



PARENT & STUDENT HANDBOOK 2023-2024

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Valor is dually accredited by:



Valor Mission Statement

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.





2023-2024 School Year

AUGUST

wk	S	M	T	W	T	F	S
			1	2	3	4	5
	6	7	8	9	10	11	12
1	13	14	15	16	17	18	19
2	20	21	22	23	24	25	26
3	27	28	29	30	31		

- 2 New Teacher Training
- 3-10 Teacher Training
- 4 All Staff Training
- 7 New Parent Training
- 8 All Parent Vision Night
- 9 GS Parent Training
- 9 House Induction (9th - 12th Grade)
- 10 US Parent Training
- 14 Meet the Teacher (Pre-K - 8th Grade)
- 15 House Initiation (9th - 12th Grade)
- 16 First Day of School

JANUARY

wk	S	M	T	W	T	F	S
		1	2	3	4	5	6
19	7	8	9	10	11	12	13
20	14	15	16	17	18	19	20
21	21	22	23	24	25	26	27
22	28	29	30	31			

- 1-8 Christmas Break
- 8 Admin Planning
- 9 Staff Training
- 10 First Day of the Semester
- 15 MLK, Jr. Holiday
- 24 Open House (During School Hours)
- 31 Parent Training (Evening)

SEPTEMBER

wk	S	M	T	W	T	F	S
						1	2
4	3	4	5	6	7	8	9
5	10	11	12	13	14	15	16
6	17	18	19	20	21	22	23
7	24	25	26	27	28	29	30

- 4 Labor Day Holiday

FEBRUARY

wk	S	M	T	W	T	F	S
					1	2	3
23	4	5	6	7	8	9	10
24	11	12	13	14	15	16	17
25	18	19	20	21	22	23	24
26	25	26	27	28	29		

- 5-9 Spirit Week
- 14 Valentine's Day Parties (GS & LS)
- 16 Early Release for Students (Half Day)
- 16 Q3 Teacher Training (Afternoon)
- 19 President's Day Holiday

OCTOBER

wk	S	M	T	W	T	F	S
8	1	2	3	4	5	6	7
9	8	9	10	11	12	13	14
10	15	16	17	18	19	20	21
11	22	23	24	25	26	27	28
12	29	30	31				

- 5 Valorpalooza Family Picnic
- 6 Early Release for Students (Half Day)
- 6 Q1 Teacher Training (Afternoon)
- 6 End of Quarter 1
- 9-10 Fall Break
- 16-20 GS Assessments

MARCH

wk	S	M	T	W	T	F	S
						1	2
3	3	4	5	6	7	8	9
27	10	11	12	13	14	15	16
28	17	18	19	20	21	22	23
29	24	25	26	27	28	29	30
30	31						

- 1 End of Quarter 3
- 4-8 Spring Break
- 29 Good Friday / Easter Break

NOVEMBER

wk	S	M	T	W	T	F	S
				1	2	3	4
13	5	6	7	8	9	10	11
14	12	13	14	15	16	17	18
15	19	20	21	22	23	24	25
16	26	27	28	29	30		

- 6 Rhetoric Vision Night for 8th Grade Families
- 10-15 GS Parent-Teacher Conferences
- 17 Early Release for Students (Half Day)
- 17 Q2 Teacher Training (Afternoon)
- 20-24 Thanksgiving Break
- 29 Decorating Valor for Christmas

APRIL

wk	S	M	T	W	T	F	S
		1	2	3	4	5	6
31	7	8	9	10	11	12	13
32	14	15	16	17	18	19	20
33	21	22	23	24	25	26	27
34	28	29	30				

- 11 LS Fine Arts Showcase / LS Grandparents' Eve
- 12 GS Grandparents' Day
- 15-17 GS Assessments
- 18 Home Day / School Day Off (Pre-K - 12th Grade)
- 26 Early Release for Students (Half Day)
- 26 Q4 Teacher Training (Afternoon)

DECEMBER

wk	S	M	T	W	T	F	S
						1	2
16	3	4	5	6	7	8	9
17	10	11	12	13	14	15	16
18	17	18	19	20	21	22	23
19	24	25	26	27	28	29	30
20	31						

- 4 Open House (During School Hours)
- 6 GS Christmas Program
- 20 End of Quarter 2
- 21 Admin Planning Day
- 21-31 Christmas Break

MAY

wk	S	M	T	W	T	F	S
				1	2	3	4
35	5	6	7	8	9	10	11
36	12	13	14	15	16	17	18
37	19	20	21	22	23	24	25
38	26	27	28	29	30	31	

- 6-10 GS Parent-Teacher Conferences
- 10 Last Day for Seniors
- 18 Graduation Commencement Ceremony
- 20-22 RS Semester Exams (9th-11th)
- 23 End of Quarter 4
- 24 Last Day of School (Half Day)
- 24 Dia del Knights / Field Day (AM) & Teacher Wrap-Up (PM)

Beginning / End of a Quarter	Assessments / Conferences	GS - Grammar School (Pre-K-5th Grade)
Staff Training Day	Special School Events	US - Upper Schools (6th-12th Grade)
Student / Staff Holiday (No School)	Parent Training / Equipping	LS - Logic School (6th-8th Grade)
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1. Introduction To Valor

1.1. Introduction of the 2023-2024 Parent & Student Handbook

Welcome to the new and revised Valor Parent & Student Handbook. While Valor was founded in 2014 and has developed many policies over the years, this is Valor's most robust effort yet to put it all in one place for the whole Valor community to see. The Valor administration hopes and prays that this will only serve to make Valor a healthier and more stable institution as it promotes a culture of transparency through policy-driven decision making.

Henceforth, this handbook and others will be subjected to a rigorous annual revision to make sure that the policies serve the mission, values, and wellbeing of Valor.

Because so much of this document is new, it is critically important that every member of the Valor community reads it and signs a letter of agreement.

1.2. Valor Executive Leadership



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BA Social Sciences, Azusa Pacific University

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Serving Valor since 2023



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BA Mass Communication, Southern Arkansas University

MA Biblical & Theological Studies, Wheaton College

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1.3. Valor Administrative Leadership



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Mr. Stephen Byrd

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Serving Valor since 2015

1.1. History of Valor Preparatory Academy

The Beginning

The vision for Valor was sparked in our founder, Marci Hartsock, as she learned about University Model® Schools from her family in Oklahoma. She was intrigued by the classical

education her nieces and nephews were receiving and how they were stirred to a fresh love for learning. In her interest to discover more, she visited other private Christian schools and was inspired by the spiritual climate she observed among many of them. She and her husband, Blake, spent many months praying over the idea of starting a school in Waco. Marci eventually initiated with other like-minded families and friends to see who would be interested in joining her on the journey of bringing a University Model® School to Waco that not only offered an excellent education but also raised children up to be disciples and followers of Jesus who impacted the culture around them.

The Building Blocks

Out of this group of friends, the founding families of Valor were formed. Blake and Marci Hartsock, Shawn and Ashley Griesemer, Donny and Bryanna Martin, JT and Sarah Lloyd, and Libby DeLeenheer were the founding families of the school. These families spent the first two years of their formation researching and visiting other schools and dreaming of what they would want Valor to one day become. In addition to an exceptional education and a passion for children to follow Jesus wholeheartedly, a driving desire behind these families was more time with their kids. The idea of a University Model® School was attractive because it offered more time back to families to invest in their children and be involved in their education without having to be the sole instructor. Prior to opening the school, the founding families took a year to pilot the University Model® with their own children. They hired a teacher and an assistant to test the model that would soon become the prototype for Valor.

Today

Valor has grown from 25 students in its first year to almost 400 students in 2023. Valor has stayed true to its vision and values since its inception.

1.5. Vision Statement

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.

1.6. Mission Statement

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.

1.7. Core Values

The school's core values characterize everything that happens at Valor. (See [Appendix E](#) for a more detailed description.) 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.

1.8. Statement of Faith & Doctrine

- **We believe** the Bible to be the inspired; the only infallible, authoritative, inerrant Word of God (2 Timothy 3:15; 2 Peter 1:21)
- **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).
- **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).
- **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).
- **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).
- **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).
- **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).
- **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)

1.9. Admissions 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.

1.10. 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.

1.11. University Model® Schooling

Valor Preparatory Academy is an accredited member of the National Association of University Model® Schools (NAUMS) and utilizes a typical UMS student schedule in which students in PK through 8th grade attend classes 8:30-3:30* on Monday, Wednesday, and

Friday. They then have teacher-crafted home learning on Tuesday and Thursday. Rhetoric School students (9th-12th grade) have courses on campus five days a week. The Rhetoric School day is generally 8:15 am until 3:30 pm* with the expectation that rhetoric students will have independent learning after school hours.

**The exact start and end times any given year are subject to revision and change to meet the needs of the students.*

1.12. Accreditation & Affiliations

Valor is fully accredited as a PreK-12 school through the National Association of University Model Schools (NAUMS) and Cognia (formerly known as AdvancEd) through the 2025-26 school year.

2. GENERAL ACADEMICS (K-12)

2.1. Valor Philosophy of Education

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. In order to further this vision, Valor has developed a classical philosophy of education that directs our school's practices.

Know the True:

The teacher's primary role is not to be the sole source of knowledge and wisdom but to put the greatest ideas, works, and art as a feast before the student. Our vision is more than making intelligent graduates but to guide our students in cultivating an abiding love of learning and a mind that is captured by God's truth, which is not changed by the minds of those in the past, present, or future. (2 Cor. 10:3-5)

Through the critical study of the enduring ideas handed down through the centuries, the students are connected with the minds of the great mathematicians, scientists, thinkers, and writers. By looking upon beautiful art, they are connected to the minds of artists. By gazing upon nature and reflecting on the Scriptures, they are connected to the mind of God the Creator Himself.

The goal is to produce a graduate with a life-long connection to many minds, especially God's. They will have the capacity to identify faulty thinking (logic) and hold up any claims of truth to what is revealed to us by God. In this they are brought into the great conversation of time but are also able to engage critically in that dialog. (1 Thess. 5:21) Most importantly, the student comes to know the truth through the person of Jesus Christ. (John 14:6)

Do the Good:

The "good" is a transcendental, in that it is an objective standard, grounded in the unchanging nature of God and ultimately personified in the person of Jesus. In the context of classical education, pursuing the good means moral (or virtue) formation. The ancient Greeks saw the practical value of virtuous living, but the idea of virtue found fertile soil in a Christian framework for biblical obedience. By God's common grace, all individuals

(believers or not) can be formed morally and learn how to live prudently through a robust education. Valor approaches such formation through the use of habit formation, the study of virtuous characters and acts in literature/history and biblical discipleship directed by the leading of the Holy Spirit.

One of Valor's four key values is that "we anchor expectations for attitudes and behaviors to biblical obedience." Our faculty, staff, and administration model faithful obedience that is directed by love for God and a love for our neighbor. Through relationships, all student discipline is directed at shepherding the student's heart and properly ordering their loves, rather than pride or mere duty. Actions that are truly good are directed by a love for and faith in God. (Romans 14:23; Matthew 22:37; 1 Cor. 16:14) Biblical obedience is also only possible by the working of the Holy Spirit, who is the source of all good fruit that we may produce. (Gal. 5:22-23; John 3:21)

Love the Beautiful

A beautiful, God-filled atmosphere that inspires the heart and mind of each student is a key to the formation of students. Teachers and parents bring this atmosphere to their relationship with children by cultivating a daily, abiding relationship with Jesus Christ and a peaceful attitude about learning. God has displayed his beauty in all aspects of the world. We desire to cultivate an understanding of that objective beauty and to shape the students' appreciation (or pallett) for that beauty. Such development of one's appreciation for beauty does not come without intentional effort. While beauty strikes individuals in different ways, a knowledge of the truth provides boundaries to what may be truly considered beautiful. It is because students are created in the image of God (imago dei) himself that they are able to perceive the beauty that is created by God.

Practically, this means we aspire to design our classrooms to be warm, inviting, and natural, given facilities limitations. We decorate with beautiful art, warm natural tones, and facilitate a peaceful and enjoyable learning atmosphere in each classroom. Additionally it means we carefully select curricula (especially texts and images) that are beautifully composed and conducive to shaping the pallet of the student toward true beauty.

Influence Culture:

Classical education is a liberal arts education. In this context "liberal" is based upon the Latin liber, which means "free". A liberal arts education is the kind of education that creates people who are free and not susceptible to tyranny, because they have developed the capacity for self-governance that is guided by virtue. In the Christian classical perspective, people are ultimately free to be captive to the Lord in their lives, thoughts, and actions. Being individuals who operate in faith, they have the intelligence, skills, and wisdom to bring order and edify any situation. An ideal graduate of Valor Preparatory Academy will certainly be intelligent, but also led by the Holy Spirit, fit in body and mind, and able to contribute positively to their own families and communities. Such people, who are directed in faith by the Scriptures and the Holy Spirit, will be what Jesus called "the salt of the earth." (Matt. 5:13). While not all will be leaders in the formal sense, we desire for all to be builders of truth, goodness, and beauty wherever they go. To this end, Valor builds in opportunities for service, entrepreneurship, and creative problem solving.

2.2. Curriculum & Adopted Standards

Valor adheres to its own internally-developed curriculum and standards that are adopted in order to carry out its own mission, vision, and core values. These standards are designed to ensure the integrity of the academic program and the vertical alignment of the course of study. A course of study that is vertically aligned from kindergarten through twelfth grade will minimize the opportunity for significant gaps in the students' learning.

Curricular standards also serve as a guide in the curriculum review process. At Valor, for instance, textbooks must conform (or be adapted to conform) to the chosen standards and scope and sequence. The textbook serves the curriculum. The curriculum does not serve the textbook.

All textbooks and other curricular resources go through a rigorous, year-long review process before being selected and used. This curriculum review cycle is in continuous motion, reviewing each subject once every six years.

