



A Christian and Classical School

PARENT – STUDENT HANDBOOK



Dear Parents and Students:

Welcome to Regents Academy and the 2007-2008 academic year. It is an honor and a privilege to have you as a part of our campus community with its Christian and Classical approach to learning. Together as parents, students, board members, faculty, and staff, we will work to achieve academic, extra-curricular, social, and personal success.

It is essential that we all aspire to the same goals and work as a body of one. In order to follow through in our pursuit for wholeness, the theme for the 2007-2008 academic year will be:

“The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body. So it is with Christ.” 1 Corinthians 12:12

Our faculty and staff comprise a knowledgeable, dedicated, loving and caring corps of life-long learners who believe in a Christian and Classical Education. We are here to serve our students and guide them in their academic and Christian endeavors. We value parents and encourage them to become active participants by supporting the goals and aspirations of Regents Academy.

Our cadre of faculty is available for conferences at designated times during the school day as well as before and after regular school hours. We believe in rapid and open dialogue between home and school. Please call the Regents Academy office at 936-559-7343 and schedule a conference time.

Thank you for your love and prayers.

In His Service,

Maryann S. Bentley
Administrator

Lance Vermillion
Assistant Administrator

REGENTS ACADEMY
Parent - Student Handbook

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Regents Academy
A Christ-centered and Classical Education

I. GENERAL INFORMATION

A. Introduction:

1. The Bible tells us to bring up our children in the nurture and admonition of the Lord (Ephesians 6:4). The Lord Jesus Christ tells us to love the Lord our God with all our heart, with all our soul, and with all our mind (Matthew 22:37). Regents Academy was founded to help parents fulfill these commands. The many years that are devoted to formal education greatly impact the direction and thoughts of our children. Parents desire their children's success intellectually, socially, and physically. But most important for Christian parents is their children's understanding and application of the Christian faith.
2. Providing Christian education for our children is costly, but not nearly as costly as the alternatives. Problems in modern American society and education are frightening to parents. Christians should not be surprised at these problems, for they are the expected result of a culture that rejects God. But Christians should not panic and retreat. Jesus said, "In this world you will have tribulation; but be of good cheer, I have overcome the world" (John 16:33).
3. It is with this assurance of Christ's dominion and victory that Regents Academy was started. God has called parents, not the state, to educate children. Education is to be conducted in light of God's revelation of Himself in the Scriptures and in recognition that all truth is God's truth. Regents Academy is committed to these ideals of Christian education.
4. As fellow Christians, we invite you to read and consider this handbook and other materials about Regents Academy. Regents Academy seeks to raise a high standard for both Christian character and academic achievement. We are committed to a Biblical worldview in all areas of life; therefore, we want to teach children how God's Word and world relate to all subject areas. When parents consider where to educate their children, the primary concern should be for providing Christian foundations in all areas of life and thought. Your commitment to provide the spiritual and academic benefits of a Christian education will affect your child for this world and for eternity; furthermore, it will affect the future of our civilization. Christian education is not simply a luxury when we consider our responsibilities toward God for our children. Children from Christian homes must learn to "think God's thoughts after Him" and view all facts as God-created, God-controlled facts. The sacrifices that parents make to support Christian education will be blessed by God.

B. Statement of Faith:

1. The following is the foundation of beliefs on which Regents Academy is based. These are also the key elements of Christianity that will be taught without compromise or apology in all subjects through all grade levels. The substance of these statements is designated as *primary doctrine* in Regents Academy.
 - a. We believe the Bible to be the only inerrant, authoritative Word of God.
 - b. We believe that there is one God, eternally existent in three Persons: Father, Son, and Holy Spirit. He is omnipotent, omniscient, and omnipresent.
 - c. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
 - d. We believe that for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely necessary.
 - e. We believe that salvation is by grace through faith alone.
 - f. We believe that faith without works is dead.
 - g. We believe in the present ministry of the Holy Spirit, by Whose indwelling the Christian is enabled to live a godly life.
 - h. We believe in the resurrection of both the saved and the lost; they that are saved to the resurrection of life, and they that are lost to the resurrection of damnation.
 - i. We believe in the spiritual unity of all believers in our Lord Jesus Christ.
2. Secondary or divisive doctrines and issues will not be presented as *primary doctrine*. When these types of doctrine or issues arise, they will be referred back to the family and local churches for final authority. Secondary doctrine refers to doctrinal issues which are not addressed in the Regents Academy statement of faith. Classroom discussion of secondary doctrine should be on an informative, non-partisan level. Teachers must be careful not to speak to the students in a manner that would cause offense to the parents. Presentation of all sides of an issue is encouraged. The teacher should encourage the students to follow up any questions they have with their parents and pastor.

