



STUDENT HANDBOOK

2020-2021

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⇒ Vision Statement

The school's vision statement puts forth the forward-looking ideal that Valor strives to achieve. It is as follows:

The vision of Valor Preparatory Academy is to develop passionate disciples of Jesus who know the true, do the good, love the beautiful, and are prepared to courageously influence culture for the glory of God.

⇒ Mission Statement

The school's mission statement describes the focus of the day-to-day activities at Valor. It is as follows:

The mission of Valor Preparatory Academy is to provide an excellent education in partnership with our families that is guided by a biblical worldview, the classical tradition, and the University Model of schooling.

⇒ Core Values

The school's core values characterize everything that happens at Valor. They are as follows:

1. We pursue spiritual development through discipleship.
2. We seek to continually learn and grow in every situation.
3. We build community intentionally.
4. We anchor expectations for attitudes and behaviors to biblical obedience.

⇒ Non-Discrimination Policy

Valor Preparatory Academy shall make no distinction in its admission of students with regard to an individual's race, color, or national and ethnic origin.

⇒ Non-Denominational Policy

This ministry's Statement of Faith is fundamental to basic Christian tenets and contains those doctrines to which we unreservedly adhere and teach. It is our desire to maintain this position, remaining united in the salvation and love of Christ and avoiding the dissension that may be caused by denominational distinctives.

⇒ Statement of Faith

- A. We believe the Bible to be the inspired; the only infallible, authoritative, inerrant Word of God (2 Timothy 3:15; 2 Peter 1:21)
- B. We believe there is only one God, eternally existent in three persons--Father, Son and Holy Spirit (Genesis 1:1; Matthew 28:19; John 10:30).

- C. We believe in the deity of Christ (John 10:33); His virgin birth (Isaiah 7:14; Matthew 1:23; Luke 1:35); His sinless life (Hebrews 4:15; 7:26); His miracles (John 2:11); His vicarious and atoning death (1 Corinthians 15:3; Ephesians 1:7; Hebrews 2:9); His resurrection (John 11:25; 1 Corinthians 15:4); His ascension to the right hand of the Father (Mark 16:19); His personal return in power and glory (Acts 1:11; Revelation 19:11).
- D. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and that men are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith alone we are saved (John 3:16-19; 5:24; Romans 3:23; 5:8-9; Ephesians 2:8-10; Titus 3:5).
- E. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto eternal separation from God (John 5: 28-29).
- F. We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9; 1 Corinthians 12:12-13; Galatians 3:26-28).
- G. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Romans 8: 13-14; 1 Corinthians 3:16; 6:19-20; Ephesians 4:30; 5:18).
- H. We believe that marriage is the God-ordained uniting of one man and one woman in covenant commitment for a lifetime and that sexual intimacy is a gift designed for the marriage relationship only. (Genesis 2:24)

⇒ Philosophy of Education

Valor is an institution that adheres to the University-Model School® (UMS) model of schooling. UMS schooling in general is described by UMSI as follows:

University-Model Schooling (UMS) was developed as a result of two guiding concerns: to offer students the opportunity to acquire a high degree of academic achievement and to preserve and strengthen the God-ordained family relationships in which the Christian faith is most effectively fostered. The structure in which these two concerns are brought together, University-Model Schooling, provides an academically challenging education while integrating the home and school in the common goal of discipling children.

The key to success for the UMS model is the integration of a biblically based, parentally guided, Christian faith and a sound, teacher-facilitated, academic environment. The Bible gives parents authority and responsibility for raising their children with the goal of becoming disciples of Jesus Christ. In matters of education, that parental authority and responsibility, although not surrendered, may be shared with an educational institution when the parents consider it desirable or necessary. In such cases, a University-Model School® will assist, and not supplant, parents in their work of training and educating their children.

Parents will retain the oversight of their children's educational progress and to some degree will determine the manner and extent to which they will be involved in the academic institution. Parents will help place each child in the proper stage of academic progress. Parents will also be involved in the out-of-class instructional responsibilities of their children's courses based upon each child's age and stage of academic development. In addition, parents will continue to build into their children those character qualities that reflect their own understanding of the Christian faith.

The University-Model School will operate under the umbrella of parental authority by offering a challenging academic track in the context of Christian values. The school will unapologetically speak and teach in a manner consistent with the school's statement of faith, emphasizing the

necessity of a personal relationship with Christ and growth in Christ-like character. The school will also help parents properly place each of their children in an appropriate stage of academic development. In addition, the school will develop and implement academically challenging, college-preparatory courses that integrate an appropriate level of parental involvement into each student's out-of-class study.

The school will encourage and expect the student to learn the material assigned and will provide regular feedback to both the student and parents concerning the student's progress in each class enrolled. Finally, the school will integrate the Christian faith and a biblical worldview into the context of the various subject areas offered, to the end that Christian character-building will receive support and enhancement outside the home.

University-Model Schooling is designed for those families in which parents take an active role in the oversight and implementation of their children's education. As the level of parental involvement progresses from being a private tutor in the Grammar years to a guide for dependent study in Logic School to more of a course monitor in the Rhetoric courses, parents are expected to continue exercising loving and active responsibility for their children all the way through graduation. In partnership with these committed parents, the school is then able to integrate the home and school effectively toward the common goal of Christian character development and solid academic preparation for college. (*UMSI.org*)

⇒ The Classical Tradition

The *classical* method of education is a three-stage approach to instruction with the goal of producing virtuous graduates who have mastered the art of learning so that they may skillfully acquire and apply knowledge, reason critically and articulate persuasively. Often referred to as the Trivium (Latin for "three ways"), this approach consists of the grammar, logic and rhetoric stages, each building on its predecessor. Basic factual content and rules—the "grammar"—of any given subject must first be mastered; then an understanding of how to rightfully think through and apply the facts—the "logic"—must be discerned; and finally, the ability to synthesize the foregoing into an articulate outward communication or argument—the "rhetoric"—must be developed. The Biblical equivalent to this progression is found in the admonition to pursue knowledge, understanding, and wisdom.

Classical education organizes learning around the maturing capacity of the child's mind. The curricular emphasis during the grammar school years is on learning foundational knowledge during the time when children love to memorize (and when they are especially adept at doing so). The subsequent emphasis during the middle school years on logic and analysis trains students to think deeply about and to discern among the knowledge they have acquired through their grammar years. This emphasis corresponds with the middle-school student's bent toward exploration, questioning, and a desire for deeper understanding. Finally, the emphasis during high school shifts toward honing rhetorical skills, including especially persuasive speaking and writing. This shift prepares students to write and defend college-level theses, utilizing their grasp of proper grammar as well their ability to think logically and build and deliver winsome and articulate arguments. The structure of the Trivium recognizes that there is an ideal time and place for each part of learning: memorization, argumentation, and self-expression.

