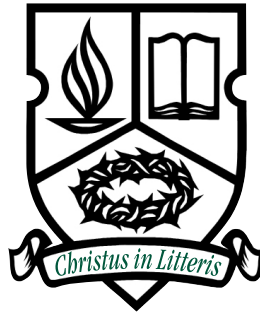
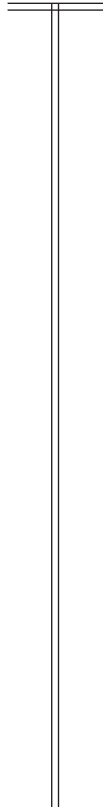


ST. STEPHEN'S ACADEMY



Parent/Student Handbook



As a classical, Christian school, St. Stephen's Academy aims to provide an academically excellent education in a grace-filled environment that develops Christian character and equips students with tools of learning that will last a lifetime.

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NON-DISCRIMINATION POLICY

St. Stephen's Academy admits students of any race, color, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

PHILOSOPHY AND PURPOSE OF ST. STEPHEN'S ACADEMY

Mission Statement

As a classical, Christian school, St. Stephen's Academy aims to provide an academically excellent education in a grace-filled environment that develops Christian character and equips students with tools of learning that will last a lifetime.

Vision

The vision of St. Stephen's Academy is to be one of the leading K-12 classical Christian schools in the Pacific Northwest. We aim to equip children to be lifelong learners and to provide them with a body of knowledge that enables them to comprehend the world in which they live, to engage contemporary culture with a biblical worldview, and to communicate clearly and graciously. To accomplish our mission we are dedicated to a time-tested classical curriculum, the Trivium, whose three stages correspond to a child's natural stages of development.

We aim to always employ a highly qualified faculty and staff who understand and are committed to the classical model and who will pass on a love of learning to their students. Our commitment to classical Christian education has been affirmed by achieving accreditation with the Association of Classical Christian Schools. Our model of education is intended to open the door for our graduates to be lifelong learners contributing to the advance of God's kingdom wherever He may call them.

History

In 1947, the author Dorothy Sayers spoke at Oxford University:

"If we are to produce a society of educated people, fitted to preserve their intellectual freedom amid the complex pressures of our modern society, we must turn back the wheel of progress some four or five hundred years, to the point at which education began to lose sight of its true object. . . modern education concentrates on "teaching subjects," leaving the method of thinking, arguing, and expressing one's conclusions to be picked up by the scholar as he goes along. . . (classical) medieval education concentrated first on forging and learning to handle the tools of learning".

The idea for a school is found in the original vision statements of Evergreen Presbyterian Church, of which the school is a ministry. In 1996, a number of families influenced by the development of the classical Christian school movement began meeting to discuss the possibility of establishing a school. During 1999/2000, one Evergreen member tutored two home-schooled children. In 2000/2001, four families formed a home-schooling cooperative using the Evergreen building on 3 mornings a week and began developing a classical Christian curriculum; during the year a

fifth family joined the school. From these modest beginnings, the foundations for St. Stephen's Academy were born.

With God's guidance and provision, St. Stephen's has quickly become a leading classical Christian school in the Pacific Northwest. We are accredited with the Association of Classical Christian Schools and the Northwest Association of Accredited Schools. St. Stephen's Academy is registered as a 501(c)3 non-profit organization. The school offers a full K-12 curriculum. Our enrollment has grown to over 210 students. We have expanded our facilities to accommodate student growth and to enhance educational opportunities with dedicated space for art, music, science and a library.

We give thanks to God for His provision in the past and are excited by the opportunity to participate in His plans for the future.

School Shield

St. Stephen's Academy is named for one of the first deacons of the church, whose most famous gift of service was his eloquent testimony to God's plan for history. He is represented on the school shield by three symbols:

- The flame (Stephen was "full of the Holy Spirit," Acts 6:5)
- The book (Stephen's testimony was founded on the truth of the Bible, Acts 7)
- The crown of thorns (Stephen's willingness to follow the Lord Jesus, whatever the cost)

The school's motto is "Christus in Litteris," Latin for "Christ in Scholarship." "Christ the power and wisdom of God." I Corinthians 1:24

Milestones

2001/2	Moved to independent premises Established Board Completed initial curriculum review
2002/3	Developed kindergarten program Implemented 7th grade Developed Logic program
2003/4	Implemented 8th grade Second curriculum review
2004/5	Implemented 9th grade Developed Rhetoric program Membership in Association of Classical & Christian Schools
2005/6	Recruited full-time administrator 501(c)3 application filed Membership in Christian Schools International Implemented 10th grade

2007/8	Implemented 11th grade Moved to facility for 140 students 501(c)3 status approved
2008/9	Implemented 12th grade Graduated first student
2010/11	Facilities expansion
2011/12	Accredited by the Association of Classical & Christian Schools (ACCS); 22nd school to achieve this honor in the nation.
2012/13	Created Dean of Academics, Dean of Students and Administrator positions
2013/14	Graduated fourth senior class Re-accredited by ACCS

Values

We believe in the Triune God who has revealed Himself in Creation and, supremely, in the person of the Lord Jesus Christ, and the Bible which bears witness to Him. We believe that God has called us to worship Him with our minds. Therefore, we desire to provide an environment within which each child be given the opportunity to develop his or her mind within the framework of a Biblical worldview. We also believe that God the Son left the glory of heaven to serve, even in the shame and pain of death on a cross. We are called to follow in Christ's footsteps of humble service. Therefore, the school desires to serve the community as a ministry of the church with which we are associated. The school recognizes its foundations in the reformed tradition, as articulated in the Westminster Confession of Faith.

The practical application of these values includes:

- Handling disagreements and discipline biblically.
- Maintaining a quiet, ordered and disciplined environment that allows each child to apply himself to his or her studies.
- Using recess as an opportunity for wholesome play.
- Maintaining good relations with the community in which the school is placed.
- Acknowledging God's sovereign grace in all aspects of the school and modeling this grace in the school community and beyond.
- Managing the resources that God has given us in a fiscally responsible manner.

The Classical Christian Educational Model

The classical model of education has been developed and utilized for over 2,500 years, an approach still common in this country as

recently as the early 20th century. Building on the cultural heritage of the ancient Hebrews, Greeks, and Romans, a classical education has trained nearly every great leader, scientist, and scholar of Western civilization.

The classical method recognizes three learning stages. These correspond to the natural development of the student's mind as the student gains knowledge, understanding and wisdom:

Grammar deals with the foundational rules and facts of any given subject. It is the focus of Kindergarten through 6th grades.

Logic is emphasized during the middle years. It is concerned with the reasoning which ties all the various particulars together.

Rhetoric is taught during the high school years, when students learn how to express their thoughts clearly and persuasively.

With a classical education, a student acquires what Dorothy Sayers called "the tools of learning," which enable each one to continue as a lifelong student in his or her calling.

Oversight

Ultimate oversight for St. Stephen's rests with the Session of Evergreen Presbyterian Church.

The Session has appointed a Board of Directors whose primary responsibility is to ensure St. Stephen's remains a classical Christian school and that it remains faithful to its mission, vision, and values. To fulfill this responsibility, the Board focuses on: Faculty, Facilities, and Funding.

The Board appoints a Headmaster who is responsible for managing the operation of the school. The Board appoints various committees to aid in carrying out their responsibility - an example of this is the curriculum committee.

There are currently five key documents that define the organization and its operations:

- 1) *Bylaws* – Defines the rules that govern the corporation of St. Stephen's Academy
- 2) *Board Policy Manual* – Defines the policies that govern the actions and responsibilities of the Board of Directors
- 3) *Parent/Student Handbook* – Defines the policies that apply to the parents and students of families that attend St. Stephen's Academy
- 4) *Staff Handbook* – Defines the policies that apply to the St. Stephen's Academy staff
- 5) *Curriculum Guide* – Defines the curriculum that is taught at St. Stephen's Academy

St. Stephen's is accredited with the Association of Classical Christian Schools, Christian Schools International, the National Council for Private School Accreditation and the Northwest Accreditation Commission, and maintains close relationships with similar schools in the Portland/Vancouver Metro area.

LOST TOOLS OF LEARNING CHART

BEGINNING GRAMMAR (PRE-POLLY) Grades K-2 Approx. ages 4-8	GRAMMAR (POLL-PARROT) Grades 3-6 Approx. ages 9-11	LOGIC (PERT) Grades 7-8 Approx. ages 12-14	RHETORIC (POETIC) Grades 9-12 Approx. ages 15-18
<p>Student Characteristics</p> <ol style="list-style-type: none"> 1) Obviously excited about learning 2) Enjoys games, stories, songs, projects 3) Short attention span 4) Wants to touch, taste, feel, smell, see 5) Imaginative, creative <p>Teaching Methods</p> <ol style="list-style-type: none"> 1) Guide discovering 2) Explore, find things 3) Use lots of tactile items to illustrate point 4) Sing, play games, chant, recite, color, draw, paint, build 5) Use body movements 6) Short, creative projects 7) Show and Tell, drama, hear/read/tell stories 8) Field trips 	<p>Student Characteristics:</p> <ol style="list-style-type: none"> 1) Excited about new, interesting facts 2) Likes to explain, figure out, talk 3) Wants to relate own experiences to topic, or just to tell a story 4) Likes collections, organizing items 5) Likes chants, clever, repetitious word sounds (e.g. Dr. Seuss) 7) Easily memorizes 8) Can assimilate another language well <p>Teaching Methods</p> <ol style="list-style-type: none"> 1) Lots of hands-on work, projects 2) Field trips, drama 3) Make collections, displays, models 4) Integrate subjects through above means 5) Teach and assign research projects 6) Recitations, memorization 7) Drills, games 8) Oral/written presentations 	<p>Student Characteristics:</p> <ol style="list-style-type: none"> 1) Still excitable, but needs challenges 2) Judges, critiques, debates, critical 3) Likes to organize items, others 4) Shows off knowledge 5) Wants to know “behind the scenes” facts 6) Curious about “Why?” for most things 7) Thinks, acts as though more knowledgeable than adults <p>Teaching Methods:</p> <ol style="list-style-type: none"> 1) Time lines, charts, maps (visual materials) 2) Debates, persuasive reports 3) Drama, reenactments, role-playing 4) Evaluate, critique (with guidelines) 5) Formal logic 6) Research projects 7) Oral/written presentations 8) Guest speakers, trips 	<p>Student Characteristics:</p> <ol style="list-style-type: none"> 1) Concerned with present events, especially in own life 2) Interested in justice, fairness 3) Moving toward special interest, topics 4) Can take on responsibility, independent work 5) Can do synthesis 6) Desires to express feelings, own ideas 7) Generally idealistic <p>Teaching Methods:</p> <ol style="list-style-type: none"> 1) Drama, oral presentations 2) Guide research in major areas with goal of synthesis of ideas 3) Many papers, speeches, debates 4) Give responsibilities, e.g. working with younger students, organize activities 5) In-depth field trips, even overnight 6) World view discussion/written papers

Source: Adapted from the Lost Tools Illustrated Chart. Copyright: Tom Garfield, Logos School, Moscow, ID Organizational Structure

Philosophy

St. Stephen’s Academy was established in 1999 as a ministry of Evergreen Presbyterian Church, a private, Christian school committed to providing a classical and biblically based education to young people in primary and secondary grade levels. Education at St. Stephen’s Academy is intended to be inherently different in philosophy and content than that offered in the public schools. St. Stephen’s Academy strives to operate as an extension of the family under the assumption that the education of young people is the responsibility of parents and the immediate family rather than the responsibility of the state. St. Stephen’s Academy provides a biblically based curriculum and teaches all subjects as parts of an integrated whole with the Scriptures at the center.

In conjunction with the biblical emphasis, St. Stephen’s strives to follow a classical and Christian education, as described in the following works:

- The Lost Tools of Learning* by Dorothy Sayers (essay)
- The Seven Laws of Teaching* by John Gregory
- Recovering the Lost Tools of Learning* by Douglas Wilson

Statement of Faith

We believe the Bible, consisting of the Old and New Testaments, is the inspired and only infallible, authoritative Word of God.

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

We believe in the deity of our Lord Jesus Christ, His virgin birth, His sinless life, His miracles, His vicarious and atoning death through His shed blood, His bodily resurrection, His ascension to the right hand of the Father, and His personal return in power and glory.