The chart below outlines the curriculum review cycle from year one to year six. This chart is subject to change by the administration if it needs to be adjusted to better serve the needs of Valor.

2.3. Student Accommodations Policy

Students who have an official outside diagnosis of a learning disability (e.g. dyslexia, dysgraphia, etc.) from a medical or clinical professional are eligible for accommodations at Valor. Initial documentation may not be older than two years from the date of review in order to be considered.

If the Valor administration and student support team see the need for a formal Valor Accommodations Plan (VAP) based on documentation or previous plans, Valor will draw up a formal VAP and present it to the family for review. When the family and administration come to an agreement about the accommodations, a copy of the document will be given to all of the student's teachers for their review and initials.

The spirit of the Valor Accommodation Plan is to identify weakness and support learning in a way that reduces the need for accommodations in the future. This will require specific outside interventions provided by the parents outside of the Valor classroom.

2.4. Standardized Testing

Grammar & Logic Schools (K-8)

Valor will conduct standardized academic testing once per year in the Spring using the CLT (Classical Learning Test) for 3rd-8th grades. The results of these tests are not used for retention or promotion purposes, nor are they a major evaluative tool for individual teachers. The results of these tests are chiefly used to improve teaching and learning practices at Valor.

Rhetoric School (9-12)

Valor will conduct standardized academic testing once per year in the Spring using the CLT10 (Classic Learning Test 10) in 9th and 10th grades. 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.

3. Grammar School (PK-5)

3.1. Progress Reports & Report Cards

Subject-specific summative assessments occur twice a year in the Grammar School. Following these summative assessments, the Valor Grammar School publishes **mastery report cards** twice a year in conjunction with individual face-to-face parent/teacher conferences. These report cards measure student growth in important areas of character development and academic achievement without attaching a number grade to each skill area. Parents and teachers work together in planning ways to target student weaknesses in the coming semester or, if needed, over the summer to ensure student success the following academic year.

3.2. Summer Remediation Policy

Students who end the school year on academic probation or with subpar performance in core courses may be required by the administration to participate in summer remediation. The purpose of summer remediation is to bring the student back up to an academic level at which he or she will be able to succeed, and even thrive, in the following school year.

There will be an additional cost to the families for this, as the school will have costs related to digital resources and staffing. If this is required, it will be communicated to the family in writing, and a parent conference will be required. Completion of the remediation plan may be required for re-admission the following year.

3.3. Grade-Level Retention Policy

In addition to Valor's Academic Probation academic probation and remediation policies, the Valor administration may, in rare circumstances, require grade level retention (repeating the same grade) if it is determined that dismissal is not the best course of action and summer remediation is insufficient.

The determination of whether or not a student will advance to the next grade (or be retained) is guided by the policies below for each division within Valor.

Grammar School

In consultation with parents, Valor's Grammar School administration may suggest retention for a student who shows no or slow growth in foundational reading or math. Many times the

discussion of retention also involves a plan for outside educational evaluation and subsequent intervention targeting areas of weakness. The student may also be given summer remediation as outlined by the school in order to be promoted to the next grade. In the event parents and/or students decline these recommendations, Valor reserves the right to retain and/or require additional educational therapy the following academic year.

3.4. K-5 Home Day Policy

In the Grammar 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 Friday at 5pm for the following week.
- In order to hold families accountable to the model of University Schooling, each week, teachers will check student homeday work for completion and excellence. These averages will be shared on the fall and spring mastery report cards and discussed during parent/teacher conferences.
- In the event a student receives below a 60% average on a mastery report card in either completion or excellence on home-day work, the student may be placed on academic probation and parents required to attend academic counseling with a teacher and/or administrator. Further failure to complete assignments over the course of four quarters may result in dismissal.

3.5. Specials Classes

Specials Classes include: visual arts, physical education, and music. These enriching courses are required for all students and are typically taught by a specialist teacher on a weekly basis.

3.6. Grammar School Core Classes

Core Classes include: Bible, math, nature studies/science, history, literature (either student- or teacher-read), composer and artist studies, geography, grammar, spelling/reading, and composition.

3.7. Grammar School Arrival & Departure Times

Students should arrive on campus between 8:15 and 8:30 a.m. Students will be considered tardy if they are not in their seats in class by 8:30 a.m., ready to start the day.

Valor staff will be on duty to supervise morning arrivals of siblings of Upper School students by 8:00 a.m. These students should enter the external cafeteria doors and be prepared to sit quietly with a book until released to classrooms at 8:15 a.m.

The pick-up line for Grammar Students will begin at 3:15 p.m. Siblings of Upper School students can be picked up from 3:30 p.m - 3:45 p.m. If students remain on campus after 3:45 p.m., they will be required to go to the office to wait for their ride.

3.8. Absences

In the Grammar School, attendance is taken once per day. If a student is going to be absent for part of the day, we ask that a parent communicate this via email to the student's teacher AND the GS admin assistant. The communication for an unplanned absence should happen as soon as possible (but within 24 hours of the absence).

Please note, to participate in extracurricular activities (i.e., a sports game, practice, rehearsal), students must be in attendance for the entire day at school. Exceptions may be granted for previously scheduled appointments with documentation or for school trips. If a student is absent or needs to depart school early due to sickness, they are not permitted to return and participate in activities until the next school day.

In the Grammar School, if a student misses more than six on-campus school days within one semester (or more than twelve within the year), they will be subject to academic probation and required to meet with the teacher and/or administration in a face-to-face conference. With administrative approval, the following circumstances may not count toward this total:

- Funerals
- Family emergencies
- Illness/injury- If a student has thrown up, had diarrhea, chicken pox, strep throat, head lice, pink eye, a temperature of over 100 degrees, or any contagious illnesses in the last 24 hours, parents may excuse the absence with an email identifying the specific illness.
- For any illnesses outside of our school's sick policy mentioned above, parents may excuse the first 2 illness absences of each semester with an email. Beyond two, a doctor's note is needed for the absence to be considered excused.

Regardless of reason, if a student is in jeopardy of hitting this limit and there is concern by the student's teacher or the administration that his/her academic learning has been adversely affected by the absences, it may result in the student having to complete summer remediation in order to be ready for the next school year. These situations will be dealt with on a case-by-case basis.

The number of absences each year will be recorded on the student's report card.

3.9. Tardies

It is the goal of each teacher to start class on time without disruption to the learning process. After being tardy to class three times in a semester, the fourth tardy will be counted as an absence. This will impact the amount of allowable absences for the student for the remainder of the semester. If there are extenuating circumstances surrounding a particular tardy, parents may make an appeal to the administration, and the tardy can be removed.

3.10. Make-Up Work

If the student is absent, the student has the same number of school days to make up their work as they missed.

- Work/Tests/Presentations that were due on the day of the absence are due on the first day back from the absence.
- Subsequent work is due within the same number of days that was missed by the absence. For example: If the student misses 3 school days, then the student has 3 school days to make up the work.
- Class work from absences must be obtained from Google Classroom, the teacher, or another parent. Obtaining these is the responsibility of the student/family.

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. Adjustments may be made with regard to required assignments; however, mastery of grade-level content is still necessary.

4. UPPER SCHOOL (6-12)

4.1. Logic School Home Day Policy

Logic School (6-8)

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

- Home Assignment Sheets (HAS) will be posted each week for parents and students to view and print from home. They will be posted online by Friday at 5pm for the following week.
- All Logic School students are expected to complete each home-day's assigned work completely, and the teaching parent is responsible for overseeing its completion.
- All of the assignments on the HAS are designed by the teacher to promote learning. Even if the assignment is not graded, like any other classroom assignment, the student is still expected to complete the assignment.
- 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.

4.2. Grading Scale (6-12)

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:

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

4.3. Grade Point Average (9-12)

Grade Point Average will be calculated for all Rhetoric School courses. This includes any courses taken in the Logic School that are tagged as Rhetoric School courses. This mathematical average will be calculated at the end of each semester beginning when a student takes his or her first Rhetoric School course. The following Grade Point Average scale will apply to all Rhetoric School courses:

Grades in the range of...	
97-100	4.0
93-96	4.0
90-92	4.0
87-89	3.7
83-86	3.3
80-82	3.0
77-79	2.7
73-76	2.3
70-72	2.0
65-69	1.0
0-64	0.0

4.4. Grade-Level Retention Policy

In addition to Valor's Academic Probation academic probation and remediation policies, the Valor administration may, in rare circumstances, require grade level retention (repeating the same grade) if it is determined that dismissal is not the best course of action and summer remediation is insufficient.

Logic School

- Failure of any two core courses may lead to retention at grade level (i.e. repeating the grade). Core courses are defined as: mathematics, science, history, literature, grammar/composition, or logic.
- Failure to pass non-core classes (Latin, Schole, Bible, PE, Music, or Fine Arts), while a sign of serious academic deficiency, will not lead to retention in the grade level.

Rhetoric School

Rhetoric School is completed on a course-by-course basis with a certain number of course credits needed to graduate. Therefore, retention only applies to individual courses. Failure to pass a credit-bearing course will require the student to make up the credit. If a student reaches the point of expected graduation and has not yet completed the needed number of credits, he or she will not be permitted to graduate. It may be possible to make up missing credits before the point of graduation in order to graduate on time. If this is not the case, however, the student will have to take make-up courses subsequent to graduation and potentially graduate the following school year.

4.5. Upper School Grading & Reporting Policies

Logic School (6-8)

Logic School 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:

- There will be no final or yearly grades; Valor will report transcript grades by semester only.
- Semester grades will be calculated by averaging two academic quarterly grades together:
 - Semester 1 grade = average of Quarter 1 & Quarter 2 report card grades
 - Semester 2 grade = average of Quarter 3 & Quarter 4 report card grades
- A minimum of 60% and maximum of 70% of a course's grade will be based on summative assessments.
- 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.
- Parents will have the ability to view a completed report card on RenWeb/FACTS 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 School (9-12)

Rhetoric School 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:

- There will be no final or yearly grades; Valor will report transcript grades by semester only.
- 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. (See more about semester exams in Section 4.5.)
- A minimum of 60% and maximum of 70% of a course's grade will be based on summative assessment.
- 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 have the ability to view a completed report card on the Family Portal 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).

4.6. Honor Roll

In the Upper School, the honor roll will be reported once per semester. The High Honor Roll will be published for students who received all A's in their courses. The Honor Roll will be published for students who receive all A's and B's.

The spirit of determining the Honor Roll is merely to improve the student's evidence of successful achievement for the purpose of college admissions. It is not substantially meant to be a motivator of student success. Learning is its own reward; however, Valor recognizes that such records are beneficial in the current college admissions process and will make that information readily available when requested.

4.7. Academic Probation

Upper School

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 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 an 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 may 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

Note regarding humanities courses in grades six (6) through nine (9): Because humanities is the alignment of two core courses—literature and history—the humanities score is considered to be two courses. Therefore, receiving an F in humanities constitutes failing two courses.

4.8. Types of Courses

Upper School courses fall into one of four categories:

- **Core Classes** include: math, science, logic, history, literature, and grammar/composition.
- **Specials Classes** include: visual arts (6-8), PE (6-8), music (6-8), and Bible (6-12). These courses are enriching courses that are required for all students and are typically taught by a specialist teacher on a weekly basis.
- **Elective Courses** include: RS fine arts (9-12), RS music (9-12), theater (9-12), and other rhetoric courses not required for graduation. Some of these courses may be applied to meet minimum graduation requirements, but no individual course is required.
- **Equipping Courses** refers to the 6th-8th grade courses designed to equip LS students with academic, social, and general life skills needed to be successful in school and life.

4.9. Report Cards

Upper School (6-12)

The Valor Upper School does not officially publish a **mid-quarter progress report**, because the grades and student progress are available to parents at any time in the RenWeb FACTS student information system.

Quarterly report cards are made officially available digitally through RenWeb FACTS at the end of each quarter. These are not printed as hardcopies. Parents will be informed by the administration each quarter that the official report cards have been uploaded to RenWeb for review. These are typically finalized within a week of completing the semester exams.

Note that, in the Upper School, student performance is ultimately measured officially at the semester and that report grades may be corrected if there is material evidence that the recorded grade is inaccurate. These changes may only be made by an administrator. However, if a student or parent finds an error, he/she should take it to the teacher first.

4.10. Types of Assessments

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. Such assessments are ungraded. One such example might be a foreign language assessment given in the first week.

Formative Assessment

This type of assessment is given in order to determine how the learning process is progressing. It may take the form of narration, a quiz, oral questioning, exit slips, bell work, and a variety of other forms. 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. Formative assessments are often ungraded. If graded, they are of a relatively low point value.

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 graded in order to benchmark how much learning has taken place during that designated period of learning. Summative assessments carry the most weight in calculating a student's final score.

4.11. Semester Exams

Logic School

As students advance through the years in their education, major summative assessments (e.g. semester exams) become more and more important. For that reason, Valor takes a gradually increasing approach to giving semester exams. The progression is as follows:

6th Grade

Sixth graders do not take semester exams in any course. They will typically take normal end-of-unit summative assessments.

7th Grade

For the first semester, the seventh graders will not take a semester exam in any course. The first semester may only end with a normal end-of-unit exam. At the conclusion of the second semester, however, the 7th graders will take semester cumulative exams for humanities (history and literature), mathematics, and science. These exams must be completed within a normal class period. Additionally, the semester exam will only be graded as a regular summative assessment in the fourth quarter. Other courses may terminate with normal end-of-unit summative exams. The purpose of this practice is to give students experience in taking a cumulative exam without the pressure of a high-stakes score, which affects their semester average disproportionately.

8th Grade

Eighth graders will take cumulative semester exams for both the first and second semesters in humanities (history and literature), math, and science. These exams must be completed within a normal class period. Additionally, the semester exam will only be graded as a regular summative assessment for the quarter. Other courses may terminate with normal end-of-unit summative exams. The purpose of this practice is to give the students experience in taking a cumulative exam without the pressure of a high-stakes score, which affects their semester average disproportionately.