Based on the classical tradition, Valor Preparatory Academy is organized into three schools which will be referenced throughout the Student Handbook as follows:

- **Grammar School:** Pre-K - Grade 5
- **Logic School:** Grades 6-8
- **Rhetoric School:** Grades 9-12

⇒ Parent Guidelines

- A. Parents must be in agreement with the school's purpose and spiritual objectives and be willing to abide by the school's rules and regulations.
- B. Parents must be committed to the parental responsibility for providing a quality, Christian education for their children.
- C. Parents must be active members of a Christian church that is in keeping with Valor's Statement of Faith.
- D. Parents must be willing to use a Christian Conciliation Service if necessary.
- E. Parents must be willing to provide Valor with a completed application form for each child applying for admission, along with transcripts and transfer credit requests from previous schools or home school & updated immunization records.
- F. Parents must be in agreement with, and supportive of, the school's procedures for handling student discipline.
- G. Parents must acknowledge that each child has reviewed Valor's Code of Conduct and Uniform Code and is willing to abide by those policies.
- H. Parents must be willing to sign a statement upon re-enrollment each year indicating that they accept the primary responsibility for their children's behavior at school and student supervision at home.
- I. Parents must also be willing to sign a statement upon re-enrollment each year acknowledging that they are responsible to be familiar with and consult the policies of the school as published in the current school catalog and other official means of communication, and that they agree to any parent-education requirements that might be listed in the statement.
- J. Parents must agree to release enough responsibility to the school and teachers concerning curriculum, course load, classroom instruction and pace, and academic student progress standards, as well as school discipline to ensure the greatest success of the student/s at Valor.
- K. Parents are also expected to attend school-wide parent meetings and trainings (approximately 3-4 during the school year) that are intended to help parents better understand their role at the school and be better equipped to fulfil it. These will begin with Family Education Week in August and occur throughout the year.
- L. Parents must be willing and prepared to commit time and effort to instruct, reinforce, supervise, and encourage their student's learning as well as to maintain a home environment conducive to learning. This ongoing willingness and preparation are essential to the continued success of their child(ren) in the classical Christian UMS model; if parental circumstances change so as to render a parent unable to perform these duties, the continuing participation of the family in the school should be reevaluated.

⇒ Parental Code of Conduct

Valor parents are expected to uphold the following standards:

- Honor and Respect the Valor faculty and staff
- Engage in your child's education
- Communicate frequently with your child's teacher
- Check online for assignments
- Ask questions
- Pray for your child's teachers

⇒ Student Guidelines

- A. Student must be willing to adhere to Valor's Code of Student Conduct.
- B. Student must be willing to adhere to Valor's Uniform Code.
- C. Student must be four (4) years old by September 1st of the year they enter Pre-K; five (5) years old by September 1st of the year they enter kindergarten; and six (6) by September 1st of the year they enter First Grade.

⇒ Student Code of Conduct

It is by his deeds that a lad distinguishes himself, if his conduct is pure and right. (Proverbs 20:11)

The primary responsibility for upholding the Code of Conduct and the Dress Code lies with the parents. The purpose of Valor's Code of Conduct is to promote a Christ-like attitude in its learning environment and to encourage the development of positive Christian relationships among the students. The following are guidelines regarding behavior while attending Valor. These guidelines are consistent with Scriptural principles of conduct.

Students should show respect to adults at all times. A title (Mr., Mrs., Coach, etc.) and last name should be used when addressing an adult. Students must always demonstrate respect for and cooperation with teachers. Students should treat each other with respect, kindness, purity, and compassion just as God commands us in Matthew 7:12 and 2 Timothy 2:22. Students are to refrain from gossip, ridicule, mockery, backbiting, and any form of strife.

Train up a child in the way he should go, even when he is old he will not depart from it. (Proverbs 22:6)

As a University Model School, Valor seeks to work with parents to promote Godly character in the students. If issues arise from offenses to the Code of Conduct, the situation will be addressed at the level of the student's character. The keys to this approach to discipline are that the student feels respected, that he/she knows and accepts the boundaries of Godly behavior and attitude, and that he/she understands what Biblical approach to make correct and Godly decisions. Should repeated or serious first-time violations of the Code of Conduct occur, Valor maintains the right to limit or withdraw participation privileges and could result in suspension or expulsion of the student.

⇒ Students with Learning Challenges

It is the responsibility of parents to communicate any known or suspected learning challenges and diagnoses to school administration. It is to the benefit of the student that the school is aware of these issues as soon as possible in order for the school to best address them in partnership with families. Valor will attempt to address the unique needs of students with learning challenges as time, space, resources, and staffing allow. However, Valor will not guarantee either formal or informal accommodations for any student, regardless of any official diagnoses a student might possess. Valor believes that it is firmly in the best interest of all parties involved to be up-front concerning the school's capacity to provide learning accommodations.

⇒ General Discipline Policies and Procedures

The primary disciplinary goal of the Valor staff will be to practice “preventative” discipline through the use of good teaching techniques. As the need arises, however, the school may also employ mild forms of correction in order to encourage cooperation among the members of the student body. It is the position of Valor that parents are primarily responsible for dealing with discipline problems of an ongoing or more serious nature. The school will seek to control the negative impact of serious discipline problems on the school environment by limiting or withdrawing the participation privileges of uncooperative students. In most cases, a distinction will be made between elementary and secondary students in specific discipline measures, since it is assumed that a greater degree of self-discipline and good conduct should be expected from secondary students. The Headmaster has final discretion for interpretations of violations to the Student Code of Conduct or other conduct guidelines.

This Student Discipline policy is considered to be an extension of the partnership between Valor and our families. The administration will seek, in good faith, to implement the terms of this policy with the agreement and cooperation of parents. In the event of disagreements between parents and the administration regarding policy implementation, the administration and board reserve the right to act in what they deem to be the best interests of Valor.

In terms of discipline, the goal at Valor is to partner with parents in training children to love and honor the Lord with all their heart, mind, soul, and strength and in turn to love their neighbor as themselves. We want to teach students disciplines such as obedience, honor, and excellence, just to name a few. This is Training for Life!

Valor has three levels of discipline infractions and has examples and consequences listed below.

Level 1: Classroom Management Issues

Valor gives responsibility to teachers to maintain an ordered classroom. In order to do this, each teacher will have a positive and negative consequence system established in his/her classroom to help maintain the classroom. Some examples of Level 1 infractions include but are not limited to the following:

1. Talking without permission
2. Failure to stay on task
3. Failure to follow the teacher's instruction
4. Getting out of their seat in class

5. Not having supplies for class

Students will be given a warning prior to receiving any sort of negative consequence. Some examples of negative consequences instituted by teachers include but are not limited to: taking away positive rewards,

1. Sitting out of recess
2. Extra assignment
3. Seat change

If the negative consequences instituted by the teacher do not work and the behaviors persist, a student will be issued a training for life form which is a Level 2 infraction.

Level 2: Training for Life Form

If a student is given a Training for Life form, he or she has clearly not followed an expectation established by the school. Some examples of when a TFL form would be given include but are not limited to the following:

1. Repeated classroom disturbances
2. Repeated uniform violations
3. Excessive talking
4. Excessive loud noises
5. Horseplay, running, or rough play during or between classes
6. Insulting, belittling, or degrading others
7. Throwing items
8. Using a cell phone or media device
9. Bothering or harassing another student
10. Abusing another's property
11. Actions that negatively affect the safety and security of the campus.

If a student does not follow an expectation that has been clearly established by the teacher/school, they will be given a TFL form. In some cases, a warning will be given, but it will be up to the teacher's discretion if a warning is warranted in a given situation. Students will fill out the TFL at home with his/her parent with information on how they did not honor, what they will do to make it right, and how they will act differently next time. In some cases, at the teacher's discretion, the student may sit out part of recess or receive an extra work assignment (i.e. writing sentences, Bible verses, a brief essay assignment regarding their behavior, etc.). Parents will need to sign it and return it to school where teachers file it in a student folder.

On the 3rd TFL-level offense of the same violation in a given semester, a parent teacher conference will be called to discuss how to remedy the behavior. If after that another TFL is given for the same offense, a student will be given an Office Referral which is a Level 3 infraction. TFL's are to serve as an effective training tool to help students reflect on their actions and seek wisdom on how to change, as a means to communicate about student-conduct to parents, as well as a system to document patterns in behavior that need to be addressed.

Level 3: Office Referral Visits

There are eight ways a student will be administered an office referral.

1. Accumulating TFL forms. On a student's 4th TFL form for the same offense in a given semester, an office referral will be given.
2. Open disrespect shown to any staff member. The staff member will be the judge of

- whether or not disrespect has been shown.
3. Dishonesty in any situation while at school or a school function, including lying, cheating, and stealing.
 4. Rebellion, i.e. blatant disobedience in response to instructions.
 5. Physical Violence, i.e. striking in anger with the intention to harm another student or Valor staff member.
 6. Obscene, vulgar, or profane language, as well as taking the name of the Lord in vain.
 7. Public displays of affection between sexes, such as hand-holding, kissing, etc. are not permitted. Sexual misconduct such as premarital sex, homosexual activity, and the use/viewing of pornographic materials.
 8. Bringing to school or a Valor-sponsored event any type tobacco products, illicit drugs, alcohol, or weapons.
 9. Participating in any illegal or immoral activities as defined by the Bible.

