

Providence Christian School



The Lord will provide

**Family Handbook
2021-2022**

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1.1

ANNUAL SCHOOL CALENDAR 2021-2022

August	24-26	Staff In-Service
	31	First Day of School
September	3, 6	No School-Labor Day
	10	School Picnic
	16-17	Jr. High Field Trip
	20	Newsletter Articles Due
October	5	PU Meeting
	6	Midterm Evaluations Due
	14	Dorcas Guild Pie Baking Day
	20	Newsletter Articles Due
	20	Parent/Teacher Conferences
	21-22	No School/Teacher In-Service
	29	Grandparents Day
November	?	School Pictures
	5	1 st Quarter Ends-No School
	8	2 nd Quarter Begins
	8	Grades Due
	9	Report Cards
	11	Veterans Day Program
	20	Newsletter Articles Due
	25-26	No School- Thanksgiving Break
December	3	Geography Bee Classroom Preliminaries
	8	Midterms Due
	?	Picture Retakes
	15	Christmas Program
	?	Junior High Visits Seniors and Nursing Home
	20-31	No School-Christmas Break
January	3	School Resumes
	14	Geography Bee Finals
	14	Exam
	19	Exam
	20	Newsletter Articles Due
	21	2 nd Quarter Ends-No School
	24	3 rd Quarter Begins
	24	Grades Due
	25	Report Cards
	?	Grace/Plymouth 9 th Grade Visits
	?	PU Breakfast Fundraiser
February	?	NRCEA Principal's Conference
	7-11	Friendship Week Junior High Ski-Friday pm

	22	1 st Kindergarten Visit
	23	Mid-Terms Due
	24	Parent-Teacher Conferences
	25	No school: Mid-Winter Break
March	1	2 nd Kindergarten Visit/Gesell Testing
	4	Art Prize Entry Forms Due
	9	Prayer Day-No School
	11	Gesell Testing Results to Parents
	18	Spelling Bee Classroom Preliminaries
	20	Newsletter Articles Due
	23	Art Prize & Statements Due
	24	Art Prize Viewing
	25	End of 3 rd Marking Period
	28	Grades Due
	28	4 th Quarter Begins
	29	Report Cards
	29	Art Prize Winners Announced
April	1-8	Spring Break
	11	School Resumes
	15	Spelling Bee Finals
	20	Newsletter Articles Due
May	2-6	Mission Week
	4	Mid-Term Evaluations
	6	Mother's Day Tea
	14	Exam
	18-20	8 th /9 th Field Trip
	20	Newsletter Articles Due
	25	Exam
	30	No School: Memorial Day
June	3	Graduation 7:00 p.m.
	3	Field Day
	3	Last Day of School/Half Day
	6	Grades Due/Report Cards
	7	End of Year Checklist Due

1.2

2021-2022 SCHOOL SCHEDULE

	K	1	2-3	4-5	6-7	8-9	Resource	Plan	Office
1 st	LA-Jo	LA-A	Bible-Ka	Math-L/N	Bible-T	Bible-S			CS
2 nd	Bible-Jo	Bible-Jo	Lang-A/Math-Ka	Reading-L/N	Sci-S	Hist-T			CS
3 rd	Math-Jo	Math-A	Sci/Soc-Ka	Soc-L	Math-N/T	Math-S			CS
4 th	LA-Jo	LA-Anna	PE-M	Art	CE/AG-N	Math-S		L/A	T/CS
5 th	LA-Jo	LA-A	Math-Ka/LA-M	Lang-MD	Lang-N	PE-T	Anna	S	
6 th	Soc-A	Soc-A	LA-M	Lang-MD	PE-SD	Sci-S		N	T
7 th	PE-A	PE-A	LA-M	Bible-S	Hist-SD	Lit-N	MD-AIMSWeb		T

Tuesday

	1	2-3	4-5	6-7	8-9	Resource	Plan	Office
1 st	LA-A	Bible-Ka	Math-L/N	Bible-T	Bible-S			CS
2 nd	Bible-J	Lang-A/Math-Ka	Reading-L/N	Sci-S	Hist-T			CS
3 rd	Math-A	Sci/Soc-Ka	Sci-L	Math-N/T	Sci-S			CS
4 th	LA-A	Math-Ka/LA-M	Soc-L	Lang-N	Math-S			T
5 th	LA-A	Comp-M	Bible-S	Lit-N	PE-SD			T
6 th	Sci-A	LA-M	LA-MD	SF-S	PE-SD	S-Math	T/N	
7 th	Comp-S	LA-M	Spell-MD	Hist-SD	Lit-N		A	T

Wednesday

	K	1	2-3	4-5	6-7	8-9	Resource	Plan	Office
1 st	LA-MS	LA-A	Bible-Ka	Math-L/N	Bible-T	Bible-S			
2 nd	Bible-MS	Bible-MS	LA-A/Math-Ka	Reading-L/N	Sci-S	Hist-T			
3 rd	Math-MS	Math-A	Sci/Soc-Ka	Sci-L	Math-N/T	Sci-S			
4 th	LA-MS	LA-A	Math-Ka/LA-M	Lib-MK	Lit-N	Math-S	Anna		T
5 th	LA-MS	LA-A	Lib-MK	Spell-MD	Lang-N	PE-T	Anna	S/M/Ka	
6 th	Lib-MK	Lib-MK	LA-M	Lang-MD	PE-SD	Lit-N		A/S	T
7 th	PE-A	PE-A	LA-M	Bible-S	Hist-SD	Lang-N			T

Thursday

	1	2-3	4-5	6-7	8-9	Resource	Plan	Office
1 st	LA-A	Bible-Ka	Math-L/N	Bible-T	Bible-S			
2 nd	Bible-J	Lang-A/Math-Ka	Math-L/N	Sci-S	Hist-T			
3 rd	Math-A	Sci/Soc-Ka	Sci-L	Math-N/T	Sci-S			
4 th	LA-A	Math-Ka/LA-M	Soc-L	Lang-N	Math-S		T	
5 th	LA-A	PE-M	Bible-S	*Hist-SD	Lang/Lit-N Choir		N	T
6 th	Sci-A	LA-M	PE-N/S	Art/ Choir	PS/ Lit-N			T
7 th	Music-/LA-A	Music-/LA-M	Choir-TD/LA-MD	Art/ CE-SD	PS/ CE-S		N/M	T

* Nate has a prep hour 5th hour when there is choir—Steve teachers PE.

Friday

	K	1	2-3	4-5	6-7	8-9	Resource	Plan	Office
1 st	LA-Jo	LA-A	Bible-Ka	Math-L/N/MD	Bible-T	Bible-S			
2 nd	Bible-Jo	Bible-Jo	Lang-A/Math-Ka	Reading-MD/L/N	Sci-S	PE-T			
3 rd	Math-Jo	Math-A	Sci/Soc-Ka	Sci-L/MD	Math-N/T	Sci-S			
4 th	LA-Jo	LA-A	Math-Ka/LA-M	Soc-L/MD	Lang-N	Math-S	Anna		
5 th	LA-Jo	LA-A	LA-M	Lang-MD/L	Comp-S	Lit-N	Anna		T
6 th	Art	Art	LA-M	Comp-S	PE-SD	Comp-N		A	T
7 th	Soc-A	Soc-A	Art	PE-N	Hist-SD	Hist-T	S	M	T

Notes:

**Room assignments will still need to be worked out. I am expecting to go back to normal...

KEY: L=Lisa Verkiak; A=Alicia Drew; T=Tom Kwekel; Ka= Karolien Dingemans; J=Jackie Markus; M=Megan Meulenberg; S=Steve Timmer; Jo=Joan Blok; CS= Char Schipper; MK=Mary Kieboom; N=Nate Meulenberg; SD=Shelle DeVries; MS=Mandy Schipper; MD=Melissa DeJong; Anna=Anna Bakker

1.3**DAILY SCHEDULE
2021-2022**

School Arrival	7:45 -- 8:00 AM
Opening	8:00 – 8:15 AM
1st hour	8:15 – 9:00 AM
2nd hour	9:03 – 9:50 AM
Recess Break	9:50 – 10:05 AM
3rd hour	10:05 – 10:52 AM
4th hour	10:55 – 11:34 AM
Lunch/recess	11:45 AM – 12:29 PM
5th Hour	12:32 – 1:20 PM
6th hour	1:23 – 2:10 PM
7th hour	2:13 – 2:56 PM
Prepare for Dismissal	2:53 PM
Dismissal	2:56 PM

2.1

SCHOOL BOARD AND COMMITTEES 2021-2022

School Board Members

John VanZweden, President	806-7296
Jon Schipper , Vice President, Consistory Rep.	616-550-5701
Henry Dingemans, Secretary	384-9784
Luke DeVries, Treasurer	552-8211
Gary Van Giessen	323-7959
Pete VanBrugge	720-3699
Scott Timmer	312-1881
Tom Kwekel (Advisory)	616-644-2661

Committee Chairmen

Finance: Luke DeVries	552-8211
Education: Gary Van Giessen	323-7959
Building and Grounds: Pete VanBrugge	720-3699
Transportation Committee: Scott Timmer	312-1881
Designated Spokesperson: John VanZweden	806-7296

Crisis Response Team

1. John VanZweden, President	806-7296
2. Tom Kwekel	616-644-2661
3. Jon Schipper	616-550-5701
4. Gary VanGiessen	323-7959
5. Rev. Hofman	712-578-9087 (cell)

2.2

TEACHING STAFF AND VOLUNTEERS 2021-2022

Staff

Mrs. Joan Blok (569-3125)

Language Arts K
Bible K
Math K
Gesell Testing

Mrs. Mandy Schipper (616-970-4954)

Language Arts K
Bible K
Math K

Mrs. Alicia Drew (605-760-9283)

Language Arts 1
Math 1
Social Studies K-1
Science K-1
Reading 2
PE K-1
Music K-3

Mrs. Anna Bakker (616-970-6060)

Resource
Reading 1

Mrs. Megan Meulenberg (231-920-6209)

Language Arts 2-3
PE 2-3
Computers 2-3

Mrs. Jacqueline Markus (353-9362)

Bible K-1 (Pilgrim's Progress)

Mrs. Sarah Blok/Bridget DeVisser

(615-6650) (808-2673)
Art K-1, 2-3

Mrs. Karolien Dingemans (375-4282)

Bible 2-3
Science 2-3
Social Studies 2-3
Math 2-3
Art 4-5

Miss Melissa DeJong (616-644-4468)

Language 4-5
Spelling 4-5
Resource

Mrs. Lisa Verkaik (720-4641)

Math 5
Reading 5
Social Studies 4-5
Science 4-5

Mr. Tom Kwekel (616-644-2661)