Rhetoric School

All core courses in the Rhetoric School, students must take a cumulative semester exam for both semesters. The exams are taken on a special 3-day exam schedule, with one and a half (1.5) hours allotted for each test. They will not take more than two tests in a given day.

- The following courses take semester exams: Logic, Humanities (History & Literature), Rhetoric & Composition, Mathematics, Foreign Language, and Science.
- The following courses *do not* take semester exams: Bible, Equipping Courses, and Electives. (See Section 4.4 for an explanation of the types of courses available at Valor.)

Semester exams in the Rhetoric School will count as 20% of the student’s overall course average for the semester (see below). If a course does not have a semester exam, the semester average is merely an average of the two quarters (50/50).

1st Semester			
Quarter 1	Quarter 2	Semester 1 Exam	Semester Avg. Total
40%	40%	20%	100%
2nd Semester			
Quarter 3	Quarter 4	Semester 2 Exam	Semester Avg. Total
40%	40%	20%	100%

4.12. Semester Exam Absences

The Valor administration strongly discourages any Upper School students from missing semester exams, which will result in having to take them at other times. In the event that a student will be absent at the time that the semester exam is administered, he or she will only receive full credit for taking the exam at an alternate time if the following apply:

- The student is sick (with a doctor's note).
- The absence is pre-arranged at least 14 calendar days before the exam and the Upper School Head gives approval. This does not apply to extenuating circumstances, including, but not limited to: illness, death in the family, etc.

It is critically important that Valor protects the integrity of the test. For this reason, the student may be required to take an alternative version of the test.

If the planned absence is not approved by the administration, the student will receive a failing grade (0%) on the semester exam.

4.13. Senior Semester Exam Exemptions

Seniors may be exempted from taking semester exams (both semesters) if they meet the following criteria:

- In the semester, the student has no more than three (3) excused absences.
- In the semester, the student has zero (0) unexcused absences.
- The student has a semester average that is 90 or higher. (The semester average is the average of the two quarters of that semester.)

4.14. Graduation Requirements (Rhetoric School)

Subject Area	Valor Classical Core Diploma * *	Valor Diploma credits required	Valor Distinguished Diploma
Literature & Composition	4	4	<p>The Valor Distinguished Diploma is the same as the Valor Diploma in the number of credits required; however, the following added criteria apply:</p> <ul style="list-style-type: none">• Cumulative weighted GPA of 3.0 or higher• Completion of an Advanced Sr. Thesis plus four additional advanced upper-level courses (Advanced, Honors, or AP)• The collective endorsement of the Valor Rhetoric School Faculty
History	4	4	
Rhetoric	1.5	1.5	
Mathematics	3.0	4.0	
Science	3.0	4.0	
Languages	2.0*	2.0*	

Biblical & Worldview Studies	2.0**	2.0**	& Administration
Logic	.5	.5	
Sports & Fitness	1.0	1.0	
Fine Arts	1.0**	1.0**	
Electives	2.0	2.0	
TOTAL	24 credits	26 credits	26 credits
<p>* The state of Texas requires that the two language credits be earned in consecutive language courses in the same language (e.g. Spanish 1 and 2 or Latin 1 or 2). ** Students will only be required to earn the credit for the years in which they attend Valor. Students who transfer into Valor without the credit will not be required to make it up in order to graduate. The credit requirement will be waived. *** Student and parents may not opt-in to the classical core diploma. This diploma is only available via administrative suggestion in extenuating circumstances.</p>			

4.15. Diploma Types

Valor recognizes its graduates with three different diplomas—the classical core diploma, the standard Valor diploma, and the Valor distinguished diploma. The classical core diploma requires fewer math and science credits than the standard or distinguished diplomas. The distinguished diploma requires the same number of credits as the standard diploma but also adds other minimum criteria related to the graduate’s GPA, advanced course load, and faculty endorsement. (See Section 4.7 above).

4.16. Course Catalog

Valor maintains official course catalogs each year for the Logic School and the Rhetoric Schools respectively. These are revised and updated each year as the curriculum undergoes regular revision on a curriculum review cycle. The previous years’ catalogs are digitally archived.

4.17. Junior & Senior Thesis

11th Grade (Junior Thesis)

During the second semester of the 11th Grade Rhetoric II course, all juniors must complete a junior thesis. This includes following the five canons of rhetoric in order to research, write, orally present, and defend a thesis chosen by the student. The junior thesis is designed to be a direct preparation for the much more comprehensive senior thesis. Successful completion of the complete junior thesis process is required to pass the Rhetoric II course, regardless of overall semester grade.

12th Grade (Senior Thesis)

The senior thesis is the culmination of a student's Rhetoric studies; it is completed as the Rhetoric III course across both semesters of a student's senior year. The senior thesis entails everything listed in the junior thesis process above with the additional requirements of locating and working with a professional mentor, added length requirements in both written and oral form, and a defense before a panel of professionals in the field in which the student has researched. The entire senior thesis process is contained within the Rhetoric III course; this course may be taken with honors distinction if chosen. The course consists of working with both a Rhetoric teacher and a Composition teacher in order to complete all aspects of the assignment successfully. The public defenses of the students' senior theses take place across a multi-day event near the midpoint of the 4th quarter.

Successful completion of the complete senior thesis process is required to pass the Rhetoric III course, regardless of overall semester grade. Since passing the Rhetoric III course is a graduation requirement, no student may graduate from Valor without successfully completing the senior thesis process. If a student fails to complete the entire senior thesis process by his or her scheduled public defense, he or she has *three weeks from the originally scheduled date of their defense* in which to complete the senior thesis process for the lowest passing grade of a 70% in the second semester of the Rhetoric III course. If this stipulation is not met, the student in question *will not graduate* from Valor on the normal commencement date in May.

4.18. Latin Program Distinctives

Who takes Latin at Valor?

Latin is required for all students in grades 5-8.

Logic School Latin exemptions (7th and 8th grade only)

An exemption from taking Latin in 7th and/or 8th grade may be requested if all of the following criteria are met:

- The parent requests the exemption in consultation with the Head of the Upper School.
- The student has a relevant learning disability that is diagnosed and documented in a report produced by a medical or clinical professional.
- The medical or clinical professional writes a letter stating specifically that it is in the student's best interest (based on a relevant learning disability diagnosis) to not take Latin.
- The student has demonstrated a unique struggle to succeed in Latin in previous years.

Exemption requests are evaluated and decided upon by a committee of Upper School administrators. Students who are granted an exemption from taking Latin will be placed in a study hall during the scheduled Latin block. At the present time, Valor will not be able to offer an alternative course of study.

Failure of a Latin Course

While Latin is not considered a core class with respect to the retention policy above, failure of the Latin course will require the student to take a Latin remediation course the following summer in order to advance the following year. Summer Latin remediation will be designed

individually for the student by the Latin teacher and the administration. It will be uniquely crafted to reinforce the specific deficiencies in the student learning. For that reason, the amount of time for completion may vary.

8th Grade Latin

While all 8th graders take Latin (unless they have an exemption), the student and family will have a choice whether to pursue Latin as a high school credit in 8th grade. In 8th grade, there are two Latin courses—Advanced Latin IV and Standard Latin IV (see below for more information).

Advanced 8th Grade Latin

Advanced Latin will be for Rhetoric School (high school) credit, and the year will culminate with the National Latin Exam. This is meant to be a door into taking Classical Latin 2 in 9th grade. Together, the 8th and 9th grade Latin courses will satisfy the consecutive foreign language requirement for the State of Texas. In order to receive the high school credit in 8th grade, the student must pass the Advanced Latin IV course with a 70% or better and also score in the top 50% on the National Latin Exam (NLE). If the student does not score in the top 50% on the NLE, he or she will not receive a high school credit but may still pass the course for 8th grade. Students who take Advanced Latin in 8th grade and Classical Latin in 9th grade for high school credit will have fulfilled their language requirements for graduation and will not be required to take Spanish in the Rhetoric School. Advanced Latin (8th) will only be available to students who have completed 6th and 7th grade Latin at Valor or who have transferred in with sufficient Latin knowledge, as determined by the administration in the admissions process. New students who are admitted to Valor in 7th or 8th grade with no Latin experience will not be permitted to take Advanced Latin. Space will be limited in the Advanced Latin course.

** Classical Latin I will first be offered during the 2024-25 school year*

Standard Latin (8th)

Standard Latin is a terminal Latin course, and the students will not be required to take the National Latin Exam (NLE). Students may decide to take the NLE if they wish, but it will not lead to a high school credit. Students who take Standard Latin IV will take Spanish 1 (9th grade) and Spanish 2 (10th grade) in order to fulfill the Texas requirement of two years of the same foreign language.

New Students with no Latin background

Exemptions from taking Latin will not generally be granted based on new student enrollment with no Latin background. Students who are admitted with no Latin background may be required to complete Latin remediation over the preceding summer before starting at Valor. The Upper School administration reserves the right to make this determination.

4.19. Special Graduation Recognitions

Valedictorian Medallion - The graduating senior with the highest cumulative GPA is the valedictorian. In the commencement ceremony the valedictorian receives the valedictorian medallion. In order to be eligible for valedictorian recognition, the student must have attended Valor Preparatory Academy for no less than 4 semesters.

Salutatorian Medallion - The graduating senior with the second highest cumulative GPA is the salutatorian. In the commencement ceremony, the salutatorian receives the salutatorian

medallion. In order to be eligible for salutatorian recognition, the student must have attended Valor Preparatory Academy for no less than 4 semesters.

Honor Graduate Stole - To graduate with honors, a student must have achieved a cumulative Valor Rhetoric School GPA of 3.50 or above. In the commencement ceremony, honor graduates are designated with a golden stole.

Community Service Cord - Students who are able to document 100 service hours over the course of their combined junior and senior years at Valor will be awarded a golden service cord at graduation. The 100 hours must be documented and verified by the the Upper School administration by May 1 of the student's senior year. Fifty percent of the hours must be fulfilled outside of the student's church or Valor.

National Honor Society (NHS) Pin or Patch - In the commencement ceremony, all students who were members of the National Honor Society are recognized by receiving the NHS certificate and pin (or patch) from the Valor NHS Chapter Advisor. National Honor Society is open to students in grades 10-12.

4.20. Release of Transcripts

All transcript requests may be made directly to the Valor front office by emailing admin@valorprep.com. In order for transcripts to be released, the student's account must not have any outstanding debt with the business office. The transcript may be given digitally for free, but there may be a small fee required for the production of an official, sealed hardcopy.

4.21. Transcript Revision Policy

Only the Head of School and/or the Head of the Upper School have the authority to make a revision to an official transcript. Revisions may be made if there is substantial evidence that the grade recorded is inaccurate. Otherwise, transcripts may not be revised.

In order to request a transcript revision, the student must contact the teacher of the course and/or the Head of the Upper School. At this point, the teacher and relevant Upper School administrators will investigate to determine if the grade, as recorded, is inaccurate. If the score is inaccurate, the transcript will be revised and a new transcript will be issued to the student who made the request.

4.22. Repeated Course Policy

Under certain circumstances, which are approved by the Head of the Upper School, a student may be given an opportunity to repeat a course. In this scenario, the original course will remain on the transcript, but the credit value of the course will be reduced to zero. Additionally, the original score will not affect the student's GPA calculation. The new repeated course will be listed with the letter "R" to indicate that the class is repeated. The score for the repeated course will be listed, and it will be calculated into the student's GPA.

4.23. Commencement (Graduation) Ceremony

Each year, the senior students who meet the requirements of the Valor diploma will participate in the commencement (graduation) ceremony. All seniors are required to participate in the ceremony unless their absence is pre-approved by the administration under extenuating circumstances.

4.24. Add/Drop Policy

If a student wishes to drop or add a class from/to his/her schedule, the following procedures must be followed:

- Classes can be dropped or added only during the first two weeks of the semester.
- The student must request an Add/Drop Form from the Head of the Upper School.
- The student takes the form to the appropriate teachers for their approval and signatures.
- The form is then returned to the Head of the Upper School for his/her signature. The Head must contact the student's parents or guardians for their permission.
- The student is notified of the result of his/her request.
- If changes are approved, the Head will change the master schedule and print a new schedule for his/her file and for the student.

4.25. Taking Courses Outside of Valor

Taking courses outside of Valor is generally not allowed; however, the administration may allow it under certain extenuating circumstances. This requires a formal request to the Head of the Upper School and pre-approval. Students will not be permitted to take outside courses which are offered by Valor faculty.

4.26. Literature Opt-Out Policy

In a robust classical education, students are often expected to read works with challenging or sensitive content (e.g. sexuality, violence, profane language, etc.). Valor is no exception to this, but it takes great care to make sure that the parents' role in education is respected and that the students are exposed to the content in a Christ-centered environment at age-appropriate times. (See the Valor Literature Policy in [Appendix C.](#)) In order to respect parental discretion, Valor families may opt-out of Valor-selected readings for their student if the family does not approve of their student consuming that content. If the family chooses to opt out of the work, an alternative reading and set of learning objectives and work will be assigned by the teacher. Literature content guides will be provided to parents before the reading in case they are not personally familiar with the work.

This does not apply to all works on the literature scope & sequence. Parents may only opt out of the works that are designated as having the option by Valor.

4.27. Rhetoric School Homework Policy

Purpose of Homework: Rhetoric School students (grades nine to twelve) should be assigned homework to reinforce and apply to learning. All assignments, regardless of grade, should be well-designed to support the curricula, rather than used as “busy” work.

Amount and Frequency: Generally, teachers are to assign quality homework for each school night, within the following guidelines:

- The amount of homework that a teacher may assign in a given week is determined by the course. See the chart below for guidelines.