During the visit with an administrator, the administrator will determine the nature of the discipline. The administrator will require steps toward restitution, which may include parental attendance during the school day with their student or other measures consistent with biblical guidelines, which may be appropriate. If for any of the above or other reasons a student receives discipline from an administrator, the following will be observed. Within either semester of the school year:

1. The first time a student is sent to an administrator for discipline the student's parents will be contacted immediately by the office manager and given the option to come to the school to discipline their child. If the parent does not need/want to come, then an overview of the situation will be given to the parents and teachers will contact the parent with details at the end of the school day. The student will also be instructed in their consequences and steps toward restitution. The parents' assistance and support in averting further problems will be sought.
2. The second time a student is sent to an administrator for discipline, the student's parents will be contacted and given the details of the visit and the consequences incurred (either by a phone conversation or an e-mail). A second visit to the administrator will likely result in an at-home suspension. The parents' assistance and support in averting further problems will be sought.
3. If a third office visit is required, the student will be suspended at home, will be placed on disciplinary probation, and may be brought before the Board for review.
4. With a fourth office visit the student will be brought before the Board and will face possible expulsion.

⇒ Suspension and Expulsion

In the event that a student must be suspended, the absence(s) from class are considered "unexcused". During the day of the suspension, all class work and homework due that day will be penalized with a maximum grade of a 70%. All tests and quizzes missed because of a suspension will not be penalized, but the student will be expected to make it up on the next day back from the suspension.

Suspension

Can be administered by the Headmaster for the following durations:

- One Day

- Two Days (any two (2) consecutive school days)
- Three Days (any three (3) consecutive school days)
- Five Days (any five (5) consecutive school days)

Suspensions may carry with them any number of requirements that the Headmaster may deem appropriate. Failure to meet those requirements can extend the duration of the suspension or lead to possible expulsion.

Expulsion

The Valor Board realizes that expelling a student from school is a very serious matter and should always be carefully handled 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 successfully address behavior problems by a third office visit, the student may become a candidate for expulsion.

Expulsion can be administered by the Headmaster and carries with it the following conditions:

- The student is banned immediately from all classes and school activities.
- The family's admissions agreement with the school is declared null and void.

The process of appealing an expulsion is as follows:

- If the family wishes to appeal, they must submit their formal request for readmission in writing within 10 days, beginning the first day of expulsion. In the written request, parents should state their reasons for wanting to negotiate a new and more restricted admission agreement with Valor.
- If the family declines its right to appeal, the student is officially unenrolled from Valor and the record of expulsion will appear on the student's transcript.
- If the formal request is accepted, the student may continue to receive class assignments while the appeal is pending. Both parents (unless parent is single) and the student must schedule a time to appear to discuss the appeal.
- Re-admittance, if granted, may only be on the condition that the family obligates itself to a new and revised admission agreement, complete with required corrective actions, restrictive measures, and future accountabilities. Failure to keep the new agreement can result in automatic forfeiture of the student's admission status with no permission to appeal.
- If the new agreement is kept faithfully and without incident, the student may apply to have the record of expulsion deleted from his or her permanent record.

Immediate Action for Serious Misconduct

The school generally follows the discipline procedures contained herein. However, there are circumstances in which the school administration and/or Board may determine, in their sole discretion, that it is appropriate not to follow progressive discipline steps. In cases in which a student has engaged in egregious, immoral, or other unacceptable behavior that is in clear contradiction of scriptural commands, the school reserves the right to suspend or expel the student immediately. Students may be subject to after school-hour discipline for serious misconduct.

⇒ Student Dress and Appearance Guidelines

Our uniform policy is driven by our desire to honor God in all we do. Valor seeks to encourage modesty and to create and promote an environment of learning where dress is not a distraction to the educational process. Valor seeks to establish a culture of high-standards, excellence, and honor, in which students are called to the following standards:

Practice Wise Modesty

Students should seek to be modest with their dress and in doing so, show deference and respect to their brothers and sisters in Christ. Families should refer to the Valor Uniform Policy (link below) for more specific information regarding modest and appropriate dress.

Dress Neatly

Clothing should be clean, unwrinkled and in good repair. There should not be holes or tears in clothes. Clothing should be appropriately sized with shirts tucked in.

Maintain Good Hygiene and Grooming

Students should seek to present themselves well by maintaining cleanliness through daily hygiene and proper grooming of hair. For girls, this means presentable hairstyles and coloring. For boys, this means properly groomed hair on both the face and the head.

Valor Uniform Policy

Valor has sought to establish a dress code that encourages these principles. The specifics about uniforms can be found at our website at <https://valorprep.com/wp-content/uploads/2019/05/Valor-Uniform-Policy-2019-2020.pdf>

In an effort to enforce Valor's Uniform Policy in an impartial manner, the outlined process will be followed. We hope this clarifies our expectations and motivates students to avoid the hassles that come with uniform noncompliance. We believe that parents are the primary enforcers of the dress code and the first line of defense each morning against uniform code violations.

Students should be in dress code at all times when at Valor. If a student is not in dress code, a dress code violation will be tallied and he or she will be sent to the office to change. If a change of clothes is not available in the office, parents will be called and will need to bring an appropriate uniform to school. Students earning their fourth dress code violation or more in a quarter will receive a Training for Life form.

At the discretion of Valor administration, dress down or spirit dress days may be added to the schedule. Prior notice of these special dress days will be given, and instructions for proper dress on these days will be explained. Dress code violations can still be given on dress down and spirit dress days if these instructions are not followed.

⇒ Textbooks and Other Resources

Purchase of necessary textbooks and resources is the family's responsibility unless explicitly stated otherwise by the school. Valor will provide a list of required textbooks by the end of June for the following school year online in the Summer Packet. Parents may purchase or borrow these from whatever source they desire. At the Logic and Rhetoric levels, some textbooks may at times be rented to families. At the end of the spring semester, Valor will coordinate a Used Book & Uniform Sale so that parents may purchase from each other used books for future use. No used textbooks with answers in them or those already written in or highlighted may be used.

Students will be using a variety of resources in their courses, some print, some digital, some owned, and some rented from the school. All resources used by the student are the student's responsibility to keep in good, usable condition. A teacher may request at any time that a student replace a resource too severely damaged or defaced to be used, or if a resource is deemed permanently lost. If the resource is owned by the student/family, they will be immediately responsible to replace the resource for their student. If the resource is school-owned, the student/family will be immediately responsible to pay to the school a fair replacement cost determined by the Director of Academics.

⇒ Service Learning

Valor faculty, staff, and students highly value service to one another within the body of Christ, outwardly to our community, and to the world. The school has the following approach to service:

Grammar & Logic Schools

Valor sanctions a variety of service opportunities for Grammar and Logic students with their homeroom, grade, and division throughout the school year. In general, however, Logic School students will focus upon one area of service per school year as a way of diversifying the service experiences of students in the upper school.

Rhetoric School

Valor sanctions a variety of service opportunities for Rhetoric students throughout the school year. In general, however, Grades 9 and 10 will focus upon one area of service per school year as a way of diversifying the service experiences of students in the upper school. The Valor Rhetoric School service requirements are as follows:

- Grade 9: a minimum of 12 hours of unpaid service
- Grade 10: a minimum of 12 hours of unpaid service
- Grade 11: TBD
- Grade 12: TBD

Special distinction for exemplary service will be given upon graduation for a student who completes certain service requirements throughout his or her Rhetoric School career.