Principal
Bible 6-7
History 8-9
Math 6
PE 8-9

Mr. Nathon Meulenberg (616-773-8472)

Literature 6-7, 8-9
Math 4
Math 7
Reading 4
Language Arts 6-7, 8-9
Computers 8-9
Current Events 6-7
PE 4-5

Mr. Steve Timmer (353-9148)

Bible 8-9
Bible 4-5
Math 8-9
Science 6-7, 8-9
PE 4-5
Current Events/Building Class 8-9
Computers 1, 4-5, 6-7

Mrs. Shelle DeVries (929-0750)

History 6-7
PE 6-7, 8-9
Current Events 6-7

Mrs. Theresa DeVries (870-7009)

Music 4-9

Mrs. Liz DeVries (808-2146)

Art 6-7

Volunteers

Mrs. Marieke Bakker (353-7939)

Library

Mrs. Florentien Blok (372-1464)

Hot Lunch Supervisor

Mrs. Sarah Blok (615-6650)

Recess Supervisor (Friday)

Mrs. Bridget DeVisser (808-2673)

Recess Supervisor (Friday)

Mrs. Henrietta DeVries (375-1803)

Recess Supervisor (Friday)

Mrs. Sonya DeVries (372-2601)

Newsletter/Office Assistant

Mrs. Sue DeVries (372-1887)

Hot Lunch Supervisor

Mrs. Jane Hoogerheide (372-1221)

Health Records

Mrs. Mary Kieboom (649-0484)

Library

Accelerated Reader

Mrs. Sara Kwekel (616-644-2922)

Milk Transporter

Display Case

Mrs. Betty Markus (668-6918)

Hot Lunch Supervisor

Mrs. Char Schipper (760-4682)

Office Assistant

Mrs. Wendy Schipper

Life Skills Class Organizer

Miss Marilyn Timmer (270-9606)

Resource Room

Recess Supervisor (Wednesday)

Mrs. Maria VanDyke (998-6676)

Recess Supervisor (Wednesday)

Mrs. Laura VanBrugge (330-5806)

Accounts Payable

Teacher Aide

Mrs. Tracey VandenBogerd (568-4932)

Recess Supervisor (Monday)

2.3

STUDENTS 2021-2022

Kindergarten

Ava Christian
Emilee DeVries
Jordan DeVries
Jacob Ekema
Samantha Grisnich
Callen Kleppe
Brandon Schipper
Charlotte VanDyke
Owen Vlietstra

Grade 1

Gavin Blok
Greyson DeVisser
Jax DeVries
Quinton Ferguson
Bryce Timmer
Logan VandenBogerd
Aria VandePolder
Elias Vlietstra

Grade 2

Braylon Baldwin
Hazel Boekestein
Vivian Kleppe
Moriah Mol
Topher VandePolder
Simon Verguns

Grade 3

Alec Bakker
Tenley Blok
Weston DeVisser
Carter DeVries
Hudson Kleyn
Heidi Rose
Addison Schipper
Naomi Vergunst

Grade 4

Khloe Baldwin
Eloise Christian
Natalie Dingemans
Marten Kleppe
Maybelle Schipper
Jedidiah VanBrugge
Macy VanDyke

Grade 5

Savanna DeVisser
Madison DeVries
Cohen Mol
Reagan Schipper
Charity VanBrugge
Kate VandenBogerd

Grade 6

Jenessa Kleyn
Allyson Rose
Anna VandenBogerd

Grade 7

Emma Bakker
Mina Boekestein
Austin Christian
Connor DeVries
Hailey DeVries
Marianne DeVries
Nick DeVries
Troy Dingemans
Lydia Nieuwenhuis
Ethan Schipper
Cali Van Dyke

Grade 8

James Balkema
Jason Dingemans
Weston Ekema
Heath Kleyn
Katelyn Kwekel
Zachary Schipper
Miriam VanBrugge
Leah VandenBogerd

Grade 9

Evangelia Boekestein
Noah DeVries
Jack Dingemans
Zackery Marcus
Bethany Rose

Grade	Students
K	9
1	8
2	6
3	8
4	7
5	6
6	3
7	11
8	8
9	5
PCS Total	71

2.4

FAMILY DIRECTORY 2021-2022

Bakker, Michael & Marieke

7790 South 5th Street
Mattawan, MI 49071
251-6460

- *Alec* grade 3
- *Emma* grade 7

Balkema, James & Mary

1131 Whites Road
Kalamazoo, MI 49008
720-1587

- *James* grade 8

Blok, Brady & Sarah

7205 West S Avenue
Schoolcraft, MI 49087
615-6650

- *Gavin* grade 1
- *Tenley* grade 3

Boekestein, William & Amy

5303 West G Avenue
Kalamazoo, MI 49009
616-690-3573

- *Hazel* grade 2
- *Mina* grade 7
- *Evangelia* grade 9

Christian, Pete & Sarah

323 East Melody
Portage, MI 49002
615-7283

- *Ava* grade K
- *Eloise* grade 4
- *Austin* grade 7

DeVisser, Dan & Bridget

6818 East PQ Avenue
Scotts, MI 49088
808-2673

- *Greyson* grade 1
- *Weston* grade 3
- *Savanna* grade 5

DeVries, Andy & Sonya

7677 West O Avenue
Kalamazoo, MI 49009
372-2601

- *Emilee* grade K
- *Marianne* grade 7

DeVries, Fred & Liz

5794 Denali Street
Kalamazoo, MI 49009
353-5741

- *Carter* grade 3
- *Nick* grade 7
- *Noah* grade 9

DeVries, Jason & Theresa

8888 Mountain Pine Lane
Kalamazoo, MI 49009
599-6167

- *Jordan* grade K
- *Madison* grade 5
- *Hailey* grade 7

DeVries, Luke & Jolanda

6584 West Q Avenue
Kalamazoo, MI 49009
552-8878

- *Jax* grade 1

DeVries, Steve & Michelle

8610 W. H Avenue
Kalamazoo, MI 49009
808-0074

- *Connor* grade 7

Dingemans, Henry & Lisa

3527 Northview Drive
Kalamazoo, MI 49004
271-3440

- *Natalie* grade 4
- *Troy* grade 7
- *Jack* grade 9

Dingemans, Lee & Karolien

6511 South 6th Street
Kalamazoo, MI 49009
375-4282

- *Jason* grade 8

Ekema, Jon & Angela

4105 Apple Bluff Drive
Kalamazoo, MI 49006
998-0883

- *Jacob* grade K
- *Weston* grade 8

Ferguson, Ed & Heather

748 9th Street
Plainwell, MI 49080
598-2969

- *Quinton* grade 1

James & Cherene Grisnich

11388 Sprinkle Road
Vicksburg, MI 49097
910-0155

- *Samantha* grade K

Kleppe, John & Kaarli

9203 Highland View Drive
Kalamazoo, MI 49009
254-4915

- *Callen* grade K
- *Vivian* grade 2
- *Marten* grade 4

Kleyn, Bryan & Maria

9138 Highland View Drive
Kalamazoo, MI 49009
491-0002

- *Hudson* grade 3
- *Jenessa* grade 6
- *Heath* grade 8

Kwekel, Tom & Sara

22391 West M-43
Kalamazoo, MI 49009
(616) 644-2661

- *Katelyn* grade 8

Marcus, Richard & Jacoba

8752 Douglas Avenue
Kalamazoo, MI 49009
276-0545

- *Zackery* grade 9

Mol, Theo & Rachel

3026 Witters Court
Portage, MI 49024
903-2237

- *Moriah* grade 2
- *Cohen* grade 5

Nieuwenhuis, Tim & Esther

10023 Taplin Lane
Plainwell, MI 49080
344-2185

- *Lydia* grade 6

Rose, David & Kathryn

5411 Autumn Court
Kalamazoo, MI 49009
372-4517

- *Heidi* grade 3
- *Allyson* grade 6
- *Bethany* grade 9

Schipper, Jon & Mandy

3370 Fleetwood Drive
Portage, MI 49024
(616)970-4954

- *Brandon* grade K
- *Addison* grade 3
- *Reagan* grade 5
- *Zachary* grade 8

Schipper, Matthew & Wendy

5467 Spruce Pine
Kalamazoo, MI 49009
220-5190

- *Maybelle* grade 4
- *Ethan* grade 7

Timmer, Jeffrey & Lynette

7107 West R Avenue
Kalamazoo, MI 49009
993-5577

- *Bryce* grade 1

Timmer, Melinda

2925 Redbud Trail
Kalamazoo, MI 49009
873-2543

- *Braylon Baldwin* grade 2
- *Khloe Baldwin* grade 4

VanBrugge, Peter & Laura

6685 West U Avenue
Schoolcraft, MI 49087
330-5806

- *Jedidiah* grade 4
- *Charity* grade 5
- *Miriam* grade 7

VandenBogerd, Fred & Liz

9522 West RS Avenue
Schoolcraft, MI 49087
668-6649

- *Kate* grade 5
- *Anna* grade 6
- *Leah* grade 8

VandenBogerd, Peter & Tracey

7745 West Q Avenue
Kalamazoo, MI 49009
568-4932

- *Logan* grade 1

VandePolder, Chris & Pamela

5548 Cheshire Street
Portage, MI 49002
823-3952

- *Aria* grade 1
- *Topher* grade 2

VanDyke, Tom & Maria

3566 Timberstone Avenue
Kalamazoo, MI 49009
998-6676

- *Charlotte* grade K
- *Macy* grade 4
- *Cali* grade 7

Vergunst, Joseph & Arielle

5636 Oakland Drive
Portage, MI 49024
224-7842

- *Simon* grade 2
- *Naomi* grade 3

Vlietstra, Duane & Amanda

5660 Ravine Road
Kalamazoo, MI 49009
290-6500

- *Owen* grade K
- *Elias* grade 1

2.5

SCHOOL CLOSINGS 2021-2022

***** In the event of a school closing or snow day, *****
***** you will be notified through the automated call chain. *****

We will do a test run sometime during October.
You will be notified when you should receive the test call.
If you do not receive a call, please let the office know.

School closings will also be announced on WKZO radio station.

3.1

CLASS STRUCTURE

Providence Christian School has five double-grade classes. The combinations in the respective classes are kindergarten and first grade (part-time in the afternoon only), second and third grades, fourth and fifth grades, sixth and seventh grades, and eighth and ninth grades. Each class of two grades is taught by one teacher, assisted by volunteer teachers and aides particularly in kindergarten through third grade.

For kindergarten through grade five, the classes are self-contained; that is, almost all the subjects are taught by a single classroom teacher. In grades six through nine, students are taught by teachers specialized in particular areas, and the students move between classrooms.