Category	Courses	Maximum Out-Of-Class Time (per course/per week) ¹
Required 1-credit courses	Math, Science, Language, Literature, History	2 hours per week
Required .5-credit courses	Bible, Logic/Rhetoric/Thesis, Art, Music, Theater*, Creative Writing <i>*exceptions will be made in the weeks leading up to a theater production.</i>	1 hour per week
Elective Courses (typically .5 credit)	Guidance Counseling, Lifetime Health & Fitness, Personal Finance, Speech & Debate,	30 minutes per week

- “Outside of Class” time includes study hall time, and the time spent at home on the assigned learning.
- Homework may be assigned during long weekends, but it should not be assigned the day before a vacation period begins, to be due the day classes resume. All homework assignments are to be completed before the beginning of the class for which the work was assigned. Failure to complete homework on time is not acceptable, and each teacher should establish grading procedures regarding late homework.
- No homework should be assigned on a Friday to be due on a Monday.
- Study hall time is to be used for completion of assigned learning activities/homework.

Assigning high school students more than an hour and a half to two hours of homework a night has been shown to be counterproductive to academic benefits. (An exception to this rule could include A.P. course work)

School and Teacher Responsibilities: Each teacher has a responsibility to assign quality homework, rather than focus on a certain quantity of work. Teachers must consider the

¹ This table is designed for the 2023-24 Rhetoric School schedule and may be adjusted in the future to accommodate differing schedules as needed. This will be reviewed annually.

purpose and design of homework in a way that will increase individual student success. Rhetoric School teachers should also be in communication with one another so as to not assign work over the recommended grade-appropriate timing.

Student Responsibilities: Each student should recognize that the academic benefits associated with homework are only accomplished through the completion of the work in a diligent and focused manner. Therefore, students are encouraged to take homework seriously and quickly communicate any need for additional clarification with their classroom teacher. Students need to learn to self-advocate in their classes in the Rhetoric School. They are expected to keep up with all communicated homework assignments on their own. Assignment notebooks and/or calendars are strongly recommended. Teachers are not required to post all assigned homework in multiple places or to send them directly to parents. A clear communication of the homework expectation (e.g. written on the board) should suffice. If a student is absent, all relevant make-up policies in the Parent & Student Handbook apply.

Role of Parent(s): Each parent is expected to appropriately support and encourage the completion of his child's homework until the child becomes self-reliant. If a parent has any concerns regarding the quality or quantity of his child's homework, the parent should contact the classroom teacher directly to discuss these concerns.

4.28. Late Work

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.

4.29. Extra Credit

While summative test corrections may be permitted at the teacher's discretion for the purposes of achieving content mastery, students may not request extra credit assignments in order to boost their grade. Assessments are given to students in order to assess their learning and mastery of Valor's standards and content areas. Extra credit assignments lead to grade inflation and make final scores an unreliable indicator of the student's learning over the course of the semester. Additionally, permitting extra credit assignments reinforces a detrimental dependence on extrinsic motivation for learning and diminishes the development of the student's own intrinsic motivation to learn for learning's sake.

4.30. Upper School Assignment Management & Responsibility

In the University Model, the expectation for student organization and responsibility increases as the student approaches graduation. At Valor, the students will progress from receiving a

Home Assignment Sheet (HAS) to using a required assignment notebook to full independence. See the progression below.

6-8

Logic School students' home day assignments are communicated through the weekly HAS. The weekly HAS is made available to the parents and students through [Google Classroom](#), as well as on the [Parent Portal](#).

9-10

While the Rhetoric School students do not receive a weekly HAS, the 9th and 10th grade students are required to utilize a physical assignment notebook as an intermediate step to full personal accountability. At the end of each class period, the students are expected to have written down any assignments or instructions from the teacher. The teacher will then initial the entry, ensuring its accuracy. The assignment notebook is provided by the family. The official student assignment notebook/planner is listed in the annual book list for 9th and 10th grades.

11-12

Rhetoric students in 11th and 12th grade are not required to use an assignment notebook, and the faculty will simply post their assignments in the manner that is predetermined for the course (whiteboard, Google Classroom, gradebook, etc.)

4.31. Taking Tests at Home

Logic Schools (6-8)

There may be times when parents 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 the classroom teacher.
- The student should complete the test in one sitting as they would in class.
- The test should be submitted to the teacher in the manner that was requested by the teacher.

Rhetoric School (9-12)

- Rhetoric students may not take tests at home unless they are designed to be taken at home (e.g. open-ended questions, essays) and are graded only by the teacher.
- Assessments at the rhetoric level may never be graded by the parent or other family representatives. They may only be graded by the faculty member or assigned aide. This not only protects the integrity of the test, but also conforms to standards required by NCAA for any Valor graduates who may go on to play sports in college.

4.32. AP Courses & Exams

Students who meet the prerequisites for taking a particular Advanced Placement (AP) course may sign up for the course, and the student will be required to sit for the AP exam in the spring. With the completion of the AP exam, the course will be posted to the student's transcript on a 5-point scale. If, for some reason, the student does not sit for the exam (or does not score a 3 or better), the course will be posted on a 4-point scale. The cost of taking the AP exam must be paid by the family; it is not included in the student's tuition for the course.

4.33. 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.

4.34. Off-Campus Lunch

All seniors will be permitted to go off campus for lunch on one designated day each week. The day of the week will be determined each year by the Upper School administration. In order to utilize this privilege, the student and parent must fill out the Off-Campus Lunch Permission form, which will be filed in the front office. This is a privilege and can be revoked by administration at any time if students do not honor the rules.

4.35. Student Drivers & Parking

In order to drive onto campus and to park, student drivers and their parents must first carefully read and fill out the student driver form, and the student must meet with an Upper School administrator. The initial form is available in either the Valor front office or the Village Office. Once the form is filed, the student has met with an administrator, and Upper School Head has approved, the student may begin driving onto campus and parking at Valor.

Failure to abide by all of the policies, procedures, and safety guidelines outlined in the document and in the initiation meeting will result in the student losing on-campus driving privileges for a certain period of time, as determined by the Upper School administration.

Student Parking

Student drivers will be given directions on where to park at the beginning of the school year.

Students Transporting Students

No rhetoric student may be transported in a vehicle by another student driver unless the office has express permission from the parents of both the driver and the student being transported. This communication is accomplished through the Student Driver Form and through the Off-Campus Lunch Permission Form. If a student transports another student for any reason without the proper paperwork and parent permissions, the students may lose their driving and/or off-campus lunch privileges.

5. Upper School Attendance Policies

5.1. Upper School Arrival & Departure Times

Logic School

Logic School students may enter the building between 8:00 and 8:15am. Classes begin promptly at 8:15. Any student who is not in the room and ready for class by 8:15 will be counted tardy. (See the tardy policy below.) If a LS student arrives on campus after 8:15, he or she must enter the building through the front glass doors and sign in. The Logic School day ends at 3:30pm, at which point the students are dismissed for pick-up.

Rhetoric School

There are various times at which a Valor rhetoric student may arrive, depending on the student's individual schedule. RS who are registered for X-period/office hours may enter the campus through the Village gate between 8:00 and 8:15am. X-period begins promptly at 8:15. Students who are not registered for X-period may enter campus through the Village gate between 8:30 and 8:45am. First period begins promptly at 8:45. Any student who is not in the room and ready for class by 8:45 will be counted tardy. (See the tardy policy below.) If a RS student arrives on campus after 8:45, he or she must enter the building through the front glass doors and sign in. The RS day ends at 3:30pm, at which point the students are dismissed for pick-up.

Rhetoric School students who arrive or depart at any other time not listed above must go through the main office to sign in/out, as the gate will be closed at all other times.

5.2. Absences

In the Logic and Rhetoric schools, attendance is taken once per class period. If a student is going to be absent from class, we require that a parent communicate this via email to the student's teacher and the US admin assistant. The communication for an unplanned absence should happen as soon as possible (but within 24 hours). Students may follow up with teachers about assignments and missing work but Valor requires that the initial notification of absence come from the parent.

Please note, to participate in extracurricular activities, students must be in attendance for all of the student's scheduled classes on the day of the extracurricular event, etc. Exceptions may be granted for previously scheduled appointments with documentation or for school trips. If a student is absent or needs to depart school early due to sickness, they are not permitted to return and participate in activities until the next school day.

The number of days a student may miss school without penalty varies by grade level and is consistent with attendance guidelines in the state of Texas.

Logic School

In Logic School (6th-8th grade) if a student misses more than 6 on-campus school days within one semester (and more than 12 within the year), they will be subject to academic

probation. A student who is in jeopardy of not receiving credit due to prolonged or chronic illness, or other similar long-term reason, may appeal to the administration in writing for a variance to the Absence Policy for that semester.

Rhetoric School (MWF classes)

For classes that meet Monday, Wednesday, and Friday, if a student misses more than 6 classes within one semester, he or she may not receive credit for the semester. A student who is in jeopardy of not receiving credit due to prolonged or chronic illness, or other similar long-term reason, may appeal to the administration in writing for a variance to the absence policy for that semester.

Rhetoric School (T/Th classes)

For classes that meet Tuesday and Thursday, if a student misses more than 4 classes within one semester, he or she may not receive credit for the semester. A student who is in jeopardy of not receiving credit due to prolonged or chronic illness, or other similar long-term reason, may appeal to the administration in writing for a variance to the absence policy for that semester.

5.3. Excused Absences

Students will be allowed to make up assignments due on the day of an excused absence (see make up work policy below.) The following absences are excused with an email from the parent:

- Funerals
- Family emergencies
- School events
- College visits – limit of 2 visits per year for junior and senior years only
- Other pre-approved absences (see Pre-Planned Absences / Vacations for details)
- Mandatory scholarship or Highly Selective College interviews for Seniors
- Illness/injury- If a student has thrown up, had diarrhea, chicken pox, strep throat, head lice, pink eye, a temperature of over 100 degrees, or any contagious illnesses in the last 24 hours, parents may excuse the absence with an email identifying the specific illness.
- For any illnesses outside of our school's sick policy mentioned above, parents may excuse the first 2 illness absences of each semester with an email. Beyond two, a doctor's note is needed for the absence to be considered excused.

5.4. Unexcused Absences:

Students will be given zeros for all grades missed during an unexcused absence and cannot be made up. Students will also receive a zero for any work that was due and required to be turned in on the day of an unexcused absence. Unexcused absences include, but are not limited to:

- Staying home to complete or prepare work for a class or test
- Not attending classes for scheduled presentations

- Family vacations not pre-approved (see Pre-Planned Absences / Vacations for details)
- Skipping class
- Absences not reported to the teacher and the US admin assistant within the proper time frame are assumed to be unexcused

5.5. Pre-Planned Absences / Vacations

Under certain conditions and circumstances, the Head of the Upper School may grant special approval for a family vacation or mission trip during normal school days. Valor supports the family and recognizes that not all parent work schedules can be accommodated within the school year. However, with the limited number of school days in our school model and the importance of learning through discussion in the classical model, these special cases should be limited in number. To be considered for approval and therefore deem the absence excused, the following conditions must be met:

- Must request approval two weeks before leaving on the trip and receive approval at least one week prior to the trip.
- A maximum of 6 Valor school days per semester must not be exceeded.
- Families are responsible to obtain any class notes during the trip from fellow classmates.
- Failure to follow the above guidelines could result in unexcused absences and zeroes recorded for the grades.

5.6. Tardies

It is the goal of each teacher to start class on time without disruption to the learning process. After being tardy to a class three times in a semester, any additional tardies to the specific class may result in the student being asked to sit in the office and not be allowed to interrupt the class. Zeroes may be recorded for grades taken during the class. Homework is allowed to be turned in.

When a student comes to class more than 15 minutes late, it is counted as an unexcused absence, to which all unexcused absence policies apply.

5.7. Make-Up Work

If the student is absent, the student has the same number of school days to make up their work as they missed for the excused absence.

- Work/Tests/Presentations that were due on the day of the absence are due on the first day back from the absence.
- Subsequent work is due within the same number of days that was missed by the absence. For example: If the student misses 3 school days, then the student has 3 school days to make up the work from an excused absence.
- Class notes from absences must be obtained from fellow students. Obtaining the notes is the responsibility of the student/family.

- Work missed due to a school event should be ready to turn in on the day the student returns to class.
- No penalty is assessed if the above criterion is met.
- Zeroes may be recorded for work not turned in within the time allotted.
- For unexcused absences, the student will receive a zero (0) for work or tests due during the class period of the absence.

5.8. Absences For School Activities

Absences for school-sponsored activities (athletics, field trips, arts events, debate competitions, etc...) are considered excused and are marked in the school records as such (SA). Students will not be penalized for these absences in any way; however, the students are expected to make up all excused work in a timely manner.

5.9. Make-up Work Due To Planned Absences

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 with the [Pre-Arranged](#) (See Section 6.8). 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.

All missed assignments' due dates are determined by the general make-up work policy (see section 5.7).

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.

5.10. Missed Work Due to Unexcused Absences

Any assignments/work that are missed due to an unexcused absence (UE) may not be made up for credit. They will be marked in the gradebook as missing (M) and will be calculated as 0%. Any work that was due on the day that the student returns may be turned in as planned without any kind of penalty.

6. STUDENT EXPECTATIONS & BEHAVIOR

6.1. Student Code of Conduct

“Even small children are known by their actions, so is their conduct really pure and upright?” (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 the biblical approach to making 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.

6.2. Service Learning Requirements

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. 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: a minimum of 12 hours of unpaid service
- Grade 12: a minimum of 12 hours of unpaid service

Students who achieve a total of 100 hours of recorded service over the course of their time in Rhetoric School (9th-12th grade) will receive the Community Service Cord as a recognition of their achievement. In order to receive this award, 50% of the hours must be completed outside of the student's church or Valor. (See Section 4.12 above)

6.3. Dress Code

Valor students are expected to follow [Valor's Uniform Policy](#). (See [Appendix D](#))

There are certain days in which students may dress in ways that do not conform to the dress code. These include dress down days and spirit days. These days will be communicated ahead of time by the administration.

6.4. Code of 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, or 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 in the Upper School

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 and 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 and 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.