⇒ Study Hall and Scholars' Lounge

Logic School

Study hall is offered on Tuesdays and Thursdays for students in Grades 6-8 for a fee. These study halls will be actively monitored by a member of Valor's faculty or staff. All school rules will pertain to the study hall sessions that apply to the rest of the daily schedule. The use of technology for specific educational purposes is only permitted in study hall when explicitly granted by Valor administration and/or the study hall faculty/staff monitor. The use of any electronic device with cellular capabilities is not permitted in study hall.

Rhetoric School

Scholars' Lounge is the Rhetoric School's embodiment of the outside-of-class work and study experience. Scholars' Lounge is offered from 1:30 PM to 3:30 PM on Monday through Friday for a fee. Scholars' Lounge will be a place for independent work, group study, and casual interaction with Valor's faculty and staff. All school rules will pertain to Scholars' Lounge that apply to the rest of the daily schedule. The use of technology for specific educational purposes is permitted in Scholars' Lounge when explicitly allowed by Valor administration, faculty, or staff. The use of any personal electronic devices with cellular capabilities is not permitted in Scholars' Lounge.

⇒ Attendance Policies

In the Grammar and Logic Schools a full day is defined as:

- a **Monday, Wednesday, or Friday** beginning at **8:30 AM** and ending at **3:15 PM**.

In the Rhetoric School a full day is defined as:

- a **Monday, Tuesday, Wednesday, Thursday, or Friday** beginning at **8:15 AM** and ending at **1:30 PM**.

Absences

An **absence** is defined as missing a class period of a course. Students must regularly attend class in order to successfully complete a course. If a student exceeds ten (10) absences per year in a course, there may be an academic review meeting to discuss if he or she will receive credit for the course. When tallying the total number of absences, Valor does not distinguish between excused and unexcused absences; all absences are counted equally.

A student who has exceeded the allowable number of absences is free to appeal for course credit given extenuating circumstances or if a large portion of their absences were the result of school-related events. If it is determined that a student has skipped class, the work missed for the class may not be made up and additional consequences may be levied at the discretion of administration.

Tardies

A **tardy** is defined as entering a classroom after the class period has begun. If tardy, a student should report directly to the Office Manager and receive a tardy slip in order to enter the classroom. The Office Manager will record the tardy in RenWeb.

Grace will be given with the first four tardies of each semester, which will be recorded without penalty. The fifth tardy will result in the student and/or parents being contacted to schedule a conference with a member of administration. Teachers may, at their discretion, impose penalties on student work missed because of a tardy. Only those tardies due to circumstances beyond the control of the student or parent (ex. unforeseeable traffic due to an accident, sudden onset of weather which hinders driving, etc.) will not be counted against the student and may require written verification from the parent.

Unplanned Absences and Make-Up Work

When a student has an unplanned absence, parents should call the school to let the office know about the absence and to make arrangements for picking up any papers needed to work at home.

When a student returns, parents should send in a note explaining the reason for a student's absence or work not completed on a home day. Only those absences or incomplete work due to illness or circumstances beyond the immediate control of the student or his/her parents will normally be considered excused for the sake of make-up work. As a general rule, one (1) day will be given to make up work per each day absent.

Upon returning to school after an unplanned absence, the student should turn in the work that was due the day of their absence. Students should also be ready to take any tests upon returning that were given on the day of their absence as well as those on the day of their return. Exceptions may be made on a case-by-case basis due to extended absences or an illness that has kept a student from working at home. In these cases, the student will be given extra time to complete assignments.

Planned Absences and Make Up Work

Vacations should be planned during school breaks. In the event that a student misses school for optional trips or vacations, the responsibility for completing required assignments and for mastering course content rests with the student and parent and not the classroom teacher.

- When a student's family is planning an absence (i.e. vacation, mission trip, etc.), a parent should notify all of the student's teachers and the Office Manager in writing at least two weeks in advance. This is required to provide adequate time for teachers to prepare assignments for the absence, although teachers are not required to have completed lesson plans before their normal deadline.
- Required assignments should to be turned in prior to leaving on the trip when at all possible. Only with special permission from the teacher can assignments missed due to an optional trip or vacation be made up after returning from the trip. This includes major assignments such as projects and compositions as well.
- Any missed tests need to be made up immediately upon returning from the trip, and the student is responsible for making the arrangements for when and how the make ups will take place.
- If a student misses a group assignment due to an optional trip or vacation, they forfeit any portion of the project grade that is based upon an in-person requirement (such as a presentation).

Students and parents should keep in mind that missing class is very difficult for students to make-up work and increases the workload for teachers. Also, in a classical school, many

classroom discussions, labs, and activities are not able to be done at home and the richness of the child's education suffers.

Exceptions:

- An exception may be granted by administration if a student has been unable to meet the attendance requirements due to circumstances beyond the family's control (such as extended or repeated illness) and provided the student has, in the judgment of the teacher, achieved minimum mastery of the course content.
- If an unexpected tragic event occurs, such as a death or accident in the family, all efforts will be made to assist the student and family in meeting requirements. Adjustments may be made with regard to required assignments; however, mastery of course content is still necessary to satisfactorily complete the course.

⇒ Athletics

Valor students in Grades 4-6 will be able to participate in school-sponsored athletics programs throughout the various sports seasons of the school year. Please contact the Athletic Director's office for more details. Students in other Logic and Rhetoric grades will have opportunities to participate in both team and individual sports independent of the school through Texas Wind and other similar associations. In some situations, academic credit may be granted for independent participation in outside sports.

⇒ Off-Campus and Overnight Trips

Students in the Logic and Rhetoric Schools will be afforded opportunities to participate in a variety of off-campus and overnight trips through the school. Basic guidelines governing individual trips will be communicated in writing to all parties involved with those trips prior to leaving.

⇒ Student Health and Safety

Medications

Parents are encouraged to administer any necessary prescription medication at home when possible. Any medication, prescription or over-the-counter, will only be administered with parent-provided medication and in accordance with the instructions parents provide on a completed **Medicine Authorization Form**. This written request will be given to the school office, along with the doctor-prescribed medicine in a labeled container. All prescribed medications, with the exception of asthma inhalers and epi pens, are to remain in the school's medicine cabinet or refrigerator. It is the student's responsibility to report to the office at the appropriate time. A record will be kept in the school office of any medication administered. The school cannot administer any medication (prescription or over-the-counter) without a written Medical Authorization Form from the student's parent or guardian.

Illness

Any student with a temperature of 100° F or above or any other signs of contagious illness (i.e. vomiting, diarrhea, unexplained rash, etc.) must remain at home. Before returning to school, the student must be well and free of fever (less than 99.5° F), diarrhea, and vomiting for 24 hours without medication. If an antibiotic has been prescribed, the student must complete 24 hours of therapy before being allowed to return to school.

Head Lice

Head lice, although not an illness or a disease, is very common among children and is spread through head-to-head contact during play, sports, and sharing items like combs, hats, brushes, and headphones.

If it is discovered that a student has lice, he will be sent home and will not be allowed to return to school until he has undergone treatment. The school will notify the parents in that particular class that a case has been reported in that class and will request parents to be vigilant in checking their children. The school may conduct checks for head lice as they deem necessary.

Immunization Record on File

Students must submit immunization records and be current with all immunizations prior to the first day of classes each school year. If a student is exempt from an immunization or immunizations because of a medical contraindication, a physician must send a statement in writing stating that this is a “lifetime” exemption. If a parent is claiming conscientious objection, an affidavit of exemption (the original) from the Texas Department of Health must be on file with the front office and must be renewed every 2 years. <http://corequest.dshs.texas.gov>

Accidents and Medical Situations

All medical attention, other than minor first aid, administered to a Valor student will proceed based upon the Medical Information Form on file at the school. Minor first aid, including issuing band aids, insect bite treatment, or ice packs, may also be administered at school. Any time outside medical intervention is sought or administered in an emergency situation, the parent or legal guardian will be contacted as soon as possible. If outside medical intervention is recommended for a student in a non-emergency situation, the parent or legal guardian will be contacted first to inquire about their desired course of action.

