is late, though, unless otherwise indicated by a teacher, students must still complete the assignment. In the grammar school, late work will be reduced to 90% on the first day it is late, 80% on the second day it is late, and assigned a grade of 0 (zero) the third day it is late, and again, unless otherwise indicated by a teacher, students must still complete the assignment.

For example, if a secondary student hands in a homework assignment one day late, and the assignment received a grade of 80, then the penalty for being late (receiving only 80% of that grade) would yield a final grade of 64. Or if a grammar student hands in an

assignment two days late, and the assignment received a grade of 90, then the penalty for being late (receiving only 90% of that grade) would yield a final grade of 81.

There are two exceptions to this policy. First, if the student has an unplanned absence, the due date will be extended by the number of days he was absent. Second, if a student has a planned absence of three days or more, the due date may be extended by half the number of days he was absent. In the event of an incomplete assignment, parents will be notified. Continued late assignments will result in a parent conference and office visit.

Wednesdays and Weekends

Teacher should lighten the homework load for Wednesdays and weekends so that families may attend Wednesday evening services and so that families may preserve weekends for family activities and worship.

Holidays and Vacation Periods

Normally, homework is not assigned over holidays and vacation periods.

4.10 Grading/Report Cards: Regents Academy expects all of our teachers to assign grades for the majority of work completed. All tests/evaluations must be graded appropriately. The grading guidelines for each grade level are listed below. Teachers must express clearly when an assignment or test is given, the basis, the kind, and the relative weight of the respective grade.

The grading scale used at Regents Academy is as follows:

%	Grade	Grade Point
100-90	A	4.0
89-80	B	3.0
79-70	C	2.0
69-0	F	0.0

Grades should be updated in Renweb at least weekly. Report Cards are issued to students at the close of each nine-weeks grading period. All grades must be posted in Renweb on the date designated by the administration. Brief academic and disciplinary comments are appropriate and will be placed on the respective report card each nine weeks. Teachers must be honest without being critical. Nine-weeks grades and/or semester grades must be reviewed by the administration before distribution to students/families. No nine-weeks/semester grade posted on the report card may exceed a grade of 100%, A.

Grading Principles

- Avoid having a single assignment being worth more than 25% of the student's total quarter grade.
- A ***minimum*** of 8 daily and 3 test grades should be used to calculate the quarter grade. This principle holds for all classes, unless there are agreed-upon exceptions (for example, art, or Grammar school science or Bible), when there are no test grades but only daily grades.
- Grade weighting will be determined by the administration, in consultation with the teachers. Teachers should follow the grade weighting guidelines communicated by the administration.

- Quarter grades should be based on various types of assignments, *for example*:
Tests/Projects: three each quarter
Quizzes: (Recommended) three quizzes (a number of quizzes could count as one test grade)
Homework/classwork: One graded assignment per week
- Semester grades are calculated by two quarter grades counting 80%, and the final exam counting 20% for that semester.
- If a teacher wants to grade participation in class discussion, participation records should be kept on a consistent basis.
- Projects, depending on the scope of the assignment, may be used in place of tests.
- Variety in the amount and kind of testing, assignments, and homework is expected.
- All grading will be criterion-referenced. Teachers are prohibited from assigning grades based on a normal curve.
- Teachers may not use academic grades for discipline purposes.

4.11 Extra Credit: Extra credit assignments should *not* be used in lieu of a failing or low grade on a test or assignment. An alternative assignment may be given to the *entire class* if a large number of students did poorly or if the test was poorly written. Extra credit work must be offered modestly and sensibly, not to exceed 5% of a given assignment/test.

4.12 Student Failure:

1. While the administration and faculty desire to see all students succeed, student success must be earned by effort, ability, and a willing attitude. In cases where a student is failing any class, meetings will be arranged with the parents, the teachers, the headmaster, and the student. Efforts will be made to enable the student to achieve passing grades; however, success in the classroom depends on the student's ability, self-discipline, and willingness to work.
2. If a student in grades 7-8 fails any two academic classes (Omnibus, math, science, Latin, logic, writing) for the year, the administration will determine whether the student should, (1) repeat the grade, (2) be promoted after satisfactorily completing summer remedial work, or (3) be promoted but re-take the failed classes the following year.
3. Students in grades 9-12 must pass each subject. High school students must obtain the required number of credits to be eligible to graduate.

Failure Notices

- In the event of a student earning an F for the quarter in any class or subject, parents will receive prior notification so that both students and parents understand the reasons for the forthcoming grade and are not "blindsided."
- One day each quarter will be designated as F-Day. It will normally fall halfway between progress reports and the last day of the quarter. The purpose of F-Day is to formally alert/remind teachers to notify parents of students who may receive an F at the quarter's end.
- The headmaster will also be made aware of any student receiving an F-Day warning.

4.13 Poor Performance as a Class: If more than 20% of the students in a class fail a test, the teacher must inform the headmaster. The teacher and headmaster will meet together to try and

determine the causes of the low performance. A plan for improving the future performance of the students will be developed. If necessary, the entire class may receive the opportunity to re-take the exact test or a modified version of the test.

4.14 Reverence Guidelines: In all areas of instruction, especially Bible classes and related activities, proper respect and consideration of God's character will be given. Specifically, class songs, skits, stories, and discussion that include references to the name and attributes of the Lord must be consistent with biblical principles. The following list is not meant to be all-inclusive, but it is characteristic of the kind of activities to avoid:

- Silly or trite references to Jesus Christ and His work on the cross.
- Mockery of angelic powers, demonic or heavenly.
- Emphasis on good feelings or works instead of humble obedience and grace.

For the sake of the students' spiritual training and the school's work, joyful encouragement and instruction in reverential knowledge of the Lord is necessary.

4.15 Video/Movie Guidelines: Teachers who want to show a video should obtain the permission of the principal *prior to* making arrangements to show the film or video. Videos must have an educational purpose rather than merely entertainment value. The principal will take into account the number of movies that the teacher has shown during the semester as well as the number of movies that the class has seen during the semester. In order to respect the variety of standards on what movies students are allowed to see by their parents, teachers are asked *not* to recommend movies to students. This is to avoid having the student respond to his parents, "Well, my teacher said it was a good movie."

4.16 Music Guidelines: If teachers desire to play music for students during class, they are to limit their selections to *serious and /or classical music or appropriately serious sacred music* only. History and music classes that are listening to the music of the period being studied are exempted from these guidelines. The limitation to classical music applies whenever students are in the classroom.

4.17 Controversial Subjects: Regents Academy will strive to respect the convictions of parents and teachers in various academic subject areas while at the same time maintaining our goal of teaching all subjects in the light of a comprehensive Christian worldview. These guidelines apply to all teaching staff in the course of their teaching duties. It does not apply to the teaching staff on their own time.

A controversial subject is a subject which Christian families and churches commonly consider divisive, whether or not the introduction of the topic was planned by the teacher or brought up by a student. Guidelines are as follows:

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

curriculum guide for that subject, then the teacher will do the following:

- a. As necessary, instruct the class on the responsibility of Christians to be charitable in debate.
 - b. Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
 - c. As appropriate (i.e. pertinent to the stated goals of the class), direct the students' attention to informed sources on each side of the subject concerned. This may be done in a variety of forms, such as a research paper, guest speakers, reading differing authors, etc. Strongly encourage the students to become knowledgeable of the most widely held views on the topic.
3. Refrain from pursuing tangents or other unplanned subject matter that will lead to a possible mishandling/poor teaching of controversial subjects.
 4. Because of the extremely sensitive and intimate nature of human sexual relations, discussion and instruction on this topic generally will be limited to human reproduction in biology and anatomy/physiology, and to biblical principles and references as they arise in appropriate class contexts.
 5. The teacher is to remember that, according to Scripture, he is serving as a role model of a mature Christian adult to the students. As such, teachers are never to enter into an adversarial debate with students on controversial subjects within a classroom setting. Even though the teacher may hold strong personal convictions regarding the subject, he is to encourage a gracious and scholarly attitude in the students.

For a discussion of the proper role of the teachers, staff members are encouraged to review *The Seven Laws of Teaching* by John Milton Gregory. The chapter on the law of the teaching process is especially applicable:

True teaching, then, is not that which *gives* knowledge, but that which stimulates pupils to *gain* it. One might say that he teaches *best* who teaches *least*; or that he teaches best whose pupils learn most without being taught directly. But we should bear in mind that in these epigrammatic statements two meanings of the word *teaching* are involved, - one, simply telling, the other creating the conditions of real learning.

As a further aid to the teachers, Regents Academy faculty members have listed the following topics as potentially controversial. The controversial subject guidelines should be followed when addressing these topics.

- Old earth vs. young earth creation
- The morality of polygamy
- The accuracy of the Greek concept of Hades
- Differing views on the Sabbath. Is it a Christian obligation?
- Calvinism v. Arminianism. Predestination. (man's will v. God's sovereignty)
- Premillennialism v. Postmillennialism. (Is the world getting better and better or not?)
- Is it ever morally acceptable to deceive (e.g. in a war)?
- Can a Christian lose his salvation?
- Satan's authority in the present

- Arranged marriages
- Capital punishment
- Does the O.T. civil law apply today?
- The morality of slavery
- Environmentalism
- The "proper" role of government. Social welfare programs, art, health care, education, etc.

4.18 Academic Honors and Awards

Purpose

Regents Academy maintains a system of formal honors and awards for several reasons:

- The recognition of good work is endorsed in the Scriptures from the writings of Solomon (Proverbs) to those of Paul (Romans, Ephesians, I Timothy, etc.). Therefore, we seek to recognize those students accomplishing the prerequisites for the award/honor.
- We hope to encourage good work among all the students by demonstrating that such work is not overlooked or taken for granted, but rather is noticed and commended.
- We want to draw public attention to the high quality of work achieved by our students to the glory of God and their parents.

Accomplishments and Correlating Honors/Awards Bestowed

Besides those listed below, other awards/honors may be recognized as appropriate.

<u>ACCOMPLISHMENT</u>	<u>HONOR/AWARD</u>
All A's in a quarter period	Student listed on A Honor Roll
All A's with no more than 2 B's in a quarter period	Student listed on A-B Honor Roll
<i>Summa cum laude</i> : For grammar school an A in every subject in each quarter; for logic and rhetoric schools a 4.0 GPA for the entire year	Student awarded gold medallion at end-of-year assembly
<i>Magna cum laude</i> : For logic and rhetoric schools a 3.8 GPA for the entire year	Student awarded silver medallion at end-of-year assembly
<i>Cum laude</i> : For grammar school an A or B average in every subject the entire year; for logic and rhetoric schools a 3.6 GPA for the entire year	Student awarded bronze medallion at end-of-year assembly
Exemplary conduct, academic achievement, and a positive attitude toward school as determined by the administration and staff	Student presented "The Eagle Award" at end-of-year assembly
Graduation from Kindergarten and KPrep	Special graduation ceremony at end-of-year assembly

4.19 Regents Reading Program

C.S. Lewis wrote that “Literature exists to teach what is useful, to honour what deserves honour, to appreciate what is delightful.” Lewis’s words remind us that as students are taught properly, they should grow in their love for great literature. The Regents Reading Program is an opportunity for teachers to share their love for great books with their students and open new worlds of truth, beauty, and goodness for them. Teachers for grades 2-12 will lead their students to choose and read, on their own, quality literature throughout the school year.

- Teachers will guide students in grades 2-12 to choose one book per quarter.
- Books on each grade-level reading list will be quality, age-appropriate literature that is in addition to regular classroom reading.
- Students will finish reading the book on their own by the end of the quarter (honor system) and complete a 5x8 book summary card.
- The book summary card must be handed in by the end of the last day of the quarter.
- The book summary card will count as a literature/Omnibus grade.

4.20 Bible Recitation Guidelines

Each student will recite a passage of Scripture from memory each month to fulfill the requirements for his Bible or Omnibus class. Assign a grade to the recitation. The grade will assess knowledge/memorization of the passage only; recitation guidelines are for rhetorical training and are not part of the grade. The grade is a percentage based on the total number of correct words divided by the total number of words in the passage. Each word missed or prompted by the teacher is counted as a missed point.