In some subjects, all students in one room (two grades) are taught together. This is usually done in Bible, science, social studies, literature, music, art, and physical education classes. When both grades are taught together, a two-year cycle of instruction has been developed. The content is different for each year that a student remains in a class. In reading, language, and mathematics, each grade is instructed individually.

3.2

CURRICULUM AND MATERIALS

BIBLE: Bible instruction is scheduled every day of the week for all grades. Factual knowledge of the people, places, and events of Bible history is the main focus of the early grades. In later grades the formal study of biblical doctrine and church history is added. Personal and practical applications of the Bible lessons are emphasized throughout. Memorization of Scripture and psalters (songs based directly on the words of the Psalms) is part of the Bible program in all grades. In grades K-1, 2-3, and 4-5, the Old and New Testaments are studied in alternate years. In grades 6-9, a four-year cycle is used to cover the entire Bible in more depth.

Textbooks and Resources

- K-9 Bible (King James Version)
Psalter (NRC Book & Publishing)

- K-3 Bible story instruction (background material taken from J. Vreugdenhil's Bible History)

- 4-5 My Bible Guide, books B and C (CSI Publications)
Bible Doctrine for Younger Children, books A and B (NRC Book & Publishing)
God's Care and Continuance of His Church (NRC Book & Publishing)

- 6-7 Old Testament Studies, books 1-3 (CSI Publications)
The Kingdom of God (CSI Publications)
Bible Doctrine for Older Children, books A and B (NRC Book & Publishing)

- 8-9 Ministry of Christ, books 1-3 (CSI Publications)
Bible Doctrine for Teens and Young Adults, books 1-3 (NRC Book & Publishing)
The Church in History (CSI Publications)
God's Care and Continuance of His Church (NRC Book & Publishing)
Pilgrim's Progress

READING: The primary method used for teaching reading is phonics, a system in which the connection between letters and sounds is used to decode written communications. Initial instruction in letter/sound recognition takes place in kindergarten. Formal reading instruction begins in first grade. In grades two through five, the emphasis is on

increasing fluency, broadening vocabulary, and deepening comprehension through exposure to a wide variety of written material. Various fiction and non-fiction books are used to supplement the textbooks, and independent reading is encouraged. Reading (including library time) is scheduled almost daily through grade five; in grades six through nine, reading skills are taught and practiced in the context of other subjects such as literature, history, or science.

Textbooks and Resources

- K-3 Open Court Reading & Phonics (Open Court Publishers)
- 4-5 Reading for Christian Schools (Bob Jones University Press)
A World of Literature (CSI)
Wordly Wise 1 & 2 (Educators Publishers Service)
- 1-5 Accelerated Reader

LANGUAGE, SPELLING, ELEMENTARY VOCABULARY: The language program has several different components. Language activities designed to develop listening and speaking skills begin in kindergarten. Printing of letters and numbers is also taught in kindergarten; Handwriting Without Tears is used in grades 1-5. Spelling rules and generalizations are taught in parallel with reading skills. Formal instruction in the grammar of spoken and written English is presented with increasing depth from second through ninth grade. In all areas, communication through language is viewed as a gift from God to be used in ways that are pleasing to God.

Textbooks and Resources

- K-1 Zoo Phonics
- K-3 Open Court Language Program (Open Court Publications)
- 1-5 Handwriting Without Tears
- 4-5 MacMillan-McGraw Hill Language Program (MacMillan McGraw Hill)
Spelling and Vocabulary (Houghton Mifflin)
- 6-7 Grammar and Composition (Glencoe)
- 8-9 Plain English, books 3 and 4 (SRA McGraw Hill Publishers)
Grammar and Composition (Glencoe)

LITERATURE: Short stories, poetry, and books are used in the reading classes in grades one through five, but the formal study of the types and techniques of literature commences in grade six. The content of literature is always viewed in light of biblical principles, although students are exposed to secular as well as religious works. Reading, analyzing, and writing experiences are provided.

Textbooks and Resources

- 6-7 Pilot Series in Literature I (CSI)
Explorations in Literature (Bob Jones University Press)
- 8-9 Fundamentals of Literature (Bob Jones University Press)
American Literature (Bob Jones University Press)

Pilot Series in Literature II and III (CSI)

6-8 Wordly Wise 3, 4, 5 (Educators Publishers Service)

6-9 Accelerated Reader

MATHEMATICS: Math classes are scheduled daily from kindergarten to ninth grade. The fundamental perspective of all classes is that mathematics results from and reveals the wisdom of the Creator through the orderliness of all creation. Human ability to discover and use mathematical relationships entails responsibility for the proper use of these abilities. In addition to arithmetic skills, students are instructed in and given practice with problem solving, estimation, mental math, measurement, calculator use, and practical applications. Math games and hands-on activities are used to add variety to the program. Standard one-year algebra and geometry courses are taught alternately in eighth-ninth grade.

Textbooks and Resources

K-3 Progress in Mathematics (Sadlier & Oxford)

4 Math Connects (Glencoe)

5-7 Mathematics Course 1-3 (Glencoe)

8-9 Algebra (Glencoe McGraw Hill)

Geometry (Glencoe McGraw Hill)

SOCIAL STUDIES: Geography, history, government, economics, and sociology are incorporated into the social studies program. Through grade three, social studies classes meet for two periods each week. In grades four through nine, social studies is taught daily. Students are guided to view all that takes place as an unfolding of God's sovereign and perfect plan including every event from Creation to the Second Coming of the Lord Jesus Christ. The results of sin in all areas of social studies are discussed and analyzed in the light of God's Word. Current events is an added hour in grades 6-9 and part of an hour in grades 2-5.

Textbooks and Resources

K-1 Homes and Neighborhoods (D.C. Heath)
Heritage Studies for Christian Schools, 1 (Bob Jones University Press)

2-3 Heritage Studies for Christian Schools, 2 & 3 (Bob Jones University Press)

4-5 Geography series (Prentice Hall): Geography: Tools and Concepts, United States and Canada
Heritage Studies for Christian Schools-5 (Bob Jones University)
Michigan History

6-7 The American Republic (Bob Jones University Press)
Under God-American Government (Christian Schools International)
Geography Series (Prentice Hall): Africa, Europe and Russia, Asia, Latin America

1-7 Maps, Globes, and Graphs series, books A-F (Steck-Vaughn Publishing)

- 8-9 World History (Bob Jones University Press)
Church History, Kuiper (CSI Publications)
God's Care and Continuance of His Church (NRC Book & Publishing)

SCIENCE: Science is taught for two periods per week in kindergarten through grade three, and daily in grades four through nine. Since God has created all things as a revelation of His wisdom and power as well as a provision of resources for His creatures, science classes are designed to present information and give experiences with methods and materials of science. Textbook study is supplemented with hands-on activities in grades throughout the grades.

Textbooks and Resources

- 1-5 Science 1-5 (Bob Jones University Press)
- 6-9 Life Science (Bob Jones University Press)
Earth Science (Bob Jones University Press)
Physical Science (Bob Jones University Press)

ART: The basis of art instruction is that God has given humans the ability to recognize and enjoy beauty in natural and man-made creations. Students are taught the theory of light, color, arrangement, etc., and are introduced to a variety of media that can be used to produce aesthetically pleasing and practical results. Art history and appreciation is also included. Art classes meet for one or two periods per week at all grade levels. No textbook is used, but a comprehensive curriculum has been developed.

Textbooks and Resources

- K-9 Art Projects Resource Manual (developed at Providence Christian School)
Art History Series (developed at Providence Christian School)

COMPUTER: The school has two mobile carts outfitted with laptops and Chromebooks that utilize Windows operating systems and Google docs. The computers are filtered by Watch Guard and individual computers can be tracked for internet use. Students in the lower grades learn keyboarding skills and word processing. As the students mature, they engage in research projects, more extensive writing activities, programming, and the use of spreadsheets. Junior high students and their parents sign a computer contract committing them to proper use of the internet, its resources, and the proper care of the computer before they are allowed to use the computers. One period per week is scheduled for computer in grades one through nine.

Textbooks and Resources

- 2-7 The Write Type
- 4-9 A Guide to Microsoft Office (Laurenceville Press)

MUSIC: Music is an important part of the school curriculum since it is one of the means by which God is worshipped. Singing is part of the opening devotions each day, and classes teaching theory and skills in a variety of musical areas are scheduled for one period per week for each class. Choral singing, music appreciation, reading of musical notation, and familiarity with musical instruments are included in the music classes. Religious songs are carefully selected to ensure that the words are in accordance with biblical principles; secular songs that are not offensive are used for practice of skills.

Textbooks and Resources

- K-9 Curriculum developed at Providence Christian School; music from a variety of sources is used.
Psalter (NRC Book & Publishing)

PHYSICAL EDUCATION: Man was created with soul and body, and proper care for and development of the body is a necessity. In physical education classes, activities that promote fitness and wholesome recreation are taught. Cooperation and teamwork are encouraged in place of emphasis on the performance of the individual.

Textbooks and Resources

- K-9 Curriculum developed at Providence Christian
Dynamic Physical Education for Elementary School Children (Dauer and Pangrazi)
Physical Education Hand-Book (Seaton, et. al.)

3.3

HOMework

The school exists to assist parents in fulfilling their responsibility for training children. Family time outside of school is valuable, and the school does not wish to usurp that time. The school is assigned certain educational tasks to complete, however, and to reach these goals for each child some homework is necessary.

The purposes for homework assignments are (1) to practice skills taught in class, as in math or grammar courses; (2) to study information that requires repeated exposure for memorization or comprehension, such as memory verses or textbook reading assignments; (3) to extend learning opportunities beyond the limits of the school day, as with independent reading assignments or projects; and (4) to develop good study skills for future situations.

Some homework will be assigned in each grade, but the amount will slowly increase with increasing maturity and ability, becoming daily (five days per week) in grades six through nine. General guidelines for the types and amounts of homework expected at each level follow:

<u>Grades</u>	<u>Types of homework</u>	<u>Amount of homework</u>
Kindergarten	Memory texts	0 - 5 min./day
Grades 1-2	Memory texts, spelling words, occasional practice work	0 - 15 min./day
Grade 3	Memory texts, spelling words, practice work	0 - 20 min./day
Grades 4-5	Memory texts, spelling words, practice work, test preparation	0 - 40 min./day
Grades 6-7	Memory texts, spelling words, practice work, textbook readings, independent activities, test preparation	30 - 60 min./day
Grades 8-9	Memory texts, spelling words, practice work, textbook readings, independent activities, test preparation, semester examination preparation	60 - 90 min./day

Considerable variation from day to day and from student to student should be expected. Student ability and use of time, as well as student and family expectations, all have a part in determining how much time each child actually spends on homework. Make-up work for students who were absent or have fallen behind the class may add to these times temporarily.