We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.

We believe that a person is justified through faith in the Lord Jesus Christ alone.

We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.

We believe in the resurrection of both the saved and the lost – they that are saved, unto eternal life, and they who are lost, unto eternal damnation.

We believe in the spiritual unity of believers in our Lord Jesus Christ and His church.

The school believes that this statement of faith is a summary of the Gospel of Jesus Christ found in the scriptures, and that it is consistent with the expression of the Gospel in the Westminster confessional standards. St. Stephen's Academy is a ministry of Evergreen Presbyterian Church, which is a congregation in the Presbyterian Church in America (PCA). While the standards are widely accepted among the regular members of the PCA, subscription is not required. From its inception, St. Stephen's has been built on a foundation which put scripture first, but which acknowledged the Westminster Standards as a faithful summary of the scriptures. Our curriculum reflects these priorities. While we eagerly accept students and families from other evangelical traditions, from other religions, and from outside the Christian faith, we are a ministry of a confessional church. We ask that our families understand this, and that they come here understanding who we are.

The Evergreen Session, which oversees St. Stephen's Academy, adheres to the Westminster Standards.

Objectives and Standards of St. Stephen's Academy

In the programs and teaching at all levels, as well as through extracurricular activities and examples set by faculty and staff, St. Stephen's Academy strives to:

- 1) Teach all subjects in the curriculum as parts of an integrated whole with the Scripture at the center (II Timothy 3:16-17).
- 2) Provide a clear model of biblical Christian life through the school staff and Board. (Matthew 22:37- 40).
- 3) Encourage every student to begin to develop a personal relationship with God the Father through Jesus Christ (Matthew 28:18-20).
- 4) Emphasize grammar, logic, and rhetoric in all subjects. (Grammar is to be understood as the fundamental rules and data of each subject. Logic is to be understood as the ordered relationship of particulars in each subject. Rhetoric is to be understood as the means by which the grammar and logic of

each subject may be expressed clearly.)

- 5) Encourage every student to develop a love for learning and to achieve maximum academic potential.
- 6) Provide an orderly and secure atmosphere conducive to maintaining these standards.

In Loco Parentis ("in place of the parents") Policy

"In loco parentis" means that teachers and staff of St. Stephen's act in the place of parents, with authority delegated by the parents. It is important for parents and teachers to work together to develop the Christian character of our students. In practice this means that teachers and staff respect the authority of parents; that parents support the efforts of teachers and staff to exercise the authority delegated to them; and that students obey and trust both their parents and the teachers and staff as a faithful fulfillment of the fifth commandment.

Secondary Doctrine Policy

St. Stephen's has always attempted to distinguish between primary and secondary doctrine in its daily life. Our statement of faith outlines what we feel to be primary doctrines. Our statement of faith does not address topics we hold to be secondary; issues such as paedobaptism, communion, styles of worship, and ecclesiology. While we hold all doctrines to be important and to be right or in error, we have never intended to demand that our students become Presbyterians. With these principles in mind, we operate St. Stephen's with the following objectives:

- 1) Discussion of secondary doctrines should be informative and non-partisan
- 2) Discussion of secondary doctrines should not become a distraction from the principle objective of teaching our curriculum
- 3) Discussion of secondary doctrines should never be conducted by our teachers in a manner which would cause students to lose respect for their parents or their religious traditions.
- 4) Neither should these discussions be conducted by our students in a manner that would require our teachers to defend our statement of faith or curriculum.
- 5) Students should always be encouraged to go to their parents or their pastors if they have questions about what is being taught at St. Stephen's.

Controversial Subjects

A controversial subject is a subject which Christian families and churches commonly consider divisive, whether or not the introduction of the topic was planned by the teacher or brought up by a student. Examples: environmentalism, old earth/young earth, partisan politics, etc. St. Stephen's Academy respects the convictions of parents and teachers in various academic subject areas, while at the same time teach all subjects in the light of a comprehensive

Christian worldview.

Our approach to such topics will be as follows:

- 1) We will not allow class time for the discussion of a subject which will not help achieve the goals set for that class in the curriculum guide.
- 2) If a discussion of a topic will help achieve the goals set out in the curriculum guide we will:
 - a) Instruct the class on their responsibility to honor the teaching they have received from their parents on this subject.
 - b) Direct students' to informed sources on each side of the subject concerned.
 - c) Encourage a gracious, scholarly, and charitable debate of the subject.
 - d) Refrain from adversarial debates with students.

Curriculum Materials Selection Policy

This policy applies to all non-elective (core) courses taught in the Pre-Grammar, Grammar, Logic, and Rhetoric levels of St. Stephen's Academy to help ensure that the philosophical and scriptural goals of St. Stephen's Academy are being adequately reinforced through the curriculum materials selected for each core class.

Core courses are those subject areas normally considered indispensable to an adequate education: Bible, mathematics, science, history, English, literature, foreign languages.

- 1) Selection of materials: no curriculum materials with a secular worldview may be adopted for student use unless all the following conditions have been considered:
 - a) After thorough research there appears to be no sound biblically-based materials of equal or better quality to the secular materials.
 - b) The secular material's primary document status necessitates it be used to fulfill adopted course objectives.
 - c) After a thorough examination, it is determined that while secular in intent, the materials do not undermine, but rather support broad biblical truths (e.g., a high quality, secular mathematics text, or high quality, timeless literature).
- 2) Adoption of materials (Pre-Grammar and Grammar): All core materials for Pre-Grammar and Grammar student use may only be adopted through the following procedures:
 - a) A teacher or Headmaster may make the recommendation to add or delete a student text. This may be done at any time, but is normally submitted at the end of the school year during the annual evaluation period.
 - b) In most cases, unless it would significantly alter the purposes and objectives of the coursework, the decision for replacement of a text/materials will be left to the Headmaster and teacher(s), the Curriculum Committee, any advisory individuals and budgetary considerations.
 - c) All such substitutions of texts/materials must comply with the above considerations for using secular materials.
- 3) Adoption of materials (Logic and Rhetoric): All core materials for Logic and Rhetoric student use may only be adopted through the following procedures:
 - a) A teacher or Headmaster may make the recommendation to add or delete a student text. This may be done at any time, but is normally submitted at the end of the school year during the annual evaluation period.
 - b) Requests for additions or deletions of materials for student use will be submitted through the Headmaster to the Curriculum Committee.
 - c) All such substitutions of texts/materials must comply with the above considerations for using secular materials.
 - d) The Curriculum Committee will consider the future availability, as well as the durability, of the proposed text/materials.
 - e) Should a member of the school (parent, teacher, Board member, Headmaster) wish to challenge the adoption/use of a particular text/materials; or if the proposed selections would conflict with (rather than support) the previously adopted course objectives, the matter will be referred to the Curriculum Committee for recommended action. Should this not result in a satisfactory solution, the matter will be referred to the Board of Directors.
- 4) Use of secular materials (at any level): When secular materials have been adopted for student use, the following guidelines must be adhered to:
 - a) The secular material must be rigorously examined and countered in philosophy with biblical/true perspectives (e.g. presenting the elements of the Theory of Evolution is desirable, but it must be subjugated in time and emphasis to the elements of the Creation account), in keeping with the scope of the course.
 - b) Falsehoods and unbiblical philosophies must be always identified as such.
 - c) Biblical principles within and/or related to the course objectives must also be presented to the students (e.g., while using a secular United States history text, the teacher must identify and emphasize the biblical foundations of our country).

ADMISSIONS

*Policies***Students**

- 1) A child will usually have reached the age of five years by September 1 of the fall in which the child would be entering Kindergarten.
- 2) A child entering first grade will usually have reached the age of six years by September 1 of the fall in which the child would enter St. Stephen's.
- 3) If a child has successfully completed the previous school year, and the child's school work and behavior compare favorably to the comparable grade at St. Stephen's, the child will be placed in the grade for which the child is applying. However, if there is evidence to show that the child may not be adequately prepared for the next sequential grade level, with parental approval, the child may repeat the previous grade.
- 4) The child should understand that their parents have delegated their authority to the school. Therefore, the child is subject to the instruction and discipline of the teachers and Headmaster in their prescribed roles at St. Stephen's Academy.
- 5) St. Stephen's Academy admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Parents

- 1) Though not required to be Christians, the parents of students at St. Stephen's Academy should have a clear understanding of the educational philosophy and mission of St. Stephen's Academy. This understanding includes their willingness to have their child exposed to the clear teaching of the school's Statement of Faith in various and frequent ways within the school's program.
- 2) The parents should be willing to cooperate with all the written policies of St. Stephen's Academy. This is most important in the area of discipline (see Basic School Rules and Discipline Policy) and school work standards, as well as active communication with the respective teacher(s) and administration.

*Procedures***Enrollment**

- 1) *Returning students and siblings of existing students*
St. Stephen's families who would like to enroll additional children not presently attending the school shall be given enrollment preference over new family applicants. Registrations for returning students and applications for new siblings to be enrolled begins on December 1 for the following school year. The online application for each new student must be

accompanied by a \$100 non-refundable application fee. The reservation deposit for returning students is equivalent to one month's tuition at the following year's rate published December 1 and is due by January 1. Families receiving financial aid will need to make a \$50 non-refundable reservation deposit per child until they receive their financial aid award, at which time the balance of their first month's tuition payment will be due by April 15th to secure their spot. St. Stephen's reserves the right to not renew a student for the next academic year.

2) *New students*

Online applications for new students may be submitted, with a \$100 per student non-refundable application fee, beginning December 1 for the following school year. When an application has been submitted, student evaluation for class placement will be scheduled. The Headmaster will interview the parents shortly thereafter. The purpose of the parent interview is to ensure that parents fully understand St. Stephen's values, mission, and philosophy. It is essential that the relationship between school and home be one of openness and mutual support. We take seriously the role that we are given by parents who entrust their children to us for education. The interview ensures that families are aligned with St. Stephen's in mutual pursuit of excellence in education.

Payments

- 1) Monthly payment option: The first monthly tuition payment for returning students is due on January 1. This first tuition payment is non-refundable. A Financial Agreement detailing tuition and fees due for the year and payment options will be sent out by May 1. Monthly tuition payments are spread over 12 months, due the first day of each month for January and then continuing June/July/Aug/Sept/Oct/Nov/Dec/Jan/Feb/Mar/Apr/May.
- 2) Annual payment option: Families may opt to pay the entire yearly tuition amount in advance, and take a 2% discount on the total annual tuition fee, if payment is made on or before June 1. (The discount does not apply to fees or to families receiving tuition reimbursement or financial aid.)
- 3) New students: When a new student's placement is confirmed, the first monthly tuition payment will be due 10 days from the date of notification of acceptance and the balance of tuition will be spread over the number of remaining months in the payment schedule depending on the date of enrollment.
- 4) Financial Aid: Financial aid for tuition is available. St. Stephen's Academy currently uses the services of Financial Assistance for School Tuition (FAST) in determining the eligibility and amount of financial aid for which a family may qualify. The FAST application is separate from the St. Stephen's application and must be turned in to FAST between February 1-28 in order to be considered in the first round of aid awards. (For families applying for financial aid after this date, the request may be considered at the discretion of the Board and awarded based on funds available.) Awards are communicated in March once the scholarship budget is approved.

- 5) Fees cover textbooks, school supplies, field trips, a yearbook, Upper School Protocol dinner, outdoor school and a portion of the Upper School trip. Fees charged are included with the tuition payments and spread over 12 months. All reusable books and materials purchased remain the property of St. Stephen's Academy. Items not covered in the fees charge include: school lunches, uniforms, electronic devices, after school extracurricular activities, and lunches. These will be billed separately based, on a student's involvement.

BUSINESS MATTERS

Payments

All non-electronic payments must be submitted to the front desk of the school office, either by dropping in the payment box or by postal mail. This includes tuition, lunches, event tickets, etc.

Late Payments and Withdrawal

Late Payments

Parents are responsible to pay tuition by the first day of each month. A late fee of \$20 will be imposed for payments that arrive later than the fifth day of the month. Failure to pay tuition by the fifth day of the month will result in a phone reminder from the Headmaster or his designate. In the event of non-payment and the absence of any agreement being made, the student(s) may be expelled by the 1st of the following month. If accounts are not in good standing by the last day of school, a place will not be held for the student(s) for the upcoming year, until all fees and tuition have been paid. Finally, report cards and/or transcripts may be withheld from parents until back tuition is paid.