C. Educational Goals of Regents Christian Classical Academy: *Educating Tomorrow's Thinking Christian*

1. **Christ-centered Goals:** By the time a student graduates from Regents Academy, the student should:
 - a. Understand that the Scriptures are God's revelation of Himself and His intended standard for all areas of faith and life.
 - b. Understand that all subjects, whether dealing with men, matter, or ideas, must be understood by being brought into conformity with a Christian worldview.
 - c. Understand that all men are sinners who fall short of the glory of God.
 - d. Understand that all men need to know Jesus Christ as Lord and Savior.
 - e. Understand that Christians must exhibit holiness before God and obedience to God's Law/Word.
 - f. Understand that Christians must make moral and ethical applications of the

Faith in their personal lives, families, churches, communities, nation, and world.

- g. Understand that as a creature made in the image of God and as a person committed to Christ, the Christian is accountable to God for fully developing his potential in academic, artistic, and vocational skills.
- h. Understand that the Christian is to love God with all of his mind, and is to be continually transformed by the renewing of his mind.

2. **Classical and Academic – Intellectual – Goals:** By the time a student graduates from Regents Academy, the student should:

- a. Understand that in the study of any academic field, the Scriptures provide the infallible standard for comprehending the subject.
- b. Understand that apart from presupposing or believing God's revelation of Himself, no true knowledge or theory of knowledge is possible.
- c. Understand that all subjects are learned through the methodology of the Trivium, which consists of the *grammar, logic, and rhetoric stages of learning*. That means that first, the grammar, or basic facts, must be learned. Second, the logic of the subject, or way that the facts fit together, must be learned. Third, the subject is expressed, described, or analyzed in the rhetoric stage.
- d. Be committed to developing the highest God-given intellectual potential through challenging studies.
- e. Enjoy a thorough comprehension and command of rhetorical skills, such as reading, writing, speaking, and listening.
- f. Have an appreciation and enjoyment of such academic fields as language, science, higher math, history, and literature.
- g. Exhibit critical-thinking skills in research, logic, and problem solving, as well as the ability to perceive and cope with ambiguity.
- h. Understand that Christian development includes lifelong nurturing of the aesthetic and physical part of man, as well as the academic and ethical dimensions, and practical applications.
- i. Understand the Bible for its factual content, theological doctrines, and practical applications.

3. **Personal Spiritual Goals:** By the time a student graduates from Regents Academy, the student should:

- a. Understand himself to be made by God in His own image, unique in personality.
- b. Accept the unique worth and varied personalities of others as fellow image-bearers of God.
- c. Grasp a Biblical concept of the gifts of life, time, and work, and the necessity for righteous stewardship of those gifts.
- d. Understand the Biblical roles of the Christian man or woman in the marriage, family, church, and society.
- e. Embrace a Biblical work ethic and an understanding that all types of work are to be done unto the Lord.
- f. Believe that the Scriptures' portrait of Jesus Christ represents the true model for personal and social development as well as academic and spiritual.

D. The Educational Philosophy of Regents Academy

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

6. In order that the student may fulfill God's total purpose for his life, personally and vocationally, the education process is a means used by the Holy Spirit to do the following:
 - a. Bring the student into fellowship with God;
 - b. Advance the student in spiritual maturity;
 - c. Assist the student in developing an analytical Christian mind;
 - d. Enable the student to think God's thoughts after Him;
 - e. Help the student achieve Christ-like character qualities.