Teachers will be sensitive to special events, such as church services, that would make reduced homework assignments advisable. A classroom memorandum listing memory verses, spelling words, quizzes or tests, and projects will be sent home weekly with each student in grades K-5. Junior high students are encouraged to record all homework assignments on a pocket calendar or notepad so that parents can monitor progress and help in planning homework time around family activities.

Homework guidance from parents or older siblings is acceptable, but it is not appropriate to have the work done by anyone other than the child to whom it is assigned. Since homework is done outside of the supervision of the teacher, it is important that parents support the school in maintaining high standards of responsibility and honesty. If the work appears to be too difficult, the teacher should be contacted and arrangements made for additional help.

Students will bring corrected papers home on a regular basis (usually through homepacks), and parents are encouraged to review their child's work. If a student senses his parents' interest, he has further incentive to apply himself to his studies.

Completion of assignments by the due date is the responsibility of the student. Late assignments are not accepted in math, but in other areas; they are marked down 10% for first day and receive a 0% if later than this, subject to teacher discretion. The first late assignment is accepted at full value; the second and subsequent late assignments receive fifty percent of their value. Exception will be made in the case of illness to allow a period equal to the length of the absence in which to make up work without penalty. In cases of habitual lateness, the parents will be notified, and disciplinary actions will be taken.

3.4 EVALUATION

Student progress will be monitored closely by the teachers throughout the year. Evaluation of progress will be based on classroom participation and effort, results on assignments completed in class, results on homework assignments, and test scores.

For students in kindergarten through grade three, progress reports will utilize the following scale to indicate the level of performance relative to class expectations:

- + ... exceeds expectations; outstanding
- √ ...meets expectations; satisfactory
- ... not meeting expectations; unsatisfactory

The designations √+ and √- may also be used.

In grades four through nine, letter grades will be assigned based on the following scale of percentages of maximum points attainable:

A	100 - 95	C	76 - 74
A-	94 - 90	C-	73 - 70
B+	89 - 87	D+	69 - 67
B	86 - 84	D	66 - 64
B-	83 - 80	D-	63 - 60
C+	79 - 77	F	59 - 0

The school year is divided into four quarters. Progress reports will be issued at the end of each quarter and will include written summaries of progress in addition to numerical or letter grades except when parent/teacher conferences have recently been conducted. Parent/teacher conferences will be held during the first and third quarters. Parents are encouraged to contact teachers at any time during the year and to keep abreast of student performance through Grade Book Wizard. Teachers will notify parents if there are any apparent difficulties.

3.5 ACADEMIC TESTING

In addition to tests which are an integral part of the curriculum, standardized tests are administered for (1) assessment of our instructional program and (2) evaluation of academic growth of individual students. AIMS Web testing will take place three times during the school year. Students and parents will be made aware of student progress on these tests.

3.6 PROMOTION & GRADUATION

The educational objective of Providence Christian School is to facilitate development of each student's knowledge and skills by providing direct instruction and practice using an effective, well-defined curriculum. Within the framework of the curriculum, the teachers select from the variety of teaching strategies available to promote maximal educational growth for all students in the class. It is recognized, however, that the needs of the majority in the class will not always coincide with the needs of each individual. Children differ in abilities, potential, learning styles, rates of growth, and motivation, so actual progress is different for each student. Students having an IEP will receive supplemental instruction from the resource room as indicated in the IEP.

Promotion

Promotion to subsequently higher grade levels is earned through successful completion of the current grade level and mastery of the essential skills prerequisite for the following grade level. Various forms of assessment are used to measure progress, and the results of these assessments are used collectively to determine readiness for promotion or need for retention. Progress and promotion for students having an IEP will be measured in terms of meeting the individual goals as outlined in the IEP. IEP goals may be modified, however, if deemed advisable.

In kindergarten, the main criteria for promotion are mastery of number, letter, and letter/sound recognition and ability to print letters and numbers correctly. The student must also achieve a satisfactory score on the Grade One Readiness Test.

In grades one through three, the decision for promotion will be made after evaluating progress in reading skills, written comprehension skills, mathematical skills, and comprehension of mathematical concepts.

In grades four through eight, the student may not fail more than three semester academic courses. No more than two of these classes can be core subjects, which include literature (reading)/grammar, and math. Non-core academic classes include Bible, social studies, and science. In grades 6-9, language and literature are combined to form one grade in terms of passing or failing the class.

Retention

Chronological age, social maturity, physical development, existence of learning disabilities, arrangements for remedial or tutorial help, and the likely effect of retention on the child will all be considered as secondary factors before a decision to retain is made. Retention will be utilized when there is a strong likelihood for a beneficial result. In general, no child will be retained more than two times. Retention may be considered when a student is performing significantly below grade level in more than one core subject. Retention will not be used in the presence of a

diagnosed learning disability where accommodations would be more effective.

A recommendation for retention will follow defined steps.

- At the earliest indication of risk, the classroom teacher will consult with the LES teacher and the administrator.
- Following the guidelines for LES intervention, which includes parental contact, resource room observation and/or instruction, and possibly testing, every effort will be made to meet the learning needs of the student.
- Input will also be sought from the Christian Learning Center teacher consultant.
- A team consisting of classroom teacher, resource room teacher, administrator, parents, and CLC teacher consultant (if available) should meet at least once prior to end of the school year to determine the best course of action for the student at risk.
- At the Kindergarten level, the school may decide that a Bridging alternative presents a viable option to retention, according to Bridging guidelines.
- A final school decision must be made prior to the end of the school year. The principal and the parents will be informed.
- If the parents are not in agreement with the final school decision, an appeal may be made through a meeting involving the classroom teacher, resource room teacher, administrator, principal, parents, School Board president, and Education Committee chairman.
- Following this open presentation of information, the administrator, principal, School Board president, and Education Committee chairman will confer. A majority decision of this group will be final.

Graduation

Beginning in eighth grade, students earn credit hours for some classes, working towards a minimum of sixty credit hours required for graduation. For passing grades, one credit hour is awarded for each hour per week that a class meets for one semester. Graduation is an honor given to those students who have satisfactorily completed the educational requirements of PCS and are promoted to tenth grade. Students having an IEP will be promoted and participate in graduation according to their IEP goals.

4.1

ADMISSION

The admission policy of Providence Christian School is outlined in Article 5 of the Constitution/Bylaws, which states that children of parents who are members of the Netherlands Reformed Congregation (NRC) are automatically eligible to attend the school. Admission, however, is not limited to the children of members. It is open to all students whose parent(s) subscribe to the basis and purpose for which the school is founded as covered in Articles 3 and 4. No qualifying student (as explained previously) will be excluded on the basis of race, color, or national or ethnic origin.

For NRC member families, the admission procedure involves the completion of a registration form. Non-member parents who wish to have their child admitted are asked to complete an application form after having reviewed introductory information regarding the philosophy and operation of the school. In the application form, the parents are requested to subscribe to a belief in the Bible as the infallible Word of God, to strive to create a Christian environment in the home, and to cooperate with the school in maintaining its academic program and school policies. The parents may be asked to sign a release form giving the school permission to obtain information from previous schools. They are also interviewed by members of the Education Committee, which sends a recommendation to the School Board. School Board approval is required only for the initial enrollment.

To be eligible for enrollment in kindergarten, a child must attain the age of five years no later than November 1 of the year for which he is enrolled. Parents of prospective kindergartners are asked to schedule their child for readiness screening (Gesell test) in the spring of the year prior to beginning kindergarten. This testing is offered without charge to parents and is mandatory.

Parents of kindergarten students are also required by state law to:

1. Submit one of the following:

(a) A statement signed by a physician that the child has been immunized against diseases specified by the Director of Public Health. Currently these requirements include:

- 4 doses of DTP or DTaP (diphtheria, tetanus, and pertussis vaccines), one of which must be given after the 4th birthday
- 3 doses of polio vaccine, including one administered after the 4th birthday
- 2 doses of MMR (measles, mumps, and rubella vaccines), after the 1st birthday, at least one month apart
- 3 doses of Hepatitis B vaccine
- 2 doses of Varicella (chicken pox vaccine) after the 1st birthday, or current lab immunity, or documentation of disease

At least one dose of each of the above must be completed before beginning school; the remaining doses must be completed by February 1 of the same school year.

(b) A waiver signed by a parent or guardian to the effect that the child has not been immunized because of religious convictions or other objections to immunization

NOTE: During disease outbreaks, incompletely vaccinated students may be excluded from school. Parents choosing to decline vaccines must obtain a certified non-medical waiver from the local health department.

2. Submit a statement verifying that the child has passed the Department of Public Health Pre-school Vision Screening Test or a statement signed by a licensed medical physician or a licensed optometrist indicating that the child has had his eyes examined after age three and prior to initial entrance. A vision test is not required if there is a statement signed by a parent or guardian to the effect that the child cannot be submitted to such tests because of religious convictions.

For students entering Providence Christian School in grades other than kindergarten, parents must sign a release allowing the school to obtain the child's records from his previous school. Providence Christian School retains the right to do such academic testing as may be needed to make a final determination of the student's grade placement. Proof of immunization as required by state law or a waiver is also needed for students entering in grades other than kindergarten.

We reserve the right to exclude any students who do not have a certificate of immunization or a waiver by the first day of school. According to state law, these students should not be allowed to enter school unless we have proper documentation.

4.2

TEXTBOOKS AND SUPPLIES

Textbooks will be purchased by the school and issued to students for use during the school year. It is expected that students will take proper care of them. Students are expected to return the books at the end of the year in approximately the same condition in which they were issued, other than expected wear due to normal use. The condition of textbooks will be assigned an alphabetical grade (A through E) when issued. If a book deteriorates more than one letter grade, a fine of twenty percent of the replacement cost will be assessed for each extra letter grade. Any textbook lost during the school year will be replaced at the student's expense. All fines and payments for textbooks, library books, or other damages must be paid before progress reports are issued.