Parents will be notified via email of any minor first aid administered. For any incident requiring treatment beyond minor first aid, a report will be filed in the student’s file after both a parent or legal guardian and the classroom teacher have signed it.

⇒ Student Relationship Policies

We know that the topics of dating and romantic relationships are complicated and that many different opinions exist concerning them. We want families to seek God individually for how they will handle the issue in their own homes.

Grammar School

One goal we have for the Grammar School is to foster safe friendships among students. The way we characterize this is by the following axiom: At Valor we do brothers and sisters and school family. We talk about what it means to be a school family and how to honor one another and cultivate friendships that resemble brothers and sisters in Christ. In order to pursue this, we don't allow conversations about crushes, people liking one another, dating, etc. in the Grammar School. If students do have these conversations at school or at school events, teachers and parents will step in to address it. If the behavior continues, students will receive a Training For Life form. Further communication between a parent and an administrator may be necessary for recurring instances.

Logic and Rhetoric Schools

In the Logic and Rhetoric schools, we expect students to maintain “healthy space” as we seek to honor each other as brothers and sisters in Christ. In our attempt to create a safe, non-threatening, cohesive, and Christ-honoring school community, we discourage students of opposite sexes from coupling and separating themselves from the group at any time. Excessive violations of the spirit of this policy and/or repeated violations after being warned may result in a Training for Life form and further disciplinary action at the discretion of administration.

Public displays of affection—whether physical, verbal, or written—are not appropriate on the Valor campus or during any off-campus Valor activities and will result in an office referral.

⇒ Grading Scale

Grammar School

The Grammar School uses performance-based assessments rather than numerical grades. Our goal is to develop habits of diligence and excellence, as well as a love of learning in students. We conduct cumulative assessments in both the fall and the spring to determine which skills students have mastered and which ones are still developing. We use this information to inform instruction as well as to help guide parents in supporting students on home days. Rather than the superficial goal of working for an “A”, our aim in the Grammar School is for students to learn to work hard, to persevere through struggle and failure, and to master what is put before in order to set them on a course towards independent, life-long learning. In order to assist in the transition to the Logic School in 6th grade, 5th grade students begin receiving letter grades in some key classes.

Logic and Rhetoric Schools

Courses are graded on a 100-point scale. A large proportion of a course's grade will represent a student's mastery of course content and meeting predetermined course objectives. The grade value of a given course is calculated by converting the course grade (0-100) to a percentage value. The letter grade equivalents are as follows:

- Grades of 97-100 A+
- Grades of 93-96 A
- Grades of 90-92 A-
- Grades of 87-89 B+
- Grades of 83-86 B
- Grades of 80-82 B-
- Grades of 77-79 C+
- Grades of 73-76 C
- Grades of 70-72 C-
- Grades of 65-69 D
- Grades of 0-64 F

⇒ Grading and Reporting Policies

Logic and Rhetoric students will accumulate a variety of grades in each of their classes throughout the school year. Some assignments may, at the teacher’s discretion, remain ungraded (especially diagnostic and formative assignments). The following standards will be upheld regarding the recording and reporting of student grades:

- A Yearly Grade will be calculated by averaging together a student’s Semester 1 and 2 grades.
- If a course has a semester exam, the Semester Grade will be calculated by the following weighted average calculation: Quarter 1 (40%), Quarter 2 (40%), Semester Exam (20%).
- If a course does *not* have a semester exam, the semester grade will be calculated by averaging together a student’s Quarter 1 and Quarter 2 grades.
- A minimum of 60% and maximum of 70% of a course’s grade will be based on content mastery.
- Students will receive a minimum of one (1) recorded grade per class per week in RenWeb.
- Students will receive a minimum of one (1) summative assessment grade per unit of study per class.
- Students will receive a minimum of two (2) summative assessment grades per class per quarter.
- Students will receive a minimum of ten (10) posted grades per class per quarter.
- Students and parents will receive a report card within two weeks of the end of each academic quarter.
- Students and parents will have the opportunity to meet with one or more of the student’s teachers shortly after the Quarter 1 and 3 report cards are released.
- Rhetoric-level courses will receive grade points based upon Semester Grades (see the grade point awarding scale in the section above).

⇒ Late Work Policies

Grammar School

In the Grammar School, any student who has not completed his work when he comes to class will need to finish it at recess before being allowed to play. If this occurs repetitively, teachers

will conference with parents to address the problem and work towards building habits of diligence and excellence in students. If the problem persists, Valor reserves the right to discuss with parents if Valor is the best educational option for the family and retain students in their current grade level.

Logic and Rhetoric Schools

Assignments must be turned in at the request of the teacher during the class period they are due; otherwise, they are considered late. For online submissions, assignments must be turned in by the posted date and time; otherwise, they are considered late (this may include due dates and times outside of school hours). Late work may be turned in up to one (1) school day late for a maximum grade of 70%. All late work that is more than one (1) school day late will be given a grade of 0%. Scores of zero may occasionally be partially redeemed at the discretion of the teacher.

⇒ Academic Probation

Any Logic or Rhetoric student earning an F in any course for the quarter is subject to academic counseling with a teacher and/or administrator. This is a proactive effort to avoid an academic probation in the future.

A Logic or Rhetoric student is placed on academic probation if he or she:

- Earns two or more F's in a single academic quarter, or
- Earns any F in consecutive academic quarters

Parents will be notified in writing if their child is placed on academic probation. Any student placed on academic probation will be required to attend academic counseling with a teacher and/or administrator. A student who ends quarter 4 on academic probation is subject to summer remediation as outlined by the school in order to be promoted to the next grade. A student is subject to dismissal from the school if:

- he or she is on academic probation for three or more academic quarters in a single school year, or
- he or she is on academic probation for five or more academic quarters across two school years

⇒ Homework and Home-Day Assignment Policies

Grammar School

In the Grammar School, Home Assignment Sheets will be posted each week for parents and students to view and print from home, if desired. They will be posted online by Sunday at midnight for the current week, and teachers will print and hand out Home Assignment Sheets at school on Monday each week.

Logic School

In the Logic School, the homework and home-day assignment policies are as follows:

- Home Assignment Sheets will be posted each week for parents and students to view and print from home. They will be posted online by Sunday at midnight for the current week.
- If a student is participating in Valor study halls, it is expected that he or she will be self-disciplined and efficient in their use of time under the light supervision and guidance of a faculty member.
- If a student is completing his or her home-day assignments at home under the supervision of a parent or guardian, it is also expected that he or she will be self-disciplined and efficient in their use of time, no matter the level of supervision.

Rhetoric School

In the Rhetoric School, the homework and home-day assignment policies are as follows:

- Home assignments will be posted each week for parents and students to view and print from home. They will be posted online by Friday at midnight for the following week. If changes occur after this time, explicit notice will be given to Rhetoric School students through their school email addresses.
- If a student is participating in afternoon Scholars' Lounge, it is expected that he or she will be self-disciplined and efficient in their use of time under the light supervision and guidance of a staff member and in accordance with the posted expectations of Scholars' Lounge. On days in which Scholars' Lounge is open, the student should be able to complete a substantial amount of their home-day assignments within the hours of Scholars' Lounge, thus greatly reducing the need to complete assignments at home. It is the student's responsibility to plan out their work time from day-to-day and stay on top of major assignments and assessments in their classes (and *not* that of the supervising faculty members). There is a clear understanding that mismanagement of time in Scholars' Lounge will negate many of its intended benefits and lead to an increased workload at home. There is also an understanding that repeated failures to adhere to the posted expectations of Scholars' Lounge may result in a student's loss of the privilege with no corresponding refund to the family at the discretion of administration.
- If a student is completing his or her home-day assignments at home under the supervision of a parent or guardian, it is also expected that he or she will be self-disciplined and efficient in their use of time, no matter the level of supervision. It is the student's responsibility to plan out their work time from day-to-day and stay on top of major assignments and assessments in their classes (and *not* that of the parent or guardian).