7. Definitions:

- a. **Trivium:** A three-part program for education dating back to the Middle Ages, with roots in the Greek and Roman civilizations. It consists of grammar, logic, and rhetoric (defined below); the Trivium was "rediscovered" by Dorothy Sayers in her article "The Lost Tools of Learning."
- b. **Grammar:** The fundamental rules and particulars (i.e., facts or details) of each subject. In Biblical terminology, this corresponds to what is often called "knowledge."
- c. **Logic:** The ordered relationship of particulars in each subject, that is, understanding how the facts and details are related and how they fit together. The Biblical term for the logic stage is "understanding."
- d. **Rhetoric:** The clear expression of the grammar and logic of each subject, which means that the student should be able to talk, write, and think intelligently about a subject. The Biblical term for rhetoric is "wisdom."

8. Latin at Regents Academy

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

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

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

The Latin Program consists of the following basic objectives:

Fourth Grade (1st Year):	Vocabulary acquisition, declensions, chants of endings.
Fifth Grade (2nd Year):	More vocabulary, beginning grammar work, basic verbs, simple sentences
Sixth Grade (3rd Year):	More sentences, vocabulary, basic translation work, phrases, grammar
Seventh Grade (4 th Year):	Translation work (New Testament/Vulgate and other sources), grammar, writing of sentences, stories, Classical background
Eighth Grade (5 th Year):	Complex grammar and translation work, idioms, vocabulary, compound word vocabulary
Ninth Grade (6 th Year):	Translating original texts with basic comprehension of meaning upon first reading, focus on ancient writings and speeches that greatly affected Western Civilization

E. Admissions Statement:

1. Admission Procedures:

- a. Upon return of the application and completion of all entrance tests, an interview with the family will be arranged with the administrator.
- b. After the interview, and after reviewing all required materials (as stated on the application form), the administrator will make the decision whether or not to admit the student(s). Grade placement of the student(s) will be determined at that time.
- c. The administrator will then notify the parents in writing with the decision regarding acceptance. In the event an applicant is denied admission, the parents may appeal the denial to the school board.
- d. All financial arrangements between the family and the school must be understood before an admission is considered final.

2. Admission Requirements for the Student:

- a. A child must have reached the age of five years by September 1 of the fall in which he would be entering kindergarten.
- b. A child entering first grade must have reached the age of six years by September 1 of the fall in which he would enter Regents Academy.
- c. If a child has successfully completed the previous school year and his school work and behavior compare favorably to the comparable grade at Regents Academy, the child will likely be placed in the grade for which he is applying. However, if through the administration of Regents Academy Entrance Tests or other evidence, it is determined that the child may not be adequately prepared for the next sequential grade level, it may be necessary that he repeat the previous grade.

- d. The child should understand that his parents have delegated their authority to the school. Therefore, he is subject to the instruction and discipline of the teachers and administrator in their prescribed roles at Regents Academy.
- e. In general practice, if the student and parents comply with the requirements outlined here, Regents Academy will admit students of any race to all rights, privileges, programs, and activities generally made available to all students. Regents Academy does not unbiblically discriminate on the basis of race, sex, color, or national origin in the administration of its policies, admissions, scholarships, athletic, and other school-directed programs.

3. Admission Requirements for the Parents:

- a. Though not required to be Christians, the parents of students in Regents Academy should have a clear understanding of the biblical philosophy and purpose of Regents Academy. This understanding includes a willingness to have their child exposed to the clear teaching (not forced indoctrination) of the school's Statement of Faith in various and frequent ways within the school's program.
- b. The parents should be willing to cooperate with all the written policies of Regents Academy. This is most important in the area of school work requirements, as well as active communication with the respective teacher(s) and administration. For further explanation, refer to Discipline Policy on p. 21 and Basic School Rules on p. 22.

4. Admission – General Policies

Regents Academy does not have an open admission policy. While we do not discriminate on the basis of race, sex, color, or national origin, Regents Academy reserves the right to deny admission to applicants on the basis of academic ability (as demonstrated by previous school records or standardized achievement tests), behavior (both in and out of school), and the attitude of the applicant. We support and sympathize with parents who are trying to correct problems with their children; however, we do not have either the resources or the set purpose of dealing with behavioral and academic problems.

- a. Students with learning disabilities cannot be provided with the special instruction, staff, or facilities they might need. However, the parents of a child with learning disabilities and the administrator may meet to discuss the applicant's circumstances. If after reviewing the child's needs it is determined that the child could meet with success, Regents Academy will admit the child on a probationary basis. The child would be expected to attend classes with other children in his grade level and do the same type of work. He would be given the same amount of individual instruction and encouragement as his classmates. It must be emphasized that academically the student will probably have a difficult time with the course work.
- b. Behavior problems from previous schooling or from outside of school, presents a more difficult problem. While recognizing that all students are sinners and all sinners can be changed by the saving work of Christ, we again assert that we do not accept students who are behavior problems.