4.21 Selection and Use of Materials: The nature of the classical teaching methodology and the specific design of our curriculum provides the framework for teachers to enhance the classroom study by incorporating additional materials and/or resources into their lesson plans. Teachers must use discernment and great care when selecting these materials and must always have the mission of the school in mind when doing so. Teachers must select materials that:

- best carry out the Regents mission and goals.
- support the development of wisdom, virtue, integrity, obedience and honor.
- provide variety of opinion and a balanced view of the issue(s).
- are age appropriate and consider the maturity of the classroom.
- champion a Christian worldview.

Some materials that contain offensive elements (i.e. coarse language, smoking, drinking, gambling, etc.) may be used if, and only if, the administration and School Board believe the overall effect of the materials is essential for the subject/issue under consideration. It is always good counsel to review materials with another experienced Regents teacher or the administration. It may be necessary to notify parents if such materials with offensive elements are used.

4.22 Tutorial Work: We encourage all of our teachers to provide needed assistance beyond the scheduled class time to our students. Teachers, however, often wonder whether their responsibilities for helping children learn extend beyond the school day (class period), involve

other teachers' students, and involve extra pay. The following guidelines will help to answer many questions.

Teachers are required to:

- offer basic tutorial services to their own students at a time that is convenient to both teacher and student but which does not interrupt other duties assigned to the teacher.
- provide the administration appropriate data supporting the need and benefit of a regular tutor.
- refrain from accepting fees for tutoring that would replace, rather than complement, the school's regular academic program.

Teachers interested in serving as tutors (additional pay) must notify the headmaster.

4.23 Field Trips: Regents believes that field trips are an important element in the learning process. Hands on, experience-based learning enhances the mastery of materials and concepts. They also can breathe life into difficult yet vital information.

The following are guidelines that should be followed when a field trip is considered beneficial in the learning process.

- Research the field trip well so that you are aware of all details (costs, schedules, driving times, etc.).
- Submit a Field Trip/Activity Request Form to the headmaster **at least two weeks before** the date of the trip or activity.
- Reserve the school bus if you desire to use it.
- Plan for chaperones and drivers as needed by communicating with parents.
- Prepare a field trip information sheet with details about the schedule and costs, and distribute it to parents **at least one week** before the field trip.
- Communicate details about your field trip or activity in your Teacher Notes or Lesson Plans in the days and weeks leading up to the field trip.
- Arrive early on the day of the field trip. Plan ahead and be prepared. Communicate with parents as much as possible.

The Field Trip Guidelines as they appear in the Parent-Student Handbook are as follows:

Each child must have a field trip permission form on file before he or she will be able to participate in any field trip. Teachers will notify parents of upcoming field trips in their Teacher Notes and may ask for parents to serve as chaperones and/or drivers. We encourage parental participation and believe that a parent's attendance enhances the learning process and the moral development of our children. Parents who wish to chaperone and/or transport Regents children must submit proof of automobile insurance.

Guidelines for drivers/chaperones and students include the following:

- Chaperones/drivers will be assigned a specific group of children to ride/drive with both to and from the event.
- While in the vehicle, children must remain seated with seat belts appropriately fastened (one child per seat – no "double-buckling"). No child below the age of 12 is permitted to sit in the front passenger seat.

- Normally, children are not allowed to have or use electronic equipment on field trips (phones, handheld electronic games, etc.).
- Drivers should be mindful of all families represented when choosing music inside the vehicle while travelling.
- Behavioral standards should mirror Regents expectations in the classroom, both during the drive and at the site of the field trip. Students should show respect and honor to other classmates, the audience, performers, and chaperones. We expect Regents students to act with impeccable dignity and manners, doing only what is pleasing to God. Chaperones/drivers are expected to be present and assist in maintaining these standards on field trips.
- For student safety and security reasons, it is important to have the children leave, travel and arrive at relatively the same time. Drivers should not “run errands” when driving for the school, including stopping for lunch or gas apart from the group/caravan.
- Normal Regents field trip attire is khakis and maroon Regents polo.

4.24 Incentive Prizes/Trinkets: Teachers must encourage students to perform at their best in every subject. The best incentive is found within the student/teacher relationship. Simple appropriate praise is by far the best motivator. The administration, however, will allow small prizes or trinkets to be used with an approved classroom incentive system.

4.25 Room Appearance: Teachers are responsible for keeping their rooms clean and in good order. Wall hangings, posters, bulletin boards are to be maintained and updated throughout the year. In general, the room should be decorated in a simple manner, reflecting in some way the materials you are teaching.

4.26 Regents Math Mastery Program: The purpose of the Regents Math Mastery Program is to break the cram-pass-forget cycle in students’ math performance. When education is effective, students learn things, remember them, and are thus prepared to move on and learn something else. The impetus behind this program is to help insure that Regent Academy’s math education is effective.

In the Math Mastery Program teachers of Pre-Algebra, Algebra 1, Geometry, and Algebra 2 develop and teach basic skills and applications, aiming for students to achieve mastery. These basic skills and applications are standard mathematical skills that must be mastered and retained throughout a student’s math career.

The Math Mastery Program includes particular guidelines for assessment and grading. Every student in Algebra 1, Algebra 2, and Geometry must score 70 or higher on each test and exam throughout the year.

- If a student fails a test (that is, makes a grade of 69 or below), the teacher will assign the student a Remediation Assignment when the test is returned. The Remediation Assignment may include the following: test corrections, explanations of missed solutions and answers, discovery and solutions of problems comparable to the ones missed on the test, extra skills practice, etc. Teachers may customize the assignment as they see fit for their subject and for the needs of the student. This assignment will count as a Quiz grade.

- If the Remediation Assignment is not completed in a satisfactory manner, demonstrating that the student has not improved in his or her understanding of the principles covered on the test, then the student will be required to retest with a different but comparable test. Retesting will only be required when the Remediation Assignment was not completed in a satisfactory manner. Retesting will continue until the student scores a passing grade of 70 or above.
- Every test taken will count toward a student's grade. Students are responsible to prepare for and schedule retests, which will take place outside of class (in work periods or after school, for example).
- Teachers will work with students to aid them in preparing for, scheduling, and taking retests. The goal of the assessment and grading component of the program is to insure that students demonstrate mastery of needed mathematics skills before beginning the next course in the mathematics sequence.

4.27 Internet Use Policy

1. Regents Academy provides internet access to teachers and to students in grades 7-12 for the purpose of supporting the teaching, learning, and administrative functions of the school. Grammar school students use the internet to a limited degree, under the direct supervision of their teachers. A student will not be allowed access to the internet unless the internet use policy and approval form is signed by a parent and on file in the school office.
2. The rules governing use of the internet are as follows:
 - a. Students are NOT allowed to use the internet unsupervised. A staff member must authorize a student to use the internet.
 - b. Students are only allowed to use the internet for activities specifically assigned by a teacher.
 - c. Technical measures (internet blocking software) are employed by the school to help prevent access to websites that are inappropriate. Students are not allowed to attempt to circumvent such measures. However, no software can fully protect our staff and students from unapproved/unauthorized use and inappropriate sites/content on the internet.
 - d. Under no circumstances will students be allowed to use computers to access the internet for personal browsing or email, chatting, blogging, social media, instant messaging, disclosing personal information, games, shopping, or for transferring music, movies, software, or any other recreational use.
 - e. Students in grades 9-12 who use a personal laptop at school (with teacher approval and supervision) may NOT access the internet on it without a teacher's expressed permission or special request.
 - f. If a student becomes aware that any of the aforementioned rules are being violated or that a computer appears to have accessed or is able to access inappropriate sites, the student must immediately report this activity to a staff member.

5. DISCIPLINE POLICIES

5.1 Discipline Policy

1. The kind and amount of discipline (punishment) will be determined by the teachers and the headmaster or principal. The discipline will be administered in the light of the

individual student's problem and attitude. All discipline will be based on biblical principles, e.g. restitution, apologies (public and private), swift/painful punishment, restoration of fellowship, forbidding of sinful, lingering attitudes, etc. The vast majority of discipline problems are to be dealt with at the classroom level by the classroom teacher. Administrators will get involved and address discipline issues when the issue is of a serious nature or when the behaviors or attitudes become patterns. Teachers and administrators will communicate with parents about discipline matters through various means, including accountability forms, Renweb communications, emails, Parent Notification Forms, conferences, etc.

2. It is vital for parents and students to realize that maintaining an orderly atmosphere in the school and the classroom is critical to the learning process. As in all other areas of the education at Regents Academy, *love and forgiveness* will be an integral part of the discipline of a student.
3. *Office Visits*: There are six basic behaviors that will *automatically* necessitate discipline from the headmaster or a principal (instead of the teacher). Those behaviors include:
 - a. *Disrespect* shown to *any* staff member. The staff member will be the judge of whether disrespect has been shown.
 - b. *Dishonesty* in any situation while at school, including lying, cheating, and stealing.
 - c. *Rebellion*, i.e., outright disobedience in response to instructions.
 - d. *Fighting*, i.e., striking in anger with the intent to harm the other student(s).
 - e. *Obscene language*, including taking the name of the Lord in vain. The headmaster and staff will judge what constitutes obscene language.
 - f. *Vandalism*, i.e., any destruction or defacing of the building and facilities, school books and supplies belonging to Regents Academy or other people's property.
4. During the visit with the headmaster or principal, the headmaster or principal will determine the nature of the discipline and may require restitution, in-school suspension, janitorial work, parent's attendance during the school day with their child, paddling, or other measures consistent with appropriate biblical guidelines.
5. If for any of the above or other reasons, a student receives discipline from the headmaster or a principal, the following accounting will be observed within either *semester* of the school year:
 - a. The first *two* times a student is sent to the headmaster or principal for discipline the student's parents will be contacted and given the details of the visit. The parents' assistance and support in preventing further problems will be sought.
 - b. The *third* office visit will be followed by a meeting with the student's parents, the student, and the headmaster and/or principal.
 - c. Should the student require a *fourth* office visit, a *two-day suspension from school* will be imposed on the student.
 - d. If a *fifth* office visit is required, the student will be *expelled* from the school.
6. *Note on Expulsion*: The Regents Academy Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student will be expelled.
7. *Serious Misconduct*: If a student commits an act with such serious consequences that

the headmaster deems it necessary, the office-visit process may be bypassed and *suspension* or *expulsion* imposed immediately. Examples of such serious misconduct could include: acts endangering the safety or lives of other students or staff members, gross violence, vandalism to the school facilities, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct occurring after school hours if such behavior reflects poorly upon the reputation of the school.

8. *Re-admittance*: Should the expelled student desire to be readmitted to Regents Academy at a later date, the Regents Academy Board and headmaster will make a decision based on the student's attitude and circumstances at the time he reapplies.

5.2 Basic School Rules: All students should be aware of and are expected to adhere to the following list of school rules:

1. Students are expected to maintain Christian standards of behavior and attitude in all actions and forms of communication, including speech, both public and private, writing, and body language.
2. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
3. Guns or weapons are not allowed on school grounds.
4. Students are not to have or chew gum while at school. Gum on school grounds creates problems.
5. Students are not to eat and drink (except for water, at the teacher's discretion) in the classroom except on special occasions or parties as allowed by the teacher.
6. If students bring cellular phones, iPods, or personal electronic devices to school or to school functions, they should be kept out of sight. During school hours cell phones should be kept in the locker and turned off, never to be used during school. *There are no exceptions to this rule.* If a student needs to make a phone call, he can receive permission to use the office phone.
7. Students will be held responsible for damage done to school property, including textbooks. Replacement or repair costs will be assessed.
8. Public displays of affection are not permitted at school or school activities. School is not the place to begin or develop relationships between boys and girls. The school assumes that all matters pertaining to courtship will be handled by parents in whatever manner a particular family may handle the matter; it is not a matter for the school to oversee.
9. Students are not to leave school without reporting to the school office.
10. Students arriving late to school are to report to the office before going to class.
11. No drugs, alcohol, or tobacco products are allowed at school or school functions. The known and illegal use of drugs, alcohol, or tobacco products outside of school will be considered as detrimental to the reputation of the school and will result in a meeting with the student, the parents, and the headmaster.
12. Students may take medications only with parental approval such as a note or direct contact with the staff. All medication should be stored and administered in the school office.
13. *Student Drivers*: Students who drive to school are expected to do so responsibly. Students are expected to comply with directions given by members of the school staff.
14. Students are not to be in cars in the parking lot after they arrive at school.
15. Students may not leave the school grounds after arriving at school without administrative

approval until the end of the school day. Students may not leave for lunch unless their parents pick them up.