Students will be provided with many of the basic supplies needed, but some materials must be brought from home. This is done for two reasons: 1) to keep costs down; 2) there are valuable lessons to be learned in organizing and caring for one's own possessions. The list of supplies needed for each grade level follows:

K/1

*(Our goal for K/1 students is to manage 100% of their supplies in school. Please set your child for success by aiming for simplicity and manageability. **Please note that the last few items are for 1st grade students only.** Please label items with the child's name.)*

Regular sized pencils (4 - 6)
Erasers (3 or 4, not decorative)
Crayons (one box of 24; no larger, please)
Glue sticks (2 for K, 3 for 1st grade)
Tissues or disinfectant wipes (one box or container)
Backpack (small or standard size)
Lunch box
Indoor shoes *(These will be left at school and put on each day when students arrive; they will also be used for gym class so they must fit snugly.)*
Shorts for under dress (girls)
Colored pencils (optional) 1st grade only
4 dry erase markers – 1st grade only
2 two-pocket folders – 1st grade only
Scissors – 1st grade only
Non-disposable water bottle -1st grade only

2-3

Hi-Liter pens (3 colors)
4 folders with pockets
Washable markers
Crayola crayons
Colored pencils
Three dozen pencils
Pencil box/case
Three blue pens
Two or more large erasers
Scissors (sharp "adult" type)
Ruler (inch and centimeter)
Liquid glue
Stick glue
4 large boxes of tissues
Tote bag or backpack
Shorts for under dress (girls)
Clean tennis shoes for inside the school and gym--must be worn on gym days

4-5

3 dozen pencils
Pencil box/case
Red and blue pens
Large eraser and cap erasers
Highlighter
Ruler (inch and centimeter)
Scissors
Colored pencils
Crayons
Washable markers
Glue sticks
Three packs of loose-leaf notebook paper
Four pocket folders
Two spiral notebooks (one for Bible)
Binder to keep everything neat and orderly
Gym clothes (shirt, pants, shorts, tennis shoes)
Clean shoes for inside the school and for gym
Three large boxes of tissues

6-9

3-ring binder, or folders, with dividers for each subject:
Bible, math, English, computer, science, literature, history, art, gym
Notebook paper
Pencils, pens, erasers
Red pen
Planning calendar or notepad for assignments
Gym clothes provided (will be given a uniform)
Correction fluid
Calculator with sine, cosine, and tangent
Scissors
Ruler (metric and traditional units)
Colored pencils or markers
Compass and protractor
Flash drive

4.3

BEHAVIOR POLICIES

One of the guiding principles of Providence Christian School is that firm discipline combined with genuine concern for the individual child will provide a stable environment in which children can develop. By letting students know clearly what is expected of them and by imposing fair guidelines, it is expected that students will be more secure than in an environment where expectations are unfair or applied inconsistently. Students are taught to respect authority, God and His Word, their fellow students, their heritage, and their own individuality in the general rules that follow.

Basic principles of behavior

- Students are to maintain utmost respect for God, God's Word, and the worship of God. *"Serve the LORD with fear" (Psalm 2:11).*
- Students are to seek to live in a manner consistent with the profession of our beliefs. *"Ye shall walk in all the ways which the LORD your God hath commanded you" (Deuteronomy 5:33).*
- Students are to comply fully and consistently with all rules of the school and classrooms. *"Submit yourselves to every ordinance of man, for the Lord's sake" (1 Peter 2:13).*
- Students are to obey promptly and willingly all those in authority in the school. *"Let every soul be subject unto the higher powers" (Romans 13:1).*
- Students are to be courteous and considerate in words and actions toward all their peers. *"Thou shalt love thy neighbor as thyself" (Matthew 22:39).*
- Students are to work diligently to the extent of their ability at all times. *"And whatsoever ye do, do it heartily, as to the Lord" (Colossians 3:23).*

Building rules

- Conduct will be appropriate for the educational purpose of the institution.
- Noise will be restrained to levels that minimize disturbance to others.
- Choice of words will be consistent with the philosophy of the school.
- Assigned entrances and exits will be used.
- Food and drink will be consumed only at designated times and designated places.
- School property and materials will be used and cared for responsibly.
- Personal belongings will be stored neatly in designated locations.
- Clean, non-marking shoes will be worn.
- Items that are not in accord with the philosophy of the school will not be brought to school.
- Items that pose potential dangers to students or property will not be brought to school.

Playground rules

- Remain within the designated boundaries.
- Ask permission before leaving the playground for any reason.
- Use equipment safely and in an appropriate manner.
- Choose activities that are wholesome and consistent with the philosophy of the school.
- Play in a manner that makes the activity safe and enjoyable for all.
- Snowballs will be thrown only on designated days in designated areas.
- Follow all directions of those in charge on the playground.
- Report any accidents, dangerous situations, or damages to the person in charge.
- Re-enter the building quietly and calmly at the end of the recess period.
- Return any equipment used to the designated storage area.

Additional rules and procedures consistent with those above may be adopted in each classroom.

4.4

DISCIPLINE POLICY

Rationale

Providence Christian School strives to maintain a Christian educational environment through discipline procedures in keeping with its mission and values. These policies will:

- Treat each student with love, concern and respect
- Promote the development of Biblical values and virtues
- Distinguish between immaturity or irresponsibility and willful misbehavior
- Recognize and respond to willful misbehavior as sin
- Support and encourage maturity and responsibility
- Recognize the parents as those ultimately responsible for their child's development

Responsibility

The primary responsibility for maintaining effective school discipline rests with the classroom teacher, with support from the principal and other staff members. Using wisdom and discretion, individual teachers have some latitude to select a system of discipline which they find effective for them. These systems must, however, be consistent with this policy and be cognizant of the age of the students in their classroom. The teacher shall provide direct and constructive guidance to correct errors and must apply the principles of God's Word.

Guidelines

Disciplinary measures must be proportionate to the infraction and appropriate to the age and character of the student.

Discipline that is demeaning or degrading is not permitted.

Disciplinary actions must be followed by a private conference between the teacher and the student. This allows the student an opportunity to repent of misconduct and the teacher an opportunity to guide and mentor the student.

Elementary Discipline Procedures

For elementary students, time-out from activities such as recess or the classroom activities is the most commonly used consequence for misbehavior. In the most extreme cases, teachers, after consultation with the principal, have the right to call parents and request immediate pick up of their child from school for the remainder of the school day.

Parental Notification: Teachers are encouraged to maintain regular, personal communication with parents regarding both positive and negative performance and behavior of their students. Teachers will contact parents in person or via telephone in cases of repeated misbehavior or serious offenses.

Junior High Discipline Procedures

A point system has been adopted for infractions not adequately corrected by teacher requests and reprimands. Certain infractions are assigned a point value; formal discipline consequences are put into place depending on the point value of the infraction (see Appendix A). The levels of formal discipline are as follows:

1. Noon Hour Assignment: A noon hour assignment is given for repeated violations, infractions of minor issues, and/or 4 tardies accumulated in a given marking period and every subsequent tardy thereafter. Accumulation will renew at the commencement of each academic quarter. A student will spend 15 minutes performing various tasks associated with punishment that meets the severity of the infraction.
2. Detention: A detention is served after school for more serious offenses like swearing, disrespect, improper computer use, and other infractions staff feels warrants this disciplinary action. A student will serve a detention before or after school. The student will work for 1 hour on supervised tasks or until the tasks are performed to satisfaction. Parents must be informed at least one day in advance of an after school detention and must agree to provide transportation for their child following the detention. No student will be released following an after school

detention until the parent or designee arrives to pick him or her up.

3. **Paideia Day**: Students serve a paideia day for every 5 points received throughout the course of a school year. This is a combination of detentions and noon hour assignments give over the course of the year. Paideia is a Greek word meaning to mold the character of others by reproof, admonition, and teaching. The term is used in Ephesians 6:4, which reads, "And, ye fathers, provoke not your children to wrath: but bring them up in the nurture and admonition (paideia) of the Lord." It is also found in Hebrews 12:6 which states, "For whom the Lord loveth He chasteneth (paideia), and scourgeth every son whom he receiveth." Paideia days are served for a block of 2-3 hours and are intended to allow students time to reflect upon their actions and behavior while providing opportunity to train them in the fear of the Lord. The time consists of a written assignment and the performance of a variety of tasks around the school. Following the paideia hours, a student is responsible for acquiring and completing all course work missed as outlined by the teacher. Two points will be awarded to the student record for every paideia day served.
4. **Class Suspension**: A teacher, in conjunction with the administration, may suspend students from attending class if their conduct is such that they interfere with the educational process. A 2% deduction will be taken from the quarterly grade of any missed classes.
5. **Suspension**: Out of school suspensions or expulsion are reserved for any especially serious incident, regardless of the previous record of the student involved. Such incidents would include violence, false fire alarms, vandalism and possession of weapons, drugs or alcohol. Suspensions will only be used with the consent of the administration. The suspended student's quarterly grade will be reduced by 2% for all classes meeting during the suspension period. Expulsions will only be made in conjunction with Board approval.

When students reach various point totals, further action will be taken as shown below:

- | | |
|---------------------------|---|
| <u>8 points</u> : | (a) The student will see the principal and a letter will be sent home to the parents.
(b) Student will become ineligible to serve on Student Council.
(c) Education Committee will be notified. |
| <u>12 points</u> : | (a) The student will attend a meeting with his/her parents, principal, and Education Committee chairman.
(b) The student will forfeit their opportunity to go on the class trip. |
| <u>16 points</u> : | The student will attend a meeting with his/her parents, principal, and members of the Board. |
| <u>20 points</u> : | The administration may recommend to the Education Committee/Board that the student be expelled. |

Grievance and Appeal Procedure for Suspensions and Expulsions

Parents may register a grievance and appeal a disciplinary action. The following are the proper steps for registering a grievance and the appeal process:

1. A parent will make initial contact with the classroom to register the grievance and to discuss the offense and disciplinary action.
2. A grievance which is not resolved by the parent and the classroom teacher can be appealed to the principal or, if the principal is the involved teacher, to the chairman of the Education Committee.
3. A grievance which remains unresolved can then be appealed to the School Board.
4. In the case of a record of repeated serious offenses, an appeal cannot delay the penalty.

Appendix A: JUNIOR HIGH FORMAL DISCIPLINE POLICY

INFRACTION	SANCTION	POINT(S)	COMMUNICATION
Cell Phone/Electronic Device Use – Unauthorized*	Seizure of device Arrange parent pickup of device	.5	Email report to parents Parents contacted to retrieve device
Cheating	1 st Offense—student receives a failing grade on the assignment and serves a detention 2 nd Offense in a Semester—Student fails course in which the second offense takes place.	1.0	Call parents Email report
Classroom Interjection- Repeated	1 st Offense—Warning Repeated Infractions—Lunch Period/Other	0 or .5	Email report as needed Parent contact as needed
Inappropriate Language	Reflection Essay	1.0	Call Parents Email report to parents
Computer Use Contrary to Policy—Nonacademic or Unsupervised	Warning or Lunch Period	0 or .5	Email report to parents
Computer Use Contrary to Policy—Social Network or Offensive Content	Detention (infractions involving offensive content may result in loss of computer privilege, suspension, or expulsion)	1.0	Call parents Email report
Dress Code Violation - Non-Modesty	Students must fix the problem before being readmitted to class	.5	Email report to parents
Dress Code Violation - Modesty	1 st Offense: Student must fix the problem before being readmitted to class 2 nd Offense: Fix problem and student must complete an assignment based on the book, "The Look: Does God Really Care What I Wear?"	1.0	Email report to parents
Writing on School Property— Non Offensive Content	Lunch Period	.5	Email report to parents
Writing on School Property— Offensive Content	Detention	1.0	Call parents Email report
Electronic Equipment Use (includes lighters)	Seizure of Device Possible Detention	.5	Email report Arrange pickup of device
**Gum Chewing	Lunch Period	.5	Email report

*Cellular phone use by students is not permitted any time during the school hours. Phones may be stored in students' hallway lockers during the school day but must remain turned off. Phones may be used before and after school hours on school grounds as needed, but not in the school building until after 3:05 p.m. unless permission is granted to the student by a teacher. This would take into account bomb threats and cell phone use.