- c. The following types of problems could result in denied admission:
 - 1) Expulsion from or detention in another school;
 - 2) Record of repeated violations of civil law or criminal behavior;
 - 3) Running away from home and other forms of refusing to submit to parental authority;
 - 4) Gang activity;
 - 5) The use of illegal substances;
 - 6) Repeated discipline incidents at other schools;
 - 7) Rebellious attitude, including hostility to attending Regents Academy.
- d. Our facilities are limited, and our faculty members are here primarily to teach subjects, rather than to forcibly discipline students. As a school, we are unable to correct social problems from previous school experiences, family problems, peer influences outside of school, or attitudes. The administrator, or if necessary, the board, will listen to any person's particular circumstances. The basic position still stands, however, that students with discipline problems cannot be admitted. We do refer to school authorities about applicants. We rely heavily on the reports other principals give and presume the truthfulness of their report. Believing that God graciously changes people, we are willing to hear and consider any case.
- e. In some cases, students may be admitted under academic and behavior probation for a set period of time until they prove themselves capable of meeting Regents' behavioral and academic standards.

F. Grading Scale:

The grading scale used at Regents Academy is as follows:

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

G. Homework Philosophy and Guidelines:

1. Philosophy:

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

- a. Students often need some amount of extra practice in specific, new concepts, skills, or facts. In certain subjects (e.g., math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery.
- b. Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study.
- c. Studying for tests, memorization work, reviewing notes, reading of literature, projects and research are all examples of work that may be done outside of class.
- d. Since Regents Academy recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.
- e. Students are expected to make good use of their time at school for learning. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation, serves a punitive, as well as practical purpose.

2. Guidelines for Assigning Homework:

K	None
1 st -2 nd	20-40 minutes (infrequently)
3 rd -4 th	30-45 minutes (as needed)
5 th -6 th	45-60 minutes
7 th -8 th	1-1½ hours
9 th -12 th	1-2 hours

3. Work that is not completed or turned in on time will be penalized. An incomplete assignment is any assignment not finished to completion by the date and time due. The assignment can be marked as 0% or, at the discretion of the teacher, may receive a 50% if turned in the next day. Upon the third incomplete assignment in a quarter, the student will receive an infraction, and each incomplete assignment thereafter will receive an additional infraction.
4. *NORMALLY HOMEWORK IS NOT ASSIGNED OVER HOLIDAYS AND VACATION PERIODS.*

H. Uniform/Dress Code Policy:

1. Regents Academy is a workplace for students as well as for teachers. Students should dress in a way that demonstrates their respect for the school. Therefore, students shall:
 - a. Dress neatly: All shirts tucked in, shoes tied, no holes/tears in clothes, clothing appropriately sized for the wearer.
 - b. Be clean: Body cleanliness, recently washed clothing, hair neatly kept; older boys are to be clean-shaven.