6.5. Use of Cell Phones And Other Devices

Cell phones 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, the device will be taken away and stored in the office.

Students are allowed to wear watches or other wristwear that have Wifi or cellular capabilities, however, it must remain in airplane or school mode during school hours. Students may not text, check text messages, call or receive calls, or use the wifi/cellular capabilities at all during school hours.. All student communication 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. If a staff member observes a student calling/texting/reading texts/using their smartwatch as anything other than a watch, the device will be taken away and stored in the office.

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:

- **First and Second Offense:** The device will be confiscated by a staff member and stored in the office. An email will be sent to the parent. The device may be picked up by the student at the end of the day and a \$10 fee will be charged to the student's account.
- **Third Offense:** The device will be confiscated by a staff member and stored in the Upper School Head'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.
- **Fourth Offense:** The device will be confiscated by a staff member and stored in and administrator'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.
- **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 with 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.

6.6. Technology Code of Conduct

Valor's faculty, staff, and student digital accounts are hosted through the Google education suite, and the system is administered by the Valor Technology Director.

System Access

1. As appropriate and with the approval of the immediate supervisor, school employees will be granted access to the school's system.
2. Students in grades 6-12 may be assigned individual accounts.
3. The school may require that all passwords be changed at regular intervals, to be determined by the Technology Director.
4. Any system user identified as a security risk or as having violated the school user guidelines may be restricted from the use of the school's system.

The following standards will apply to all users of the school's electronic information/communications systems:

Online Conduct

1. The sole purpose of the school's technology, Internet, and email is for educational purposes only. Student accounts may not be used for communication not related directly to school activities. Students may not, for example, use the school email accounts for personal communication.

2. The system may not be used for illegal purposes, in support of illegal activities, for financial gain, any commercial or political activity or for any other activity prohibited by school policy or guidelines.
3. System users may not use another person's system account without written permission from the campus administrator, as appropriate.
4. Students may not distribute or disclose any personal information about themselves or others by means of electronic communication system unless prior approval is granted by a monitoring teacher.
5. System users may not redistribute copyrighted programs or data except with the written permission of the copyright holder or designee. Such permission must be specified in the document or must be obtained directly from the copyright holder or designee in accordance with applicable copyright laws, fair use guidelines, school policy, and administrative regulation.
6. System users may not send or post messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
7. System users should be mindful that use of school-related electronic mail addresses might cause some recipients or other readers of that mail to assume they represent the school, whether or not that was the user's intention.
8. System users may not gain unauthorized access to resources or information.

Network Etiquette:

System users are expected to observe the following network etiquette:

1. Be polite. Messages typed in capital letters are the computer equivalent of shouting and are considered rude.
2. Use appropriate language. Swearing, vulgarity, ethnic or racial slurs, and any other inflammatory language are prohibited.
3. Transmitting obscene messages or pictures is prohibited.
4. Using the network in such a way that would disrupt the use of the network by other users is prohibited.
5. Student disclosure of personal data is prohibited unless permission is obtained from the teacher.

Suspension of User Account

Suspension of a student's access for violation of Valor policies or regulations will be effective on the date the administration receives notice of student withdrawal or of suspension of system privileges, or on a future date if specified.

6.7. Inappropriate Use of Technology

Students are prohibited from sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or photographs will be disciplined according to the Discipline Code and may, in certain circumstances, be reported to law enforcement.

6.8. Student Relationships And Public Displays of Affection (PDA)

Topics of dating and romantic relationships are complicated, and 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

Valor's Grammar School desires to foster safe friendships among students. This is characterized by the following axiom: "At Valor we are brothers and sisters and school family." This means honoring one another and cultivating friendships that resemble brothers and sisters in Christ. Conversations about crushes, people liking one another, dating, etc. in the Grammar School are prohibited. If conversations at school or school events are overheard, teachers and parents will address the issue. Further communication between a parent and an administrator may be necessary in the event of recurrence.

Logic & 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 will result in a mark and possible 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.

6.9. Online Presence And Behavior

Acknowledging that social media and other forms of modern technology have created virtual versions of the public square, and that a student's online content and conduct reflect upon, can influence impressionable students within, can harm members of, and can stir dissension or otherwise diminish the culture of our community, parents who have chosen to partner with Valor Preparatory Academy should hold their children and themselves accountable for maintaining a positive public presence, including online.

- In the event that a student's online content/conduct directly involves the school in some way (even if by inference), then the student will be held accountable and should expect to receive measured consequences from the school.
- In the event that a student's online content/conduct does not directly involve Valor, then the school's response to inappropriate activity will be to engage the opportunity for discipleship by conversing with the student and by informing his/her parents so that they might take actions to curb content and/or conduct that promotes or endorses matters contrary to the school's values and standards as expressed in its Statements on Faith, Life, and Conduct.
- If a student's negative/inappropriate online content/conduct is especially egregious (e.g., criminal) and/or repeated, whether or not that activity directly involves Valor,

then it may signify that an ongoing partnership is unwise and may result in a separation from the school.

7. DISCIPLINE

7.1. Discipline Policies and Procedures

At Valor, our discipline policy is two-fold. On one hand, we have established a set of expectations for student behavior in order to have a well-ordered and peaceful school environment. These expectations aren't necessarily moral in nature but simply neutral expectations that foster an environment of unity, clarity, and peace. Additionally, as a Christian school, one of our highest goals is to partner with parents in their biblical task of bringing up their children in the training and instruction of the Lord (Ephesians 6:4). This endeavor is openly moral in nature and concerns the heart and character of a student. Our goal here is to help shepherd and train students in such a way that they would encounter the love and transformative power of Christ and walk in holiness and freedom with Him.

We seek to establish both a well-ordered school as well as nurture and train students to have well-ordered inner lives. We hope that the expectations we've established as well as the following process of training will serve to support both of those ends. We aim to reflect God's heart to students by disciplining from a place of love (Proverbs 3:12) and not simply looking for them to conform to a set of behavioral expectations, but walking with them through a training process that addresses the motives of the heart. We know that no discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it (Hebrews 12:11). We pray that all of our students experience the deep joy and freedom that comes from a life of virtue, discipline, and dependence on Christ.

Expectations of Conduct at Valor

The very heart of the culture at Valor is based on Christ's command to love God and to love others (Matthew 22:34-40). In light of this truth, it is our intention that all members of our community--teachers, students, parents, and leaders--uphold the following expectations:

- Respect authority and seek to honor everyone
- Pursue excellence and humility
- Do all things with integrity

The Valor classroom will be a place of learning where the teacher is able to teach and the students are able to learn. Conduct that disrupts teaching or learning will not be tolerated. Students should ALWAYS:

- come to class on time and be prepared with all required materials;
- conduct themselves in an orderly, respectful manner;
- make an effort to learn by actively participating in class activities and following teacher instructions;
- strive to stay on task the entire class period;
- obey all school rules and regulations (e.g., late work policy, academic dishonesty, dress code, etc.);

- comply with the requests of teachers regarding classroom control and discipline when in violation of these guidelines.

7.2. Proactive Training and Discipleship

Bible class & Chapel

- Students have a specific Bible class twice a week and are reading through the Word with their teachers. This is also a time for discussion, reflection, and intentional spiritual conversations and prayer. Students also have a chapel time once a week, where they can worship together, encourage and pray with one another, as well as hear from a speaker who teaches from the Word. The goal of this time is fellowship and being together in the presence of God.

Teacher relationships & a culture of encouragement and vulnerability

- One of the most impactful elements for students being at Valor is the relationships they can build with their teachers. We intentionally seek out educators who deeply love Jesus and have a passion for His Word and His kingdom. When teachers are transparent with their faith and invite students to see their own relationship with God, students are able to see other examples, in addition to their parents, of adults who live integrated lives of faith and abiding with Jesus. Teachers are consistently looking for ways to affirm students' identity in Christ, encourage them in who God made them to be, and offer guidance and wisdom in living according to the Word of God.

Responsive Training and Discipline

Each teacher is the first point of contact with students and has the responsibility to be proactive in building a healthy relationship with students in order to correct/train from a place of trust and love. Teachers also have the responsibility to enforce classroom and school rules. School administration will be available to assist as needed but the task of everyday-training lies with teachers. Students will be treated fairly and equitably. Disciplinary procedures will take into account the student's age, attitude, and the seriousness of the offense.

7.3. Upper School Discipline Policies and Procedures

The following are the disciplinary steps teachers in the Upper School will generally adhere to:

- Mild Offense
 - Verbal correction or warning
 - Teacher and student resolve in class
 - Student is given a mark
- Repeated Mild Offense
 - Teacher and student have a conversation outside of class time
 - Teacher contacts parents, preferably by phone
 - Student is given a mark
- Major Offense
 - Teacher writes a referral form that is given to administration
 - Administration meets with student and contacts/meets with parents
 - Consequences will occur

Marks

A student will receive a mark for all smaller infractions. Receiving an occasional mark is not a big deal as only students who receive many marks will incur consequences. The intent of marks is to help teachers be consistent with enforcing school rules and training students to form good habits without immediate consequences for accidental or infrequent mistakes/choices. Marks will be wiped clean and reset each semester so that each student starts at zero every August and again in January.

Examples of mild offenses include, but are not limited to:

- Leaving a mess
- Being rude or unkind
- Phones out and/or on (in addition to a mark, phone will also be confiscated and must be picked up at the end of the day from admin)
- Misuse of electronics
- Tardies
- Lack of preparedness
- Uniform violations
- Minor misbehavior in class
- Being off task

Consequences for marks will be distributed as follows:

- 0-4 marks: noted by staff
- 5 marks: parents and students are notified. Students are given the opportunity to initiate a brief meeting with the Dean of Students to discuss patterns and problem-solve together. If students initiate and have the meeting, a mark will be removed from their semester total.
- 6-9 marks: noted by staff
- 10 marks: student will meet with admin to discuss, parents will be contacted, and student will be assigned post-school service hours (PSSH) to be completed on the following school day typically from 3:30-5:00 pm
- 11-14 marks: noted by staff
- 15 marks: student will meet with admin as well as parents to discuss, and student will be assigned post-school service hours (PSSH) to be completed on the following school day typically from 3:30-5:00 pm
- 16-19 marks: noted by staff
- 20+ marks: student will meet with admin as well as parents to discuss, and larger, more serious consequences will occur in order to immediately affect behavior. Examples of such consequences include in-school suspension, suspension, or expulsion.

Referrals

If a student receives an office referral form submitted to administration for a major infraction, consequences will be given. The following list is not exhaustive, but includes some options that may be issued as a consequence for a referral.

Examples of major offenses include, but are not limited to:

- Blatant disrespect
- Dishonesty (including lying, stealing, and cheating)

- Rebellion and/or open defiance of authority
- Violence and/or fighting
- Obscene, vulgar, or profane language
- Viewing explicit material online or bringing any to campus
- Flagrant public displays of affection
- Sexual misconduct such as premarital sex, homosexual activity, and/or the use/viewing of pornographic or other inappropriate materials.
- Brining tobacco, drugs, alcohol, or weapons to campus or any school sponsored event
- Participating in any illegal or immoral activity
- Intentional bullying

Consequences of referrals:

- The first time a student receives a referral, the student's parents will be contacted by the administration. 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.
- The second time a student receives a referral, 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 email). A second referral will likely result in an at-home or in-school suspension. The parents' assistance and support in averting further problems will be sought.
- If a third referral is received, the student will be suspended at home, will be placed on disciplinary probation, and may be brought before the administration for review.
- With a fourth referral the student will be brought before the administration and will face possible expulsion.

7.4. Grammar School Discipline Policies & Procedures

The Grammar School 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. Not following the teacher's instruction
4. Getting out of his/her 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, sitting out parts of recess, extra assignment, seat change, etc.

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 (TFL) Form

TFLs 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.

If a child is given a Training for Life form, he or she has clearly not followed an expectation established by the school. TFL forms will be given for the following:

1. Deception: lying or cheating
2. Defiance: directly disobeying a direct command of a person in authority
3. Dishonor: hurting persons or property with words or actions

Students will fill out the TFL at home with a parent with information on how they were deceptive, defiant, or dishonoring, what they will do to make it right, and how they will act differently next time. Lower Grammar parents will receive a paper copy of the TFL in their child's folder. They will need to fill out, sign, and return it to school where administration will upload a digital copy to be kept on file. Middle and Upper Grammar parents will receive a TFL form from their student's teacher via email as a google form link. They should fill this out online with their student and submit it digitally, where it will be kept on file.

Third TFL per semester: a parent-teacher conference will be called to discuss how to remedy the behavior.

Fourth TFL per semester: the student will be given an Office Referral, which is a **Level 3 infraction**.

Level 3: Office Referral Visits

The following infractions warrant an office referral:

1. Repeated TFL forms. On a student's 4th TFL form in a given semester, an Office referral will be given.
2. Stealing of any kind.
3. Violence and/or fighting.
4. Obscene, vulgar, profane, or violent language.
5. Public displays of affection.
6. Sexual misconduct such as premarital sex, homosexual activity, and/or the use/viewing of pornographic or other inappropriate materials.
7. Bringing tobacco, drugs, alcohol, or weapons to campus or any school-sponsored event.
8. Participating in any illegal or immoral activities.

During the visit with an administrator, the administrator will take time to listen and understand the full nature of the student's behavior to determine the nature of the discipline. Many times this involves bringing in other witnesses or students involved in the incident. Parents will be contacted by phone, and Office Referral Form will be sent home detailing the infringement, the nature of the conversation with the administrator, and the consequence. This form should

be signed and returned on the next day of class. Office Referrals do not start over at the beginning of a new semester.

Consequences of Office Referrals:

1. **First Office Referral:** The student will be required to attend a lunch detention at the earliest possible date; parents' assistance and support in averting further problems will be sought.
2. **Second Office Referral:** The student will be required to attend a half-day in-school suspension; parents' assistance and support in averting further problems will be sought.
3. **Third Office Referral:** The student will be required to serve a full-day suspension.
4. **Fourth Office Referral:** The student will be brought before the administration and will face possible expulsion.