Withdrawal

The Financial Agreement represents a commitment for the full tuition and fees of all enrolled students for one school year. St. Stephen's Academy in turn makes commitments to its teachers and other financial obligations based on the enrollment levels. St. Stephen's depends on the promises made by its families to honor their contracts, and without that commitment, the quality of education and potentially the school's future could be jeopardized. Therefore St. Stephen's must enforce a policy that requires full payment of tuition for the school year regardless of the timing or circumstances of a student's withdrawal from the school.

Liability Waiver/Medical Release Form

All parents are required to sign a liability waiver/medical release in RenWeb at the beginning of each school year. This signed release must be on file in the school office in order for a student to attend any school-sponsored field trips. Please notify the school if the medical and/or insurance information changes at any time during the year.

PARENT INVOLVEMENT

Policies

St. Stephen's takes seriously its responsibility to assist parents in the education of their children. To that end, the direct involvement of parents in their children's education and in the operation of their school is essential. This includes closely monitoring and praising a child's progress, reviewing all teacher notes sent home, and attending all formal parent/teacher conferences.

Parent/Teacher Conferences

There are two Parent/Teacher Conference days each school year. The first happens after the Q1 report cards are published. The second happens after the Q3 report cards are published. One or both parents of each student are required to attend a conference with their student's teacher(s) at each conference day. For students in K-6th, the conference would be with the homeroom teacher. For students in 7th-12th, conferences should be held with the appropriate subject area teachers.

Service

St. Stephen's requires all families to volunteer 25 hours of service time per year to the school. The school office has a list of service opportunities and monitors records of volunteer service in RenWeb.

Examples of service opportunities include: assisting in the classroom, regularly or infrequently; supervising recess or lunch breaks; acting as chaperone on field trips; helping with campus facility/grounds work; serving as a story-reader or guest artist; with permission and by arrangement with the teacher, presenting your vocation to the class; sharing your experiences, trips, or vacations, as they may relate to an area of study in a class; helping with preparations for the many tasks related to promotion and fund-raising events. Parents may only volunteer under teacher/staff authority, direction and supervision. Continued service in any volunteer role is at the discretion of the overseeing staff member. Parent volunteer efforts should be for the benefit of the whole class.

We will make every effort to notify families of volunteer opportunities throughout the year. We will notify families quarterly of their accumulated service. The expectation that our families volunteer is universal, unless extenuating circumstances exist that prevent a family from meeting this expectation.

St. Stephen's Academy is committed to maintaining the safety of its student body. Before a parent can volunteer, or a staff member can be employed, he or she must have undergone an Oregon Criminal Background Check. The school will update these background checks periodically, once an initial clearance has been obtained.

If a family opts to not contribute 25 hours of service, they may make a contribution of \$500 to the school. This allowance is made realizing that sometimes seasons of life make it difficult to volunteer (illness, job requirements, small children at home, etc.).

Campus Visitors

We welcome parents and volunteers on campus when they are on campus for a stated purpose under the direction or supervision of a teacher or staff member. All visitors going beyond the lobby of the school must sign in and out on the Visitor Log and wear an ID tag. Please respect our office staff and allow them to get their work done when you are on campus with time to spare.

The Headmaster is pleased to meet with parents as needed. Anyone wishing to meet with the Headmaster may schedule an appointment through the Administrator. Please respect the Headmaster's time and workflow by not stopping by unannounced. This request includes times when parents are on campus for volunteer opportunities.

In order to promote a grace-filled environment we ask visitors to dress modestly while on campus. This includes not wearing form-fitting or low-cut apparel, including athletic apparel.

Parent Conduct Standards

Just as we expect teachers to conduct themselves in a courteous and respectful manner when communicating with parents, likewise parents will be expected to conduct themselves in a courteous and respectful manner when interacting with faculty, staff, and administrators, as well as with those who lead extracurricular activities, including representatives of SSA. SSA families will be expected to avoid abusive conduct.

"Abusive conduct" is defined as rude or unseemly conduct, which is the antithesis of Christian love as described in I Corinthians 13:4-5. "Rude," as defined by Merriam Webster is offensive in manner or action (i.e., discourteous). "Unseemly" is defined by the same resource as that which is not according with established standards of good form or taste (e.g., unseemly bickering) or that which is not suitable for time or place (i.e., inappropriate).

Parents who display a pattern of abusive conduct, whether in person or through other forms of communication, including e-mail, may be asked to withdraw their child from the school if efforts to encourage a more constructive approach to problem-solving fail. A student who is withdrawn due to abusive parent conduct cannot apply for readmission for one year following a withdrawal. Should such student desire re-admittance to SSA the following year, the SSA Board of Directors will make a decision based on, but not limited to, the circumstances surrounding the withdrawal and the parent's current attitude as relates to the reason for withdrawal as determined by an interview by a panel of Board members and administrators, and the circumstances at the time of re-application.

If a family has a legitimate grievance, provisions for addressing their concerns are found elsewhere in this handbook, and no provision of the above policy is intended to disallow a family from having their concerns addressed appropriately.

Special Occasions

For birthday or holiday celebrations, we ask that you contact your child's teacher prior to making plans. We strive to use the class time available for instruction, and any celebrations should be carefully planned so as not to distract from the teachers' goals. Parents bringing treats for a special occasion must check in at the front desk when delivering the treats.

Party invitations

Invitations to off-campus birthday parties may not be handed out on school property. They must be mailed or emailed.

Communications with the Board

The Board values parental input and feedback regarding all school endeavors. As such, parents are afforded the opportunity to address the Board at its regularly scheduled meetings. If a family would like an item placed on the board meeting agenda, they must notify the headmaster no less than two weeks in advance of the board meeting. This forum shall not be utilized to circumvent policies regarding disputes and grievances. The administrative office maintains a calendar of, and an agenda for, the Board's regularly scheduled meetings.

EXTRA ACTIVITIES

Field Trips

All students attending St. Stephen's sponsored field trips must have a signed liability waiver/medical release on file. Additionally, a permission slip for each field trip must be signed by a parent/legal guardian. Transportation will be provided by teachers and/or parent volunteers who have a background check on file. Drivers must have copies of medical release forms for all students riding in their vehicles (copies of the forms will be available from the school office and should be returned to the office after the field trip).

Extracurricular Activities

The focus of our vision is to provide an academically excellent education. For St. Stephen's to do this well, some activities, while good in themselves, may need to be pursued elsewhere. Equally, we recognize that some activities may be both beneficial and not in conflict with the mission of St. Stephen's.

St. Stephen's will encourage those activities that do not create an undue burden or expectation on faculty, families or finances.

We recognize that it is important to honor the different stages of the Trivium and that what is appropriate for a child in the Rhetoric stage may not be appropriate in the Grammar stage. In particular, we regard it as important that there be activities and privileges for

students to “look forward” to. We recognize that this means that some students will be asked to participate in certain activities at certain times and that others may not be similarly asked and that there is no automatic “right” that requires everyone to be allowed to do everything at any particular time. In these matters, the Headmaster’s decision is final.

Extracurricular activities are defined as those that occur outside scheduled class time and that are not mandatory for all students. Activities requiring class time need to be demonstrably consistent with the school’s curriculum guide and approved by the Headmaster.

If a student failed one or more classes in the previous quarter and is currently below 75% in any other class, he is ineligible to participate in extracurricular activities. A student will be on probation for extracurricular activities if they are below 75% in two classes. The Dean of Students will monitor grades for eligibility weekly.

DAILY ROUTINES

Daily After-School Pickup

St. Stephen’s does not provide childcare for students after school hours. Therefore, it is essential that class dismissal and pick-up times are observed.

PreK-Kindergarten: Class dismisses at 12:15pm. All students must be picked up by 12:30pm. After that time, students will be returned to their classroom to wait.

1st-5th: Classes dismiss at 3:15pm. All students must be picked up by 3:35pm.

6th-12th: Classes dismiss at 3:05pm. All students must be picked up by 3:25pm.

Parking Lot Traffic

General

The speed limit throughout the parking lot is 5 mph.

Traffic in the parking lot is ONE WAY. During the school day (8:00am-4:00pm), please turn right immediately upon entering the property and drive around the church building.

Watch for adults and children entering and exiting vehicles in the parking lot.

Remind your children to only cross at the crosswalk, but be prepared to stop for students throughout the parking lot. Be especially careful at the crosswalk which is immediately after the corner by the dumpsters.

If you need to park at the school in the morning and will be staying briefly (such as for assembly or a soon-to-depart field trip), please park along the north (school) side of the church and playground. If you will be on campus past 9:15, please park on the south side of the church, so the parking lot between the school and church is free of cars for PE classes and recess.

During break times and PE classes, barriers will restrict traffic in the parking lot.

When exiting the parking lot please turn right, unless you have an IMMEDIATE opportunity to turn left. This helps traffic to not back up in our lot, and minimizes congestion on the street.

Drop-off Routine

Students must be dropped off at the North Campus each day between 8:30-8:40am. By order of the city, students are not allowed to be dropped off prior to 8:30, unless parents have received express permission from the Headmaster. If you arrive on campus prior to 8:30, please wait with your children in your vehicle until 8:30 to send them in. When dropping students off, please pull as far forward as possible to allow maximum efficiency for everyone in line. Students may only exit cars in the section of the line west of the school front door. If you arrive after 8:40 on a day that your student has assembly, and we ask that you make every effort not to do so, please drop your student off at the front door of the church rather than the school building.

At 8:40 we will stop traffic at the NE corner of the church building, to allow our students to safely cross the lot to assembly. Traffic will be allowed to pass after the last class has crossed to assembly. Please do not attempt to turn around or exit the parking lot by driving the wrong way. You may exit the lot in the proper direction once the barrier has been moved.

Pick-up Routine

Please do not line up in the car line prior to 3:00. For safety reasons, if you arrive prior to 3:00, you may park in a parking space on the south side of the church.

Please pull forward to the far end of the parking area in front of the school.

Students will be dismissed to the cars stopped in the section of the line west of the school front doors, typically four cars at a time, after which the next cars in line may pull forward.

If one of your children is delayed, you will be directed into the fire lane to wait for your child. If this area is full, please go around a second time.

If students are not picked up by 3:35 and parents have not made prior arrangements with the office, the families may be billed \$10 per occurrence.

Students are not to be on campus after 3:35pm unless they are under parental or pre-arranged staff supervision for an extracurricular activity, including activities happening on campus later in the day.

Release of Students

School personnel have responsibility and custody of all students during school hours. The school will have a written permission form on file for each student that lists people who are authorized to pick up the student. A student will not be released to anyone

who is not on the list of people authorized to pick up the child (either during the school day or at dismissal) unless a parent/legal guardian has notified the school office by telephone or in writing. Anyone other than custodial parents picking up a student should be prepared to show photo ID. Anyone picking up a student during school hours (whether a parent/legal guardian or other authorized person) must come to the front desk to sign the student out. The school will not release students without following these procedures.

Student Drivers

Student drivers may not drive other students without parental permission.

ATTENDANCE

Definitions

Tardy-Excused: dentist, doctor, traffic, extenuating circumstances

Tardy-Unexcused: overslept, not ready on time, behavior issues, finishing homework, etc.

Absent-Excused: illness, bereavement, family illness, college visits

Absent-Unexcused: vacation, out of town guests, extracurricular activities/sports

The Headmaster will make the final decision on all absence and tardy questions. Habitual, unexcused tardiness will be referred to the Dean of Students, and will, on a case by case basis, be dealt with as a matter of student discipline.

Purpose

This policy encourages student attendance at school. At school a student is exposed to various types of instruction. Because each class period should contribute significantly to the curriculum objectives of St. Stephen's Academy, and because the instructional program is progressive and sequential, it is necessary to encourage student attendance in all prescribed classes. However, in recognizing the authority of parents over their children, we understand that parents may decide that it is in the best interests of their child not to attend school on a particular day.

This policy is also designed to ensure the safety of our students. Attendance will be carefully monitored to ensure that all students are accounted for.

Policies

Students enrolled in St. Stephen's Academy are expected to attend all prescribed classes, i.e., parents and/or students may not choose which or how many classes to attend. A record of attendance for each student will be kept. The total number of days absent and days present will be recorded on the student's quarterly report card and on the student's high school transcript.