16. Students are not to use the copier or the telephone for personal business and should only use the copier or phone with the permission of a teacher or staff member.
17. **The school day begins at 7:55 a.m. After 7:55, students are tardy. The seventh tardy in any given quarter will result in one absence.**
18. Students from other schools or friends of the students at Regents Academy are not allowed to visit the school, the parking lot, or classes, unless they have been invited by the administration or faculty to do so. Regents alumni are welcome to lunch, but they should check in with the school office before visiting the lunch room.
19. Parents will be notified if students do not comply with the dress code and appearance standards of Regents Academy. Students who continue to be out of compliance will be subject to disciplinary action.
20. Each secondary student will be assigned a locker. Lockers may be secured with a combination lock; the combination must be given to the administration. However, lockers are a privilege, not a right. In the event that a student abuses this privilege or is suspected of having anything inappropriate in his locker, this privilege can/will be revoked. The administration has the authority to open any locker if misconduct is suspected.

5.3 Etiquette Code: Regents Academy believes that every student is made by God to reflect His glory and that each student must be treated as one of His disciples. Teachers set the atmosphere for the students with their own respect, courtesy, and etiquette. It is the goal of a Regents teacher to:

- promote and maintain an atmosphere in which children can be disciples - ones who learn.
- seek to know all of your students' interests, gifts, fears, family circumstances, and best method of learning.
- model discipline in your room and throughout the school by being well-prepared for class, keeping a well-ordered room, and using your authority as a teacher to help children learn.
- set clear and high expectations early in the year and in each class for behavior and learning.
- dress as a professional adult and encourage your students to honor the dress code.
- use language that "builds others up according to their needs, that it may benefit those who listen" (Ephesians 4:29) and insist that students address you and all adults with respect and courtesy (i.e. Mr., Mrs., Miss, Sir, Ma'am, etc.)

These are the "house rules" at Regents Academy.

Regents students . . .

- will be seated and quiet when class is called to order.
- will not walk across desk seats or dash across the room to get to their desks.
- will not throw paper from their desks to the trash.
- will not chew gum.
- will not eat or drink in class except during lunchtime meetings or class parties.

- will not disturb anything on the teacher's desk (including reference books) without permission.
- will not sit at the teacher's desk or open drawers in the desk when the teacher is not in the room.
- will not prop their feet up on others' desks.
- will not throw anything across the room to another student.
- will not write on desks, walls, textbooks, posters, etc.
- will pick up any trash around their desks before leaving.
- will not adjust blinds or open or close windows without permission from the teacher.
- will not rearrange desks without permission from the teacher.
- will not pass notes or ask others to pass notes.
- will not talk while the teacher is talking or interrupt other students during class discussion.
- will not bring games, PE equipment, electronic devices (e.g. toys, game boys, PDA's, recorders, etc.) without permission from respective teacher.
- will not talk on cell phone on campus before, during, or after school hours.
- will not work on other homework assignments during class (until they have finished with assigned work and received permission from their teacher).

5.4 Office Visits: Discipline is best handled in the classroom. Address a public offense publicly and a private offense privately. Be kind, relational, loving, and even-tempered at all times, never raising your voice, showing visible signs of anger, or adopting a "scolding" tone. However, also be consistent, firm, and purposeful. Establish clear, simple classroom procedures and rules, and then require obedience and address all disobedience. Office visits will be curtailed if teachers follow these simple guidelines daily. However, there are times when office visits are necessitated, both by policy and by virtue of the situation the teacher finds himself or herself in. Here are some suggestions regarding office visits:

- Memorize the list of offenses that require an office visit. Be certain that you understand the description of each offense. (For example, disobedience does not equal disrespect.)
- When an offense occurs, send the student to the appropriate principal. Do not discipline in class for an offense that requires an office visit.
- The principal will need information about the incident so that he can address it appropriately. This means that either you will need to step out of your class briefly or else he will need to come to you and obtain information. Either way, strive to keep the incident from being a distraction to the rest of the class as much as possible.
- If you have questions regarding this incident, please speak with the headmaster or principal. Realize that once you send a student to the office, the nature of the discipline is left to the discretion of the administration.

5.5 Keeping the Respect of Your Students: Here are some suggestions.

- "Let your communication be, 'Yea, yea; Nay, nay'" (Matthew 5:36).
- Never threaten; rather, act decisively. Rebuking an entire class is rarely effective or appropriate.
- Maintain control of your class. Teachers who discipline students who deserve it earn the respect of their students. Students have a strong sense of justice.

- Prepare for class. Students recognize excellence in teaching and appreciate well-organized and well-run classes. Call your class to order and expect/train students to show attention immediately. Train students to be prepared for class.
- Be on time for class and begin class on schedule.
- Correct and return papers promptly to the students. Include comments that help to explain the grade given.

5.6 Classroom Management: The following are suggestions for daily classroom management.

- Pray for love, wisdom, patience, and guidance.
- When possible, diffuse confrontations with students with humor or a gentle word. Don't escalate the situation. However, if a confrontation develops, it is important that the students understand that they are under your authority.
- Any discipline matter at the classroom level should be documented and kept in the teacher's file. Return the signed copy to the office.
- Develop and use a seating chart in order to help control classroom discussion. Change assignments as necessary in order to control talking.
- Require students to raise their hand and be recognized by you before speaking. When student speak, they should do so while looking you in the eyes and using a
- Be **consistent** in your enforcement of your classroom rules and discipline for all forms of talking without permission. Train the students to practice self-control by controlling their tongue.
- Praise students, and/or the class, when their behavior meets the standards that you have set for your class.

Always follow the following biblical principles of discipline:

- Discipline students with motives of love and delight: Proverbs 3:12, "The Lord disciplines those He loves, as a father the son he delights in."
- Be sure you have all the information you need before making a judgment: Prov. 18:17, "The first to present his case seems right, until another comes forward and questions him."
- Discipline must be (appropriately) painful: Hebrews 12:11, "No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it."

Students Need Discipline:

Self-discipline is a worthy and desirable goal for all students. Our goal is self-government according to an internalized standard as a conscious act of honoring authority. Part of a teacher's job is to train students to develop this character trait. Teachers should hold students accountable for their behavior and provide discipline when necessary. Do not expect students to be completely self-controlled and self-disciplined on their own.

Recommended Class Rules:

- If a student comes to class unprepared, allow the student to return to his/her locker or borrow from a classmate. Gentle reminders always to be prepared are helpful. If a pattern persists, address the student's habits and retrain the student.

- Generally, let the students use the bathroom one at a time as requested. If one student or a class begins to abuse this, adjustments will need to be made.
- If a large number of students are misbehaving during a discussion or review game, stop the game and address the offenders. Be firm and direct, requiring self-discipline. If the offenders persist, end the discussion and finish the lesson with written work. Address the unruly students with Scripture and correction, and notify parents.
- Never begin teaching or speaking to the entire class until you have the attention of all of your students. Never “talk over” conversations that the students may be having. Require student attentiveness to your voice. Correct lovingly but firmly.
- Allow students to leave class to go and get a drink only on occasions when it is apparent that it is needed, especially in the case of illness. Encourage water breaks after recess and in between classes.
- Stick to the due dates that you have set and announced to the class.
- Require the students to sit up straight in their chairs with eyes to the front. Attend to the posture of your students.
- Teachers may not dismiss class early. You should always have some productive way to fill a few minutes. Students should be attended at all times.
- Train your students to behave appropriately when you need to leave the room.
- Do not allow the students to eat during class (except during parties). Students may be allowed to bring a water bottle to class with them. (The teacher can make exceptions.)
- Train students to stand and greet guests when they enter the room. The teacher should follow the lead of the administrator who is bringing the guest into the room and then direct the students to greet the guest.

5.7 Eligibility for Extra-Curricular Activities: No Pass, No Play: Extracurricular activities will not take priority over the academic program at Regents Academy. For this reason, students who receive a failing quarterly grade are ineligible to participate in any extracurricular activities. Students who have become ineligible for sports because of a failing quarterly grade may return to athletic activities upon receipt of a following quarterly report card that has no failing grade.

A student athlete who receives a failing grade on a progress report will be placed on athletic probation. The headmaster will notify the applicable coach, who will warn, encourage, and exhort the student to redouble his academic efforts. A student on athletic probation whose grades do not improve may be removed from the applicable team if the coach, headmaster, and teachers see a continuing pattern of failure. Students who have become ineligible for athletics and have been removed from a team while on probation may return to athletic activities (with the approval of the coach and headmaster) upon receipt of a following quarterly report card that has no failing grade.

5.8 Leaving Campus:

- Parental request: If a student needs to leave school during school hours, a parent may notify the Administration or secretary either by calling or sending a note. The student will be given permission to leave.
- Student request: If a student wants to leave school during school hours, he or she must check in with the office. Students will normally be given permission to phone their parents. Students who leave campus without permission will be subject to discipline.

- Students who need to leave school for any reason, such as a doctor, dentist, or orthodontist appointment, must check in with the office upon leaving and returning to school.

6. PROFESSIONAL POLICIES

6.1 Development and Faculty Meetings: Each Friday school dismisses at 2:30, and a development hour is set aside from 2:45 until 3:45 p.m. This hour is used for faculty development, committee meetings, and faculty meetings. Full-time faculty members are required to attend each Friday meeting. Part-time faculty members are encouraged to attend and must attend when instructed to do so. Please be punctual to all meetings and do not multi-task during meetings. It is the desire of the administration to keep these meetings within the stated schedule but to adequately address relevant matters and concerns. The administration may also call a special meeting to address an urgent issue or simply to provide additional information on a topic/concern.

6.2 Teacher Certification Plan: Regents Academy is committed to its teachers attaining ACCS-approved teacher certification through its individual Teacher Certification Plan. The administration, faculty and support staff all need to continue the learning process to enhance their skills and abilities.

- The Teacher Certification Plan is designed to foster the personal professional growth of the faculty.
- Full- and part-time staff will follow the plan according to the prescribed schedule (See appendix). The plan consists of evaluations, readings, ClassicalU courses, educational conferences, in-services, and visits to sister schools.

Characteristics of Professional Excellence

These eight characteristics are goals and areas for teachers to aim to improve personally and professionally. The headmaster will offer encouragements and observations in these areas during the biannual evaluation process.

1. *Discipleship:* Lives out an active faith demonstrated by an ongoing, sincere relationship with Christ and a life lived according to biblical standards, serving as a model and mentor to students and adults.
2. *Relationship to Authority:* Understands and shows a commitment to obeying God-given authority, both in the classroom with students and in professional relationships with the administration.
3. *Professional Growth:* Pursues professional and personal growth and possesses a spirit of inquiry.
4. *Loving and Supportive Demeanor:* Has an evident love for families, acting as a humble servant to both children and parents. Even when engaging in discipline, conducts oneself in ways that leave student dignity intact regardless of the nature of the issue.
5. *Upholding Standards:* Sets and supports appropriately challenging standards for student academic growth and grades student work consistently with these standards.

Also sets and consistently enforces appropriate standards for student behavior, including etiquette, academic habits, and student social interactions.

6. *Communication*: Is able to communicate well and practices sound communication skills. Further, is able to apply subject matter to life and the world, clearly demonstrating a sound, God-centered worldview.

7. *Enthusiasm*: Displays high levels of enthusiasm for teaching and learning in a classical Christian school and for the content of our studies, striving to engender similar enthusiasm in all students in one's care.

8. *Commitment to Colleagues*: Demonstrates through words and deeds collegiality and unity with faculty and staff and a strong commitment to building up fellow teachers and administrators.

9. *Handling Conflict*: Is committed to resolving conflict quickly, humbly, and biblically.