⇒ Assessment

A variety of assessments will be given in order to evaluate the learning process within each course. The three major categories of regular assessment at Valor are as follows:

Diagnostic Assessment

This type of assessment is given in order to diagnose the existing knowledge of a student at the beginning of the learning process. It is often used for placement

purposes and/or to determine where instruction should begin. It is often ungraded because of these purposes.

Formative Assessment

This type of assessment is given in order to determine how the learning process is progressing. It may take the form of a quiz, oral questioning, exit slips, bell work, and a variety of other forms. It is sometimes ungraded because of these purposes. Its chief aim is to provide feedback to both the teacher and learner about the state of learning at any given point within the learning process.

Summative Assessment

This type of assessment is given in order to determine the learning that has taken place at the end of a designated period of learning (often at the end of a unit of study, chapter, or semester). It may take the form of a test, exam, project, speech, recitation, and a variety of other forms. It is almost always graded in order to benchmark how much learning has taken place during that designated period of learning.

⇒ Standardized Academic Testing

Grammar and Logic Schools

Valor will conduct standardized academic testing once per year in the Spring using the CTP (Comprehensive Testing Program) test for Grades 3-8. The results of this test are not used for retention or promotion purposes, nor are they a major evaluative tool for individual teachers. The results of this test are chiefly used to improve teaching and learning practices at Valor.

Grammar School Students are given comprehensive assessments in November and April each year.

Both midterm and final exams will be given in all core academic courses beginning in Grade 8. Final exams only will be given in all core academic courses beginning in Grade 7. There will be no semester exams given in Grade 6 or below.

Rhetoric School

Semester exams (midterm and final exams) will be given in all core academic courses. Semester exams *may* be given in other courses at the teacher's discretion; see a course's individual syllabus for details.

Valor will conduct standardized academic testing once per year in the Spring using the CTP (Comprehensive Testing Program) test for Grades 9 and 10. The results of this test are not used for retention or promotion purposes, nor are they a major evaluative tool for individual teachers. The results of this test are chiefly used to improve teaching and learning practices at Valor.

⇒ Academic Integrity

A truthful witness gives honest testimony, but a false witness tells lies. (Proverbs 12:17)

Valor Preparatory Academy will not tolerate academic dishonesty (i.e., cheating). Academic dishonesty is both a serious breach of personal integrity and a serious hindrance to student learning. Therefore, we exhort our students and their parents to adhere to high standards of personal integrity, both in school and in the home. 1 Chronicles 29:17 reminds us that God "tests the heart" and is "pleased with integrity." We want to encourage and equip our students to become disciples of Christ committed to serving and pleasing God in all he or she may do. Academic dishonesty is broadly defined as any attempt on the part of a student or parent, whether realized or not, to falsely represent the student's level of achievement or mastery in a given course or with regard to any element of the course. This includes, but is not limited to:

- Lying or giving false information about completed assignments;
- Copying the work of others at any time without direct authorization from the instructor;
- Using any resource, such as solution manuals and teacher edition textbooks, test books, answer keys, to complete assignments without the direct authorization from the instructor;
- Obtaining or sharing any quizzes, tests, or academic materials created by or belonging to the school without direct authorization from the instructor;
- Engaging in plagiarism by presenting the ideas or works of another as one's own or failing to properly cite the author and source using approved academic format such as Modern Language Association;
- Altering a graded paper or project, or any portion thereof, for the purpose of disputing the accuracy of the grade;
- Any form of communication with another student during any quiz, test, or academic assignment without direct authorization from the instructor;
- Sharing the content of any quiz or test with a student who has not taken the assessment; and
- Using another person's paper, essay, homework, project or lab results and representing it as your work.

Enforcement

Generally, the teacher will follow these steps if academic dishonesty has taken place:

- **First Offense:** A first offense will result in (1) a written warning from the teacher to both the student & his parents, (2) a grade of zero for the assignment involved, and (3) a copy of the written warning sent to the school administration.
- **Second Offense:** A second offense will result in (1) a written warning from the administrator to both the student & his parents, (2) a grade of zero for the assignment involved, (3) a conference between the administrator and the parents, (4) a writing assignment for the student in which he investigates and reports on Biblical instruction regarding honesty and integrity.
- **Third Offense:** A third offense will result in (1) a one-day suspension from school, (2) a grade of zero for the assignment involved, (3) placement of the student on academic probation which shall remain in effect until two full semesters have passed with no further incidence of cheating, and (4) removal of all participation privileges for extracurricular activities for one semester.
- **Fourth Offense:** A fourth offense will result in expulsion from the academy.

⇒ Awards and Recognitions

Grammar School

Any awards given at the Grammar School level are awarded at the classroom level at the discretion of teachers.

Logic School

A number of awards and recognitions will be conveyed in order to honor a variety of excellence and achievement at Valor. In general, these awards will be given at the end of the academic year.

Rhetoric School

A number of awards and recognitions will be conveyed in order to honor a variety of excellence and achievement at Valor. In general, these awards will be given at the end of the academic year. In addition, several awards will be conveyed to graduating seniors that reflect students' cumulative efforts across multiple years.

⇒ Parent Roles in Academics

There are different roles that parents serve in a UMS school. Each specific academic class will emphasize only one of those roles as primary. In most cases, though not all, the parent's direct academic role lessens as grade levels increase, coinciding with a student's natural path toward greater independence, a process that needs to occur gradually and under parental guidance and mentoring. The identified parent roles are:

Co-Teacher

In this role, parents will receive instructions from the classroom teacher on a regular basis, outlining homework assignments, follow-up study over covered material, and preparation or review needed for the next class. They will also bear the primary responsibility for direct instruction in some aspects of the course, such as spelling, and in monitoring their child's academic progress (including the timely submission of all assignments).

Private Tutor

Many elementary academic courses design this role for the parent. Courses involving this role are made successful because each student has a private tutor (the parent) at home, who is willing and ready to assist. Parents will receive instructions from the classroom instructor on a regular basis, outlining homework assignments, follow-up study/instruction over covered material, and any preparation or review needed for their next class.

Guide for Dependent Study

This role will usually relate to parents with children in grades 7-10. These students are at a dependent age where disciplined study habits must be developed through positive encouragement and through the students' growing awareness of personal consequences. In

order for these classes to be successful, the teachers are dependent upon parents to make certain their children keep up with the course material assigned and to communicate to teachers if difficulties arise. In some cases, private tutoring might be necessary.

Course Monitor

Some courses (like art, foreign language, music) will involve equipment or expertise that necessitate that teaching be done in the classroom and leave little instruction for the parent at home. This role, therefore, will require the least amount of time by the parent, but its importance must not be understated. The primary responsibility of the parents is to track the progress of their son or daughter and to monitor how well he/she is doing. Parents need to show an active interest in their child's studies and should inform the instructor if problems should develop.

Project Assistant

Parent involvement is needed, but not on a regular basis. This role is in many respects similar to that of the Course Monitor but will be needed one or more times during the semester for specific projects. Drama courses, for example, might involve additional help for student costuming, working on sets, etc.

Interactive Discussion/Disciplinship

In courses utilizing this role, parents are expected to interact with their student on teacher-directed topics throughout the semester. Students will then reflect on those interactions through class discussions and written assignments. These courses are designed in such a way as to place emphasis on the parent-student relationship by emphasizing and reinforcing the values parents are teaching within their home, especially issues that are of importance during the teen years.

⇒ Parent/Teacher Conferences

Conferences are encouraged at any time of the year and may be initiated by the teacher or parent.

Grammar School

Mandatory parent/teacher conferences are held during the first week of December following fall assessments, and optional conferences are offered in April following the spring assessments.