**Permitted in grades 6-9 until privilege is abused, then listed infraction will be in place.

4.5

STANDARDS OF RESPONSIBILITY

A major goal of the educational program at Providence Christian School is to develop a sense of responsibility in our students. Responsibility is promoted by assigning age-appropriate tasks, defining expectations, ensuring satisfactory completion of the task, and providing feedback to the student upon fulfillment of the assignment. Academic assignments to be completed in class or as homework are a regular responsibility. In addition, students will be given reasonable personal or public-service responsibilities, such as keeping a desk or locker neat, returning library books on time, cleaning chalkboards, depositing litter in designated receptacles, etc.

The school recognizes that promoting responsibility is an endeavor shared with families. To ensure cooperative effort between home and school, communication is essential. Progress reports include several items that indicate to parents the level of responsibility demonstrated by their children. Notes, phone calls, and parent/teacher conferences are additional ways to share this information.

While it is important to provide positive feedback for a job well done, it is also necessary to establish appropriate consequences for negligently irresponsible behavior. For students in kindergarten through fifth grade, loss of recess time or other privileges will be a typical consequence. For students in grades six through nine, a fine system may be adopted, provided that the principal and education committee approve the specifics of the system and that the students and parents are informed prior to implementation of the system.

4.6

ATTENDANCE POLICY

In order to achieve educational continuity it is very important that students attend school regularly and exercise punctuality. Moreover, state law requires that students be in school every day unless prevented by illness.

If a child will be late to school or absent for the day, parents shall call or email the school before the start of the school day. If a child is absent and such notification is not received from the parents, a staff member will call home. This is to ensure that nothing unexpected has happened to the child on the way to school.

A late arrival or absence will be excused if accompanied by a note or explanation from the parents when the child arrives at school. The teacher will attempt to assist the student by providing opportunities for completion of missed work. This also applies if something happened to the child on the way to school which was unexpected and out of the control of parents and child.

If, however, the absence or tardiness is not accompanied by a note or explanation from the parents and could have been avoided, it will be considered an unexcused absence. A failing grade will be given for the work missed, and the teacher is under no obligation to provide opportunity for make-up work. This also applies to a child who arrives late to class without an excuse. Teachers are under no obligation to repeat materials already covered. After three offenses within a forty-day period, the student will receive a noon hour detention.

The effect on the child's educational development should be carefully considered before a child is kept out of school for vacations or trips. To minimize the impact of such absences, the teacher must be consulted in advance. A minimum of one week's notice should be given to the teacher in order to provide enough time for the teacher to prepare materials for the child to complete before or during the vacation or trip.

Parents should avoid late arrivals and early dismissals as much as possible. Doctor or dentist appointments should be scheduled for after-school hours if at all possible.

Repeated absences and late arrivals are detrimental to a child's learning. Therefore, students who miss fifteen days of school during the school year will not, normally, be promoted to the next grade. This may be waived if there are extenuating circumstances verified by parents, doctor's report, or deemed so by the principal or School Board.

4.7

DRESS CODE

The attire of students and staff is a reflection of the principles and values espoused by the school community. Accordingly, attire at Providence Christian School should be consistent with biblical principles of modesty, neatness, and appropriateness. Adherence to these standards should promote an atmosphere that is not offensive to others, free of peer pressure relative to dress and fashion, and conducive to learning. If in doubt, a parent should “err” on the conservative side rather than testing the limits of the dress code.

<u>BOYS</u>	<u>GIRLS</u>
<p><u>Pants:</u> Dress pants or jeans are acceptable Dress shorts allowed on hot days in grades K-5 only Pants and shorts in good repair (not frayed, no holes) Pants must be worn at waist level—no low-slung or tight-fitting styles Pants/jeans may not extend beyond the sole of the shoe or trail the ground</p> <p><u>Tops:</u> Shirts: with or without a collar are acceptable Sweaters and plain-color sweatshirts are acceptable Button-up shirts must be buttoned except for the top button(s), sleeves must cover the shoulder Shirts extending beyond hip level must be tucked in No stretched-out T-shirts or T-shirts hanging below other shirts No exposure of bare midriff (for example: when elbows are raised to shoulder level, no midriff should be showing)</p> <p><u>Other:</u> All clothing must be neat, clean, and in good repair, with no designer tags or holes. Clothing may contain writing, prints, and logos that are in line with the biblical principles we espouse. Parents are to err on the side of caution when selecting appropriate attire for their children, and teachers, in consultation with the administration, will ultimately decide whether the clothing is appropriate or not.</p> <p>No feminine jewelry (necklaces, earrings, or bracelets)</p> <p>Hair is to be gender-appropriate, neither extending over the collar nor crossing the mid-line of the ear. Hair should be neat and trimmed. No dyed hair.</p> <p>No body piercing or tattoos</p> <p>Gym attire: modest shorts no shorter than halfway between the knee and the waist, pants, athletic pants, sweatshirts, and T-shirts only.</p> <p>Field-trip attire: Normal school clothing for events that do not involve sports activities or nature hikes, etc.</p> <p>Students will arrive and leave in appropriate attire, or subject to teacher discretion.</p>	<p><u>Dresses and skirts:</u> Knee-length or longer; no slits higher than the knee No tight-fitting skirts or dresses No exposure of bare midriff (for example: when elbows are raised to shoulder level, no midriff should be showing)</p> <p><u>Tops (blouses, shirts, sweaters, and dresses):</u> Must be modest; must not be tight-fitting; must not be low cut, or excessively open Tops must have sleeves that cover the shoulder Length of top cannot allow exposure of bare midriff as stated above No sheer fabrics, sleeveless tops, tank tops, or spaghetti straps</p> <p><u>Other:</u> All clothing must be neat, clean, and in good repair, with no designer tags or holes. Clothing may contain writing, prints, and logos that are in line with the biblical principles we espouse. Parents are to err on the side of caution when selecting appropriate attire for their children, and teachers, in consultation with the administration, will ultimately decide whether the clothing is appropriate or not.</p> <p>No earrings or distracting jewelry.</p> <p>No make-up, no fingernail, or toenail polish.</p> <p>Hair is to be gender-appropriate. No dyed hair.</p> <p>No body piercing or tattoos</p> <p>Gym attire: modest shorts no shorter than halfway between the knee and the waist, pants, athletic pants, sweatshirts, and T-shirts only</p> <p>Field-trip attire: Normal school clothing for events that do not involve sports activities or nature hikes, etc.</p> <p>Students will arrive and leave in appropriate attire, or subject to teacher discretion.</p>

The designated administrator is the final authority on appropriate apparel. A student who violates the dress code will be disciplined with measures that correspond to the violation. Examples of such discipline include warning, substitute clothing, and/or a call home with the request that a parent provide proper clothing for the student.

4.8

PERSONAL RIGHTS AND RESPONSIBILITIES

Providence Christian School has a moral obligation to insure that each student and employee within the school can enjoy a safe and secure experience in a caring Christian environment. Therefore, it is the policy of the school to prohibit all forms of abuse, including physical, emotional, and sexual abuse, as well as to protect all individuals in the school from such abuse. It is also our policy to encourage everyone associated with the school to avoid even the appearance of misconduct in order to prevent any potential misunderstandings or false accusations that can damage interpersonal relationships and the reputation of the school. The goals of the policies and guidelines stated in this document include:

- Ensuring awareness of the rights and responsibilities of each individual;
- Protecting all individuals using our facilities from all forms of abuse;
- Providing direction for reporting abuse and investigating reports of abuse;
- Facilitating assistance for those who may have been abused;
- Protecting individuals who interact with children on behalf of the school, both volunteer and paid staff, from false allegations of child abuse; and
- Protecting the integrity of our school.

A. Definition of important terms

1. Child: A person under the age of 18 years.
2. Abuse: Harm or threatened harm to a person's health or welfare which occurs through non-accidental physical or mental injury or through sexual abuse, defined below.
3. Individual Interacting with Children: All teachers, other employees, and volunteers who work in any capacity with children at the school.
4. Sexual Abuse: Engaging in any sexual contact with a child, the sexual exploitation of a child, the sexual harassment of a child, the sexual molestation of a child, and/or disseminating, exhibiting or displaying sexually explicit material to a child, regardless of whether such conduct is with or without the knowledge or consent of the child. Sexual abuse may be violent or non-violent. It includes sexual behaviors involving touching, such as fondling, as well as penetration, intercourse, and rape. It also includes sexual behavior that does not include touching, such as sexually suggestive comments, obscene phone calls, exhibitionism, displaying pornographic materials, and allowing children to witness sexual activity.

B. Background checks

To protect the students and employees of the school, every effort shall be made to prevent individuals with previous records of abusive behavior from being in any position in which they may endanger others. In the case of teachers, the background check is mandatory; in the case of other employees and volunteers, the background check shall be done as a matter of school policy.

Michigan law requires the school to perform criminal background checks through the State Police Department before employing any person as a teacher. If the applicant has taught previously, a form for reporting inappropriate behavior shall be sent to the place of last employment.

Others who work in any position in which they may interact with children in the school, whether as a paid employee or a volunteer, must be approved by the education committee and school board. The board may require a formal criminal background check at its discretion.

C. Standard of conduct

1. Basis: The basis of all good policy is God's perfect will, revealed to us for our own welfare. The following, and many other passages in Scripture, are to be considered as the standard for appropriate conduct:

"This is My commandment, That ye love one another, as I have loved you" (John 15:12).

"Love worketh no ill to his neighbour: therefore love is the fulfilling of the law" (Romans 13:10).

"Let all bitterness, and wrath, and anger, and clamour, and evil speaking, be put away from you, with all ,alice: And be ye kind one to another, tenderhearted, forgiving one another, even as God for Christ's sake hath forgiven you" (Ephesians 4:31-32).