2. The school administration will determine if there is a violation of the dress code, either in fact or attitude. Students not complying with this dress code will be required to rectify their appearance as quickly as possible. Cheerful, consistent compliance is expected; grumbling and challenging attitudes will be subject to disciplinary action.
3. As the administrator determines, events such as P.E. and field trips may call for other clothing options. Special days may be scheduled, such as dress-up days or Spirit week, during which other clothing options are allowed.
4. Additional Dress Standards for Girls:
 - a. Girls may wear skirts that are of a conservative length and fit. The length of skirts will not be shorter than the top of the knee when standing and will be of modest length when seated. Students must take the appropriate steps to insure their clothing fits reasonably well and is the proper length.
 - b. Slacks may also be worn but may not be tightly fitted. Belts are to be worn with slacks, and shirts are to be tucked in.
 - c. Blouses or tops should not be tight-fitting. Appropriate undergarments such as slips, camisoles and bras must be worn.
 - d. Socks or tights should be white.
 - e. Only approved uniform athletic clothing or sweat clothes may be worn for physical education class. Athletic clothing may not be worn to school in lieu of normal school attire.
 - f. Hairstyles must be natural, practical and moderate.
 - g. Make-up may be worn neatly and must be appropriately inconspicuous.
 - h. Jewelry, if worn, must be simple, conservative and appropriate to the student's overall appearance.
5. Additional Dress Standards for Boys:
 - a. Students must take the appropriate steps to insure their clothing fits reasonably well and is the proper length.
 - b. Only approved uniform athletic clothing or sweat clothes may be worn for physical education. Athletic clothing may not be worn to school in lieu of normal school attire.
 - c. Hair should be no longer than mid-ear, not extend beyond the top of the collar and kept a natural color. Inappropriateness of a particular hairstyle will be determined by the administrator. Beards and mustaches are not to be worn by students. Young men should be clean-shaven.
 - d. Jewelry, if worn at all, must be simple, conservative and appropriate to the overall dress of the student and be kept within the general standards of the school.
6. Non-Uniform Dress Standards:
 - a. If on certain occasions students are allowed to wear street clothes, it will be expected that these clothes will fit the overall image of a Christian young person. Therefore, neatness and conformity to the general dress standards and Basic School Rules (p.22) are guidelines to be followed along with individual recommendations of the teacher(s) in charge.

- b. Many of the trends and fads which are in fashion today are also restricted from our campus and/or during school activities. These include, but are not necessarily restricted to the following categories of clothing and personal appearance:
 - 1) Accessories or paraphernalia associated with a culture or movement in conflict with Regents Academy standards.
 - 2) Hair dyed in unnatural colors.
 - 3) Partial or complete shaving of the head or severe step cuts.
 - 4) Unusually asymmetrical styling of the hair.
 - 5) Excessive jewelry.
 - 6) Sloppy, overly casual or unkempt appearance.

I. Honors and Awards

- 1. Regents Academy maintains a system of formal honors and awards for several reasons:
 - a. The recognition of good work is endorsed in the Scriptures from the writings of Solomon (Proverbs) to those of Paul (Romans, Ephesians, I Timothy, etc.). Therefore, we seek to recognize those students accomplishing the prerequisites for the award/honor.
 - b. We hope to encourage good work among all the students by demonstrating that such work is not overlooked or taken for granted, but rather is noticed and commended.
 - c. We want to draw public attention to the high quality of work achieved by our students to the glory of God and their parents.
- 2. Accomplishments and Correlating Honors/Awards Bestowed
(Other awards/honors may be recognized as appropriate)

<u>ACCOMPLISHMENT</u>	<u>HONOR/AWARD GIVEN</u>
All A's in a quarter period (E or S in conduct)	Student listed on A Honor Roll and awarded ribbon
All A's with no more than 2 B's in a quarter period (E or S in conduct)	Student listed on A-B Honor Roll and awarded ribbon
<i>Summa cum laude</i> : For elementary an A in every subject in each quarter; for secondary a 4.0 GPA for the entire year (E or S in conduct)	Student awarded gold medallion at end-of-year assembly
<i>Cum laude</i> : For elementary an A average in every subject the entire year; for secondary a 3.6 GPA for the entire year (E or S in conduct)	Student awarded silver medallion at end-of-year assembly
Exemplary conduct, academic achievement, and a positive attitude toward school as determined by the administration	Student presented "The Eagle Award" at end-of-year assembly
100% attendance in school year	Student awarded a Perfect Attendance Certificate at end-of-year assembly
Graduation from Kindergarten	Special graduation ceremony at end-of-year assembly

II. ELEMENTARY ACADEMIC PROGRAM

A. Subject Listing

KINDERGARTEN: Phonics training (early reading), math properties (patterns, adding, graphing), science units, community helpers/jobs/locations, History Units, Bible stories/characters/songs, integrated art projects, PE skills/games, integrated music

FIRST GRADE: Phonics training/literature reading, math problem solving/properties, integrated (with reading, math, art) science quarterly units, spelling rules/memorizations, basic English grammar, history units, Bible reading/memorizations, integrated art, PE skills/games, thematic music

SECOND GRADE: Guided independent reading of books, math properties/problem solving, science, spelling rules/patterns/memorization, cursive handwriting, basic English grammar, history units, Bible readings/memorizations, integrated art projects, PE skills/games, thematic music