Logic and Rhetoric Schools

Scheduled conferences will take place in the fall and spring following Quarter 1 and 3 report cards, respectively, for students with a course average below 80% for the academic quarter in question.

⇒ Carpool, Arrival, and Dismissal

Grammar and Logic Schools

Morning time for drop-off is 8:15 – 8:30 AM. Grammar and Logic School students should not be on campus earlier than 8:15 AM. Classes will begin promptly at 8:30 AM.

School pick-up in the afternoons is between 3:15 and 3:30 PM. Students should be picked up by 3:30 PM at the latest. **A \$15 Late Pick-Up Charge** will be assessed to the parents' account if a student is not picked up by the time the pick-up line is closed at 3:30 PM, as well as additional \$15 charges for additional 15-minute increments the student is left at school. Parents are required to walk into the front office to pick up students after the pick-up line closes.

Rhetoric School

Morning time for drop-off is 8:00 – 8:15 AM. Rhetoric School students should not be on campus earlier than 8:00 AM. Classes will begin promptly at 8:15 AM.

For students who stay for Scholars' Lounge, school pick-up in the afternoons is between 3:15 and 3:30 PM, Monday through Friday. Students should be picked up by 3:30 PM at the latest. **A \$15 Late Pick-Up Charge** will be assessed to the parents' account if a student is not picked up by the time the pick-up line is closed at 3:30 PM, as well as additional \$15 charges for additional 15-minute increments the student is left at school. Parents are required to walk into the front office to pick up students after the pick-up line closes.

For students who do not stay for the additional Scholars' Lounge, school dismissal in the afternoons is at 1:30 PM Monday through Friday. Students should be picked up between 1:30 – 1:45 PM to avoid late pick-up charges.

⇒ Student Drivers

Rhetoric students who hold a valid driver's license and have access to a car with legal title and registration may apply to park on campus at Valor through submitting an application online. After the application is received, an appointment will be scheduled between the student, a parent of the student, and Valor administration. At this meeting, the rules and guidelines for this privilege will be outlined both orally and in writing. Both parent and student must sign this agreement before parking privileges are conveyed.

Parking on Valor's campus is a privilege and not a right. It may be suspended or revoked immediately by administration for any violation of the written and signed agreement.

⇒ Financial Policies

1. **Tuition and Material/Lab Fees** are due and payable in full with a tuition bill for confirmed classes. Tuition is set as follows:
 - a. \$3,700 for Pre-K
 - b. \$4,900 per year for the Grammar School

- c. \$5,100 for the Logic School
 - d. \$6,000 for the Rhetoric School
 - e. There is a \$210 Registration Fee for all students
 - f. Tuition is payable on August 15th. A ten-month payment plan can be arranged (August 15 to May 15).
2. **Field trips, retreats, and short overnight trips** are included in tuition for Pre-K through Grade 10. Capstone trips, such as the 8th Grade trip to Washington D.C., are not included, but families will be given fundraising opportunities to assist with costs.
 3. **Refund Policy:** The full financial obligation for registered classes takes place upon Valor's receipt of registration for your child. Unused tuition may be refunded if a family experiences death in their immediate family, loss of work, job transfer out of the area, a student's extended illness, or for any class canceled by Valor.
 4. **Curricular Resources & Uniforms** are purchased by families in the Grammar and Logic Schools. In the Rhetoric School, uniforms are purchased, and curricular materials are either purchased or rented, depending on the course.
 5. **Late Pick-up Fee** will be charged for pick-up later than 3:30 (**\$15**).
 6. All Fees are **nontransferable** from student to student.
 7. Any requests for refunds should be made **in writing** to the Headmaster for consideration.
 8. A **\$25 Fee** will be charged for **late payments (after the 15th)** as well as **NSF** returned checks.
 9. If a tuition account becomes two months delinquent, Valor reserves the right to withdraw the student from the school or deny registration for the following semester, and to withhold the student's grades, transcripts, and/or diploma until the Family Tuition Account is current or paid in full.

⇒ Grievance Policies and Guidelines

Valor has established biblical guidelines for the resolution of disputes and grievances within the academy. These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Valor's operations, between any two parties connected in a direct way to the academy. This includes students, parents, staff, volunteers, administration, and board.

Students/Parents to Teachers

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. A respectful, Christ-honoring demeanor is required at all times, by all parties involved.
2. If the problem is not resolved, the parents or student may bring the concern to the appropriate administrator. If the student brings the concern, he must have permission from his parents to do so.
3. If the problem is still not resolved, the parents should appeal to the Valor Board.

Parents to Administration

1. If the parents have a grievance or dispute about the general operation of the school (apart from the operation of the classroom), they should bring their concern to the appropriate

person. A respectful, Christ-honoring demeanor is required at all times, by all parties involved.

2. If the situation is not resolved, they should present their concerns to the Headmaster.
3. If there is still no resolution, they should make an appeal in writing to the Valor Board.

Faculty/Staff to Administration

1. All concerns about the standards of the school must first be presented to the appropriate person. A respectful, Christ-honoring demeanor is required at all times, by all parties involved.
2. If the situation is not resolved, they should present their concerns to the Headmaster.
3. If there is still no resolution, they should make an appeal in writing to the Valor Board of Directors.

⇒ Hours of Operation

The Valor school office will open at 8:00 AM and will close at 4:00 PM Monday through Friday. The school office will be closed on all school days off.

Students may enter the building at 8:15 AM Monday through Friday in the Grammar and Logic Schools and 8:00 AM Monday through Friday in the Rhetoric School. They should use this period before the day begins to visit their lockers, use the restroom, and otherwise prepare for the school day. Once on campus, students are not permitted to leave again unless signed out by a parent or guardian. (Student drivers may sign themselves out as outlined below.)

⇒ Signing Out Early/Early Dismissal

Students who leave school early (before the end of their regularly scheduled classes) must be signed out in the office by a legal guardian or approved adult so that the staff will know that the student is no longer on campus. Rhetoric Students who drive to school may sign themselves out only after verbal confirmation from a legal guardian and/or with a permission form on file signed by a legal guardian. Failure to sign the dismissal form may result in disciplinary action.

⇒ Electronics Policies

Students may have cell phones on campus, but they must be turned off and kept out of sight throughout the school day. Other such communication devices with WiFi or cellular capability (i.e. tablets, laptops, etc.), if on campus, must be **turned off** and stored in lockers, backpacks, etc. If any of these devices are **seen or heard**, disciplinary action will be taken. Students may **not** wear watches or other wristwear that have Wifi or cellular capabilities. All student communications with parties outside the school should go through the central office while a student is on campus. Any variance to this policy must be granted by the Administration. No use of electronic devices or audio/video recording is allowed in the classroom without the permission and knowledge of the teacher. Inappropriate use of an electronic communication device will have the following consequences:

1. First Offense: The device will be confiscated by a staff member and stored in the Headmaster's office. An email will be sent to the parent. The device may be picked up by the student at the end of the day.
2. Second Offense: The device will be confiscated by a staff member and stored in the Headmaster's office. An email will be sent to the parent. The device may be picked up by a parent or guardian, and a \$10 fine will be charged to the student's account.
3. Third Offense: The device will be confiscated by a staff member and stored in the Headmaster's office. An email will be sent to the parent. The device may be picked up by a parent or guardian, and an increased fine of \$20 will be charged to the student's account.
4. Fourth Offense: The device will be confiscated by a staff member and stored in the Headmaster's office. The device may be picked up by a parent or guardian, and a \$20 fine will be charged to the student's account. A meeting will be arranged between the student, his or her parents, and school administration.
5. Fifth Offense and Beyond: Subsequent violations will result in a one-day suspension, a \$20 fine, and possible further disciplinary actions.