Each school day at 9:15am office staff will compare attendance

notifications received from parents with class attendance records. If any students are not present and the school office has not received notification from their parents, office staff will notify the Headmaster and begin calling all numbers on file for the parents. Every effort will be made to reach parents in this event. If office staff speaks with a parent learns that the student was dropped off at school and is now missing, the police will be notified.

Tardies

When students are tardy during assembly, they must check in with their teacher, to explain the reason for their tardiness. When students are tardy (other than during assembly), they must check in with the receptionist at the front desk of the school. If you know your student will be tardy for any reason, please notify the receptionist by 8:45am, and give an estimated arrival time. For every five unexcused tardies, the student will be counted absent for one day.

Short-Term Absences

If a student needs to be absent from school for one to two days, for any reason, the parent should notify the school office by 8:45am that the student will be absent and give the reason for the absence.

Extended Absences

Parents must notify the Administrator and all of a student's teachers via email at least two weeks prior to any extended (three or more days) voluntary absences (versus emergency or illness), explaining the circumstances. When extended absences are voluntary, we expect all schoolwork to be completed by the time the student returns to class. We recommend that before any planned, extended absence, the student(s) work ahead as much as possible. Notification should be made as soon as possible to limit the amount of missed schoolwork. Extended absences count against maximum total absences found elsewhere in this section.

Unplanned Absences

In the event of an unplanned absence, such as for illness, bereavement, or other emergency, students will receive an equal number of days to make up their schoolwork as the number of days absent. For example, if a student is out ill for two days, they will have two days upon their return to class to make up their schoolwork.

Maximum Absences

In the event a student is absent from a class or from school for more than five days per quarter or ten days per semester (other than illnesses), the student's parents may be asked to meet with the Headmaster (and teacher(s) if necessary) to determine whether the student will receive a letter grade, or a grade of P (pass) or F (fail) on their report card.

SCHOOL RULES AND DISCIPLINE

Basic School Rules

The following school rules are those essential policies that we require all our students to be aware of and adhere to:

- 1) Students are expected to cooperate with basic Christian standards of behavior and conversation.
- 2) Students will comply with requests from the teacher promptly and cheerfully.
- 3) Weapons, pocket-knives, chewing gum, toys, and personal music players are not allowed on the school grounds.
- 4) Logic and Rhetoric students only may have cell phones on campus at the discretion of their parents. They must be turned off and put away during school hours. If student cell phones are on or in use during the day, staff will confiscate the phone, and it may only be retrieved by a parent. The student will then lose the privilege of having a phone on campus for a period of time to be determined by the Dean of Students. Any need for students to contact parents will be handled with the phone at the school office.
- 5) Students are expected to be aware of and avoid the off-limits areas of the buildings or grounds.
- 6) Students are not to be disruptive and must walk when moving through the building. At the end of Grammar recesses, students will line up quietly.
- 7) Students are expected to treat all materials and facilities with respect and care. This includes all textbooks distributed to the students. Students will be charged for lost or damaged textbooks.
- 8) Students should be aware that their behavior while wearing St. Stephen's Academy uniforms reflects upon the school. They should act in such a way as to not bring the school into disrepute in the community.

Library Rules

Using the library is a privilege. Failure to comply with the rules below will result in library privileges being suspended until further notice.

- 1) Students may check out up to four circulation books at a time.
- 2) Materials may be checked out for 3 weeks.
- 3) Late Fines will be:
Books: \$.10 /day
Other Media (cassettes, video cassettes, DVD, CD): \$1.00/day
- 4) No food or drink.
- 5) Have respect for others and work quietly.
- 6) Clean and straighten up your work area upon leaving.
- 7) Place any books removed from shelves in the designated return area, rather than back on the shelves.
- 8) All books must be checked out before leaving the library.
- 9) Students are responsible for the condition and return of circulation and curriculum books checked out to them.

*Book Evaluation Scale***EXCELLENT**

Like new condition with minimal page and cover damage.
No fine

GOOD

Minor repairable damage to cover and pages with no loss of functionality.
Fine for damage and repairs = 25% of the book value

FAIR

Major repairable damage to cover and pages with questionable functionality.
Fine for damage and repairs = 50% of the book value

POOR

Major damage with loss of functionality.
Fine for damage = Full cost of replacement

If the condition of the book is in question, final determination of the condition will be made by the administration.

Dating

As a classical and Christian school, St. Stephen's aims to maintain a grace-filled environment that is consistent with our vision of providing an academically excellent education and developing Christian character. As such, the school will not permit public displays of affection within the school grounds and at school sponsored events. In certain circumstances, the Headmaster may discuss a particular relationship with the relevant parents if it is a hindrance to the orderly operations of the school.

We recognize and affirm that for some of our families, a show of preference or of affection for a fellow student will not be permitted, and also that some of our students will not develop such affections during their years at St. Stephen's. We also recognize and affirm that for some of our families, a show of preference or of affection for a fellow student will be permitted, and for some of our students, such affections will develop. We believe that these different family standards can and should exist harmoniously within our school. Following the principle of "in loco parentis", the school is "agnostic" on these matters, not seeking to sway any parents to alter their standards in this important area. As in all things, we strive to deal with this sensitive matter with grace, bearing one another's burdens in love.

Computer Use/Printing

As a classical and Christian school, the St. Stephen's curriculum requires minimal use of computers within the school day. Since there are countless opportunities for students to learn how to use computers and to access information through them outside of school hours, there is no particular obligation on St. Stephen's to provide these opportunities.

St. Stephen's Academy maintains password protected, filtered, wireless broadband access to the Internet. Passwords are made

available to Rhetoric students at the discretion of the Headmaster. Beyond this concession, no mobile electronic communication devices may be used on school premises for any purpose without the express permission of the Headmaster.

Rhetoric students may use laptop/tablet computers as directed by their teachers solely for purposes consistent with the school's curriculum. The use of mobile electronic devices, including mobile phones and portable hot spots, on school premises for personal e-mail or internet access, playing music, instant messaging and accessing social networks is expressly prohibited. Not abiding by this policy may result in the privilege of bringing a mobile electronic device to school being suspended.

We encourage our students to print their assignments at home. We allow Rhetoric students to print school work at St. Stephen's on a limited basis. Under no circumstances should students print anything that is not related to their class work at St. Stephen's.

Discipline Policy

The teachers and the Dean of Students will determine the kind and amount of discipline in light of the student's problem and attitude. All discipline will be based on biblical principles, e.g., restitution, reconciliation, asking forgiveness (public and private), swift punishment, restoration of fellowship, no lingering attitudes. Discipline shall be designed such that it does not materially detract from classroom time. The vast majority of discipline problems are to be dealt with at the classroom level.

Office Visits

If a child demonstrates any of the following behaviors, the teacher may (at his or her discretion) refer the matter formally to the Dean of Students or his appointed representative:

- 1) Disrespect shown to any staff member. The Dean of Students or his appointed representative will be the judge of whether or not disrespect has been shown
- 2) Dishonesty in any situation while at the school, including lying, cheating, and stealing
- 3) Rebellion, i.e., outright disobedience in response to instructions
- 4) Fighting, i.e., striking in anger with the intention to harm the other student(s)
- 5) Obscene, vulgar or profane language, as well as taking the name of the Lord in vain.

During the visit with the Dean of Students or his appointed representative, the Dean of Students or his appointed representative will determine the nature of the discipline. The possible punishments include restitution, janitorial work, parental attendance during the school day with the student, or other measures consistent with biblical guidelines which may be appropriate.

In the event of a formal visit to the Dean of Students or his appointed representative, the following accounting will be observed:

- 1) The first two times a student is sent to the Dean of Students or his appointed representative for discipline the student's parents will be contacted and given details of the visit. The parents' assistance and support in averting further problems will be sought.
- 2) A meeting will follow the third visit with the student's parents and the Headmaster or his appointed representative.
- 3) Should the student require a fourth visit, a two-day suspension will be imposed on the student.
- 4) If a fifth incident occurs, the student will be expelled from the school.

Expulsion

St. Stephen's Academy realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his or her parents not be able to eliminate behavioral problems before a fifth administrative visit, the student will be expelled.

Serious Misconduct

Should a student commit an act with such serious consequences that the Headmaster or his appointed representative deems it necessary, the discipline process may be by-passed and suspension or expulsion imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or teachers, gross violence or vandalism to the school or church facilities, and/or violations of civil law. Students may be subject to school discipline for serious misconduct which occurs after school hours.

Readmittance

Should the expelled student desire to be readmitted to St. Stephen's Academy at a later date, the Headmaster will make a decision based on the student's attitude and circumstances at the time of the reapplication.

DISPUTES AND GRIEVANCES

Policies

The objective of this policy is to establish biblical guidelines for the resolution of disputes and grievances in the operation of St. Stephen's Academy. These guidelines are to be followed whenever there is a dispute or grievance between parents, students and/or volunteers and staff members and/or the administration.

It is understood that if any disputes arise which are not covered by this policy, the Board will decide what procedures to follow based on a parity of reasoning from the procedures established by this policy. It is also understood that, especially during the attempted resolution of concerns, the principles of Matthew 18 and James 3 will be followed; that is, gossip and slander will be avoided.

Definitions

A *dispute* is any disagreement that results in broken fellowship or trust between the parties, or that disrupts the lines of authority in the school, or which (in the judgment of either disputant) threatens the successful implementation of St. Stephen's objectives and goals.

A *grievance* is any concern about any decision made by one in authority, where the concern is large enough to appeal the decision beyond that authority to the next level.

A *concern* is the substance and details of the dispute and/or grievance.

General Principles

- 1) Should a dispute arise between a parent and a member of staff, the persons involved are encouraged to resolve the matter respectfully between themselves. If this proves unsuccessful, the parties are to seek resolution of their dispute in the presence of at least one other individual. Only if this proves unsuccessful may appeal be made to the Headmaster (or his designated representative) to resolve the dispute. His decision in the matter will be final.
- 2) Should a parent have a grievance concerning a decision within the school, he or she is to approach directly the person responsible for the decision. If the matter concerns a classroom matter and the student concerned is mature enough, the student is encouraged to present the concern directly. In the event that the matter cannot be resolved, the parent (or student) may seek a further meeting in the presence of a third-party. Only if this proves unsuccessful may appeal be made to the Headmaster (or his designated representative) to hear the grievance. His decision in the matter will be final. However, if the grievance is against a decision by the Headmaster and the previous conditions have been fulfilled, the staff member may contact the Chairman of the Board in writing to request the Board of Directors resolve the matter.
- 3) Before becoming involved in a grievance or dispute, the Headmaster (or his designated representative) is to satisfy himself that the school's grievance policy has been followed.
- 4) When the Chairman of the Board is notified of a grievance, he will first establish that the grievance policy has been followed. He will then notify the Board at the next meeting of the matter, and the Board will agree to a date on which the grievance will be heard. On that date, the Board will meet in Executive Session. The Board will hear oral testimony from both parties in the presence of the other and have opportunity to ask questions to both parties in the presence of the other. At the conclusion of the time for questions, the Board alone (excluding the Headmaster) will discuss the matter and agree to a conclusion, if necessary by majority vote. The Chairman of the Board will communicate the decision to both parties. The Board's decision in the matter is final, except as described in section 5.

- 5) Since the Board's authority is collective, no member of staff may dispute individually with a Board member a decision of the Board or file a grievance against a particular member of the Board concerning a Board decision. However, if the matter concerns the conduct of a member of the Board, the matter may be referred to the Session of Evergreen Presbyterian Church
- 6) In all matters concerning a grievance or dispute, a prayerful, respectful approach is to be observed. Wherever possible, direct verbal, as opposed to electronic communication is preferred.

SAFETY

Safety Drills

Students will receive instruction in the following emergency procedures: fire drills and evacuation, earthquake procedures, lock-out procedures and lock-in procedures. Students will be instructed about the variety of possible reasons for a lock-out or lock-in and practice following the teacher's instructions quickly and calmly. The school will conduct the following drills to practice the above procedures and receive feedback:

- Fire drill - monthly
- Earthquake drill - twice per year
- Lock-out drill - twice per year
- Lock-in drill - once per quarter

In instructing students about emergency procedures and conducting safety drills, St. Stephen's will emphasize to students the sovereignty of God in all things and that we practice for emergencies not out of fear, but to become familiar with following instructions and acting quickly and calmly.