Note: Office Referrals accumulate over the entire year; they do not start over at the semester, as TFLs do. For example, if four additional TFLs are given in a new semester but the student already had an office referral the semester before (including a lunch detention), the new office referral is considered a second visit to administrator and a half-day suspension.

7.5. Guidelines for Expulsion

Expulsion

The Valor Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his/her parents not be able to eliminate behavior problems by a third office visit, the student may be expelled.

Guidelines for Expulsion

1. Student is suspended immediately from all classes and activities.
2. The family's admissions agreement with the school is declared null and void.
3. If the family does not wish to appeal, then the student is officially no longer a student at Valor and the record of expulsion will appear on the student's transcript.
4. If the family wishes to appeal, they must submit their formal request for readmission in writing, within ten days, beginning the first day of expulsion. In the appeal, parents should state their reasons for wanting to negotiate a new and more restricted admission agreement with Valor.
5. 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.
6. 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.

7. 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.

8. PARENT EXPECTATIONS

8.1. Parent Guidelines

- 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.
- Parents must be committed to the parental responsibility for providing a quality, Christian education for their children.
- Parents must be active members of a Christian church that is in keeping with Valor's Statement of Faith.
- Parents must be willing to use a Christian Conciliation Service if necessary.
- 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, and updated immunization records.
- Parents must be in agreement with, and supportive of, the school's procedures for handling student discipline.
- Parents must acknowledge that each child has reviewed Valor's Code of Conduct and Uniform Code and is willing to abide by those policies.
- 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.
- 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.
- 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.
- 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 fulfill it. These will begin with Family Education Week in August and occur throughout the year.
- 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.

8.2. Parent 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

8.3. Parent Roles in the UMS Model

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. (See [Appendix A](#) for more information.)

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 grammar, 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 with 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/Discipleship

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.

8.4. Carpool, Arrival, & Dismissal

Grammar School

Morning drop-off is from 8:15-8:30 AM. Grammar students should not be on campus earlier than 8:15 AM. Classes will begin promptly at 8:30 AM. If a GS student has a US sibling, they can come into the cafeteria between 8:00 AM and 8:15 AM.

School pick-up in the afternoons is between 3:15 and 3:45 PM. Students should be picked up by 3:45 PM at the latest.

Logic & Rhetoric School

Morning drop-off is from 8:00-8:15 AM. Rhetoric School students should not be on campus earlier than 8:00 AM. X-period/office hours and/or classes will begin promptly at 8:15 AM.

Students should be picked up by 3:45 PM at the latest. Parents are required to walk into the front office to pick up students after the pick-up line closes.

8.5. 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 following fall and spring assessments. During this time, parents will receive copies of assessments, the mastery report card, and a chance to partner and pray with teachers about the future academic and character growth of their student.

Logic & 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.

8.6. Purchasing Textbooks & 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 Valor 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. For reasons related to Valor's financial planning, parents may not opt out of books that are designated as a "Valor rental" or a "purchases through Valor."

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 administration.

8.7. Addressing Concerns

Valor has established Biblical guidelines for the resolution of disputes and grievances within the school. 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 school. This includes students, parents, staff, volunteers, administration, and the 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 Head of School.

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 appropriate administrator.
3. If the situation is still not resolved, they should present their concern to the Head of School.

8.8 Volunteer Procedures

The following are requirements for all volunteers who will be working in the presence of students at Valor:

- All volunteers are required to have a current background check on file before they are allowed to volunteer.
- All volunteers must also have taken the MinistrySafe Sexual Abuse Awareness Course and have a completion certificate dated within the last two years if they are to be working directly with the students.
- All volunteer work must be approved by the Administrator overseeing the area of the school where the volunteer will be working, prior to the time of their volunteering.
- All volunteers must sign in and out at the Front Office prior to and following all volunteer work done on Valor's campus.

9. STUDENT SAFETY & WELL-BEING

9.1. 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/she will be sent home and will not be allowed to return to school until he/she 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.

9.2. Medication

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, 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.

9.3. 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 100° 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.

9.4. Pink Eye

There are two types of pink eye that might occur during the school year, Viral Conjunctivitis and Bacterial Conjunctivitis. Because of the highly contagious nature of pink eye, we will need students to stay home from school as described below.

Although pink eye symptoms may resolve in three or four days, children with viral conjunctivitis may be contagious for a week or more. Children may return to school when they no longer experience tearing and matted eyes.

If your child has bacterial conjunctivitis, keep him or her away from school until after antibiotic treatment is started. Do not return to school until at least 24 hours after starting treatment and drainage has stopped.

9.5. Immunization Records

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.
<https://corequest.dshs.texas.gov>

9.6. Accidents & 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 that the Front Office determines is significant. 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.

9.7. Upper School Village Gate Access

The Upper School Village gate will only be opened for students at certain times each day with faculty supervision: 8:00-8:15AM for first drop off (LS classes and RS X-period), 8:30-8:40 (RS late drop off), and 3:30-3:45 for LS and RS pick up. At these times, the gate will remain actively monitored by staff and faculty on duty. Outside of those stated times, no student is permitted to enter or exit the Village gate. All students who enter or exit the campus outside of these times must enter through the glass doors at the front offices and sign in or out. No student should ever open the gate; it may only be opened at the posted times for students by a staff or faculty member.

9.8. 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.

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

9.9. Inclement Weather Policy

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.

9.10. Emergency Preparedness & Safety Drills

Drills: Fire, Tornado, Lock-down/lockout, and Other Emergencies

Each month, students, teachers, and other School employees will participate in different drills of emergency procedures. When the drill is initiated, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

9.11. Field Trip Safety & Well-being Policies

In order to promote student safety and well-being on all off-site field trips, the following policies will apply:

- When taking students on any Valor-sponsored overnight trip, at least one school employee (faculty or administration) must attend the trip. One school employee of each sex (one male and one female) is preferred.
- All chaperones must have completed the mandatory child safety/protection training, have submitted the online “Adults Driving Students” form along with evidence of a current driver’s license and car insurance, and have a background check on file with the Operations Office prior to going on a field trip as a driver or chaperone.
- All chaperones must agree to not consume alcohol before or during the field trip or overnight trip.
- Planning and packing for the trip must include the following:
 - A fully-stocked first aid kit
 - The medical equipment or medications associated with any particular student (e.g. EpiPen, glucose tablets, etc.)
 - Signed permission slips, which include the following information:
 - Details about the trip (times, dates, departure, arrival, transportation, lodging, etc...)
 - The objective of the trip
- On all trips, Valor staff will communicate specific policies with regard to the use of electronic devices. Stated policies must be followed or all student electronic devices may be confiscated. The policy may vary by the nature and length of the trip.
- Music played by students, chaperones, or staff members must be Christian music that is school-appropriate and God-honoring.

9.12. Class Shepherds and Discipleship Groups

Valor appoints “class shepherds” to assist the Dean of Students in overseeing the personal and spiritual well-being of each student in the Logic School. Different LS teachers will be placed as the class shepherd over a particular grade/section with the goal being that teachers have a smaller group of students to invest in deeply so that no students “fall through the cracks” as they switch between multiple teachers. The class shepherds are managed by the Dean of Students and will be the main point of contact for parents who are wanting to follow up about non-class-specific questions related to their student.

For rhetoric students, they are placed in small, gender-specific discipleship groups at the beginning of the year. They will meet with their discipleship group and leader once a week for the purpose of seeking God together and supporting one another relationally and spiritually. The discipleship group (“D group”) leader will serve as the first point of contact for parents of rhetoric students when they have non-academic questions about their student.

9.13. Student Lockers

Students’ lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student. Students are fully responsible for the security and contents of their assigned lockers. Students may lock their lockers with their own lock. The school is not responsible for the contents of lockers if the student chooses not to lock the locker.

Searches in lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

The parent will be notified if any prohibited items are found in the student’s desk or locker.

10. FINANCES

10.1. Tuition

Tuition and Fees are due and payable in full upon registration. Tuition is set as follows:

- \$5,650 for Pre-K
- \$6,250 per year for the Grammar School
- \$6,650 for the Logic School
- \$9,650 for the Rhetoric School
- There is a \$210 Registration fee for all students
- Tuition is payable on August 5th. A ten-month payment plan can be arranged (August 5 to May 5).

10.2. Late Payment

A \$30 Fee will be charged for late payments (after the 15th) as well as NSF returned checks. This fee will be added and collected by Facts Financial.

10.3. Delinquent Tuition

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.

10.4. Refund Policy

The full financial obligation for the full school year tuition takes place when a student is enrolled. 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.

Any requests for refunds should be made in writing to the Head of School for consideration.

10.5. Field Trips

Field trips, retreats, and short overnight trips are included in tuition for Pre-K through grade 12. Capstone trips, such as the 8th grade trip to Washington D.C or the Senior Trip are not included. Families are encouraged to fundraise to offset costs.

10.6. Curricular Resources & Uniforms

Curricular resources and 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.

10.7. Non-Transferrable Fees

All fees are non-transferable from student to student.

10.8. Enrollment Deposits

A registration fee of \$210 is paid at the time of enrollment and is non-refundable, even if the student withdraws at any point after the enrollment packet is submitted.

10.9. Payment Plans

Tuition can be paid in either:

- One payment in full due Aug. 5th.
- Two equal installments due August 5th and January 5th, or
- Ten monthly installments beginning August 5th and ending May 5th.

Any other arrangements or schedules for paying tuition need to be made and communicated

with Valor's Business Manager. All questions about payments and payment plans should be directed to the Business Manager.

10.10. Late or Non-Payment Policies

Tuition may be paid online through Facts Financial which can be accessed through Facts/ParentsWeb. Tuition is due by the 5th of every month (if paying monthly). Families will accrue a late fee if tuition is not paid on time and will receive an invoice for that from Facts Financial.

10.11. Hot Lunches

Hot lunches are optional and are provided on Fridays for students whose parents order a week ahead of time. Parents may order these through the Lunches feature in Facts/ParentsWeb, and all orders are coordinated through the Front Office by the Business Manager. Any questions about hot lunches should be directed to the Business Manager.

10.12. Textbooks

Some textbooks are provided to students for a rental fee for a certain subject or class, but most are purchased by the parents. Books must be treated with care. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives. A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item or book in acceptable condition loses the right to textbooks provided by the school and technological equipment until the item is returned or paid for by the parent; however, the student will be provided textbooks and equipment for use at school during the school day.

10.13. Withdrawal Policy

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. The parent may obtain a withdrawal form from the Head of School's office. A copy of the withdrawal form will be given to the student, and a copy will be placed in the student's permanent record.

11. MISCELLANEOUS

11.1. Copiers & Printers

Valor copiers and printers may only be used by Valor faculty, staff, and administration for official school-related purposes. They may not be used by students. Students are required to print their assignments or other resources at home. They should not send their assignments to a faculty member and request a print.

11.2. Hours of Operation

The Valor school office will open at 8:00 AM and will close at 4:30 PM Monday through Friday. The school office will be closed on all school days off. Summer hours are 9:00 AM-4:00 PM.

11.3. 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.

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 above).

11.4. School Office

The school office is a place of business. Students should only be in the office when on official business for a teacher or parent. Student use of the office phones is restricted to emergency situations.

Only students who are sent by a teacher (or are serving as a teacher's aide) may use the copy machine or other office supplies and resources. Furthermore, only teachers' aides may go into the teachers' lounge without teacher supervision. Students are not permitted in the Teacher's Lounge at any time.

11.5. Harassment Policy

Valor Preparatory Academy is committed to providing an environment which is free of unlawful harassment and intimidation. Valor is a Christian school. Valor expects all employees and students to treat others with respect. Valor 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, or age. Valor 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, Valor requires that "the truth be spoken with love."

Valor's anti-harassment policy applies to all students and individuals involved in Valor operations, and prohibits unlawful harassment by an employee of Valor 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 Valor's facilities when harassment occurs on Valor. Valor may discontinue service to off-Valor premise violators of this policy. Furthermore, Valor may report violators to the appropriate authority for civil or criminal action. Valor 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:

- Verbal actions such as slurs, derogatory comments or jokes, epithets or unwanted sexual invitations, advances or comments;
- Visual conduct such as sexually-oriented, pornographic and/or derogatory photographs, posters, drawings, cartoons, gestures, e-mail or Internet sites;
- Physical actions such as unwanted touching, assault, blocking another's way or interference with work because of gender, race, or any other protected category;
- 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
- Retaliation against any employee or student for making an allegation of harassment or for participating in such an investigation.

Sexual Harassment

Valor 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.

Valor has a zero tolerance policy for vulgar, abusive, humiliating or threatening language, practical jokes, or other inappropriate behavior while at school. Valor 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.

All employees, substitutes, coaches, and regular-basis volunteers of Valor Preparatory Academy are required to take/re-take a Sexual Abuse Awareness Training every two years, for as long as they are employed or regularly serving our school.

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. Valor takes all complaints seriously and handles complaints as promptly, thoroughly, and confidentially as possible. Valor 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

Valor 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 Valor'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, Valor 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, Valor 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 Valor.

If the investigation reveals that the harassment occurred, Valor 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

Valor 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 Valor employee to be aware of the details of the foregoing policy.

11.6. Lost & Found

Any item that a student brings or wears to school should be labeled with the student's first and last name, especially lunch boxes, water bottles, and outerwear, which may be removed during the day. Because so many of the students' items look identical, it is difficult to determine the owner without a name. If the Front Office is not able to determine the owner of the item, it will be donated at the end of the school year.

Grammar School

The Lost & Found for the Grammar School is located on a metal cart in the cafeteria. Once per semester, all of the items in the Lost & Found will be laid out in the cafeteria as a reminder to the students to check for their belongings. If the items are not claimed by the end of the year, they will be discarded. The items that are most frequently placed in the lost & found are: lunch boxes, water bottles, pencil bags, and outerwear.