The use of laptops on campus is permitted either directly within a Valor class or activities directly sanctioned by Valor faculty, in full accordance to the explicit instructions of the faculty/staff member. All connectivity to the Internet will take place through Valor WiFi networks, with no exceptions. Violations of this policy could result in loss of laptop privileges on Valor campus.

⇒ Testing at Home

Valor teachers will communicate testing schedules to the co-teacher through the Communication Folder in the Grammar School and Lower Logic grades. There may be times when Parent teachers will be asked to administer a test at home so that classroom time is optimized. The following guidelines should be followed when tests are administered at home:

- The test sent home must be administered by the home teacher who is available to answer questions without crossing the boundary of giving the answer.
- The student should sit in a visible location with no "helps" unless approved by class teacher.
- The student should complete the test in one sitting as they would in class.
- The test should be placed back in the Communication Folder to return to school.

⇒ Visitors on Campus

Parent involvement at Valor Preparatory Academy is vital, and parents are strongly encouraged to visit the school. However, to enhance both student safety and operational efficiency, Valor has guidelines governing the presence of visitors on the campus during regular school operating hours. "Visitors" are defined as all individuals other than staff or students (on their respective class days) present in any part of the building other than the front foyer or office complex, or on the grounds other than the normal student loading area.

1. When possible, all visitors should schedule their visit by telephoning the office prior to their arrival.
2. All visitors must sign in with the office upon arriving on campus.
3. All visitors must be willing to comply with all rules and regulations governing student and/or staff conduct, including the appropriate dress regulations
4. Student visitors must be accompanied by an adult, unless prior arrangements have been made.
5. Individuals not abiding by these rules may be required to leave the campus.

⇒ **Volunteers and Chaperones**

Anyone filling the role of volunteer or chaperone at Valor or on a school-sponsored trip or activity must complete Valor's required school safety training as well as have a background check on file. Any person driving in any capacity for Valor must submit copies of their valid driver's license and auto insurance to the front office prior to driving.

⇒ **Weather Policies**

The school will follow the closing decisions of **Waco ISD schools**. When Valor is closed for inclement weather, students and families will have the day off. Each year, we will have two extra days built into the school calendar for closures. After the first two closures, subsequent closures will need to be made up. Planned school days off may be utilized as make-up days or additional days may be added to the end of the school calendar. For a **late opening** due to inclement weather, each class will be held, but a shortened class schedule will occur. The revised schedule for that specific day will be emailed or posted online, but a late opening will typically begin two hours late at 10:30 AM.

⇒ **Harassment Policies**

Valor Preparatory Academy (VPA) is committed to providing an environment which is free of unlawful harassment and intimidation. VPA is a Christian school. VPA expects all employees and students to treat others with respect. VPA forbids harassment because of one's gender (including sexual harassment, harassment due to pregnancy, childbirth or related medical conditions) and harassment because of race, religion, color, national origin, medical condition, physical or mental disability, age. VPA affirms traditional Christian teaching regarding salvation by grace through faith in Jesus Christ and also affirms traditional Christian teaching that sex is a gift from God to be expressed only within the confines of marriage between one man and one woman. Affirming these principles will not be considered harassment. Affirming that Jesus Christ is the only way to salvation, other religions are in error and condemnation of homosexuality, sex outside of marriage and sex between a married person and another who is not their spouse is not harassment. However, with respect to such issues, as with all matters, VPA requires that "the truth be spoken with love."

VPA's anti-harassment policy applies to all students and individuals involved in VPA operations, and prohibits unlawful harassment by an employee of VPA including officers, supervisors and co-workers, or by any vendors and/or independent contractors and their employees.

Non-employee violators of this policy are subject to expulsion from VPA's facilities when harassment occurs on VPA. VPA may discontinue service to off-VPA premise violators of this policy. Furthermore, VPA may report violators to the appropriate authority for civil or criminal action. VPA prohibits retaliation of any kind against employees or students, who, in good faith, bring harassment complaints or assist in investigating such complaints.

Prohibited unlawful harassment because of gender, race, religion, color, national origin, medical condition, physical or mental disability, age, marital status or any other protected basis includes, but is not limited to, the following behavior:

1. Verbal actions such as slurs, derogatory comments or jokes, epithets or unwanted sexual invitations, advances or comments;
2. Visual conduct such as sexually-oriented, pornographic and/or derogatory photographs, posters, drawings, cartoons, gestures, e-mail or Internet sites;
3. Physical actions such as unwanted touching, assault, blocking another's way or interference with work because of gender, race or any other protected category;
4. Threats or demands to submit to sexual advances or requests as a condition of continued employment, offers of employment benefits in return for sexual favors, or to avoid some other negative employment action; and
5. Retaliation against any employee or student for making an allegation of harassment or for participating in such an investigation.

Sexual Harassment

VPA seeks to assure that it maintains an environment free of all types of unlawful harassment, including sexual harassment and intimidation. Sexual harassment is defined as "unwelcome" sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; or
- Submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individuals; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive environment.

VPA has a zero tolerance policy for vulgar, abusive, humiliating or threatening language, practical jokes, or other inappropriate behavior while at school. VPA will not tolerate the harassment of any employee or non-employee by another employee or non-employee, supervisor, manager or director for any reason. Harassment of a sexual nature is a violation of various state and federal laws which may subject the individual harasser to liability for any such unlawful conduct.

Procedure for Reporting Harassment

Any employee or student who believes that he or she is the victim of any type of harassment, including sexual harassment, should immediately report such actions to their supervisor, teacher or to any administrator. If an employee's immediate supervisor is involved in the alleged harassment, it is unnecessary to make a report to that individual. Individuals are encouraged to promptly report the alleged harassment within three calendar days of the offense. It is not necessary to file a formal complaint or grievance to complain of sexual harassment. VPA takes all complaints seriously and handles complaints as promptly, thoroughly and confidentially as possible. VPA will clearly inform the employee or student of

his or her rights to assistance and how to preserve and protect those rights.

Investigating Alleged Harassment

VPA will fully and completely investigate any report of alleged harassment and will take appropriate corrective action depending on the severity of the conduct. This can include disciplining or discharging any individual who is found to have violated this prohibition against harassment. The complaining employee or student will be informed of the action taken. An individual who engages in acts of harassment contrary to VPA's policy may be personally liable in any legal action brought against them.

Interviews, allegations, statements and identities will be kept confidential to the extent possible and allowed by law. However, VPA will not allow the goal of confidentiality to be a deterrent to an effective investigation, and it may be necessary to reveal certain information to various state or federal agencies or courts.

Employees should also be aware that as an employer, VPA has a duty to prevent and correct harassment even when the complaining employee asks that no action be taken and that the complaint be kept confidential.

No information related to the complaint or any investigation will be filed in the personnel files of the employees involved. Rather, these reports will be kept separately in the human resources department, and marked "confidential." At the end of each inquiry, the investigator will prepare a report that sets forth the dates that various witnesses and parties were interviewed, summarizes witnesses' statements, describes factual issues on which the parties disagree, offers the investigator's conclusions, and outlines the actions taken by VPA.

If the investigation reveals that the harassment occurred, VPA will inform the parties that immediate and appropriate action, up to and including termination, will be taken. The discipline will be proportional to the severity of the conduct. The alleged harasser's employment history and any similar complaints of prior unlawful harassment will be taken into consideration. Disciplinary measures may include counseling, demotion or discharge. These remedial measures are intended to place the complaining employee in the position which he or she would have been had the harassment not occurred.

Exercising rights under this policy does not in any way affect an employee's right to seek relief through the Texas Commission on Human Rights, the Equal Employment Opportunity Commission, or a court of proper jurisdiction for any complaint for which a remedy is provided under federal or state law.

Retaliation

VPA will not tolerate retaliation against any employee or student for making an allegation of harassment or for participating in such an investigation. Retaliation in any form is prohibited. Any individual who violates this policy is subject to disciplinary action up to and including dismissal/expulsion. It is the responsibility of each VPA employee to be aware of the details of the foregoing policy.