Crisis Response Procedure

In the event of an emergency due to police activity or other threat, the Headmaster or administrative staff, at his/her discretion, shall notify teachers of a lock-in or lock-out.

A lock-out is a procedure used when there is a potential threat outside the building, preventing unauthorized persons from entering the school. This procedure allows school activities to continue as normal during the outside disruption. In a lock-out, any students and staff who are outside shall immediately return to the building. All entrances to the building will remain closed and locked and no one will be permitted to enter or exit the building until further notice from the Headmaster or administrative staff.

A lock-in is a procedure used when there is an immediate threat inside the school, such as an intruders. Lock-in minimizes access to the school and secures staff and students in rooms. In the case of a lock-in, teachers will immediately lock the doors to their classrooms, cover the door window, turn off the lights, move the students to a pre-determined area of the classroom, and keep students calm and quiet. As part of this procedure, everyone must remain inside their rooms until the situation has been declared

safe by the Headmaster, administrative staff or police.

In the event of an emergency at the school, such as a fire or a lock-in situation, parents may go to the parking lot of Beaverton Nazarene Church to receive information. In the event of such an emergency, the Headmaster and administrative staff shall notify parents of the situation by text message, email or phone call.

Mandatory Reporting Policy

According to ORS 419B.005 and 419B.010, any school employee who has a reasonable suspicion that a child has suffered abuse is required to make a report. Employees of St. Stephen's Academy will adhere to this law.

Student Health

Immunizations

All students attending St. Stephen's Academy must have on file with the school either a current immunization record or an exemption statement according to ORS 433.267.

Illness

A child should be kept home for any of the following reasons:

- Fever above 100.5 degrees
- Vomiting/diarrhea
- Severe cold symptoms that prevent him from learning
- Any other symptoms of a communicable disease

Allow time to make sure your child is well (at least 24 hours after symptoms have disappeared). Additionally, please do not bring any children (including siblings) in the building who are exhibiting any of the above symptoms. If your child will be home due to illness, please contact the school office at 503-646-4617 no later than 8:45am. If child becomes ill at school, they will be quarantined until they can be picked up.

Medications

Self-Administration of Medication by Students

Definitions

- *Asthma* means a chronic inflammatory disorder of the airways that requires ongoing medical intervention.
- *Medication* means any prescription for bronchodilators or auto-injectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies.
- *Severe allergy* means a life-threatening hypersensitivity to a specific substance such as food, pollen or dust.

Scope

This policy allows for students with asthma or severe allergies to self-administer medication:

- in school
- at a school-sponsored activity
- while under the supervision of school personnel
- in before-school or after-school programs on school-owned

property

- in transit to or from school or school-sponsored activities.

Requirements

- 1) An Oregon licensed health care professional has prescribed the medication to be used by the student during school hours and has instructed the student in the correct and responsible use of the medication.
- 2) An Oregon licensed health care professional, acting within the scope of the person's license, has formulated a written treatment plan for managing the student's asthma or severe allergy and for the use of medication by the student during school hours.
- 3) A parent or guardian of the student must submit to the school:
 - a) written authorization to allow their child to self-administer medication
 - b) signed attestation the child has received proper instruction from a licensed health care professional on the correct and responsible use of the medication
 - c) signed attestation a licensed health care professional has formulated a treatment plan as outlined above.
 - d) signed acknowledgement requiring parents or legal guardians to provide their child with medication for emergency use.
- 4) Backup medication, if provided by a student's parent or guardian, shall be kept in a location to which the student has immediate access in the event the student has an asthma or severe allergy emergency.
- 5) We reserve the right to revoke permission for a student to self-administer medication if the student does not responsibly self-administer the medication or abuses the use of the medication.
- 6) School personnel who have not received appropriate training to assist a student with asthma or a severe allergy shall not assist the student with self-administration of medication.
- 7) The Headmaster shall review school sponsored activities (e.g. field trips and after school programs) to ensure proper precautions and contingency plans exist for students with asthma or severe allergies participating in these activities.

Faculty Administration of Medication to Students

Definitions

- *Medication* means non-injectable medication.
- *Trained faculty* means faculty members who have attended Multnomah Education Service District's School Health program for medication administration.
- *Witness* means any faculty member other than the member administering medication.

Scope

This policy allows for trained faculty to administer medication to students:

- in school
- at a school-sponsored activity
- while under the supervision of school personnel

- in before-school or after-school programs on school property
- in transit to or from school or school-sponsored activities

Requirements

- 1) A parent or guardian of the student must submit to the school written authorization to allow trained faculty to administer medication.
- 2) All prescription medication must be in the original bottle with prescription label.
- 3) Over-the-counter medication must be in its original packaging and not expired.
- 4) Medication requiring cutting needs to be done by a parent or legal guardian before being brought to school. Parents must supply the school with dosage spoons for any liquid medications.
- 5) School personnel who have not received appropriate training to assist a student with medication shall not administer medication to a student.
- 6) Medications will be maintained in a secure location on the school premises with access restricted to trained faculty.
- 7) Trained faculty administering medication are required to review dosage instructions and confirm the signed authorization form matches the prescription label.
- 8) Faculty administering medication shall maintain a record in the student's medication log at the time they provide medication to a student. The entry shall include the date, time and dosage of medication administered.
- 9) A witness is required to observe the administering of medication, review the medication log entry and sign the entry acknowledging they observed what it written in the log.
- 10) Medication logs and parental authorization forms shall be maintained in the respective student's file.
- 11) Parents of students who require an EpiPen are required to go on field trips with their students to administer EpiPen if necessary.
- 12) Parents of students who require an inhaler must decide if they wish to go on a field trip to administer an inhaler, if necessary, or if they wish for their student to go on the field trip without an inhaler.
- 13) When PE will take place offsite, a trained staff member will take all necessary EpiPens and inhalers for the class and administer them if necessary.

Photo/Video Policy

Families are permitted to take photos and videos of their children at school events, such as field trips and Field Day. In the course of doing this they will often capture images of other children as well. They are free to use their own children's images how they see fit, but before they post photos of their child's classmates to any social media, the internet or otherwise distribute these images, they must have the written permission of the affected child's parents.

Student Files

Access to student files shall be restricted to the student's parent or legal guardian, the student's teacher, and the administrative staff. If a teacher wishes to review a student's file, they may do so in the school office. A parent may, at their expense, request a photocopy of their student's file. St. Stephen's will copy and send information from a transferred student's file to the new school upon receiving a records request from the school that is signed by the student's parent or legal guardian.

DRESS CODE

Purpose

Students are required to wear simple uniforms in order to promote a good atmosphere and attitudes for learning. This dress code also cultivates a sense of modesty and propriety from the earliest age. We believe this minimizes unbiblical peer pressure, simplifies decisions for parents, and helps foster a sense of corporate identity.

The success of this policy requires goodwill and the active involvement of parents in ensuring that the uniform is worn properly and that decisions about what is and is not appropriate are supported. Parents are responsible for ensuring their children arrive at school suitably attired and will be advised in writing when children are inappropriately attired. The final answer on modesty and uniforms will rest with the Dean of Students.

Policies

- 1) Uniforms are to be worn at all times during school hours.
- 2) "Dress uniforms" consist of the pieces all students are required to purchase. The dress uniform must be worn on the first school day of each week, field trips, programs, and other special occasions, but may also be worn for ordinary school days. No other pieces are required. However, there are optional pieces which may be worn for ordinary school days. The following pages outline the required and optional uniform pieces.
- 3) Dress neatly (shirts tucked in, shoes tied, no holes or tears in clothes, clothing appropriately sized for the wearer) and be clean.
- 4) Only uniform pieces are to be worn in the classroom (no hats or other outerwear). If a student needs something in addition to their uniform shirt to keep warm during the day in the building, they must wear their uniform embroidered sweater, fleece, or sweatshirt. These items should also be their first choice if they need a light layer outdoors.
- 5) No visible tattoos are permitted, including permanent, henna, or temporary.
- 6) No unkempt or unnatural look in hairstyles or hair color is allowed. This includes shaved designs in hair
- 7) Boys hair: No artificial colors, out of the eyes, off the ears and cannot cover collar. Boys must be clean shaven; no mustaches,

beards, or goatees are permissible.

- 8) Grammar students (PK – 5th) may not wear makeup, nail polish, or jewelry, except for simple post earrings, not below the bottom of the ear lobe for girls. Hair accessories must be simple and non-distracting.
- 9) Logic and Rhetoric students (6th – 12th grades) are permitted to wear makeup, jewelry, etc., within the following guidelines:

Girls:
 No excessive makeup. (No makeup for 6th.)
 Nail polish must be simple and tasteful.
 Jewelry and hair accessories must be simple and non-distracting.
 No visible body piercing other than ears.

Boys:
 No visible body piercing, including ears.
 Jewelry may only be worn if it is a style that does not call attention to itself.
- 10) Special attire may be allowed for events such as field trips and will be communicated clearly, if so.
- 11) K-5th grade girls must wear black or navy bike shorts under the shift.
- 12) Logic and Rhetoric girls' skirt hems must be within three inches of the crease in the back of the knee.
- 13) All 3rd-12th grade students must tuck in their polo shirts. 7th-12th grade students must tuck in their shirts when wearing their sweater.
- 14) No-show socks are not to be worn with school uniforms.
- 15) Undershirts must be white and free of decorations and logos
- 16) Archers sweatshirts or hoodies may be worn for PE and on Fridays, over the uniform.
- 17) On the day of an Archers athletic event, students participating in that event may wear their team uniform and warm-ups. Students must wear a plain, white or gray t-shirt under jersey if removing warm-up jacket at school.
- 18) If students are preparing to leave campus for an athletic event, they may change into their athletic apparel, but if said apparel does not meet our modesty standards, they must cover up with their PE uniform.
- 19) School, PE, or athletic uniform must be worn for all outside events and competitions. If teachers choose to allow students to change into non-uniform attire for a specific event, attire for such events must still meet the following modesty guidelines:

No form fitting apparel
 Shorts must be longer than mid-thigh
 Skirts and dresses must be knee-length
 Girls must wear shorts or tights under skirts and dresses

Enforcement

The determination of what is and is not appropriate rests solely with St. Stephen's, particularly the Dean of Students. A female staff member will be appointed to address any girls' modesty issues.

Students whose uniform does not comply with these policies are expected to rectify the issue quickly, cheerfully, and without dissent. Students whose uniform does not comply with St. Stephen's policies will have an opportunity to remedy the issue by a set time agreed upon by the student and the Dean of Students. A second warning in the same trimester regarding a specific dress code violation will result in an email warning to the parent or guardian explaining that uniform compliance is becoming an issue, and that further action will result if there is another violation. After the third violation, the student will be sent to the office until the violation is remedied. Three office visits for the same offense within a trimester will result in a one-day suspension. All records of uniform violations will be wiped clean at the end of each trimester.

PE Uniform: Kindergarten - 12th grade

All students are required to wear a PE uniform in order to participate in PE. Students not in PE uniform may not participate in PE and will receive 0 credit for that day. On their PE day, students must wear their PE uniform to school. Students must bring a water bottle to PE class.

All PE uniform items must be purchased through Lands' End; only comparable plain sweat pants may be purchased from other vendors. All approved items will be shown on the Lands' End website when our school code (900137779) is entered. Girls should wear athletic support, as needed.

Tops: Heather gray or evergreen t-shirt, sweatshirt, or hoodie. All of these items must have the St. Stephen's Archers imprint. Students may also wear their t-shirts from SSA athletic teams or athletic camps. Other Archers spiritwear is not allowed for PE. Seniors may wear college logo shirts for the college to which they have been accepted. All tops must be modest: not form-fitting, low cut or showing stomach. Non-Archers hoodies and jackets are not allowed.

Shorts: Lands' End PE shorts only. Shorts must be loose, not form-fitting and must come down at least to the middle of the thigh. Plain black or navy athletic/running tights may be worn under PE shorts.

Sweat pants: navy Lands' End sweat pants or similar relaxed fit athletic pants. No stripes, other colors, or graphics are allowed. No yoga or form fitting pants allowed.

Socks: white or black socks of any height or Archers socks (no other colored socks)




Shoes: athletic shoes

PE clothing should be free of rips, tears, and holes.