6.3 Formal, Informal and Self Evaluations: The Teacher Evaluation Plan includes observations, informal evaluations, and formal evaluations (a minimum of one per semester) as well as an annual self-evaluation. The headmaster or an administrative designee evaluates office personnel and other staff positions annually. Evaluations are designed to be constructive and not punitive. It is our desire to provide encouragement, support, and specific direction to each staff member. All evaluations will be presented to the Board of Directors for review.

6.4 Participation in School-Related Activities: Teachers are encouraged to participate in all school activities and school related functions. Attendance in school activities and events that directly involve students in your class are considered mandatory unless specified otherwise by the headmaster.

7. PROCEDURAL POLICIES

7.1 Daily Supervision Responsibilities:

7.1a Morning Drop-off/After-school Pick-up: Before school teachers should arrive in their classrooms and remain there to supervise students as they arrive. If teachers need to leave the room for brief periods of time (to make copies, for example), then no alternate supervision arrangements need to be made. However, if a teacher needs to be absent from his or her room before school for an extended period of time, then arrangements should be made with another teacher to help supervise students. Teachers should shepherd their students toward the Great Room for Morning Assembly in a timely manner. After school teachers should remain with their students until all students are dismissed, either to their parents/guardians or to their respective extracurricular activity. Teachers are required to monitor student activity during these times, not simply be present. In general teachers should:

- walk around the area supervised to ensure a presence of authority.
- listen to conversations and observe interactions. The school standards regarding student relationships must be taught at all times and in every school related environment.
- joyfully interact with the students and parents.

7.1b Lunch: Grammar School teachers are generally expected to eat lunch with their class each day. Logic and Rhetoric School teachers supervise students on a rotating duty schedule; Logic and Rhetoric School teachers not on duty are free to eat lunch in their classrooms or with other teachers or students. During lunch with the students, teachers must:

- listen to and guide table conversations.
- develop the existing student/teacher relationship.
- instruct on table manners and cleanliness.
- ensure lunch room policies are being followed.
- ensure that all equipment and resources are being used appropriately.

7.1c Recess: Grades KPrep through 6th grade classes are assigned specific times to participate in recess. Teachers must accompany their respective class to recess and supervise the entire activity. Teachers may correct any students on the playground who are not following the policies, procedures, or directions of the supervising teachers. Teachers must work together in this activity to ensure unity and harmony among the teaching staff. On Wednesdays when students are wearing their dress uniforms, students may go outside, but they must not run and play as rowdy as on other days. They should be taught to behave in a way that is befitting their attire.

Teachers may not allow their students to divide into two groups that go to different locations. Classes should remain together, and the teacher should supervise the entire groups as a group. Classes may (1) go to the field, or (2) remain in the playground yard/basketball goal area, but may not go to both. Students should cross the driveway or parking lot only as a group under the leadership of the teacher. **Direct supervision of students at all times is absolutely essential.**

During recess students *may*:

- play on playground equipment as designed or play various games on the playground that consider the whole group.
- eat a snack from the snack cart or their lunch box at the designated location.
- play with any Regents student on the playground.
- check-out designated playground equipment with the permission of the supervising teacher.

During recess students *may not*:

- play on/with playground equipment in a manner inconsistent with its intended use.
- leave food wrappers at the tables or on the playground.
- leave the group or act in a solitary manner.
- take advantage of smaller children.

7.1d Tardy/Absentee Report: Attendance must be taken each day and entered into Renweb. Upper school students are considered absent if they miss more than half of the day, lunch marking the halfway point of the day.

7.1e School Visitors: Visitors are welcome at Regents Academy. Parents, prospective parents, and interested guests may from time to time visit our school and/or classrooms. The following guidelines are designed to govern their visit.

All visitors:

- must sign in at the front office.
- must wear a visitor name tag.
- upon entering the classroom, must meet the teacher and inform him/her of the nature of his/her visit.
- must adhere to the policies, procedures and general guidelines of our school and must not create a disturbance in the classroom or school.

7.1f General Safety Statement: Regents Academy is a safe place for students and their families and all activities will be monitored/supervised at all times, and the Regents standard of excellence will be maintained.

7.2 Student Dress Code: The students of Regents Academy are required to wear a prescribed school uniform, which is detailed in the Parent-Student Handbook. Teachers must review the dress of their students each morning to ensure that the dress code is being followed. Teachers must address all violations and communicate these violations appropriately with parents. Teachers should consult the administration with specific questions related to the use of discipline.

7.3 Morning Assembly: Each day begins with Morning Assembly. Teachers are required to attend Morning Assembly with their students and to prepare them to be active participants in each phase of the meeting. The meeting consists of activities such as

- Bible reading and/or devotional
- Scripture recitation/memorization
- Hymn of the faith
- Selected prayer
- Pledge to the American and Texas flags

7.4 Library: The Regents Academy library exists to support student achievement and provide excellent resources for student reading and research. A library visitation schedule is developed at the beginning of each academic year. The librarian consults with each teacher to arrange a time that works well with his or her respective daily schedule. Teachers are expected to have their class in the library at the designated time and to assist the librarian if help is requested. The librarian will discuss all relevant details in the teacher orientation.

7.5 Medical Policies:
Unwell Children

Children should not come to school with fever (a temperature of over 100®) or signs of communicable illnesses (such as vomiting or diarrhea). Parents will be called to get their

child from school if he becomes ill during the school day. Sick children will wait in the office space designated by the headmaster or school secretary. The office staff (headmaster, school secretary, etc.) will administer all medications during school hours. Signed permission and instructions from the parents must be provided. All Regents students must have on file the appropriate original immunization cards and a Medical Information Form for use in the Regents office. The school office has a small first aid kit to be used for cuts and scrapes, and we have some over-the-counter medications such as acetaminophen, ibuprofen, antacid, and Benadryl which we will dispense as needed if parents check and sign the appropriate area on the medical authorization form.

Emergency Medical Occurrences:

Medical expenses incurred while at Regents Academy are the responsibility of the parents.

In the event a child becomes ill or is injured while under school supervision, school authorities will take the following steps:

- contact a parent of the student and follow his instructions.
- in the event neither parent can be reached, contact the student's physician and follow his instructions.
- if the student's physician cannot be reached, school authorities will use their own discretion and contact a properly licensed physician and follow his instructions.

If in the opinion of a properly licensed and practicing physician, a child needs medical or surgical services which require parental consent before being supplied, and the parent cannot be reached, the headmaster or the teacher, or the designee of the headmaster or the teacher, will furnish such written or oral authorization as may be so required. The headmaster, teacher, or the designee of the headmaster or teacher, and Regents Academy and its Board of Directors are released from any liability that might arise from the giving of such authorization, so that the child may be furnished with such medical or surgical services as soon as reasonably possible after the need arises.

7.6 Serious Disease: A serious disease is one that is life-threatening, or which can cause permanent bodily damage, and can be communicated from one person to another (other than genetically). Spinal (or viral) meningitis, AIDS (Acquired Immune Deficiency Syndrome), and pneumonia are examples of the type of diseases herein referred to. Common colds, influenza (mild forms), chickenpox, strep throat, etc., though unpleasant and contagious, are not considered serious diseases.

Teachers and staff members must inform the administration of any information regarding a serious disease immediately. Any contagious illness is a matter of concern and must be managed appropriately for the safety of the entire school population. However, a serious disease as described above is a matter of greater distress and must be managed efficiently, effectively and with kindness and grace.

The following are guidelines to assist in the management of a serious disease report:

- The headmaster will take every appropriate precaution to reduce the risk of infection of any student or teacher by any known serious diseases. This will include isolating the student(s) who may have the disease, or have been exposed to it.
- Regents Academy cannot be held responsible for the communication of any serious disease that was introduced to the school without the knowledge of the administration.
- Upon receiving reliable information that a student or teacher at Regents has contracted, or has been in contact with, a serious disease, the administrator will immediately contact the President of the Board of Directors, local health officials and if necessary the Disease Control Center in Atlanta, Georgia, to obtain more information.
- The information sought should answer such questions as:
 - To what degree is the disease communicable?
 - How is it transmitted?
 - What is the incubation period for the disease?
 - What are the disease symptoms?
 - What precautions should the school take?
 - What information would be helpful to the school's families?
- Based upon the answers to the above questions, the administrator, in consultation with the Board of Directors will determine what actions are necessary. He will then contact the parents of the affected student(s) and share with them the information he has received, as well as the decisions he has made.
- The student may be asked to remain home for a specific, or undetermined, length of time.
- Closure of the school may be necessary in extreme cases.
- If the headmaster determines that a deviation from this policy is necessary, the matter will be presented to the Regents Academy Board as soon as possible for a decision.
- All cases of serious diseases that have affected or could affect the school will be reported to the entire Board of Directors.

7.7 Lost and Found: Items found in the classroom or on the school grounds that are not appropriately marked and/or cannot be correctly identified must be turned into the front office. Items will be advertised in the Regents NOW e-newsletter occasionally and if unclaimed, donated to a local charitable organization.

7.8 Class Parties:

Holiday Celebrations - The administration will determine which holidays will be recognized and celebrated as a class and school. Information and guidelines regarding recognized celebrations will be discussed during the teacher training week, with specific instructions provided at the appropriate faculty meetings.

Birthday Parties - Celebration of student birthdays may take place in classrooms, the Great Room, or outside at the playground or under the portico. The classroom teacher will determine the most appropriate choice based on the assignments/activities of the day. Parties should be brief so that they will not interfere with the class schedule. Parents must gain permission from the responsible teacher/advisor and may bring cupcakes, cake or cookies (no candles please) for the celebration. Plates, napkins, etc. must be furnished by the parents. Birthdays will not be

celebrated by the student body at mealtime. Parents, of course, are welcome to eat lunch with their child on this special day.

Other Classroom Celebrations - The administration must approve all other classroom parties or celebrations. The teacher must meet with the headmaster and present his or her proposal, and the celebration will be approved or denied.

7.9 Fire/Tornado/School Lock Down Emergency Drills: The administration conducts regular emergency and safety drills for the protection of the student body and staff.

For fire drills teachers must:

- teach their students the designated evacuation route(s).
- make sure all students located in the classroom at the time of the drill are out of the room before exiting.
- turn off all lights before exiting.
- secure red safety bag with grade book or student roster before exiting.
- direct students to assigned meeting location in a expeditious, quiet, orderly manner.
- take attendance and ensure all students are accounted for at the meeting location.
- report student attendance to headmaster or his designee upon request.

7.10 Displaying Student Work: We are proud of our students and the quality of work they produce. It is our desire to display their best work in a manner that is in good taste with the school environment, both in the classroom and in the common areas. Therefore, all decisions to display work must be approved by the administration.

7.11 Snack Cart: Food items such as chips, cookies, fruit snacks, crackers, etc., are available to students via the Regents snack cart. Students may purchase a snack during recess and/or lunch. Teachers are responsible for supervising this program for students in their class or classes.

Please Note: The front office is not equipped or responsible to provide change for students with incorrect coinage or large bills. Also, the snack operates on an honor system; teachers should guide students to display honesty and integrity with the snack cart.

7.12 School Calendar: Each spring the administration will present the teachers and staff a school calendar approved by the Board of Directors. The calendar will include the first and last day of school, holidays, planning days, regular events, etc.

7.13 Inclement Weather/Emergency Closing: Regents Academy will take all necessary precautions to insure your child's safety and to aid in your family's preparation for severe weather and/or other emergency situations. In case of inclement weather, the administration and board will consult with authorities to determine the best course of action. In most occurrences, Regents Academy closings or delays will coincide with the Nacogdoches Independent School District. Announcements will be made on regentsacademy.com, via email, and on local radio and television stations.

7.14 Cleaning Supplies/Chemicals/Equipment: Teachers and staff members are responsible for assisting with the general cleaning in their classroom (including areas used for classroom projects/experiences) and the areas assigned for other class work. In addition, various chemicals may be used in the classroom for experiments and/or class projects. Please review the following information relevant to cleaning supplies, chemicals and equipment.

- All cleaning supplies and chemicals will be maintained and managed by the administration or designee. Cleaning supplies and chemicals will be stored in proper, clearly marked containers. A Materials Safety Data Sheet manual is maintained by the administration and is available where the cleaning materials and chemicals are stored and in the front office. Teachers must review the data sheets on cleaning materials and chemicals used in their respective classroom. The administration will notify the entire staff when new types of supplies arrive.
- Teachers, staff and students should use all equipment as designed and inform the administration of problems and/or concerns immediately.