Upper School

The Upper School Lost & Found is located in the Village Office Suite. All items that are lost will be taken there. Students who are missing items should periodically check in this location. Once per quarter, all of the items in the Lost & Found will be laid out in the locker room as a reminder to the students to check for their belongings. If the items are not claimed at that point, they will be discarded. The items that are most frequently placed in the lost & found are: lunch boxes, water bottles, pencil bags, and outerwear.

APPENDIX A - PARENT ROLES AT VALOR

LIFE BEYOND VALOR

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INTERACTIVE DISCUSSION & DISCIPLESHIP**

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.

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.

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.

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.

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.

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).

APPENDIX B - Upper School Scope & Sequence*



UPPER SCHOOL SCOPE & SEQUENCE 2022-23

	6	7	8	
Biblical Studies	Old Testament 1	Old Testament 2	New Testament	
Mathematics	Math 6 (SM Dimensions)	Math 7 (SM Dimensions)	Math 8 (SM Dimensions)	
Rhetoric/Logic	N/A	Pre-Logic	Logic I (Memoria Press)	
Foreign Language	Latin II	Latin III	Latin IV	
Humanities	Integrated Humanities 6 (w/ Ancient History)	Integrated Humanities 7 (w/ Medieval History)	Integrated Humanities 8 (w/ Early Modern History)	
Science	Astronomy + Chemistry (Elemental Science)	Physical Science (Novare)	Earth Science (Novare)	
Fine Arts & Gymnasia	PE/Music/Art	PE/Music/Art	PE/Music/Art	
	9	10	11	12
Biblical Studies	Hermeneutics	Apologetics	Worldviews	Engaging Culture with the Gospel
Mathematics	Geometry	Algebra 2	Trigonometry/ Pre-Calculus	AP Calculus
Logic/Rhetoric	Traditional Logic II (Memoria Press)	Rhetoric I	Rhetoric II (optional AP Language)	Senior Thesis (optional Adv. Thesis)
Foreign Language	Spanish 1	Spanish 2	Spanish 3	AP Spanish
Humanities	Integrated Humanities 9 (1674-1830)	Literature 10 + Hist. 10 (1830-1902)	Literature 11 + Hist. 11 (1902-present)	Great Books (opt. AP Literature)
Science	General Biology	General Chemistry	General Physics	Anatomy & Physiology
Equipping Courses	First-Year Equipping	Lifetime Fitness & Wellness	Personal Finance	College & Career Readiness

APPENDIX C - Literature Policy

Valor takes the design and implementation of its curricular program seriously. We believe that a well-designed and implemented curricular program of study should point a diversity of students collectively and individually toward truth, goodness, beauty, virtue, and godliness. Because of this, we hold to the classical adage that, *“the curriculum is designed to shape the student; the student does not shape the curriculum.”* As a student experiences Valor’s full curricular program of study, our deep desire is for his or her heart and mind to be tuned to react in ways he /she was created to, which is to feel and think in accordance with the heart and mind of God.

The selection of resources is a critically important process to building a successful curricular program of study. Below are guidelines that help us carefully choose the literature that is included within the Valor curriculum.

>> Valor recognizes that neutrality in the training process is impossible

As we train up our students, we realize that neutrality is impossible. Christ himself said, “If you are not for me then you are against me.” We hold that neutral ideas within literature are also impossible to find; ideas either foster a love of truth, goodness, beauty, virtue, godliness, and trust in the veracity of the biblical Christian worldview, or they war against these things. In discerning what works of literature are worth including within the Valor curriculum, we remember that we are a spiritual training ground, on which each student is supposed to wrestle with and discern amongst everything he or she might encounter in our world--what is true and what is false, what is good and what is evil, what is beautiful and what is ugly, what is godly and what is worldly, what is virtue and what is vice, and what aligns with a biblical Christian worldview and what does not--all under the guidance of both parents and mentor teachers who jointly shepherd them through the training process. We at Valor intentionally choose literature selections that foster a rich wrestling and discerning experience for each student in age-appropriate ways.

>>Valor recognizes the importance of training in the biblical Christian worldview

Valor strives to infuse into the hearts and minds of its students a deep knowledge of, love for, and confidence in the biblical Christian worldview. We hold that living according to the Bible, through the power of the Spirit, in obedience to Jesus as Lord is the narrow road that leads to life, both now and into eternity. We believe that reading through literature that engenders a full trust in the truth and interpretive power of the biblical Christian worldview for all of life is a key component of the training we are to provide for our students. We will choose our literature based upon whether it directly reinforces the truth and trustworthiness of a biblical Christian worldview or exposes as false and bankrupt all other competing worldviews.

>>Valor recognizes the value of literature to give insight into the actions and ideas of individuals and societies throughout history

We acknowledge that literature is a powerful insight into the hearts, minds, and ideas of any historical time period. Alongside primary sources, the reading of literature from historical periods sheds invaluable light upon what people and societies were thinking, feeling, doing, and experiencing at the time. It gives us perspective through which we can see the enduring nature of

both God's faithfulness and Man's struggle with sin. Historical literature allows us to see how ideas have consequences--both good and bad--that unfold first within the hearts and minds of individuals, then into communities and whole societies. Historical literature at Valor is chosen to highlight both the benefits of godliness and virtue when worked out through individuals into societies as well as the destruction of vice as individual sinfulness progresses socially to devastate whole societies. The reading of historical literature reinforces the truth of Ecclesiastes that there is "nothing new under the sun" as keen readers will plainly see how "new" ideas from their modern era are very often simply recycled notions that individuals and societies across space and time have wrestled with since the beginning.

>>Valor recognizes that story and narrative hold great power to shape the human heart and mind

We recognize that story and narrative have great power to tune the affections rightly. By this we mean to train a student's heart and mind to react in ways they were created to, which is to think and feel in accordance with the heart and mind of God. For example, God is grieved by sin (as we should be), compassionate toward the wayward sinner (as we should be), and passionate about holiness (as we are called to be). Literature that trains us to feel and think in similar ways is of great use in tuning our affections toward our God and His holiness and away from the world and its depravity. Achieving this through story and narrative also mirrors the way our God and His redemptive plan was revealed to us in the Bible.

>>Valor acknowledges the power of literature that has proved timeless and which fosters a "great conversation" between readers across generations

We find great value in that which has stood the test of time and endured through generations. As we see authors and their characters (in cases of fiction) and historical figures (in cases of nonfiction) wrestle with the same ideas, challenges, dilemmas, temptations, and choices, we understand that we are not so different from those in past generations and can learn from their examples--both wise and foolish. We also can enter into a "great conversation" with readers throughout time who have delved into enduring tales and come out with great insights and truths that are waiting to be shared with the generations that have come after them. There is great joy and camaraderie shared with souls long past in reading common pieces of classic literature shared across centuries (and even millenia!). It is profound for a student to realize that the ideas and struggles of mankind in the ancient, medieval, early modern, and contemporary worlds are largely similar and that there is truly "nothing new under the sun." The beauty of these great human experiences is realized profoundly when engaging with an enduring, time-tested piece of literature.

>>Valor recognizes in wisdom that there are prudent times and ways in which to broach the breadth of sin's manifestations in our fallen world with students

We realize that sin has fully infiltrated God's perfect creation and that brokenness has many manifestations within our fallen world. As we train up our students to be ready to encounter this brokenness, we acknowledge that there is wisdom in approaching it in ways that are appropriate to the age and maturity of our students. Issues such as stealing and lying can and should be broached in even the earliest grades; however, issues such as prostitution and sexual sin are reserved for times when the students are ready and equipped with the maturity, discernment, and wisdom to approach such issues confidently and with God's perspective firmly in mind.

Valor believes in intentionally training students to be “as wise as serpents and as innocent as doves” and we recognize literature as a strategic tool with which to achieve these ends. We also acknowledge the diversity of student experiences and family perspectives within our school community concerning issues of ethics and morality, and are mindful of this diversity when making our selections. We will occasionally make certain selections optional in order to respect family choice, especially concerning summer literature selections. We resolve to avoid making reactionary decisions grounded in fear and control; instead, we aim to undertake the responsibility of making these important choices for our students with humility and confidence, fearing the Lord and not the difficulty of the task. We sincerely hope that all of our literary choices would be effective tools with which both parents and teachers can shepherd students toward godliness and virtue.

Overarching Guiding Principles:

- **Grammar School:**
 - In the Grammar School, we seek to saturate students’ imaginations with examples of the good, true, and beautiful. To these ends, we aim to avoid gratuitous violence, romance/sexuality, and profanity.
- **Logic School:**
 - In the Logic School, we seek to gradually increase the moral and ethical complexity of our literature selections in order to purposefully train students in their skills of discernment.
- **Rhetoric School:**
 - In the Rhetoric School, we seek to have dynamic and productive conversations with students about all matters of life and godliness. We have assumed that there is no part of the Bible deemed inappropriate to discuss with a 9th grade student. Therefore, the material assumes that the student knows what sex is, that he / she understands the existence of violence, that he/she understands there are theological and doctrinal differences to be addressed, and that he/she has the maturity to discern right and wrong.

APPENDIX D: Valor Uniform Policy

Grammar School (GS): Pre-K-5th Grade | Logic School (LS): 6th-8th Grade | Rhetoric School (RS): 9th-12th Grade

Highlighted items are updates for this year

Lands' End

All uniform pieces must be from Lands' End and only the styles listed below may be worn. See Visual Guide for Valor Uniform Policy below for acceptable items.

To purchase Lands' End items, go to [LandsEnd.com](https://www.landsend.com). Enter Valor's school code: 900163403 to view approved uniform pieces.

NOTE: If you find a uniform piece somewhere else that looks IDENTICAL to Lands' End and you can't tell the difference in style or color, you may purchase that from an alternate store. If colors or styles do NOT match, students will be out of dress code.

Chapel Day Uniforms

GS girls: must wear plaid with a white polo

GS boys: must wear gray pants or shorts with a navy polo

LS girls: must wear a plaid skirt with a white oxford shirt OR white polo with logo

LS boys: must wear navy pants or shorts with a white oxford shirt (with optional tie) OR white polo with logo

RS girls: may wear a plaid skirt with a white oxford shirt / white polo with logo OR a navy or gray Ponte dress

RS boys: must wear navy pants or shorts with a white oxford shirt (with optional tie) OR white polo with logo

Outerwear

Acceptable items in the classroom: gray, white, or navy Lands' End cardigan (with logo), navy or black Lands' End zip-up fleece (with logo), navy Lands' End quarter-zip pullover (with logo), Valor sweatshirt (crew neck, purchased through the school) *Valor athletic hoodies are not acceptable outerwear in the classroom except on Spirit Days - see Spirit Day below.*

Outside: any jackets may be worn outside, but must be removed upon reentry to the classroom

Footwear

GS/LS/RS:

- Shoes must be white, black, gray, navy, or brown
- Accent colors may ONLY be white, black, gray, navy, blue, or brown
- Shoelaces must be white, black, gray, navy, blue, or brown
- Shoes must not have sounds, characters, wheels, or lights

GS/LS: Shoes must be sneakers or tennis shoes adequate for running and participation in PE (ie. no ballet flats, mary janes, slip-on shoes, sandals, rain boots, warm winter boots, ankle boots, Crocs, Natives, TOMs, etc.)

RS ONLY: RS students may wear closed-toe shoes of their choice that fit the color requirements

Socks

Students must wear socks that do not show or socks that do show that are **solid** black, white, navy, blue, or gray. A simple black or white logo may be on the sock, but **NO** color, pattern, or design

Leggings & Modesty Shorts

GS/LS/RS girls: Gray, navy, white, or black modesty shorts are required under all skirts, dresses, and jumpers. Girls may also wear Lands' End solid navy or gray leggings (must be Lands' End brand, full length, not capri length) under skirts, dresses, and jumpers

Belts (& Tucking in Shirts)

2nd grade and up, boys and girls: students who wear pants or shorts in 2nd grade and up must wear a black or brown belt

All students must tuck in their shirts while at school - this includes pants, shorts, and skirts

Accessories

GS/LS/RS girls: may wear **subtle** hair bows and **subtle** jewelry
Students may **not** wear hats, head scarves, or bandanas

Uniform Length

GS/LS/RS girls: Dresses/skirts should be within 3 inches from the top of knee

All shorts should be within 6 inches from the top of the knee

Grooming

All students are asked to arrive with a clean face, hands, and teeth. Hair should be combed and back from the face.

Uniforms worn to school should be free of rips, stains, or holes. Any clothing with rips, stains, or holes will be considered out of dress code.

Spirit Days

On spirit days (the last Friday of the month), students may wear:

- Valor t-shirts (sold through the school) or uniform tops
 - ◆ T-shirts should be worn down or tucked in, and can also be knotted, but not tied up higher than your hips (ie. if you raise your arms, you shirt should still cover your skin)
- Options and length requirements for pants/shorts on Spirit Days are TBD.
- Valor footwear and classroom outerwear policies still apply (however students may wear Valor athletic hoodie on Spirit Days as well)
- Students should not wear hats, head scarves, or bandanas

Free Dress Days/Athletic Practices

- Students may wear clothing of their choice that still falls within the school-appropriate clothing policy (see School-Appropriate Clothing Guidelines below)

- Students may wear any footwear/socks/outerwear (Athletics shoes only for practice)
- Dresses/skirts should be within 3 inches from the top of the knee
- Options and length requirements for pants/shorts on Free Dress Days / Athletic Practices are TBD.
- Leggings are not permitted.
- Girls may wear sleeveless tops as long as the straps are at least 2 inches wide and show no undergarments
- Students may wear hats, head scarves, or bandanas
- All shirts should be long enough that even when arms are raised, no stomach skin is showing.