Required “Dress Uniform” (all pieces) - Grammar

Dress uniforms must be worn on the first school day of each week, special program days, field trips, etc. They may also be worn for ordinary school days.

Pre-Kindergarten – 5th grade GIRLS

ITEM	DESCRIPTION	SOURCE
Shift	Blackwatch plaid (#007880) (Should be knee-length) 	Dennis
Blouse (only under shift)	White Peter Pan woven (not knit), short sleeved or long sleeved (no lace, ruffles/ornamentation) 	Dennis, A+, Lands' End
Sweater	Dark green, long sleeved, v-neck cardigan <i>with logo</i> 	Dennis
Sweater vest	Dark green sweater vest <i>with logo</i> is an OPTIONAL dress uniform piece; all students MUST have the long sleeved sweater	Dennis
Shoes	Plain black closed-toe (Mary Janes preferred), not above ankles, no heels or decorations (sparkles, buckles across toe, etc.)	any
Socks or tights	White solid color (no low anklets)	any

Pre-Kindergarten – 5th grade BOYS

ITEM	DESCRIPTION	SOURCE
Pants	Navy twill 	Dennis, Lands' End
Shirt	Plain gray polo, short or long sleeved, pique/performance mesh 	any
Sweater	Dark green, long sleeved, v-neck cardigan or pullover <i>with logo</i> 	Dennis
Sweater vest	Dark green sweater vest <i>with logo</i> is an OPTIONAL dress uniform piece; all students MUST have the long sleeved sweater	Dennis
Shoes	Sturdy, black leather or faux leather slip-on or lace-up non-athletic shoes	any
Socks	Navy or black	any
Belt	Black – required for 3rd grade and up	any

Optional Uniform Pieces - Grammar

These pieces are not to be worn on the first school day of each week or other “special” days, but they may be worn on other school days.

Pre-Kindergarten – 5th grade GIRLS

ITEM	DESCRIPTION	SOURCE
Pants	Navy twill, pleated front or flat front (no flare cut)	Dennis, Lands' End
Shorts	Navy twill walk shorts	Dennis, Lands' End
Polo	Plain white polo shirt, short or long sleeved, square collar (not round), pique/performance mesh, no embellishment	any
Fleece	Evergreen microfleece zip-front jacket or vest <i>with logo</i>	Dennis
Sweatshirt	Evergreen 1/4 zip pull-over <i>with logo</i>	Dennis
Shoes	All black (no accent colors) sturdy casual	any
Socks	Navy or black (only with pants)	any




Pre-Kindergarten – 5th grade BOYS

ITEM	DESCRIPTION	SOURCE
* Boys 3rd grade and up must wear a belt every day		
Shorts	Navy twill walk shorts	Dennis, Lands' End
Fleece	Evergreen microfleece zip-front jacket or vest <i>with logo</i>	Dennis
Sweatshirt	Evergreen 1/4 zip pull-over <i>with logo</i>	Dennis
Shoes	all black (no accent colors) sturdy casual	any

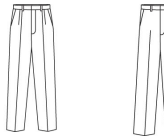


Required “Dress Uniform” (all pieces) - Logic

Dress uniforms must be worn on the first school day of each week, special program days, field trips, etc. They may also be worn for ordinary school days.

Logic (6th – 8th grade) GIRLS

ITEM	DESCRIPTION	SOURCE
Skirt	Blackwatch plaid, hip-stitched pleats, (#H1890A) (knee-length) 	Dennis
Blouse	White Oxford Shirt any sleeve length 	Lands' End
Sweater	Dark green, long sleeve, v-neck pull-over/cardigan <i>w/logo</i> 	Dennis
Sweater vest	Dark green sweater vest <i>with logo</i> is an OPTIONAL dress uniform piece; all students MUST have the long sleeved sweater	Dennis
Shoes	Plain black dress, closed-toe styles, not above ankle, max 1” heels	any
Socks or tights	White solid color (no low anklets)	any

Logic (6th – 8th grade) BOYS

ITEM	DESCRIPTION	SOURCE
Pants	Navy twill 	Dennis, Lands' End
Shirt	White oxford-cloth button-down style, short sleeved or long sleeved 	Dennis, Lands' End
Sweater	Dark green, long sleeve, v-neck pull-over/cardigan <i>w/logo</i> 	Dennis
Sweater vest	Dark green sweater vest <i>with logo</i> is an OPTIONAL dress uniform piece; all students MUST have the long sleeved sweater	Dennis
Shoes	Sturdy, black leather or faux leather slip-on or lace-up non-athletic shoes	any
Tie	Blackwatch plaid necktie	Dennis
Socks	Navy or black	any
Belt	Black	any

Optional Uniform Pieces - Logic

These pieces are not to be worn on the first school day of each week or other “special” days, but they may be worn on other school days.

Logic (6th – 8th grade) GIRLS

ITEM	DESCRIPTION	SOURCE
Pants	Navy twill, pleated front or flat front (no flare cut)	Dennis, Lands' End
Shirt	Plain white or light blue polo, performance mesh, short or long sleeved	Lands' End
Fleece	Evergreen microfleece zip-front jacket or vest <i>with logo</i>	Dennis
Sweatshirt	Evergreen 1/4 zip pull-over <i>with logo</i>	Dennis
Shoes	all black (no accent colors) sturdy casual (only with pants)	any
Socks	Navy or black (only with pants)	any




Logic (6th – 8th grade) BOYS

ITEM	DESCRIPTION	SOURCE
* Boys must wear a belt every day		
Shirt	Plain white or light blue polo, performance mesh, short or long sleeved	Lands' End
Fleece	Evergreen microfleece zip-front jacket or vest <i>with logo</i>	Dennis
Sweatshirt	Evergreen 1/4 zip pull-over <i>with logo</i>	Dennis
Shoes	all black (no accent colors) sturdy casual	any


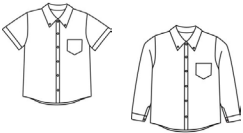

Required “Dress Uniform” (all pieces) - Rhetoric

Dress uniforms must be worn on the first school day of each week, special program days, field trips, etc. They may also be worn for ordinary school days.

Rhetoric (9th – 12th grade) GIRLS

ITEM	DESCRIPTION	SOURCE
Skirt	Khaki skirt (#35220) (Should be knee-length) 	Dennis
Blouse	White Oxford Shirt, any sleeve length 	Lands' End
Sweater (9th-11th)	Navy, long sleeved, v-neck cardigan or pullover <i>with logo</i> 	Dennis
Blazer (12th ONLY)	Navy blue	Dennis
Sweater vest	Navy sweater vest <i>with logo</i> is an OPTIONAL dress uniform piece; all 9th-11th students MUST have the long sleeved sweater	Dennis
Shoes	Plain black dress, closed-toe styles, not above ankle, max 1" heels	any
Socks/hosiery	White solid color socks (no low anklets) or nylons (natural color)	any

Rhetoric (9th – 12th grade) BOYS

ITEM	DESCRIPTION	SOURCE
Pants	Khaki twill, pleat-front or flat-front 	Dennis, Lands' End
Shirt	White oxford-cloth button-down style, short sleeved or long sleeved 	Dennis, Lands' End
Sweater (9th-11th)	Navy, long sleeved, v-neck cardigan or pullover <i>with logo</i> 	Dennis
Blazer (12th ONLY)	Navy blue	Dennis
Sweater vest	Navy sweater vest <i>with logo</i> is an OPTIONAL dress uniform piece; all 9th-11th students MUST have the long sleeved sweater	Dennis
Tie	Blackwatch plaid necktie	Dennis

Shoes	Sturdy, black leather or faux leather slip-on or lace-up non-athletic shoes	any
Socks	Navy, black or khaki	any
Belt	Black	any

Optional Uniform Pieces - Rhetoric

These pieces are not to be worn on the first school day of each week or other “special” days, but they may be worn on other school days.

Rhetoric (9th – 12th grade) GIRLS

ITEM	DESCRIPTION	SOURCE
Pants	Khaki twill, pleated front or flat front (no flare cut)	Dennis, Lands' End
Shirt	Plain white or light blue polo, performance mesh, short or long sleeved	Lands' End
Fleece	Navy microfleece zip-front jacket or vest <i>with logo</i>	Dennis
Sweatshirt	Navy 1/4 zip pull-over <i>with logo</i>	Dennis
Shoes	all black (no accent colors) sturdy casual (only with pants)	any

Rhetoric (9th – 12th grade) BOYS

ITEM	DESCRIPTION	SOURCE
* Boys must wear a belt every day		
Shirt	Plain white or light blue polo, performance mesh, short or long sleeved	Lands' End
Fleece	Navy microfleece zip-front jacket or vest <i>with logo</i>	Dennis
Sweatshirt	Navy 1/4 zip pull-over <i>with logo</i>	Dennis
Shoes	all black (no accent colors) sturdy casual	any

LEARNING DISABILITIES

Definitions

A *severe learning disability* is any condition in a potential student which would require a separate classroom, program, and/or staff in order to provide the educational services desired by the parents, e.g., Down's syndrome, deaf/mute, blind, etc.

A *learning disability* is any condition in a potential student which does not require a separate classroom, program, and/or staff in order to provide the education services desired by the parents; e.g., hyperactivity, attention deficit syndrome, dyslexia, etc. For the purpose of this policy, it is not important whether or not the condition was accurately diagnosed, and is a genuine learning disability.

Policies

Children with a severe learning disability (see definition above) will not be admitted to St. Stephen's Academy due to the lack of adequate staff, funding, and facilities.

Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.

Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as their classmates.

HOMEWORK

Philosophy

St. Stephen's Academy seeks to provide an academically rigorous education at all grade levels. Homework assignments can be a useful tool in supporting this objective for the following reasons:

- 1) Students often need some amount of extra practice in specific, new concepts, skills, or facts. In certain subjects (e.g., math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
- 2) Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study.
- 3) Since St. Stephen's Academy recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.
- 4) Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation, serves a punitive, as well as practical, purpose.

Guidelines for Assigning Homework

Generally, homework will be given for the following reasons:

- practice of concepts learned in the classroom
- studying for upcoming tests and quizzes
- reading
- special assignments (research papers, etc.)

The necessity for having homework and time required to complete assignments will vary amongst students and across grades based upon level of study as well as individual abilities, time-management skills and study habits.

The guide below outlines average times for a typical student and should not be regarded as required minimums. These times may vary based upon reasons stated above, as well as the nature of coursework being done at any given time. A weekly Homework Assignment Sheet should be used in the Grammar years and a student-owned assignment book should be used in the secondary grades.

Kindergarten	Occasional
1st-2nd grades	20 minutes
3rd grade	30 minutes
4th-5th grades	30-45 minutes
6th grade	45-60 minutes
Logic	60-90 minutes
Rhetoric	90-120 minutes

Normally, homework is not to be assigned to Grammar students over the weekend or over the holidays and vacation periods. However, as students enter the Logic grades they should expect to dedicate more time to work at home commensurate with the increased level of difficulty with their studies. Logic students should expect occasional assignments over the weekends, and students entering Rhetoric classes should be prepared for an increase in weekend work, appropriate to their level of study.

PHYSICAL EDUCATION

Policies

All students are required to go to PE class and check in with the PE teacher, even when they have an excuse from a parent. In order for a student to be excused from PE class, a parent must write a note, send an email, or call the PE teacher prior to class. The level of participation should be dictated by a parent of a student who is ill and/or injured and not the student themselves. No student will be allowed to skip PE and go to study hall unless the parents have notified the teacher.

PROMOTION

Academic Probation Policy

This applies only to Logic and Rhetoric students, in order to provide additional motivation to students whose academic achievements are not up to their capabilities.

If implementation of this policy would be counter-productive to the objective, the Headmaster may decide not to place a student on probation. A written record explaining this decision will be signed by the Headmaster and placed in the student's file.