Appendices

Lost Tools Chart

7 Laws of Teaching Outline

Traits in Our Students to Observe, Notate, Monitor, and Train

Heart Check Guidelines

Regents Reading Program

2018 Scripture Memory Program

Sample Teacher Work Agreement

Parent Notification Form

Bus Regulations

Regents Academy Teacher Certification Plan

PHONICS (Pre-Polly)	GRAMMAR (Poll-Parrot)	LOGIC (Pert)	RHETORIC (Poetic)
Grades K-2	Grades 3-6	Grades 7-8	Grades 9-12
Typical ages 4-8	Typical ages 9-11	Typical ages 12-14	Typical ages 15-18
Student Characteristics:	Student Characteristics:	Student Characteristics:	Student Characteristics:
<ol style="list-style-type: none"> 1. Obviously excited about learning 2. Enjoys games, stories, songs, projects 3. Short attention span 4. Wants to touch, taste, feel, smell, see 5. Imaginative, creative 	<ol style="list-style-type: none"> 1. Excited about new, interesting facts 2. Likes to explain, figure out, talk 3. Wants to relate own experiences to topic, or just to tell a story 4. Likes collections, organizing items 5. Likes chants, clever, repetitious word sounds (e.g. Dr. Seuss) 6. Easily memorizes 7. Can assimilate another language well 	<ol style="list-style-type: none"> 1. Contradicting and answering back 2. Likes to catch and point out the mistakes of others, especially those of elders 3. Enjoys academic puzzles 4. When not disciplined, has a high nuisance value 	<ol style="list-style-type: none"> 1. Concerned with present events especially in own life 2. Interested in justice, fairness 3. Moving toward special interests topics 4. Can take on responsibility, independent work 5. Can do synthesis 6. Desires to express feelings, own ideas 7. Generally idealistic
Teaching Methods:	Teaching Methods:	Teaching Methods:	Teaching Methods:
<ol style="list-style-type: none"> 1. Guide discovering 2. Explore, find things 3. Use lots of tactile items to illustrate point 4. Sing, play games, chant, recite, color, draw, paint, build 5. Use body movements 6. Short, creative projects 7. Show and Tell, drama, hear/read/tell stories 8. Field trips 	<ol style="list-style-type: none"> 1. Lots of hands-on work, projects 2. Field trips, drama 3. Make collections, displays, models 4. Integrate subjects through above means 5. Teach and assign research projects 6. Recitations, memorization 7. Drills, games 8. Oral/written presentations 	<ol style="list-style-type: none"> 1. Time lines, charts, maps (visual materials) 2. Debates, persuasive reports 3. Drama, reenactments, role-playing 4. Evaluate, critique (with guidelines) 5. Formal logic 6. Research projects 7. Oral/written presentations 8. Guest speakers, trips 	<ol style="list-style-type: none"> 1. Drama, oral presentations 2. Guided research in major areas with goal of synthesis of ideas 3. Many papers, speeches, debates 4. Give responsibilities, works independently on projects 5. In-depth field trips, even overnight 6. World view discussion/written papers

SEVEN LAWS OF TEACHING

This outline is taken from a book called “The Seven Laws of Teaching,” by John Milton Gregory. The book was first published in 1886 as an instruction manual for Sunday school teachers. Gregory was involved in public education in the state of Michigan and was at one time the state superintendent of public instruction.

The basis for the book is the concept that teaching has “natural laws which are as fixed as the laws of circling planets or growing organisms.” Therefore, Gregory argues, if these simple laws are adhered to, knowledge must be communicated.

1. The Law of the Teacher

- a. **The Law** - A teacher must know that which he would teach.
- b. **The Law Stated as a Rule** - Know thoroughly and familiarly the lesson you wish to teach--teach from a full mind and a clear understanding.
- c. **Rules for Teachers:**
 - i. Prepare each lesson by fresh study.
 - ii. Find in the lesson its analogies to more familiar facts and principles.
 - iii. Study the lesson until it takes shape in familiar language.
 - iv. Find the natural order of the several steps of the lesson from the simplest notions to the broadest views.
 - v. Find the relation of the lesson to the lives of the learners.
 - vi. Use freely all legitimate aids.
 - vii. Complete mastery of a few things is better than an ineffective smattering of many.
 - viii. Have a definite time for the study of each lesson in advance of the teaching.
 - ix. Have a plan of study, but do not hesitate to study beyond the plan.
 - x. Do not deny yourself the help of good books on the subject of your lessons.
 1. Do not read without thinking.
 2. Talk the lesson over with an intelligent friend.
 3. Write out your own views.

d. Violations and Mistakes:

- i. The teacher may think that in any event he will know much more of the lesson than the pupils, and his ignorance will pass unnoticed. The cheat is almost sure to be discovered.
- ii. Teaching is not merely “hearing lessons.”
- iii. Looking hastily through the lesson to gather enough to fill the period.
- iv. Using the lesson as a mere framework upon which to hang some fancies of their own.
- v. Claiming extensive study and profound information, which he has not the time to lay properly before the pupils.

2. The Law of the Learner

- a. **The Law** - A learner must attend with interest to the material to be learned.
- b. **The Law Stated as a Rule** - Gain and keep the attention and interest of the pupils upon the lesson. Do not try to teach without attention.

c. Rules for Teachers:

- i. Never begin a class exercise until the attention of the class has been secured.
- ii. Pause whenever the attention is interrupted or lost--wait until it is completely regained.
- iii. Never wholly exhaust the attention of your pupils.
- iv. Adapt the length of the class exercise to the ages of the pupils.
- v. Arouse attention when necessary by variety in your presentation.
- vi. Kindle and maintain the highest possible interest in the subject.
- vii. Present those aspects of the lesson that correspond to the ages and attainments of the pupils.
- viii. Appeal to the interest of your pupils.
- ix. Refer to the favorite stories, songs, and subjects of the pupils.
- x. Look for sources of distraction and reduce them.
- xi. Prepare beforehand thought-provoking questions.
- xii. Make your presentation as attractive as possible.
- xiii. Maintain and exhibit in yourself a genuine interest in the lesson.
- xiv. Make good use of your eyes and hands. Pupils will respond to your earnest gaze and your lifted hand.

d. Violations and Mistakes:

- i. Class is started before the attention of the pupils has been gained.
- ii. Pupils are urged to listen after their power of attention has been exhausted.
- iii. Little or no effort is made to discover the tastes or experiences of the pupils.
- iv. Killing the power of attention in their pupils by failing to use any fresh inquiries or any new, interesting statements to stimulate interest in the subject.

3. The Law of the Language

- a. **The Law** - The language used as medium between teacher and learner must be common to both.
- b. **The Law Stated as a Rule** - Use words understood in the same way by the pupils and you--language clear and vivid to both.
- c. **Rules for Teachers:**
 - i. Learn the pupils' words and meanings they give those words.
 - ii. Learn what the students know about the subject and how they express it.
 - iii. Express yourself as much as possible in the language of the pupils.
 - iv. Use the simplest and fewest words that will express your meaning.
 - v. Use short sentences and the simplest construction.
 - vi. If the pupil does not understand, repeat your thought in other language.
 - vii. Help the meaning of words by illustrations taken from the pupils' experiences.
 - viii. When it is necessary to teach a new word give the idea before the word.
 - ix. Try to increase both the pupil's vocabulary and understanding.
 - x. Encourage pupils to talk freely.
 - xi. Make haste slowly. Make sure a word is understood before introducing a new one.
 - xii. Frequently check the pupil's understanding of the words he uses.
- d. **Violations and Mistakes:**
 - i. Do not mistake an attentive look for understanding.
 - ii. Truly check for understanding. A pupil may say he understands when he does not.

- iii. Covering teacher ignorance with big words.
- iv. Do not expect pupils to ask for explanations.
- v. Not getting the pupils to express back the new words.
- vi. Not realizing how limited most pupils vocabularies really are.
- vii. Not realizing that much of what is taught is outside the experience of the pupils.

4. The Law of the Lesson

- a. **The Law** - The lesson to be mastered must be explicable in terms of truth already known by the learner--the unknown must be explained by the known.
- b. **The Law Stated as a Rule** - Begin with what is already well known to the pupil upon the subject and with what he has himself experienced--and proceed to the new material by single, easy, and natural steps, letting the known explain the unknown.
- c. **Rules for Teachers:**
 - i. Find out what your pupils know of the subject that you wish to teach them.
 - ii. Make the most of the pupils' knowledge and experience. Let them feel its extent and value as a means to further knowledge.
 - iii. Encourage your pupils to clear up and freshen their knowledge by a clear statement of it.
 - iv. Begin with facts or ideas that lie near your pupils' knowledge and experience.
 - v. Relate every lesson as much as possible to former lessons.
 - vi. Arrange your presentation so that each step of the lessons shall lead easily and naturally to the next.
 - vii. Proportion the steps of the lesson to the ages and attainments of your pupils.
 - viii. Find illustrations in the commonest and most familiar objects suitable for the purpose.
 - ix. Lead the pupils themselves to find illustrations from their own experience.
 - x. Make every new fact or principle familiar to your pupils. Make them comfortable with it.

- xi. Urge the pupils to make use of their own knowledge and attainments to find or explain other knowledge/.
- xii. Make every advance clear and familiar so that progress to the next step can be on known ground.
- xiii. Choose problems for your pupils to solve from their own activities so they can see them as real problems, not artificial.
- xiv. Your pupils are learning to think: they must learn to face intelligently and reflectively the problems that arise in both inside and outside the classroom.

d. Violations and Mistakes:

- i. Pupils are made to study that for which they are inadequately prepared or not prepared at all to learn.
- ii. Neglecting to ascertain carefully the pupils' equipment with which to begin the subject.
- iii. Failure to connect the new lesson with those that have gone before.
- iv. Past learning is considered goods stored away, instead of instruments for further use.
- v. Elementary facts and definitions are not made thoroughly familiar.
- vi. Every step is not thoroughly understood before the next is attempted.
- vii. Assigning lessons or exercises that are too long for the pupils.
- viii. Failure to place the pupils in the attitude of discoverer.
- ix. Failure to show the connections between the parts of the subject that have been taught, those before it, and those yet to come.

5. The Law of the Teaching Process

- a. **The Law** - Teaching is arousing and using the pupil's mind to grasp the desired thought or to master the desired art.
- b. **The Law Stated as a Rule** - Stimulate the pupil's own mind to action. Keep his thought as much as possible ahead of your expression, placing him in the attitude of a discoverer, an anticipator.
- c. **Rules for Teachers:**
 - i. Adapt lessons and assignments to the ages and attainments of the pupils.
 - ii. Select lessons which relate to the environment and needs of the pupils.
 - iii. Find the subjects point of contact with the lives of the pupils.

- iv. Excite the pupil's interest in the lesson: hint that something worth knowing is to be found out if the lesson is thoroughly studied.
 - v. Frequently join the pupils in the search for some fact or principle.
 - vi. Be patient: give the pupil time to explain himself.
 - vii. The lesson that does not culminate in fresh questions ends wrong.
 - viii. Observe each pupil to see that his mind is not wandering.
 - ix. It is your chief duty to awaken the minds of your pupils.
 - x. Repress the desire to tell all you know or think about the lesson. Let what you tell lead to a question.
 - xi. Give the pupil time to think; encourage him to ask questions when puzzled.
 - xii. Restate the questions you are asked, try to answer in such a way to lead to a new question or deeper thought.
 - xiii. Teach the pupils to ask: What? Why? How? Where? When? By whom? What of it?
 - xiv. Recitations should not exhaust a subject.
- d. **Violations and Mistakes:**
- i. Attempting to force the lesson simply by telling.
 - ii. Failure to try to remember what needs to be remembered.
 - iii. Do not require rapid recitations in the words of the book.
 - iv. Not giving pupils time to think about questions raised in class.