"Abstain from all appearance of evil" (1 Thessalonians 5:22).

"... giving all diligence, add to your faith virtue; and to virtue knowledge; and to knowledge temperance; and to temperance patience; and to patience godliness; and to godliness brotherly kindness; and to brotherly kindness charity" (2 Peter 1:5-7).

2. Prohibited Conduct: To achieve the goal of preventing any form of abuse or potential of false allegations of abuse, students and individuals interacting with children in the school shall not engage in any of the following conduct:
 - (a) Hitting, kicking, slapping, or otherwise intentionally harming any other person physically;
 - (b) Threatening physical harm;
 - (c) Speaking in a manner that degrades any individual or group of people;
 - (d) Swearing or using obscene, foul, or sexually explicit language;
 - (e) Sexual exploitation, harassment, or molestation of any individual;
 - (f) Disseminating, exhibiting, or displaying sexually explicit material;
 - (g) Displaying private body parts to another;
 - (h) Child abuse, including child sexual abuse;
 - (i) Selling, giving, or furnishing any child with any tobacco substance, alcohol, or controlled drug;
 - (j) Demonstrating any romantic or sexual interest in a child;
 - (k) Removing clothing from any child, except when appropriately required under necessary circumstances and then in the presence of another adult whenever possible;
 - (l) Wearing anything but modest, appropriate attire in the presence of a child;
 - (m) Inappropriate kissing of a child;
 - (n) Extended or inappropriate hugging or embracing of a child;

- (o) Sleeping in the same bed or bedding with any child;
 - (p) Remaining in any building, room, motor vehicle, or private place with a child, unless in accordance with the guidelines stated below;
 - (q) Denying anyone, who is not a threat to a child, access into a room, vehicle or other place in which you are present with a child.
3. Private Conversations: In keeping with the goal of preventing child abuse and false accusations of child abuse, it is recognized that private conversations pose a particular risk in that they create an opportunity for child abuse to occur and may create a false impression that child abuse is occurring that would be difficult to refute. However, it is also recognized that there are times and circumstances in which a child may need to confide in an adult in private. Therefore, when engaging in a private conversation with a child, individuals interacting with the child should adhere to the following guidelines:
- (a) Private conversations should be held only as necessary;
 - (b) The substance of the conversations should remain appropriate at all times;
 - (c) Whenever possible, private conversations should be conducted in a very public and populated location that is accessible by others;
 - (d) If a conversation does not involve confidential matters, it should not be held in a private location;
 - (e) If at all possible, have someone else present during the conversation with the child.

D. Abuse reporting and investigation procedures

It is recognized that despite precautions, instances of suspected abuse may arise within the school. When instances of suspected abuse of any person in the school in any manner become known to an individual, he or she has a moral and legal responsibility to report the situation to the proper authorities. The following procedures should be followed to respond appropriately to any allegations of abuse.

1. If the person who is thought to be the victim of the suspected abuse is a child, Michigan law requires any teacher or administrator who becomes aware of the situation to report it immediately to Children’s Protective Services (337-5046) and/or the local police. Others may use this reporting system, although it is not mandatory. A written report will be required within 72 hours of the oral report. There are penalties for failing to report as required. There is also legal protection for all reports made in good faith, whether or not they prove to be correct. Appendix A identifies the situations in which it is appropriate to notify Children’s Protective Services or the police and those who are required by law to report.
2. School policy also requires all school personnel, or anyone representing the school in any capacity, to report all cases of suspected abuse, whether involving children or adults, to a member of the Netherlands Reformed Congregation’s Abuse Response Committee. The members of this committee are identified in Appendix B. It is not the responsibility of the reporting person to substantiate the alleged abuse, but only to report it. The reporting person (or the adult who first hears the report of a child) should write a report indicating the specific signs or symptoms of the abuse, the date when these were noted, and any other applicable information in order to preserve a record of the report and the circumstances triggering the reporting to the Abuse Response Committee. All reports will be held in extreme confidence.
 - (a) The Abuse Response Committee shall facilitate an immediate investigation to see if probable cause exists.

- (b) If the investigation reveals that a reasonable suspicion of abuse exists, the full school board shall be informed of the information to date.
- (c) If the investigation reveals that a reasonable suspicion of child abuse or other abuse exists, the accusation shall be immediately reported to Children's Protective Services and/or the local police department if this was not done earlier. The reporting person will be notified if this occurs in case he is contacted by the child, parents, or authorities.
- (d) If the alleged offender is a member of the school community, he shall then be informed of the allegations and suspended by the school board from participating in all service roles and related functions in the school, pending a hearing. When the alleged offender is a paid employee, the suspension shall be with full pay.
- (e) If allegations of abuse arise involving a member of the school community, the Abuse Response Committee and school are strongly recommended to retain legal counsel to advise them regarding the specific jurisdiction's laws and procedures, and how to mitigate legal liability of the school, if any, for the alleged abuse.
- (f) The hearing process shall be conducted by the school board president (unless he is the object of the investigation) and may include board members, the Abuse Response Committee members, and additional people appointed by them for a total of five to seven panelists. It is advisable that not all panelists be members of the local congregation because of the difficulty in maintaining objectivity during this time of shock and pain. For the same reason relatives and close friends should not participate on the panel. It is also recommended to have female panelists any time either the alleged offender or victim are female.
- (g) The task of the panel is to give both sides an opportunity to tell their stories separately. In the event it is not appropriate for the victim to appear personally, the panel may pursue alternative ways of collecting information. The panel is free to consult with experts in law and human behavior. When the panel has finished the hearing process, they shall deliberate and report the results of their investigation to the full board as applicable.
- (h) The identity of victims of any age must be protected, as well as anyone who reports the abuse. It must be emphasized that extreme caution must be taken at all times by all persons involved in the abuse case to maintain utmost confidentiality. Information regarding the case shall be kept in a locked file. Access to this file must be strictly limited to the panelists for the hearing and the police or child protection officials.
- (i) If abuse is verified, the offender continues under suspension and is dealt with by the board according to school policy and by the legal authorities in the Michigan or federal justice system. The offender shall not be placed in a position of risk to self or others again.
- (j) If the abuse is not verified, the suspension of service shall be lifted. If there is no verification, but there remains reasonable doubt after the hearing, the school board may use its discretion in restricting the alleged offender's role in the school.
- (k) During the entire process, the victim needs much support. He or she might be feeling much guilt for telling the secret or for being involved in the abuse. The victim may need therapeutic intervention and the school or church should help with the cost involved.
- (l) If a victim chooses to press charges, the school will not obstruct or attempt to bypass the legal process in any way.

Appendix A: REPORTING ABUSE IN THE UNITED STATES

If the victim is a child under the age of eighteen (18), notify the Children's Protective Services if:

- the child is related to the abuser and/or is living in the same residence.
- the child is being abused by parents, siblings, or non-relatives either living in the same home or during custodial arrangements.
- the child's safety is at risk, and parents are not protecting the child.

If the victim is a child under the age of eighteen (18), notify the local police department if:

- the victim does not know the abuser.
- the victim is not related to the abuser and does not live with the abuser.
- the victim may have contact with the abuser without protection.
- the victim is under the authority of the abuser, who may be a caretaker, a schoolteacher, youth group leader, or the like.

Persons required to report child abuse or neglect under Michigan law:

A physician, coroner, dentist, registered dental hygienist, medical examiner, nurse, a person licensed to provide emergency medical care, audiologist, psychologist, marriage and family therapist, licensed professional counselor, certified social worker, social worker, social work technician, school administrator, school counselor or teacher, law enforcement officer, or regulated child care provider who has reasonable cause to suspect child abuse or neglect shall make immediately, by telephone or otherwise, an oral report, or cause an oral report to be made, of the suspected child abuse or neglect to the department. Within 72 hours after making the oral report, the reporting person shall file a written report as required in this act. MCLA 7222.623(1) (Rev. 4-98)

Appendix B: NRC ABUSE RESPONSE TEAM

Jane Hoogerheide	372-1221
Case Schipper	388-3848
John VanZweden	353-4544
John Vergunst	375-0874

4.9

EMERGENCY PROCEDURES

Emergency Authorization

Parents or guardians must complete at the beginning of the school year an emergency authorization form indicating their children's doctor and a person to contact if the parents or guardians cannot be reached in an emergency situation. Copies of these forms, or equivalent information, will be carried by teachers on all class trips.

Emergency Contact

If a student must be contacted during school hours for an emergency, it is safer not to leave a message on the answering machine if no one responds because there is not always someone in the office. In the event that no one answers, call one of the teachers' cell phones.

Medication and First Aid

For legal and health reasons, the staff will not administer any medications, including over-the-counter pain relievers, to your child. If your child will need medication during the school day, you are responsible for its administration and proper use. In case of injury, we will clean the wound and apply a protective bandage. If necessary, we will contact you so you can arrange for further treatment. If medical care resulting from an accident at school is required, we must be informed to keep required records.

Weather and Emergency School Closing

School closings due to severe weather conditions will be announced on WKZO. The school calling chain will also be activated. Parents will be notified through the school calling chain if the school is closed for reasons other than adverse weather conditions.

Fire Safety Plans

In the event of a fire in the school, detectors are sounded manually. Students are instructed to leave the building in an orderly fashion as a class, using the exit nearest their classroom. Windows and doors are to be closed, if possible. Fire drills are conducted during each school year to ensure that students and teachers know the procedures.

Tornado Safety Plans

A weather alert monitor is in the school to notify the staff of tornadoes or other severe storms. Students will not usually be dismissed in the event of a tornado watch or warning, following the recommendation of the local emergency officials. When a tornado has been sighted in the area, students will be placed in designated areas away from windows.

Lockdown Procedures

When information has been received about a crisis in the vicinity of the school, the teachers will be notified through the phone system of the need for a lockdown. The teacher is to lock the classroom door and restrict student movement within the room. Shades must be pulled and students moved away from the windows if possible. Students in any outdoors classes, in recess, or in the gymnasium will return to the classroom. Students will remain in the classroom, and the teachers will move from class to class according to normal schedule. Designated school personnel will be the only persons allowed to enter the school (parents, students, police officials, etc.). The procedure will end with the announcement of an "all clear" signal over the phone system.

Designated Spokesperson

To prevent conflicting or inappropriate information being provided to the public, the school has one designated spokesperson. This person will normally be the school board president and will be identified under the school board and committee listings in section 2.1 of the handbook. All media inquiries and public statements should be directed through the designated spokesperson.