THIRD GRADE: Guided independent reading of books, math skills/problem solving, science, spelling rules/patterns/lists, cursive/essay practice, English grammar, Geography History, Bible readings/memorizations, integrated art projects, PE skills/games, thematic music

FOURTH GRADE: Monitored, independent reading of books (integrated with history, science), math skills/problem solving, science, spelling lists/patterns/rules, writing assignments, English grammar, Latin I (vocab/early grammar), History, Bible readings/oral presentations, integrated art projects, PE skills/games, music

FIFTH GRADE: Monitored, independent reading of books (integrated with history, science), math skills/problem solving, science, spelling lists/patterns/rules, writing assignments, English grammar, Latin II (grammar/translation), Geography History units, Bible readings/oral presentations, integrated art projects, PE skills/games, music

SIXTH GRADE: Monitored, independent reading of books (integrated with history, science, Bible), math skills/problem solving, science, spelling lists/patterns/rules, writing assignments, English grammar, Latin III (grammar/translation), Geography History, Bible readings/oral presentations, integrated art projects, PE skills/games, music

B. Promotion Policy

Elementary students Regents Academy must meet all the following basic criteria for promotion to the next successive grade:

1. Pass reading, math, and English with at least a 70% average.
2. Have no more than one "F" per quarter in any other academic subject (e.g. math, science, etc.) and no more than two "F's" in the same subject within an academic year. In addition, when considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery of the following skills/subjects in the grades noted:

Kindergarten to First Grade: Behavioral maturity and reading readiness for First Grade.

First Grade to Second Grade: Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Able to write complete sentences with neat lettering. Able to add and subtract single digit numbers with at least 70% accuracy.

Second Grade to Third Grade: Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books of a second grade level. Able to write neatly and correctly identify the basic parts of a sentence. Able to spell correctly with at least 70% proficiency. Able to add and subtract two-digit numbers with at least 70% accuracy.

Third Grade to Fourth Grade: Cumulative mastery of above requirements, as well as satisfactory (70%) completion of curriculum objectives* for this grade level.

Fourth to Fifth Grade: Cumulative mastery of above requirements, as well as satisfactory (70%) completion of curriculum objectives* for this grade level.

Fifth to Sixth Grade: Cumulative mastery of above requirements, as well as satisfactory (70%) completion of curriculum objectives* for this grade level.

Sixth to Seventh Grade: Cumulative mastery of above requirements, as well as satisfactory (70%) completion of curriculum objectives* for this grade level.

*The elementary curriculum is available for your review in the office.

C. Parental Involvement

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

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

Below are just a few of the more common ways in which families can participate.

1. Visit the school/class at any time. (Please call ahead out of courtesy to the teacher.)
2. Assist in the classroom, regularly or infrequently. (Please make arrangements with the teacher concerned.)
3. Act as chaperone on field trips and/or library visits.
4. Serve as a story-reader, song-leader (in K-3), guest artist or offer your special talents.
5. With permission and arrangements with the teacher, present your vocation to the class or invite them to your place of business.
6. Share your experiences, trips, vacations, as they may relate to an area of study in a class.
7. Volunteer your help in school fundraising efforts.
8. Help host class parties at home or in the classroom.
9. Attend all Parent-Teacher Conferences that are scheduled throughout the year. Parents may request an informal conference at any time.
10. Closely monitor and praise your child's progress by reading all teacher notes and student papers sent home.
11. Offer specific assistance to serve on Board-appointed committees, or the Board itself.
12. Invite the teacher (or administrator) home for dinner.

III. SECONDARY ACADEMIC PROGRAM

A. Enrollment Requirements:

1. To graduate from Regents Academy, students must either complete four years here or have transcripts documenting work completed in other schools.
2. Students transferring to Regents from another high school program must submit a transcript and meet with the administrator to determine class ranking and graduation requirements. (See Graduation Requirements, p. 19.)

B. Academic Load:

1. Full-time students should be enrolled in all academic classes for their grade level each semester.
2. In special cases, the administrator will determine if students can take either fewer or more academic classes than is expected for their grade level.
3. Seniors may attain dual credit from an accredited college or university upon approval from the administrator; however, they must enroll in all required credit courses at Regents Academy.