6. The Law of the Learning Process

- a. **The Law** - The pupil must reproduce in his own mind the truth to be learned.
- b. **The Law Stated as a Rule** - Require the pupil to reproduce in thought the lesson he is learning--thinking it out in its various phases and applications until he can express it in his own language.
- c. **Rules for Teachers:**
 - i. Help the pupil form a clear idea of the work to be done.
 - ii. Warn him that the words of his lesson have been carefully chosen; that they may have peculiar meanings, which it may be important to find out.
 - iii. Show him that usually more things are implied than are said.
 - iv. Ask him to express, in his own words, the meaning of the lesson as he understands it, and to persist until he has the whole through.

- v. Let the reason why be perpetually asked until the pupil is brought to feel that he is expected to give a reason for his opinions.
- vi. Aim to make the pupil an independent investigator.
- vii. Help him to test his conceptions to see that they reproduce the truth taught.
- viii. Seek constantly to develop in pupils a profound regard for truth as something noble and enduring.
- ix. Teach the pupils to hate shams and sophistries, and to shun them.

d. Violations and Mistakes:

- i. The pupil is left in the twilight of an imperfect and fragmentary mastery by a failure to think it into clearness.
- ii. The language of the textbook is so insisted upon that the pupil has no incentive to try his own power of expression.
- iii. The failure to insist upon original thinking by the pupils.
- iv. Frequently no reason is asked for the statements in the lesson, and none is given.
- v. The practical applications are persistently neglected.

7. The Law of Review

- a. **The Law** - The test and proof of teaching done must be a reviewing, rethinking, re-knowing, reproducing, and applying of the material that has been taught.
- b. **The Law Stated as a Rule** - Review, review, review, reproducing the old, deepening its impression with new thought, linking it with added meanings, finding new applications, correcting any false views, and completing the true.
- c. **Rules for Teachers:**
 - i. Consider reviews as always in order.
 - ii. Have times for set review.
 - iii. At the close of each lesson glance backward at the ground which has been covered.
 - iv. After five or six lessons, or at the close of a topic, take a review from the beginning.
 - v. Try to make reference to former lessons.
 - vi. New lessons should incorporate material from former lessons.

- vii. Make the first review as soon as practical after the material has been covered.
- viii. Keep large amounts of the material in mind so that you can do an impromptu review at any time.
- ix. Use new questions to review the old material.
- x. Do not omit the final comprehensive review.
- xi. Find as many applications as possible.
- xii. Do not omit the final comprehensive review.
- xiii. Find as many applications as possible.
- xiv. Do not forget the value of homework in review.
- xv. Do not forget the value of homework on the material of previous lessons.

d. Violations and Mistakes:

- i. Total neglect of review.
- ii. Inadequate review.
- iii. Delaying review to the end of the term.
- iv. Making the review a simple repetition of standard questions.

The full-length book “The Seven Laws of Teaching,” by John Milton Gregory, can be purchased for less than \$10.00 at www.VeritasPress.com. It is a recommended investment for any Bible class teacher.



Traits in Our Students to Observe, Notate, Monitor, and Train

Regents Academy | Nacogdoches, Texas

Education involves training the whole man -- soul and body -- cultivating a habit of virtue. We aim for our students to love to learn and to be drawn to what is true, good, and beautiful. These lofty goals reach far beyond mere cognitive knowledge acquisition or job training. We are interested in not just academics but character. Education is a soulish work involving the formation of human beings, in imitation of the Lord Jesus Christ, through modeling, mentorship, loving correction, imparting wisdom, and attentive, relational care.

As teachers do so, they should give constant attention to the following habits. Observe, notate, monitor, and train in these areas as you work through the curriculum and guide your students day by day.

Habits of Mind and Soul

- Love of learning
- Contemplative
- Listens well
- Participates in discussions
- Initiates discussions
- Asks purposeful questions
- Expresses ideas clearly
- Confidence
- Narrates
- Speaks in complete sentences
- Memorizes easily
- Makes classroom connections to what goes on real life/creation
- Understands and uses metaphorical expressions
- Demonstrates obedience
- Respects authority
- Respects others
- Practices self-control
- Understands oral/written instructions

Habits of Work

- Presence in front of peers
- Adjusts to various forms of evaluation
- Diligent
- Attentive
- Responsible
- Organized
- Neat
- Works independently
- Follows oral/written instructions

Heart Check Guidelines

The Holy Scriptures are useful for teaching, reproof, correcting, and training in righteousness as the Holy Spirit applies them to our hearts (2 Tim 3:16-17). Teachers and administrators nurture children out of the delegated authority of parents (*in loco parentis*) as they admonish and train children. The Heart Check is a tool teachers can use to reach the hearts of children with God's Word, both directing them to love God and their neighbor and also correcting them when they have failed to do so. Gently but firmly use the four biblical principles below when working with children: quote them, require students to quote them from memory, ask students if their actions/attitudes are obedient or disobedient, etc.

Biblical Principle	Obeing God's Word	Disobeying God's Word
1. Fear God and keep His commandments. Ecclesiastes 12:13	<ul style="list-style-type: none"> • Respect for God's Word/Name • Submission to authority • First time obedience • Respectfulness • Good stewardship 	<ul style="list-style-type: none"> • Rebellion • Defiance • Disrespect • Disobedience • Destructive
2. In honor give preference to one another. Romans 12:10	<ul style="list-style-type: none"> • Servant attitude • Encouraging • Courteous and polite • Sharing • Cooperative • Loyalty • Compassionate • Inclusive 	<ul style="list-style-type: none"> • Talking out • Vengefulness • Hitting • Gossip • Selfishness • Bullying • Tattling • Nosiness
3. And whatever you do, do it heartily, as to the Lord and not to men. Colossians 3:23	<ul style="list-style-type: none"> • Diligence • Consistency • Timeliness • Neatness • Perseverance • Thoroughness 	<ul style="list-style-type: none"> • Laziness • Sloppiness • Incomplete work
4. Do all things without complaining and disputing. Philippians 2:14	<ul style="list-style-type: none"> • First time obedience • Cheerfulness • Thankfulness • Willingness • Contentedness 	<ul style="list-style-type: none"> • Complaining • Grumbling • Arguing • Whining • Negotiating

Obey right away, all the way, with a good attitude every day.



Regents Reading Program

Regents Academy | Grades 2-12

Literature exists to teach what is useful, to honour what deserves honour, to appreciate what is delightful. – C.S. Lewis

Lewis's words remind us that as students are taught properly they should grow in their love for great literature. An essential part of this process is having teachers who love the literature as well. The Supplemental Reading Program is an opportunity for teachers to share their love for great books with their students and open new worlds of truth, beauty, and goodness for them.

The Regents Academy vision for a graduate includes the following goals:

- **A masterful command of language:** Because language enables us to know things that are not directly experienced, nothing is more important within Christian education. Without a strong command of language, even Scripture is rendered mute. As people of "the Word," Christians should be masters of language. Students master vocabulary, grammar, usage, and translation through our study of Latin, English, and Spanish.
- **Literacy with broad exposure to books:** Educated people are well-read and able to discuss and relate to central works of literature, science, art, architecture, and music.

The Supplemental Reading Program is a means of working toward this vision. Teachers for grades 2-12 will lead their students to choose and read, on their own, quality literature throughout the school year.

Guidelines

1. Each student in grades 2-12 will choose one book per quarter from the approved reading list.
2. Books on each grade-level reading list will be quality, age-appropriate literature that is in addition to regular classroom reading.
3. Some books will be available in the classroom or in the school library; others will need to be obtained at the public library.
4. Teachers will guide students in their book choice.
5. Students will finish reading the book on their own by the end of the quarter (honor system) and complete a book summary card.
6. The book summary card must be handed in by the end of the last day of the quarter.
7. The book summary card will count as a literature/Omnibus grade.

Book Summary Card

Use a 5x8 card. On the card, write student name, grade, and date in the upper left corner. In the upper right corner write the book name and author. Then the student should write a brief summary of the book; students should feel free to express what he or she particularly enjoyed about the book or learned from the author. Summaries for 2nd – 6th grade students can be oriented toward plot and character synopsis. Summaries for 7th-12th grade students should include analysis of themes, worldview scrutiny, and personal reflection.



School-Wide Scripture Memory Program

Regents Academy | Grades K-12

*With my whole heart I have sought You;
Oh, let me not wander from Your commandments!
Your word I have hidden in my heart,
That I might not sin against You. -- Psalm 119:10-11*

God's Word is a light, a guide, a shield, and a treasure. In His Word the Father reveals His Son Jesus Christ and His way of salvation. His Spirit works through the Word to give us wisdom for living a life that is pleasing to God. At Regents Academy we desire that all students will develop the lifelong habit of reading, studying, memorizing, and meditating on the Holy Scriptures. All students – even very young ones – can and should memorize Scripture. With repetition and emphasis, teachers can lead their students to memorize passages of any length. Teachers can help students understand the memory passage and help them hide it in their hearts. When students in all grades are working on the same memory passage at the same time, siblings and parents can work on memorizing the passage together, and whole classes or even the whole school can recite the passage together, with a wonderful unifying effect. Teachers should place a high priority on leading by example and memorize the passage along with their students.

Guidelines

1. Teachers and student will use the New King James Version (not because of any inherent superiority in this particular version [though the NKJV is a reliable and historic translation], but in order to attain uniformity).
2. Teachers should lead their students to drill, repeat, and recite the passage daily, even multiple times throughout the day.
3. In order to maximize time during the day, teachers can have students recite their passage while gathering their things and lining up at the door, while walking down the hall (whispering), while waiting for a teacher to arrive, etc., in addition to regularly scheduled drills.
4. Students will recite the memory passage individually before the class at the end of each month for a test/quiz grade.
5. Recitation guidelines by grade:
 - a. Grades K-3: Students will stand erect with hands at their sides, announce the Scripture reference, and recite the passage at an appropriate **volume** and **rate**.
 - b. Grades 4-8: In addition to the above, emphasize/train **eye contact**, **pronunciation**, **articulation**, and **posture**.
 - c. Grades 9-12: In addition to the above, emphasize/train **interpretation**, **gestures**, and **voice variation**.
6. Make use of the report form for assessment during recitation; teachers can send the report form home for parental communication.
7. Assign a grade to the recitation. The grade will assess knowledge/memorization of the passage only; recitation guidelines are for rhetorical training and are not part of the grade. The grade is a percentage based on the total number of correct words divided by the total number of words in the passage. Each word missed or prompt by the teacher is counted as a missed point.

Scripture Memory Passages for 2018-19

- August Heart Check Scriptures (Eccl 12:13, Rom 12:10, Col 3:23, Phil 2:14) and Verse of the Year (Joshua 1:9)
- September Proverbs 6:16-22
- October Matthew 5:1-10
- November 2 Timothy 2:1-7
- December Numbers 6:22-27
- January Revelation 21:1-5
- February Psalm 121:1-8
- March Memory Passage Review
- April Philippians 4:6-9
- May 2 Corinthians 5:20-21

2018-19 Verse of the Year

Be strong and of good courage;
do not be afraid, nor be dismayed,
for the Lord your God is
with you wherever you go.

Joshua 1:9



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TEACHER WORK AGREEMENT

Believing that God has led in this decision, the Board of Regents Academy has appointed ~~XXXX-XXXX~~ as ~~XXXX-School Teacher~~ for the 2017-2018 school year. This work agreement begins August 1, 2017, and ends May 31, 2018, depending upon satisfactory performance of assigned duties. In so doing, we recognize and affirm the ministry of teaching for you as a God-ordained vocation. We rejoice that God has brought you to us as a fellow-laborer in this ministry. This work agreement provides a framework of mutual obligation and responsibility to assure the orderly operation of an exemplary program at Regents Academy.

By accepting this appointment, said teacher specifically acknowledges that this work agreement is for a limited duration and that all rights and privileges herein shall terminate upon the expiration date of this work agreement, unless voided earlier pursuant to the provisions of Paragraph 18 below. The parties agree that no rights of tenure or presumption of continued employment are conferred or implied by this work agreement or by a number of consecutive work agreements. The parties further agree that no right to notice of renewal or nonrenewal of the contract is conferred or implied.

Gross salary for this period of employment will be ~~\$XXXX~~ payable in ~~xx~~ installments of \$ ~~XXXX~~ on or before the 15th of each month, beginning on the first month of the work agreement.