4.10

SCHOOL BUS POLICY

1. Students should arrive at their pickup point at least five minutes ahead of scheduled departure time.
2. Bus driver must be notified personally or through a fellow student if you will not be riding.
3. Each passenger must stay seated in one place while the vehicle is in motion.
4. There will be no loud talking or shouting.
5. No radios, cassette players, or CD players may be used on the bus.
6. Communication with the driver must be kept to a minimum.
7. Offensive or abusive language will not be tolerated.
8. There will be no throwing of objects in the bus.
9. Hands and feet must be kept to oneself.
10. The aisles must not be blocked.
11. Head, hands, and feet must be kept inside the windows of the bus.
12. No junior-high students of opposite sexes may occupy the same seat.
13. There will be no intentional physical contact, intimate or otherwise, between passengers.
14. The cell phone is for driver use only.
15. There will be no littering on the bus.
16. Bus driver directions must be followed promptly and courteously at all times.
17. No students may interfere with the bus when driving separately, and the bus driver must call 911 immediately when student driving interference occurs.

CONSEQUENCES

All infractions are to be recorded on a bus incident report form by the bus driver. The transportation committee chairman will maintain a record. Students who persistently or seriously create disturbances or unsafe conditions will lose bus-riding privileges. A first offense (including, but not limited to, littering, excessive noise, seat-hopping, or standing on a moving bus) will earn a verbal warning (Plymouth High School bus only) or loss of riding privileges for one week (Kalamazoo Public School bus); any second offense within the same school year will result in a one week suspension of riding privileges; third offense, a one month suspension of riding privileges; fourth offense, suspension of riding privileges for the balance of the school year. Offenses of a serious nature (including, but not limited to, fighting on the bus, destruction of property, and defiance of bus driver directions) will result in automatic suspension from the bus for a period to be determined by the transportation committee chairman in consultation with the board president or other designated board member.

5.1

SCHOOL USE POLICY

Those wishing to use the school facility for extracurricular activities may contact the office to obtain a facility use agreement.

6.1

STATEMENT OF PURPOSE

Providence Christian School is founded upon the desire of parents of the Netherlands Reformed Congregation of Kalamazoo to educate their children in an atmosphere that reinforces the religious instruction of the home and church. God's Word places the responsibility for education upon parents as shown in Deuteronomy 6:6-7 and Ephesians 6:4 which read as follows:

And these words which I command thee this day shall be in thine heart; and thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down and when thou risest.

And ye fathers, provoke not your children to wrath; but bring them up in the nurture and admonition of the Lord.

This is reinforced in the baptism of our children, where parents “promise and intend to see these children, when come to years of discretion, instructed and brought up in the true and perfect doctrine of salvation [as contained in the Old and New Testament and taught in the Netherlands Reformed Congregations], or help or cause them to be instructed therein, to the utmost of our power.”

This is a total responsibility that begins in the home, is reinforced in the church, and extends to the school once the child is old enough for formal education. The school is of primary importance in the development of the child since most of the child's learning hours are spent in this sphere. Due to its formative importance, the responsibility for education cannot be delegated to the state nor to a public secular institution where an education in accordance with God's Word is impossible.

The first question in education is “Why a Christian school?” Here the inspired Word of God gives us the authoritative answer. God reveals Himself in the Bible and His creation. The Christian school gives the Bible a prominent place and thereby plays an important role in transmitting to our children their spiritual heritage.

The Christian school is also concerned with the mastery of the fundamentals of human knowledge and as such plays a major role in transmitting to our children their cultural heritage. All of this is subordinated to the goal of preparing the children for the task of living their lives in the service of God to the fullest extent of the capabilities given them by God.

Since all people are created beings, all learning centers around religious values. In a Christian school, we have the privilege of integrating all instruction around the core of values of the historic orthodox Christian faith. In the focus of this faith, as interpreted by our doctrinal standards, i.e., the Heidelberg Catechism, the Confession of Faith, and the Canons of Dordt, we can direct all of man's faculties to a study of God's revelations so that the intellectual, social, emotional, and physical development of the child can be given direction and balance.

The Christian school thus serves two major purposes. First of all, it seeks to educate the children for a life of obedience to God's calling in this world, to love their fellow man, and to be good stewards in their God-given tasks

and calling. To do this effectively, the variety of abilities, needs, and responsibilities of the students, as well as their inadequacies or shortcomings, must be taken into account. This demands selection and development of a curriculum and learning goals best suited to prepare them for their life ahead. Secondly, it serves as a shelter from the evil influences of the public school system during the impressionable formative years of the child's education. It forms a protective shield around the children and provides them with the Bible-centered basis with which to resist and handle those influences in later life.

Since a Christian school benefits not only the parents and children but the church at large, it is the obligation of the whole congregation to establish and maintain the school, to pray for it, work for it, support it financially, and send our children to it.

Still to be addressed is the question of "Why our own Christian school?" It is only through our own school, with teachers from the Netherlands Reformed Congregations, that we can be assured that our children are being instructed in a manner truly consistent with our own beliefs. In addition, through our own school, a Christian education can be made available to all of the children in the congregation regardless of ability to pay.

The purpose of the school and Christian education is not limited to children of the Netherlands Reformed Congregation of Kalamazoo. Our school carries with it the inherent responsibility to offer the Bible-centered education to all those showing a commitment to Christian education and willing to abide by the standards of Providence Christian School. The School Board is responsible for carrying out this "mission" mandate and actively seeking to encourage non-members to attend the school.

Due to the magnitude of this endeavor, the need for God's blessing, guidance, and sustaining hand is acknowledged in order to carry out the School's purpose within the congregation.

6.2 DOCTRINAL STATEMENT

Our religious instruction is based entirely upon Holy Scripture and presented from a Reformed perspective in accordance with our Doctrinal Standards: the Heidelberg Catechism, the Belgic (Netherlands) Confession of Faith, and the Canons of Dordt. A summary of major doctrines follows:

1. A belief in a Triune God

Our doctrines rest on a firm belief in a triune God consisting of God the Father, God the Son, and God the Holy Ghost (or Spirit).

2. A belief in the infallibility of God's Word

We believe that God has revealed Himself through the medium of His Word. Therefore, Scripture stands above personal revelation. God's Word is infallible since it is divinely inspired.

We stress the literal interpretation of Scripture. Biblical stories are not myths designed merely to teach a moral lesson, but are historical realities. Therefore, our science classes stress the origin of the world as God's creation. The various fallacies of the theory of evolution are also covered.

3. A belief in the five points of Reformed doctrine

a. Total depravity of man

Man was once created with the ability to serve God perfectly. Adam, as representative of the entire human race, and we with him, have willingly chosen sin. The wages of sin are a three-fold death: temporal, spiritual, and eternal. Since man is spiritually dead in his sins and trespasses, he is incapable and also unwilling to save himself. Consequently, man rushes on to eternity with no concern about his future state. Yet man remains responsible. He has lost the image of God and become the image-bearer of Satan. God, however, is unchangeable and requires back His image as He did before the fall.

b. Unconditional election

We believe in divine election, the doctrine that states that God the Father from eternity chose those whom He desired to save. This election proceeds entirely from God's sovereignty, with the elimination of any foreseen faith or good works in man.

c. Limited atonement

We believe that Christ did not die for all mankind, but that He offered Himself as a sacrifice for those who were given Him by His Father. Christ came to fulfill the demands of God's law. This law required perfect obedience and could not be fulfilled by any good works on the part of the sinner. Christ only, being without sin, could satisfy the penalty for sin.

d. Irresistible grace

God the Holy Spirit is the prime mover in the work of salvation. He begins this work in the hearts of His people. This work cannot be stopped by human endeavors. He makes His people willing in the day of His power. Therefore, salvation is a one-sided work of God.

e. Perseverance of saints

Since the Holy Spirit is the author of salvation, He also finishes the work which He has begun. None of those chosen from eternity shall ever go lost.

4. Method of salvation

While we may not restrict the methods which the Holy Spirit may use in the conversion of a person, yet there is a common manner which may be discerned. Our Heidelberg Catechism outlines the three things necessary for man to know to live and die happily:

a. How great my sins and miseries are

The Lord initially stops the sinner and shows him basically the following two realities:

- 1) Who the Lord is—a holy God who cannot endure sin
- 2) Who he is—a sinner who has all his life been running away from God, living only for his own selfish goals, loving sin, etc.

The sinner frequently resolves to live better, to try to fulfill the demands of God's law. This may go well for a time, but the Lord continues to reveal the depravity of the heart. The sinner finds that he cannot earn his own salvation, that he cannot patch the old garment of his own righteousness. He sees that he is really lost. He cannot do anything to please the Lord. He comes to view his entire being as sinful in God's sight. He therefore comes to plead upon God's mercy.

- b. How I may be delivered from all my sins and miseries

At the Lord's time, Christ is revealed to the sinner as the all-sufficient Savior. He has paid the penalty for sin on Calvary's cross. He has purchased life for those who deserved nothing but death.

- c. How I shall express my gratitude to God for such a deliverance

Those who are truly saved receive the desire to live a holy life before the Lord. They no longer desire to live a life of sin. They frequently fall into sin, but their sincere desire is to live a life of gratitude. They make the choice of Moses: "Rather to suffer affliction with the people of God than to enjoy the pleasures of sin for a season" (Hebrews 11:25).

We encourage our students to seek the Lord while they are young, to pray earnestly to receive this salvation. We urge them to search the Bible carefully and to read books for their spiritual profit.

6.3 RELATED PRACTICES

Since we believe that the Lord holds parents responsible for the rearing of their children, parents are urged not to lead their children into the ways of the world. We are not called to live an ascetic life, but are called to be an example in the midst of a sinful world. The following include a few categories of practice related to this principle which impact school activities:

1. Sunday is to be treated as a day devoted to the service of the Lord, not a day for work or recreation.
2. The negative influence of television is avoided. Television has all too frequently served as a medium for violence and immorality. We also find, from an educational standpoint, that it often destroys or inhibits the spontaneous creativity inherent in children. Shows and dramatic productions also fall into this category. In addition, parents are strongly encouraged to monitor and set in place guidelines to regulate all forms of modern media.
3. Holidays of the church calendar are commemorated; some secular customs and holidays are not retained. For example, October 31 is commemorated as Reformation Day, not Halloween. The secularization of Christmas is avoided as much as possible. Valentine's Day is not celebrated, but a special Friendship Day is held as a substitute for the holiday parties usually held in most schools.
4. Representations in art form of God, the Lord Jesus, angels, and devils are avoided.
5. Music is part of our daily program. We do use carefully selected secular songs but put primary emphasis on selections from our Psalter or hymnbooks.
6. The King James Version of the Bible is the only version used in our classes.
7. Prayer before and after meals along with the reading of a Bible portion is routine procedure during the noon hour. The school day is also opened and closed with prayer.