- 1) Logic and Rhetoric students are required to maintain at least a 2.0 grade point average (GPA) during any two consecutive quarters. Exceptions will be made for students who have a GPA of less than 2.0 but have not failed any courses during the quarter in question.
- 2) GPAs for each Logic and Rhetoric student will be calculated at the end of each quarter.
- 3) If a student's GPA is at or below 2.0 (i.e., a "C" average), that student will be placed on academic probation during the following quarter. A parent/teacher conference will be arranged at this time.
- 4) If at the end of the next quarter the student's GPA (for the quarter) has not risen to at least a 2.0, that student will be expelled.
- 5) Logic and Rhetoric students are required to maintain at least a 2.5 GPA average during any two consecutive quarters to be eligible to participate in extracurricular activities.
- 6) Grade point equivalents: A = 4.0 B = 3.0 C = 2.0 F = 0.0

Promotion Policies

This policy applies to all students in 1st-11th grades. (Students entering Kindergarten must meet only the age and maturity requirements outlined in previously established guidelines.)

Definitions:

Promotion: the advancement of a student from the most recent grade completed to the next successive grade

Retention: requiring a student to repeat the grade in which he was most recently enrolled

New students: students entering St. Stephen's Academy for the first time, coming from another school: Christian, public or homeschool

Current students: students enrolled in St. Stephen's Academy during the current year or previously enrolled within the last two academic years

The Headmaster has the discretion to overrule this policy.

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

- 1) Have documentation showing that they successfully completed the previous grade by a demonstrated proficiency of at least 70% or higher in reading, math, and English. They also should have satisfactorily (60% or higher) completed science and "social studies" (history and/or geography) within the previous

curriculum.

- 2) Recognizing that many public schools (and some home-schools) do not use letter grades (A-F) or percentages to indicate academic proficiency in the Pre-Grammar and Grammar grades, a mark of "satisfactory" in at least 90% of the subjects on the student's transcript/report card will be acceptable. However, if there is any doubt as to the student's abilities or the quality of the curriculum used previously, the student will be tested in the three critical areas (reading, math, and English mechanics) using the in-school SRA standardized testing and scoring materials or other approved testing.
 - 3) If the new student has taken any standardized tests, the student should have earned national scores of at least 50% or higher in reading, math, and language (as appropriate to age level). If he has never taken any standardized tests and there is any doubt as to his abilities, step ii. should be followed.
 - 4) The results of any in-school testing will be combined with a new student's report card and any previous standardized testing scores to determine the best grade level at St. Stephen's for that student to enter. If the combined results are not satisfactory, the parents will be apprised of this and be encouraged to consider having their child retained at the previous grade. (It should be noted that St. Stephen's' academic program tends to be a challenge with varying degrees of difficulty for students coming into the program. Should a student have had academic difficulties in his previous program, the likelihood of compounding that difficulty would be great were he to be promoted to the next successive grade at St. Stephen's.)
- Current students must meet the following criteria to be promoted to the next successive grade:
- 1) In General: Pre-Grammar and Grammar students currently in St. Stephen's must meet all the following basic criteria for promotion to the next successive grade:
 - a) Pass reading, math, and English with at least a 70% average.
 - b) Have no more than one "F" per quarter in any other academic subject (e.g. math, science, etc.) and no more than two "F's" in the same subject within an academic year. It is incumbent upon the appropriate teacher that all due curriculum objectives, grading guidelines, and teaching requirements be faithfully executed. For example, the requirement that there be at least 10 objective grades per subject area by which the quarterly grade is computed has a significant bearing on a complete and accurate assessment of a student's success in that area. Too few grades can force the teacher to make a poorly documented and therefore non-objective judgment call.
 - c) In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery (see the Curriculum Guide Objective) of the following skills/subjects in the grades noted.

Minimum Requirements for Placement or Promotion
(In addition to completing class assignments and passing tests with a 70% average)

To enter 1st grade a student will be able to:

- identify the 26 letters of the alphabet and their sounds
- grasp the concept of sounds blending into words
- count to 100
- count forward and backward by 10 from 0 to 100
- recognize numbers 1-50
- write numbers 1-30 write their name using capital and lower case letters

To enter 2nd grade a student will be able to:

- identify 54 phonograms (the sounds)
- spell six words correctly on the Sanseri spelling diagnostic test OR spell six 3 letter words correctly
- write a simple sentence of their own creation
- write a simple sentence from dictation
- copy a simple sentence from the board
- read several pages of "Frog and Toad" or a book at a similar level with 90% accuracy
- demonstrate comprehension by answering basic questions on the reading
- recite the days of the week and months of the year
- count by 2, 5, 10
- subtract and add by 1s and 2s
- identify the number before and the number after a given number
- count backwards from 30
- identify odd or even numbers

To enter 3rd grade a student will be able to:

- identify and write from dictation 2 letter phonograms
- spell 14 words correctly on the Morrison-McCall spelling diagnostic test
- write a 3 sentence paragraph of their own creation
- read several pages of "The Courage of Sarah Noble" or a book at a similar level with 95% accuracy
- demonstrate comprehension by answering basic questions on the reading
- be able to add and subtract double digit numbers (without carrying or borrowing)
- identify place value to 1,000
- multiply by 2s, 5s, and 10s
- locate days of the week
- identify months on the calendar
- find next week's date
- place in Saxon 3 on the Saxon Placement Test

To enter 4th grade a student will be able to:

- write in cursive with correct formation, including connections
- spell 20 words correctly from Morrison-McCall spelling diagnostic test
- write a 5 sentence paragraph of their own creation

- read several pages of "Charlie and the Chocolate Factory" or a book at a similar level with 90% accuracy
- demonstrate comprehension by answering questions on the reading
- complete an A Beka reading comprehension Skill Sheet 4 with 80% accuracy
- add double digit numbers using carrying
- subtract double digit numbers using borrowing
- complete a 100 problem multiplication fact sheet with 70% accuracy OR
- answer 10 oral multiplication facts with 70% accuracy (3s, 4s, 6s, 7s, 8s, 9s)
- simple division facts (2s, 5s, 10s)
- identify fractions (1/2, 1/3, 2/3, 1/4, 3/4)
- score at the appropriate levels on achievement tests such as SAT

To enter 5th grade a student will be able to:

- spell 26 words correctly from Morrison-McCall spelling diagnostic test
- write a 7-8 sentence paragraph of their own creation with correct grammar, punctuation and spelling
- read aloud several pages of "Gabriel and the Hours Book" or a book at a similar level with expression
- demonstrate comprehension by answering questions on the reading
- complete an A Beka reading comprehension Skill Sheet 5 page with 80% accuracy
- place in Saxon 65 using the Saxon Placement Test
- score at the appropriate levels on achievement tests such as SAT

To enter 6th grade a student will be able to:

- spell 32 words correctly from the Morrison-McCall diagnostic spelling test
- write 2 paragraphs of their own creation, each paragraph on a different topic
- read aloud several pages of "Princess and the Goblin" or a book at a similar level with expression
- narrate or retell the portion of the story that was read aloud
- complete an A Beka reading comprehension Skill Sheet 6 page with 80% accuracy
- place in Saxon 76 or 87
- score at the appropriate levels on achievement tests such as SAT

To enter 7th grade - 8th grade a student will be able to:

- spell 37 words correctly from the Morrison-McCall diagnostic spelling test
- read and discuss a page or two of a level T or above children's book, identifying the setting, characters, and plot of the story using literal and inferential skills to support conclusions
- read a Bible passage and answer questions about the reading
- write a 1 page book review with topic sentences, supporting sentences, conclusion stating what the student appreciates about the book and why (or another topic of their choice)

- place in Saxon 87 on the Saxon placement test or score 75% or above on the Algebra Readiness Exam
- score at the appropriate levels on achievement tests such as SAT

To enter 9th grade - 12th grade a student will be able to:

- comfortably read and discuss a high volume of literature
- read a passage from classic literature and converse with an adult about the reading
- write 3 paragraphs or 1-1½ pages defending a position on selected topics
- have successfully (C or above) completed the pre-requisite math course (Algebra 1 for entering 9th grade, Geometry for entering 10th grade, Algebra 2 for entering 11th grade and Pre-Calculus for entering 12th grade) and score a 75% or above on the final for that class
- type and be familiar with Microsoft Word
- score at the appropriate levels on achievement tests such as SAT

Guidelines for Student Retention

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

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

- 1) **Consideration:** A number of similar questions have emerged in our experience which may help in the initial stages of considering whether or not a student may need to repeat a grade. The following is not intended to be an exhaustive list, but includes samples of some pertinent questions the teacher may want to document and go over with the parents:
- a) How old is the child? (Age plays a tremendous role in a child's ability and maturity to succeed in school. The more mature, the easier school tasks become.)
 - b) How mature is the child? (Very frequently boys will have a harder time adjusting to school patterns than girls will. Boys often need more time to mature than girls.)
 - c) Did the child attend Kindergarten? (Certain school habits and behaviors are begun even in Kindergarten. Depending on where and whether the child attended can reveal some insights to the behavior and aptitude causing the current concern.)
 - d) What is the home life like for the child? (Things to consider include: saved vs. unsaved, single-parent, divorce, remarriage, working parents, etc. Essentially, is the child's home life one that instills security and love, with predictable patterns of living? The importance and influence of the

home is without equal in the life of a child.)

- e) Is reading and the love of books evident in the home? (No other single academic factor plays a greater role in the success of a child in school. Do the parents like to read and do/did they read to the child frequently?)
- f) Is the cause for concern here primarily behavioral, academic or a combination of both? (If possible, the primary cause for concern should be singled out. Behavioral problems may still indicate retention is necessary, but identifying the concern will help determine the best plan for correction.)
- g) Has the child had to repeat a grade before? (If not, this is moot. If so, when and why did the child repeat? Due to the rapid physical growth of a child, we do not recommend a child repeating the same grade more than once. It is also unlikely that repeating two grades would really address the problem.)
- h) What are the specific indicators the teacher has identified that give rise to the current consideration? (These should be documented as indicated in the Recommendation section below.)

- 2) **Recommendations:** This section includes the formal communications that, in addition to the normal reporting schedule, should be made when a child is being considered for possible retention. NOTE: The first three (K-2nd) years are the most critical years for a child to set the patterns and learn the basic skills that will be built upon in later school life. Retention should be a greater possibility in these years, rather than in upper elementary, in order to give the child more time to mature and master the basic skills before going on. Therefore, the following timeline and recommended procedures are aimed at the primary grades especially, although not exclusively. At the time of reporting for:
- a) At the end of the First Quarter there will be a Parent-Teacher Conference day. At that time, a child who has had difficulty (as compared to a normal rate of progress), should have a short, written summary made, in addition to the report card. This summary should identify the specific concerns the teacher has. A copy should go to the parent and the original to the student's file. Any suggestions for additional help the parent may be able to provide should also be noted. Obviously this summary should be gone over with the parents at the conference.
 - b) The Second Quarter, if the same concerns still exist regarding the child's progress, another Progress Summary should be written at the time report cards go out. (The teacher should use the appropriate form for this.) Again, the specific concerns should be well documented and described by the teacher. Recommended actions the parents can take should also be clearly described. The original form goes to the child's file and a copy to the parent to be signed.

- c) The Third Quarter the Parent-Teacher conference for the child in question should focus on any progress on the items documented to date. If, in the teacher's opinion, inadequate progress has been made, the teacher should make that clear to the parent, with as much documentation and examples as possible. A written summary of the conference should be made by the teacher and filed. Unless the child can not meet the criteria for passing the grade (as prescribed in the Promotion Policy), it is not recommended that retention be planned at this time. If there is any possibility that the child could satisfactorily pass the grade, planning retention at this time would be premature.
- d) The Fourth Quarter mid-term, another conference should be held with the parents to seriously consider retention, if inadequate progress has been made. If the Promotion Policy requirements have not been met, retention will likely be required. If there is some question, the teacher should document his/her recommendation regarding both retention and activities the parents could assist the child in over the summer. In questionable cases (i.e. not involving the policy), the parents will make the final decision regarding retention. The teacher's recommendation will go into the child's school file along with a documentation of the parents' decision.

COLLEGE PREP

Checklist

10th grade (spring): Take the PSAT at SSA in October.

11th grade (summer): Check out a PSAT prep book from a local library. Familiarize yourself with the test format and types of questions through the practice tests.

12th grade: Begin researching colleges you might apply to. Check the admissions requirements for each school. Send away for information from schools that interest you. Much information and many applications are available on-line.

11th grade (October): Take the PSAT/NMSQT.

11th grade (spring): Consider taking the SAT. Check the College Board website for dates. You may take it more than once, but are not required to.