CONDITIONS OF EMPLOYMENT

- 1) The teacher affirms that, as part of the qualifications for this position, he/she is a born again Christian who knows the Lord Jesus Christ as Savior (John 3:3, I Peter 1:23).
- 2) The teacher gives testimony that he/she has a sense of God's will, that teaching is his/her calling, and that teaching in this Christian school is God's direction.
- 3) The teacher will manifest by precept and example the highest Christian virtue and personal decorum, serving as a **Christian role model** (I Timothy 4:12) both in and out of school to pupils (Luke 6:40), and as an example to parents and fellow faculty members in judgment, dignity, respect, and Christian living. This includes, but is not limited to, the refraining from such activities as the abuse of alcohol, tobacco, illicit drugs, and the use of vulgar and profane language. (Colossians 3:17, Titus 2:7-8, I Thessalonians 2:10, I Thessalonians 5:18, 22-23, and James 3:17-18). The teacher further agrees that the Bible dictates the standards for sexual behavior. Any promiscuity, homosexuality, or other deviant sexual behavior is forbidden and as such violates the bona fide occupational requirement of being a **Christian role model**.

The unique roles of the male and female are clearly defined in Scripture. Romans 1:24-32 states that God recognizes homosexuals and other deviates as perverted. Deviation from Scriptural standards is grounds for termination. (Romans 12:1-2; I Corinthians 6:9-20; Ephesians 4:1-11, 5:3-5; I Thessalonians 4:3-8; I Timothy 4:12; II Timothy 2:19-22; I Peter 1:15-16, 2:15-17; I John 3:1-3).

Relationships between staff members and between staff members and students are to be friendly and courteous, not familial and intimate. Staff members are to be careful that any physical contacts and verbal interchanges with each other and with students avoid even the appearance of impropriety (1 Peter 2:12). Flirtation, sexual innuendoes, casual disrespect toward authority, excessive familiarity, etc. are examples of the kind of unprofessional and inappropriate behavior that will not be tolerated. Necessary and cautionary measures required to limit these kinds of behaviors should be corporately and individually taken. If it is necessary for a male staff member to spend time alone with a female student or staff member, it should be arranged that they are easily visible to the public (e.g. an open door, windowed room, etc.). On any school-sponsored trips lasting overnight and involving students of both sexes, the spouses of chaperones should accompany their spouses. Single staff members can be included on such trips only with the prior approval of the Headmaster

4) The teacher will faithfully attend and financially support a local church whose fundamental beliefs are in agreement with the Statement of Faith of this school. (Hebrews 10:25).

5) The teacher accepts without verbal or mental reservations both the Statement of Faith and the Educational Philosophy and Objectives of this school and is committed to upholding them.

6) The teacher has read and agrees to abide by the regulations set forth in the Faculty Handbook and the Parent/Student Handbook, as well as any additions or changes made by the Board during this work agreement year. He/she agrees to cooperate in every way with the school authorities and adhere to the policies adopted by the Board.

7) Assignment to room, grade, subject, and extracurricular duties is to be made at the discretion of the Headmaster after consultation with the teacher. He/she agrees to accept his/her proportionate amount of supervision outside of the regular classroom assignment. The extent of such supervision and assignment is to be determined by the Headmaster who will seek as far as possible to achieve equity in all staff assignments.

8) The teacher will strive at all times to understand, appreciate, love, and serve the pupils entrusted to him/her for instruction, and will to the best of his/her ability provide for their fullest spiritual, intellectual, physical, and emotional development.

9) The teacher will maintain a classroom atmosphere that is conducive to learning. This includes maintaining a professional appearance that is in accordance with the staff dress code.

10) The teacher agrees to be present on time for faculty meetings, parent conferences, and other scheduled meetings as required by the Administration.

☐ If checked, the following is applicable: Regular work day hours are 7:30 a.m. until 3:45 p.m., and the teacher also agrees to remain after school for such meetings and conferences as may be called by the Administration.

11) The teacher will honor family and church authority when highly debatable topics that tend to divide

evangelical believers arise in lessons and class discussions (please refer to the school's Statement of Faith and secondary doctrines policy). A student is to be referred to his/her local church if a debatable topic of a theological nature arises. The discussion of this topic should be handled without dogmatic assertions from the teacher but rather with careful discussion or sometimes avoidance.

12) The teacher agrees to follow the Biblical pattern of Matthew 18:15-17 and Galatians 6:1 and always give a good report. All differences are to be resolved by utilizing Biblical principles--always presenting a united front. Appropriate confidentiality will be observed in regard to pupil, parent, and school matters. (Titus 3:2 and Galatians 5:15)

13) The parties to this agreement are Christians and believe that the Bible commands them to make every effort to live at peace and to resolve disputes with each other in private or within the Christian community in conformity with the biblical injunctions of I Corinthians 6:1-8, Matthew 5:23-24, and Matthew 18:15-20. Therefore, the parties agree that any claim or dispute arising out of, or related to, this agreement or to any aspect of the employment relationship, including statutory claims, shall be settled by Biblically based mediation, including but not limited to a panel of independent and objective arbitrators who may decide the case if mediation fails.

14) The teacher acknowledges that he/she is aware of his/her obligations under state law regarding child abuse reporting requirements and that he/she will fulfill those obligations.

15) The teacher agrees to be paid his or her salary via direct deposit. In the case of a teacher who has children who are enrolled as students at Regents Academy, the teacher agrees that the full amount of the monthly tuition, not to exceed the direct deposit amount (net of statutory taxes), will be automatically deducted from the direct deposit. For those who have children who are students at Regents, a Tuition Withholding Form is attached to this Work Agreement that provides details about the automatic deduction for tuition. This form should be signed and returned with the signed Work Agreement.

16) Any previous agreements, whether written or oral, are fully merged into this agreement and no other agreement, statement or promise other than those contained in this work agreement shall be valid or binding on either party. This work agreement shall be interpreted under the laws of the State of Texas.

17) Regents Academy staff will be allowed a reasonable number of personal days that does not adversely affect the teacher's ability to effectively and consistently instruct students at Regents Academy. Frequent (i.e., more than 10 days in a single academic year) and/or long-term absences (i.e. more than 5 consecutive days) will be reviewed by the Board of Directors and the Administration of Regents Academy and, if in their opinion, the teacher's ability to effectively and consistently instruct students has been compromised (by either frequent and/or a long-term absence) the Board of Directors, at its sole discretion, may elect to exercise a "For Cause Termination" of this agreement under the terms and conditions defined in paragraph 17.

Full-time teachers with advance coordination and approval of the Headmaster may take 1 or more professional days to attend a conference or visit another school for professional growth and development.

The teacher shall receive all standard school holidays with pay including Thanksgiving break, Christmas break, and spring break for the term of this agreement.

Educational staff is expected to attend weekend and other “after hours” programs, presentations, or events that are expected to include substantially all of their students, unless otherwise directed by or cleared with the Headmaster.

18) For Cause Termination. Where cause exists, the Board may terminate this work agreement, provided that the teacher has been informed in writing of the cause or causes for discharge and has been given an opportunity to respond to them prior to final termination. Failure to request a hearing with the Board within seven days of delivery of the termination notice shall waive the teacher’s right to such a hearing and the termination is final. Dismissal may be immediate or with longer notice depending upon the reason for dismissal, at the Board of Directors’ discretion.

Cause, as used herein includes, but is not limited to, the teacher’s ability to effectively and/or consistently instruct students or any conduct tending to reflect discredit upon the school or upon the teacher, or tending to seriously impair his/her continued usefulness as a **Christian role model** for the students.

I have read and understand the duties, responsibilities, salary and benefits and will abide with the terms and conditions of this work agreement.

_____	_____
Teacher	Date

We at Regents Academy extend our warmest welcome to you. We pledge our prayer support and help as you minister to our students.

_____	_____
Board President	Date

_____	_____
Headmaster	Date



Parent Notification

Regents Academy | Nacogdoches, Texas

Student Name: _____ Grade: _____

We would like you to be aware of the following information: _____

Conduct:

_____ Disrespect _____ Disrupting Class _____ Unkindness to Others
_____ Inappropriate Behavior _____ Other: _____

Uniform:

_____ Shirt/Blouse _____ Skort/Skirt/Pants _____ Belt
_____ Tie _____ Socks/Shoes _____ Hair
_____ Other: _____

Homework Alert: Homework assigned for _____ was not turned in today.

Assignment: _____

Please have your child complete the assignment tonight.

Failure: **Please be aware that your student's grade in** _____ **is currently** _____

ATTENDANCE: TARDIES _____ ABSENCES _____

*Please sign below and return to your child's teacher tomorrow.
Additional comments may be on the reverse side.*

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____



Bus Regulations

Regents Academy | Nacogdoches, Texas

The Regents school bus is a blessing, and we should be good stewards of this gift from the Lord. The following are some regulations for student behavior on the bus:

1. Students will conduct themselves in a way that shows respect to those in authority.
2. Students will not refuse to sit in an assigned seat or deny another person a place to sit.
3. Students will be expected to remain seated for the duration of the trip and remain seated until the bus door opens.
4. Students will keep their seat belts buckled for the duration of the trip.
5. Students will not throw or shoot articles within the bus or out the bus window and will not extend any part of their body, clothing, or other articles out of the bus window.
6. Students will not take or handle any emergency equipment inside the bus and will never board or leave the bus through the emergency door except in an emergency.
7. Students will never attempt to operate the passenger door except in cases of extreme emergency.
8. Students will not yell, scream, or whistle on the bus.
9. Students will not write upon, disfigure, or destroy any part of the school bus.
10. Students will eat or drink in the bus only when given permission by a teacher or coach.
11. Students will not litter on the bus – place all trash in trash cans. Keep our bus clean!

Desiring that employees or any other school representatives use cell phones in a safe manner, Regents prohibits the use of any telecommunication device by a staff member while driving students to or from any school function. Should the driver be required to use a cell phone while driving, he should pull to a safe place off the road where he can stop and use the phone, out of the way of any traffic, using all safety precautions as directed by usual state driving laws and requirements.

Never text or engage in any other forms of electronic messaging while driving the Regents bus.



Teacher Certification Plan 8.18

Regents Academy | Nacogdoches, Texas

Overview

The purpose of the Teacher Certification Plan is to insure that teachers at Regents Academy are well-trained in classical Christian educational philosophy and methodology. Teacher certification also encourages a deeper understanding of the school's mission and vision. Teachers who work their way through the plan will be encouraged and equipped to hone their craft in classical pedagogy and curriculum.

There are three levels of certification: Provisional, Permanent, Master:

- All full-time teachers must complete **Provisional Certification** within their first *two years* of employment (that is, by the beginning of August teacher training after their second year of teaching).
- All full-time teachers must complete **Permanent Certification** within their first *four years* of employment (that is, by the beginning of August teacher training after their fourth year of teaching). If the teacher does not complete the requirements for Permanent Certification within four years, the incomplete components will be required as performance targets that must be completed for continued employment. Teachers with Permanent Certification must renew their Permanent Certification every three years or upgrade it to Master Certification. Certification renewals will include the same components, though particular readings and courses will be personalized, with the guidance and approval of the supervising principal.
- **Master Certification**, the most advanced level of certification, is encouraged but not required, and may be attained by full-time teachers after at least *four years* of outstanding teaching at Regents Academy. Master Certification must be renewed every four years.

The succeeding levels of certification will be attained when the teacher has

- (1) satisfactorily completed all requirements, as described below,
- (2) compiled and submitted their Certification Portfolio, and
- (3) received a recommendation for certification from the Headmaster.

Teachers who attain Provisional, Permanent, or Master Certification within the allotted time periods will be provided with a financial incentive of \$1,000 per level of certification added to their base pay, beginning the school year after the attainment.

Prerequisites to the First Year of Teaching

The following are required of all full- and part-time teachers prior to starting their first year of teaching at Regents Academy (that is, these prerequisites should be completed by the beginning of August teacher training prior to the first year of teaching).