Valor School-Appropriate Clothing Policy

Our goal at Valor is to develop a culture that reflects what is good, true, and beautiful. This desire affects not only the way we teach and learn, treat one another, how we communicate and interact, but also how we choose to dress. We know that every family at Valor wants their children to dress in a way that is appropriate, modest, and honors God; however, we also know that each family has their own convictions about what that actually means.

We want to hold a high standard at school so that clothing and appearance do not become a distraction or deter us in any way from beholding what is good, true, and beautiful. We've created this school-appropriate policy in order to help make dress code decisions as much of a non-issue as possible so that we can give our energy and time more fully to that which is really worthwhile.

School-Appropriate Clothing Guidelines

These guidelines apply to EVERYONE, ALL the time:






- Dress in a way that seeks to honor God.
- Make decisions about your clothing with a submitted and humble heart.
- Girls should make sure skirts and dresses are within 3 inches of the top of their knee.
- Wear clothing that isn't excessively tight or loose, but that fits well.
- Wear clothing with words and/or images that are good, true, and beautiful.
- Girls should wear modesty shorts under their skirts or dresses.
- Make sure no undergarments are showing at any time.
- All uniform pieces should be free of rips, stains, or holes.
- All free dress/spirit day pieces should have no holes or rips that occur higher than 3 inches above the top of the knee.
- All shirts should be long enough that even when arms are raised, no stomach skin is showing.







Please attempt to keep the spirit of the law, not just the letter of the law!

Because many of these guidelines are subject to interpretation, Valor administration reserves the right to make the final call about whether or not clothing choices fall within the bounds of the modesty policy. For additional requirements and guidelines, please refer to the Valor student handbook.





Visual Guide for Valor Uniform Policy:

Options for GIRLS

Picture	Description	Notes
	<p>GS/LS/RS:</p> <ul style="list-style-type: none"> • White, gray, or light blue polo, long sleeve or short sleeve • White peter pan collar polo <p>RS only: Navy polo</p>	<ul style="list-style-type: none"> • Valor logo is required, except for polos worn under a jumper • LS girls must wear a white polo with logo (or an Oxford) on chapel days, and RS girls have these options or the Ponte dress
	<p>LS/RS:</p> <ul style="list-style-type: none"> • Long sleeve or short sleeve white Oxford button-up shirt 	<ul style="list-style-type: none"> • Valor logo is required • LS girls must wear an Oxford (or white polo with logo) on chapel days, and RS girls have these options or the Ponte dress
	<p>GS/LS/RS:</p> <ul style="list-style-type: none"> • Navy shorts or pants 	<ul style="list-style-type: none"> • Students 2nd grade and up must wear a black or brown belt when wearing shorts or pants
	<p>GS/LS/RS:</p> <ul style="list-style-type: none"> • Plaid jumper • Navy Ponte pleat jumper 	<ul style="list-style-type: none"> • Valor logo required on navy jumper but not on the plaid jumper • Modesty shorts and length requirements apply to all jumpers
	<p>GS/LS/RS:</p> <ul style="list-style-type: none"> • Short or long sleeve navy polo dress • Short sleeve ruffle hem dress 	<ul style="list-style-type: none"> • Valor logo required on dresses • Modesty shorts and length requirements apply to all dresses

	<p>GS/LS/RS:</p> <ul style="list-style-type: none"> ● Plaid A-line skirt, plaid pleated skirt, or plaid box pleat skirt 	<ul style="list-style-type: none"> ● Modesty shorts and length requirements apply to all skirts and skorts ● If you own additional plaid styles, they will be grandfathered in, but please don't purchase new ones other than these!
	<p>GS/LS/RS:</p> <ul style="list-style-type: none"> ● Navy A-line skirt, ponte pleated skirt, or navy pleated skort 	<ul style="list-style-type: none"> ● Modesty shorts and length requirements apply to all skirts and skorts
	<p>GS/LS/RS:</p> <ul style="list-style-type: none"> ● Navy or gray leggings 	<ul style="list-style-type: none"> ● Must be full length, solid, and with no holes or stains
	<p>GS/LS/RS:</p> <ul style="list-style-type: none"> ● Gray, navy, or white cardigan 	<ul style="list-style-type: none"> ● Valor logo is required
	<p>GS/LS/RS:</p> <ul style="list-style-type: none"> ● Navy or black fleece ● Navy quarter zip pullover ● Valor crewneck sweatshirts (purchased from the school) 	<ul style="list-style-type: none"> ● Valor logo is required on the fleece and quarter-zip pullover
	<p>RS only:</p> <ul style="list-style-type: none"> ● Navy or gray short sleeve Ponte dress 	<ul style="list-style-type: none"> ● Valor logo is required ● Modesty shorts and length requirements apply to all dresses

Options for BOYS

Picture	Description	Notes
	<p>GS/LS/RS:</p> <ul style="list-style-type: none"> • White, gray, navy, or light blue polo • Long sleeve or short sleeve 	<ul style="list-style-type: none"> • Valor logo is required • LS/RS boys must wear white polo (or an Oxford, with optional tie) on chapel days
	<p>GS/LS/RS:</p> <ul style="list-style-type: none"> • Long sleeve or short sleeve white Oxford <p>LS/RS only:</p> <ul style="list-style-type: none"> • Plaid tie optional 	<ul style="list-style-type: none"> • Valor logo is required. • LS/RS boys must wear white polo (or an Oxford, with optional tie) on chapel days
	<p>GS/LS/RS:</p> <ul style="list-style-type: none"> • Gray or navy pants • Gray or navy shorts 	<ul style="list-style-type: none"> • Students 2nd grade and up must wear a black or brown belt when wearing shorts or pants
	<p>GS/LS/RS:</p> <ul style="list-style-type: none"> • Gray or navy cardigan 	<ul style="list-style-type: none"> • Valor logo is required
	<p>GS/LS/RS:</p> <ul style="list-style-type: none"> • Navy or black fleece • Navy quarter zip pullover • Valor crewneck sweatshirts (purchased from the school) 	<ul style="list-style-type: none"> • Valor logo is required on the fleece and quarter-zip pullover

P.E./Athletic Uniforms

Students in **5th-8th grade**
must wear the following uniform for **P.E.**

Students in **4th-6th grade**
will wear this uniform for **Athletics**.

These uniforms will be purchased through Valor and picked up on Meet the Teacher Night..

NOTE: when purchasing P.E. shorts, please make sure the size you choose is fingertip length or longer



APPENDIX E: Valor Core Family Values

The following values define a home and school culture in which faith and growth flourish with our mission to provide an excellent education in partnership with families; which is guided by biblical worldview, the Classical tradition, and the University Model of schooling.

We pursue spiritual development through discipleship.

1. We put our trust and hope in Jesus Christ who is the anchor of our souls.

- a. Our trust and security shall be rooted, not in our performance for Him, but in the redemptive work of our loving God and what He accomplished for us on the cross.. (Colossians 1:27^{cd}) *Christ in you, the hope of glory.*
- b. God is the Architect and the Master Planner. His ways are greater than ours and He accomplishes His purposes in us out of love. Therefore, we will turn to Him for guidance and direction and not rely on our own ways. (Psalm 127:1) *Unless the Lord builds the house, those who build it labor in vain. The word house here refers to a family lineage and not a building.*
- c. We instill hope and courage in our children that God has called them to “such a season as this” and He will equip them to walk and to not be fearful, but to maintain *eternity in their hearts.* (Psalm 62.6-7) *“You alone are my rock and my salvation; You are my fortress; I will not be shaken. My salvation and my honor depend on You; You are my mighty rock, my refuge.”*
- d. We purpose to pray and encourage one another as a community. (Philippians 4: 6) *“Do not be anxious about anything, but in everything by prayer and supplication with thanksgiving, let your requests be made known to God.”* (Hebrews 10:24-25) *“ And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another—and all the more as you see the Day approaching.”*

2. We desire to love God and allow His love to flow through us to others.

- a. We recognize the greatest commandment as our overarching mission in everything we do. (Matthew 22: 39). *You shall love the Lord your God with all your heart and with all your soul and with all your mind. This is the great and first commandment. And a second is like it: You shall love your neighbor as yourself.”*
- b. We will consider each person as someone God has made on purpose, with purpose and for purpose. (Psalm 139:14) *I will praise you, for I am fearfully and wonderfully made and marvelous are your works, and that my soul knows well.*
- c. We look for ways to serve others. (Galatians 5:13-14) *For you were called to freedom, brothers. Only do not use your freedom as an opportunity for the flesh, but through love serve one another. For the whole law is fulfilled in one word: “You shall love your neighbor as yourself.”*

We seek continually learn and grow in every situation.

1. ***We purpose to live virtuous lives, with our strength coming from Christ, and we purpose to guide our children to do the same. We govern our daily lives by:***
 - a. Justice: To make right, to be morally fair. (Proverbs 21:3) *To do righteousness and justice is more acceptable to the Lord than sacrifice.*
 - b. Prudence: To govern and discipline oneself by the use of reason and well thought out decisions. (Proverbs 13:16) *In everything the prudent acts with knowledge but the fool flaunts his folly.*
 - c. Temperance: To be habitually moderate in the indulgences of the appetites or passions. (I Corinthians 9:25) *And everyone who competes for the prize is temperate in all things. Now they do it to obtain a perishable crown, but we for an imperishable crown.”*
 - d. Fortitude: To be strong in the face of adversity or difficulty; to stand up for what is right in the sight of God; to have courage or grit. (2 Timothy 1:7) *For God has not given us a spirit of fear, but of power and of love and of a sound mind.*
2. ***We view growth as a daily decision and complacency as never becoming an option.***
 - a. Growth and change are life-time endeavors, especially in our faith. As such we seek to foster a growth mindset versus a fixed mindset. (2 Peter 5:8) *For this very reason, make every effort to supplement your faith with virtue, and virtue with knowledge, and knowledge with self-control, and self-control with steadfastness, and steadfastness with godliness, and godliness with brotherly affection, and brotherly affection with love. For if these qualities are yours and are increasing, they keep you from being ineffective or unfruitful in the knowledge of our Lord Jesus Christ.*
 - b. We advocate for excellence but not perfection. God is *perfecting* us but only Christ was the *perfect* man. To that end we treat mistakes as learning opportunities and failures as a means to learn resiliency. We expect our children to learn how to do hard things well.
 - c. We are all in need of discipleship and mentorship.
 - i. We need each other. (Proverbs 27:17) *Iron sharpens iron, and one man sharpens another.*
 - ii. We shall strive for personal humility and mutual encouragement with the goal of creating a culture of openness. (Luke 14:11) *For everyone who exalts himself will be humbled, and he who humbles himself will be exalted.* (Proverbs 22:4) *The reward for humility and fear of the Lord is riches and honor and life.*

We build community intentionally.

1. ***We believe that parents should be the primary influence for their children and embrace our parental authority in loving ways. To that end, we discipline our children with an approach that is redemptive, and not punitive in nature.***
 - a. We embrace the concept of grace yet hold steadfastly to and expect wise, strong standards. (John 1:14) *And the Word became flesh and dwelt among us, and we have seen his glory, glory as of the only Son from the Father, full of grace and truth.*

- b. We hold to virtuous standards, but do not use shame as an approach in training our kids. While they must come to feel the weight of their own poor choices (guilt), they must not consider themselves undeserving of, or beyond, God’s love and forgiveness (shame). (Romans 3:23) *for all have sinned and fall short of the glory of God.*
- c. We encourage parents to raise their children out of faith and not fear by trusting in God and leaning daily on the Holy Spirit. (Romans 15:13) *May the God of hope fill you with all joy and peace in believing, so that by the power of the Holy Spirit you may abound in hope.*

2. We foster and model a grateful, forgiving culture.

- a. We choose to be grateful *in* the midst of all circumstances, knowing that God is sovereign and in control of our lives. (I Thessalonians 5:18) *In everything give thanks; for this is the will of God in Christ Jesus for you.*
- b. We do not grumble, complain, or gossip. Rather we speak with others directly and honestly. Look for scriptures and possibly condense. Using words that edify, we seek to edify each other and our community by sharing the all-surpassing peace of Christ, avoiding slander, gossip, and discord and refusing to act out of selfish ambition, arrogance, anger or a complaining spirit. (Ephesians 4:29) *Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen.* (Matthew 5:9) *Blessed are the peacemakers for they will be called Children of God.*
- c. We model forgiveness with others instead of anger and bitterness. We do not provoke our children in anger. We do our part to bring about reconciliation. (Ephesians 6:4) *“Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord.”* (Romans 12:18) *“If possible, so far as it depends on you, live peaceably with all.”*

We anchor expectations for attitudes and behaviors to biblical obedience.

1. We focus on practices that reach and influence the hearts of our children rather than settling for behavior management approaches that focus merely on external actions.

- a. We are about heart change over outward compliance. We recognize that the desires of the heart drive choices. Knowing what’s right is not enough. Our children must come to desire from within what is true, good and beautiful. (Proverbs 4:23) *Keep your heart with all vigilance, for from it flow the springs of life.*
- b. We model and expect integrity – people who are honest, trustworthy, reliable and dependable, whether others are watching or not. (Proverbs 10: 9) *Whoever walks in integrity walks securely, but he who makes his ways crooked will be found out.*

2. We purpose to develop hearts and minds at rest amidst a culture full of distractions.

- a. We choose to be attentive to the things of God over the things of this world. (Psalm 46:10) *“Be still and know that I am God.”*

- b. We participate in the spiritual practices of prayer, scripture reading and meditation on God's word. (I Thessalonians 5:16-18) *Rejoice always, pray without ceasing, give thanks in all circumstances; for this is the will of God in Christ Jesus for you.*
- c. We stay informed about our children's use of digital devices, communicate with them regularly about wise use, and be prepared to address inappropriate contact, content and conduct. (Philippians 4:8) *Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things.*

These core family values help come alongside Valor administration, staff, teachers and co-teachers to reinforce the vision of Valor Preparatory Academy which is to partner with families to provide excellent education and develop passionate disciples of Jesus who are prepared to courageously influence culture for the glory of God.