11th grade (summer): This is a great time to begin filling out college applications. Get a head-start on entrance essays if they are required with your application. Check what kind of and how many letters of recommendation each application requires. Consider who to ask for these and ask! Check application deadlines and mark your calendar. You will have some time in the fall for this, but it will pass quickly. Prepare.

GRADUATION REQUIREMENTS

Subject	Freshman	Sophomore	Junior	Senior	Available Credits	Required Credits
ENGLISH	Ancient Literature	Middle Ages Reformation Literature	Modern Literature	American & British Literature	4	4
HISTORY	Ancient World History	Middle Ages Reformation European History	American History	U.S. History & Economics	4	4
BIBLE/THEOLOGY	Theology I	Theology II / Church History	Theology III	Theology IV	2	2
MATH	Geometry or Algebra II	Algebra II or Pre-Calculus	Pre-Calculus or Calculus	Calculus*, Consumer Math*, or Advanced Calculus*	4	3
LAB SCIENCE	Biology	Environmental Science	Chemistry	Physics	4	3
LOGIC/RHETORIC	--	Rhetoric I	Oratory	Senior Thesis	1.25	1.25
FOREIGN LANGUAGE	Spanish I	Spanish II	Spanish III	Spanish IV*	4	3
FINE ARTS	Art	Art Elective*	Art Elective*	Aesthetics, Art Elective*	2.5	1
PE	PE I	PE II	PE III	PE IV	1	1
CHOIR	Choir	Choir	Choir	Choir	2	2
*ELECTIVES				TOTALS	28.75	24.25

This is also a good time for SAT prep. The local libraries have books with practice tests and test taking tips.

Register for the SAT or ACT or whatever other tests your colleges of choice require. The first SAT registration deadline is in early September.

12th grade (fall): Take the SAT or ACT. Test scores will be sent directly to the colleges and universities you indicated on your registration form. You can change or add schools to which you wish scores sent.

Double check application deadlines. Check for completion and possession of each component of each application: basic application, letters of recommendation, essays, and any other requirements.

Request transcripts from the school office. Supply an addressed, stamped envelope for each college and university you would like to receive a copy of your transcript.

** Note: Be sure to request transcripts and letters of recommendation at least two weeks before you need them.*

College Admissions Tests

The two most recognized college admissions tests are the American College Testing Program (ACT) and the SAT. Most colleges and universities in the country will require one or the other of these tests as part of the application for admission process. Less often, SAT Subject Tests or Advanced Placement Exams may also be required for admission to some colleges and universities.

Please note that the requirements vary from school to school. Always check the admissions requirements for each specific institution to which an application is being submitted to verify which tests are acceptable or required by that institution. Be sure to check for test score submission deadlines for each college or university as well.

ACT

The ACT tests student knowledge in English, math, reading and science reasoning. Nationwide, 39.6 percent of graduating seniors take the ACT. Registration, fee, test date and test site information may be accessed at: www.actstudent.org.

SAT

The College Board, which administers the SAT, no longer refers to the test as the Scholastic Aptitude Test.

St. Stephen's is an approved SAT testing center through the College Board.

Unlike the PSAT, the SAT must be registered for on-line or by mail rather than through a school. Registration and fee information and test dates are available at: www.collegeboard.com/splash/

The SAT is offered more frequently than the PSAT. It is typically available once per month in October, November, December, January, March, May and June.

SAT Subject Tests

Some colleges use subject tests for admissions or for course placement. Specific tests may be required or the applicant may be allowed to choose. These tests are also administered by the College Board. Registration, test date, fee, and location information are available through the College Board website.

Subject tests fall into five general subject areas:

- English – literature
- History and social studies
- Mathematics
- Science
- Foreign language

Advanced Placement Exams

Advanced Placement (AP) Exams are intended for secondary students who have completed coursework comparable to a first-year college course. AP exams may be taken without enrollment in an AP course.

The exams are available in 37 subject areas including:

- | | |
|--------------------|------------------|
| Latin literature | Biology |
| English literature | Calculus |
| European history | Chemistry |
| Music theory | Spanish language |
| U. S. history | World history |

Some institutions may require AP exams as part of the admissions process. However, AP exams are primarily an opportunity to earn credit or advanced standing at most colleges and universities.

The AP Exams are administered by the College Board as well. AP Exams are offered once per year in May. It is possible to take two exams in one year if the second exam is taken in an alternate form during the late-testing period. Exams may be repeated in a subsequent year, if desired. All scores will be reported to colleges or universities indicated unless a request to withhold or cancel a score is submitted. Scores are reported in July.

Students wishing to sit for the AP exam in a given course should let both the instructor and academic advisor know before the school year commences, so they can provide additional materials and information to the student. The AP subject tests, like the SAT and PSAT are offered at St. Stephen's.

Since St. Stephen's does not specifically offer AP courses, to participate in an exam contact AP Services no later than March 1 to acquire names and telephone numbers of local AP Coordinators. Be ready with a list of the exams you plan to take prior to calling.

Contact the AP Coordinator(s) identified by AP Services no later than March 15. The AP Coordinator is responsible for ordering exam materials and providing other administrative services and information for you.

Exam dates, fees, a complete list of exams offered and details about exam day are available at:

www.collegeboard.com/student/testing/ap/about.html.

PSAT/NMSQT

(Preliminary SAT/National Merit Scholarship Qualifying Test)

When

October of the sophomore or junior year of high school (10th grade/11th grade)

Purpose

The PSAT/NMSQT is offered as a practice test for the SAT. Most colleges and universities require the SAT or ACT as an admission requirement. Additionally, it is the qualifying exam for the National Merit Scholarship program. For more information visit these web sites: www.nationalmerit.org and www.collegeboard.com (SAT).

The PSAT tests the following areas: critical reading, writing skills, and mathematics. The PSAT does *not* include an essay writing section as the SAT does.

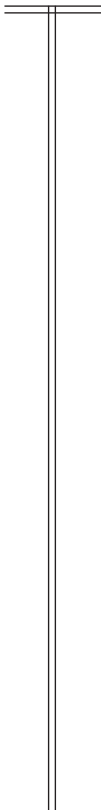
Students may take the SAT without having taken the PSAT. However, the PSAT does provide test taking experience and the possibility of scholarship recognition.

The PSAT is offered every year on the Wednesday preceeding the 3rd Saturday in October at SSA.

Fee

The fee for St. Stephen's students to take the PSAT at St. Stephen's is covered in tuition and fees.

Appendix A
Parent/Teacher Fellowship
Bylaws



ST. STEPHEN'S ACADEMY PARENT TEACHER FELLOWSHIP BYLAWS

“. . . bring them up in the nurture and admonition of the Lord” Ephesians 6:4

ARTICLE I: AUTHORITY

St. Stephen's Academy is a ministry of Evergreen Presbyterian Church, PCA, that delegates governing authority to a Board of Directors. The Board appoints a Headmaster who operates the school. The Parent Teacher Fellowship is accountable to the Headmaster and reports to the Administrator.

The St. Stephen's Academy Parent Teacher Fellowship (SSA PTF) is a support function of St. Stephen's Academy. As such, the SSA PTF should conduct itself within and support of the vision, objectives and desires of St. Stephen's Academy.

ARTICLE II: BYLAWS

These bylaws are set forth to assist members of the SSA PTF to conduct themselves in a way that supports St. Stephen's Academy's mission:

As a classical, Christian school, St. Stephen's Academy aims to provide an academically excellent education in a grace-filled environment that develops Christian character and equips students with tools of learning that will last a lifetime.

ARTICLE III: PURPOSE

The SSA PTF provides an organized means so that:

- 1) Parents can participate in activities that enhance the spiritual and physical learning environments of their children.
- 2) Parents can get to know each other and support one another through fellowship.
- 3) Parents can support teachers through their many talents and resources.
- 4) Cooperation and goodwill can be promoted between and among parents, faculty, and administration.

ARTICLE IV: MEMBERSHIP AND DUES

- 1) All parents and guardians of SSA students, and SSA teachers, are members in good standing of the SSA PTF and are encouraged to participate in PTF activities as the Lord leads them.
- 2) No membership dues are required of any member of the SSA PTF.

ARTICLE V: OFFICERS AND ELECTIONS

- 1) The officers of the SSA PTF are the President, Vice President, Secretary and Treasurer.
- 2) Each officer must either have a student enrolled at SSA and must be in good financial standing with SSA or must be a teacher at SSA for at least one year.
- 3) The President is appointed by the school administration. The President recruits officers for the remaining positions.
- 4) Officers shall be installed and assume their official duties in May.
- 5) Officers must commit to a full year of service, at a minimum.

- 6) The Headmaster may remove any officer from office at any time when he deems it necessary for the proper and peaceful operation of the school.

ARTICLE VI: DUTIES OF OFFICERS

The President shall:

- 1) Preside at all meetings of the SSA PTF membership
- 2) Set PTF meeting agendas
- 3) Meet with and report SSA PTF business to the SSA Administrator
- 4) Have authority to submit PTF bills/spending requests to SSA for payment
- 5) Coordinate any other matters requested by the Administrator
- 6) Perform all other duties usually pertaining to the office

The Vice President shall:

- 1) Act as an aide to the President
- 2) Perform the duties of the President in the absence or inability of the President to act
- 3) Have authority to submit PTF bills/spending requests to SSA for payment
- 4) Perform any other duties assigned by the President

The Secretary shall:

- 1) Record and distribute the minutes of all meetings of the SSA PTF membership
- 2) Send meeting notes to President for approval and/or editing
- 3) Make minutes of meetings available upon request
- 4) Perform duties as delegated to the office

The Treasurer shall:

- 1) Prepare financial reports for each PTF meeting
- 2) Be responsible for accurate record keeping and reporting
- 3) Prepare the yearly PTF budget
- 4) Coordinate with SSA Business Manager to balance and reconcile the PTF account
- 5) Perform all other duties usually pertaining to the office

ARTICLE VII: STANDING AND SPECIAL EVENTS COMMITTEES

The SSA PTF sponsors or supports the following events/functions during the year:

- 1) Teacher Lunches
- 2) Parents Encouraging Teachers (Faculty/Staff)
- 3) Annual auction support (liaison with and support school's auction committee)
- 4) Grade Representatives
- 5) Volunteerism (coordinate with administration)
- 6) Teacher Appreciation Week/Teacher Appreciation Dinner
- 7) Miscellaneous Fundraising (Box-tops/Campbells Labels, etc.)
- 8) Special Events (refreshments, decorations, etc.)
- 9) Uniform Swap

The SSA PTF officers are responsible for recruiting project managers and workers for PTF Events.

Other special committees may be created by the PTF as required to promote the purposes of the SSA PTF. Project managers are all volunteers. There are no term limits for project managers and they shall have the same voting rights.

Project managers shall present plans of work to the PTF officers or at PTF meetings. All project managers must adhere to the budgets for their individual projects.

ARTICLE VIII: GRADE REPRESENTATIVES

The PTF will coordinate the Grade Representatives for SSA. Each homeroom teacher will have a Grade Representative. The Grade Representatives will assist teachers through coordinating, at teacher request, events including field trips, special programs and social functions.

ARTICLE IX: MEETINGS

The PTF will hold quarterly meetings (minimum of four) during the school year. SSA will help schedule these meetings and inform the SSA community of the dates. All meetings shall be conducted “decently and in order” as scripture commands (I Cor. 14:10).

ARTICLE X: PTF FINANCES

- 1) PTF activities are funded by SSA budgeted monies and proceeds from miscellaneous fundraisers, student lunches and any designated gifts to the PTF.
- 2) PTF will not have a separate bank account, but will have a separate line item in the operations budget of the school. The school's business manager will provide monthly financial reports to the PTF and to the Administrator.
- 3) PTF may spend funds out of its budgeted account for the following reasons: teacher wish-list items, teacher-staff appreciation activities, library, and PE/recess equipment. Other items may be added once approved by the Administrator.
- 4) PTF officers may request disbursements from its budget account by notifying the business manager in writing. The Headmaster will review these requests and have final approval authority.
- 5) PTF has no contractual authority, and cannot incur indebtedness for the school.
- 6) PTF cannot borrow funds from other line items within the school's operations budget.



ST. STEPHEN'S ACADEMY
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www.ststephensacademy.com

St. Stephen's admits students of any race, color, and national or ethnic origin.
St. Stephen's Academy is a ministry of Evergreen Presbyterian Church (PCA).