1. Read the Regents Academy Parent-Student Handbook and Faculty Handbook.
2. Scan the Regents Academy Curriculum Guide, KPrep-12. Read carefully the portion(s) of the Curriculum Guide relevant to the grade or class(es) which will be taught.
3. Read *An Introduction to Classical Education: A Guide for Parents* by Christopher A. Perrin and "The Lost Tools of Learning" by Dorothy Sayers.
4. Attend the ACCS National Conference (or another classical Christian training opportunity such as Logos or Rockbridge Teacher Training) or complete an approved ClassicalU Level 1 course.
5. Complete the Canvas course "Regents Academy Faculty and Staff Training."

The following are required of all full- and part-time teachers prior to the end of the first semester of teaching:

1. Read either *Shepherding a Child's Heart* by Tedd Tripp (Grammar) or *Age of Opportunity* by Paul Tripp (Logic/Rhetoric).
2. Read *The Seven Laws of Teaching* by John Milton Gregory.

Provisional Certification

All full-time teachers must complete **Provisional Certification** within their first *two years* of employment (that is, by the beginning of August teacher training after their second year of teaching). Teachers will develop a Certification Portfolio that documents completion of the following requirements:

1. Written philosophy of education:

An essay (800-1,000 words) demonstrating a sound personal understanding of the philosophy and pedagogy of classical Christian education, including its relevant goals, fundamental elements, authority, and methods, personalized as the teacher's approach to education.

2. Readings/lectures with Reviews:

Readings

- One of the following: *Recovering the Lost Tools of Learning* or *The Case for Classical Christian Education* by Douglas Wilson
- One of the following: *Desiring the Kingdom* by James K.A. Smith, *You are What You Love* by James K. A. Smith, *The Abolition of Man* by C. S. Lewis, or *Wisdom and Eloquence* by Robert Littlejohn and Charles Evans

Lectures

- "Covenant Discipline" by Matt Whitling
- "Filling an Unforgiving Class Period with 50 Minutes Worth of Distance Run" by James Waldy

Write a Review of each, with a summary and several concrete points for application.

3. ClassicalU course work:

- "The Principles of Classical Pedagogy" by Christopher Perrin (12 lessons)
- One additional ClassicalU Level 1 course, chosen with guidance from the supervising principal.

4. Observations by and of other teachers:

- At least *two informal observations of other teachers/grade levels* per semester (documented with take-away points for application).
- At least *one informal observation by another teacher* each semester.

5. Self and Formal Evaluations:

- A self-evaluation at the end of each school year, to be incorporated into goals for the coming year.
- A formal evaluation by relevant principal at least once per year. Other administrators may complete additional formal or informal evaluations.

6. Participation in beginning-of-year Teacher Training and In-Service training each year.

Permanent Certification

All full-time teachers must complete **Permanent Certification** within their first *four years* of employment (that is, by the beginning of August teacher training after their fourth year of teaching). Teachers will develop a Certification Portfolio that documents completion of the following requirements:

1. Provisional Certification for at least one year.

2. Readings/lectures with Reviews:

Readings

- Read two books from the Faculty Development Reading List and write a Review of each, with a summary and several concrete points for application.
- Read one book from the list of Great Books in the Regents Omnibus curriculum and write a Review and Reflection of at least 300-500 words.

Lectures

- Listen to three lectures of your choice from the ACCS National Conference and write a Review of each, with a summary and several concrete points for application.
3. ClassicalU course work:
- “Essentials of Effective Teaching” by Robyn Burlew (6 lessons and discussions)
 - One additional ClassicalU Level 1 course, chosen with guidance from the supervising principal.
4. Observations by and of other teachers:
- At least *two informal observations of other teachers/grade levels* per semester (documented with take-away points for application).
 - At least *one informal observation by another teacher* each semester.
5. Self and Formal Evaluations:
- A self-evaluation at the end of each school year, to be incorporated into goals for the coming year.
 - A formal evaluation by relevant principal at least once per year. Other administrators may complete additional formal or informal evaluations.
6. Visit and observe one ACCS sister school (preferably an ACCS-Accredited school; choice of school should be with guidance from the supervising principal). After the visit, the teacher will either prepare a written review of the observation with a summary and several concrete points for application or present an oral version of the review for fellow faculty members at a faculty meeting.
7. Attendance at the ACCS National Conference or another ACCS- and headmaster-approved teacher training conference.
8. Participation in beginning-of-year Teacher Training and In-Service training each year.

Master Certification

Master Certification, the most advanced level of certification, is encouraged but not required, and may be attained by full-time teachers after at least *four years* of outstanding teaching at Regents Academy. Teachers will develop a Certification Portfolio that documents completion of the following requirements:

1. Provisional Certification for at least one year, after having completed the requirements with particular excellence.
2. Readings/lectures with Reviews as evidence of further training in the trivium, classical pedagogy, and discipleship:

Readings

- Read two books from the Faculty Development Reading List and write a Review of each, with a summary and several concrete points for application.
- Read one book from the list of Great Books in the Regents Omnibus curriculum and write a Review and Reflection of at least 300-500 words.

Lectures

- Listen to three lectures of your choice from the ACCS National Conference and write a Review of each, with a summary and several concrete points for application.
3. ClassicalU course work:
 - “Essential Latin” by Karen Moore (15 lessons)
 - “Essential Logic” by Dr. Christopher Perrin, Joelle Hodge, and Dr. Aaron Larsen (32 lessons)
 - Two additional ClassicalU Level 1 courses of your choice.
 4. Observations by and of other teachers:
 - At least *two informal observations of other teachers/grade levels* per semester (documented with take-away points for application).
 - At least *one informal observation by another teacher* each semester.
 5. Self and Formal Evaluations:
 - A self-evaluation at the end of each school year, to be incorporated into goals for the coming year.
 - A formal evaluation by relevant principal at least once per year. Other administrators may complete additional formal or informal evaluations.
 6. Serve and lead Regents colleagues through the following:
 - a. Demonstrate the preparation and delivery of excellent classical Christian lessons for other teachers.
 - b. Write articles or give lectures for the training of the Regents faculty. These articles and lectures might also serve the larger classical Christian movement through conferences or publication.
 - c. Ongoing mentoring of teachers seeking Provisional or Permanent Certification.
 - d. Serve on committees of curriculum development or alignment.
 - e. Give leadership, as needed, in relevant divisions.
 7. Participation, including leadership responsibilities, in beginning-of-year Teacher Training and In-Service training each year.

Part-Time Teachers

All part-time faculty members must participate each year in pursuing certification. Part-time teachers must complete **Provisional Certification** within their first *three years* of employment (that is, by the beginning of August teacher training after their third year of teaching). Teachers will develop a Certification Portfolio that documents completion of the requirements listed above for Provisional Certification. Teachers who remain part-time are not expected but are highly encouraged to make progress toward **Permanent Certification**.

Faculty Development Reading List

Required Books		
Book	Author	Genre
<i>Age of Opportunity</i>	Paul Tripp	Child development
<i>An Introduction to Classical Education: A Guide for Parents</i>	Christopher A. Perrin	CCE
<i>Desiring the Kingdom</i>	James K.A. Smith	Virtue Formation
<i>Recovering the Lost Tools of Learning</i>	Douglas Wilson	CCE
<i>Shepherding a Child's Heart</i>	Tedd Tripp	Child development
<i>The Abolition of Man</i>	C. S. Lewis	Teaching/Philosophy
<i>The Case for Classical Christian Education</i>	Douglas Wilson	CCE
"The Lost Tools of Learning"	Dorothy Sayers	CCE
<i>The Seven Laws of Teaching</i>	John Milton Gregory	Teaching
<i>Wisdom and Eloquence</i>	Robert Littlejohn and Charles Evans	CCE
<i>You are What You Love</i>	James K. A. Smith	Virtue Formation
Recommended Books		
Book	Author	Genre
<i>A Christian Paideia</i>	D. Bruce Lockerbie	Teaching/Philosophy
<i>All God's Children and Blue Suede Shoes</i>	Kenneth Myers	Worldview/Fine Arts
<i>Amusing Ourselves to Death</i>	Neil Postman	Worldview
<i>Building the Christian Academy</i>	Arthur Holmes	Teaching/Philosophy
<i>Church History in Plain Language</i>	Bruce Shelley	Curriculum/History
<i>Classical Me, Classical Thee</i>	Rebekah Merkle	CCE
<i>Climbing Parnassus</i>	Tracy Less Simmons	Curriculum/Languages
<i>Concise Theology</i>	J.I. Packer	Theology/Worldview
<i>Ending the Homework Hassle</i>	John Rosemond	Parenting
<i>Essential Truths of the Christian Faith</i>	R.C. Sproul	Theology/Worldview
<i>Excused Absence</i>	Douglas Wilson	Education
<i>Future Men</i>	Douglas Wilson	Parenting
<i>Gospel Virtues</i>	Jonathan R. Wilson	Virtue Formation
<i>Great Books of the Christian Tradition</i>	Terry W. Glaspey	Curriculum
<i>Homeric Moments</i>	Eva Brann	Curriculum
<i>How Should We Then Live?</i>	Francis Schaeffer	Worldview
<i>How to Read a Book</i>	Mortimer Adler	Virtue Formation
<i>How to Read Slowly</i>	James Sire	Virtue Formation

<i>How to Stay Christian in College</i>	J. Budziewski	Parenting
<i>Instructing a Child's Heart</i>	Tedd Tripp and Margy Tripp	Child development
<i>Knowing God</i>	J.I. Packer	Theology/Worldview
<i>Leisure: The Basis of Culture</i>	Josef Pieper	Philosophy
<i>Lit!</i>	Tony Reinke	Curriculum
<i>Love Your God With All Your Mind</i>	J.P. Moreland	Theology/Worldview
<i>Meaning at the Movies</i>	Grant Horner	Worldview
<i>Mere Christianity</i>	C.S. Lewis	Theology/Worldview
<i>Norms and Nobility</i>	David Hicks	CCE
<i>Orthodoxy</i>	G.K. Chesterton	Theology/Worldview
<i>Punic Wars and Culture Wars</i>	Ben House	CCE/Worldview
<i>Reading Between the Lines</i>	Gene Edward Veith	Worldview
<i>Repairing the Ruins</i>	Douglas Wilson et al	CCE
<i>Resolving Everyday Conflicts</i>	Ken Sande	Personal Development
<i>Shaping Hearts and Minds</i>	Monica Whatley and Dr. Shawn Whatley	CCE
<i>Simple and Direct</i>	Jacques Barzun	Writing
<i>Simply Classical</i>	Cheryl Swope	CCE
<i>Spiritual Leadership</i>	J. Oswald Sanders	Theology/Worldview
<i>Teach Like a Champion</i>	Doug Lemov	Teaching
<i>Teach Them Diligently</i>	Lou Priolo	Parenting
<i>The Art of Teaching</i>	Gilbert Highet	Teaching
<i>The Benedict Option</i>	Rod Dreher	Worldview
<i>The Call</i>	Os Guinness	Worldview
<i>The City of God</i>	Augustine	Theology/Worldview
<i>The End of Education</i>	Neil Postman	Education
<i>The Everlasting Man</i>	G.K. Chesterton	Theology/Worldview
<i>The Fabric of Faithfulness</i>	Steven Garber	Education
<i>The First Days of School</i>	Harry Wong	Classroom Management
<i>The Idea of a University</i>	John Henry Newman	Education
<i>The Liberated Imagination</i>	Leland Ryken	Fine Arts
<i>The Paideia of God</i>	Douglas Wilson	CCE
<i>The Peacemaker</i>	Ken Sande	Personal Development
<i>The Power of Habit</i>	Charles Duhigg	Virtue Formation
<i>The Reason for God</i>	Timothy Keller	Theology/Worldview
<i>The Road to Character</i>	David Brooks	Virtue Formation
<i>The Universe Next Door</i>	James Sire	Worldview
<i>The Well Trained Mind</i>	Susan Wise Bauer and Jessie Wise	CCE
<i>Through New Eyes</i>	James Jordan	Theology/Worldview
<i>Total Truth</i>	Nancy Pearcey	Theology/Worldview
<i>Traces of the Trinity</i>	Peter Leithart	Theology/Worldview
<i>Tutor in a Book</i>	Alexandra Mayzler	Teaching
<i>What Great Teachers Do Differently</i>	Todd Whittaker	Teaching/Philosophy

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