C. Graduation Requirements:

The graduation requirements for Regents Academy are intended to cover grades seven through twelve. Below find the courses that must be completed to graduate. Course descriptions and materials may be found in the Regents Academy Secondary School Curriculum Guide.

1. Classical Language¹
 - a. Latin Grammar II
 - b. Latin Grammar III
 - c. Latin Readings
2. Logic & Rhetoric
 - a. Logic
 - b. Rhetoric I
 - c. Apologetics (one semester)
 - d. Rhetoric II (one semester)
 - e. Applied Rhetoric
3. Math
 - a. Algebra I
 - b. Geometry
 - c. Algebra II
 - d. Trigonometry
4. Modern Foreign Language¹
5. Omnibus
 - a. Antiquities – Cycle I
 - b. Christendom – Cycle I
 - c. Modernity – Cycle I
 - d. Antiquities – Cycle II
 - e. Christendom – Cycle II
 - f. Modernity – Cycle II
6. Science
 - a. General Science
 - b. Physical Science
 - c. Biology
 - d. Chemistry
 - e. Physics
7. Technology Applications

¹Two additional years of language study either in Classical Language or Modern Foreign Language are required.

D. College Entrance:

1. Questions frequently arise concerning college entrance and scholarships for students from private schools. State accreditation of this school is not necessary for us to graduate students, nor is it necessary for entrance at a college or university. Usually, colleges and universities are interested in the academic abilities of the student and not the type of school attended. Our students are encouraged to take and retake the ACT or SAT college entrance exams as early and as often as possible. *Dates for those tests and information packets are available from the office.* All of our high school students take the PSAT test.
2. The college entrance exams and the academic requirements of our curriculum are sufficient for entrance into most institutions. The academic standards and course requirements of Regents Academy are designed to train the high school student for college-level work.

E. Grade Reporting:

1. Our school year consists of four quarters divided into two semesters. Quarters run from about eight to ten weeks. Progress reports are sent to parents after the fourth week of each quarter, and report cards are sent out at the end of each quarter.
2. Parents are encouraged to confer with teachers concerning their children's grades. Parents may make arrangements to meet with the administrator or teachers at the school concerning grades or other matters.
3. **Parents**, please call the office to arrange a conference with teachers. Avoid conferring with them off campus or at times other than school hours.

F. Academic Failure Policy:

1. While the administration and faculty desire to see all students succeed, student success must be earned by effort, ability, and a willing attitude. In cases where a student is failing any class, meetings will be arranged with the parents, the teachers, the administrator, and the student. Efforts will be made to enable the student to achieve passing grades; however, success in the classroom depends on the student's ability, self-discipline, and willingness to work.
2. Junior high students who do not pass four subjects (out of six) for the school year will not be promoted to the next grade level. High school students must pass each subject. High school students must obtain the required number of credits to be eligible to graduate.

IV. DISCIPLINE POLICIES

A. Discipline Policy:

1. The kind and amount of discipline (punishment) will be determined by the teachers and the administrator. The discipline will be administered in the light of the individual student's problem and attitude. All discipline will be based on biblical principles, e.g. restitution, apologies (public and private), swift/painful punishment, restoration of fellowship, forbidding of sinful, lingering attitudes, etc. The vast majority of discipline problems are to be dealt with at the classroom level by the classroom teacher. In order to maintain consistency, teachers regularly meet to discuss biblical standards and school policy concerning discipline.
2. It is vital for parents and students to realize that maintaining an orderly atmosphere in the school and the classroom is critical to the learning process. As in all other areas of the education at Regents Academy, *love and forgiveness* will be an integral part of the discipline of a student.
3. A student may receive an infraction for any inappropriate behaviors not listed as an office offense. Three infractions (and each infraction thereafter) will result in a trip to the office.
4. *Office Visits*: There are six basic behaviors that will *automatically* necessitate discipline from the principal (instead of the teacher). Those behaviors include:
 - a. *Disrespect* shown to *any* staff member. The staff member will be the judge of whether disrespect has been shown.
 - b. *Dishonesty* in any situation while at school, including lying, cheating, and stealing.
 - c. *Rebellion*, i.e., outright disobedience in response to instructions.
 - d. *Fighting*, i.e., striking in anger with the intent to harm the other student(s).
 - e. *Obscene language*, including taking the name of the Lord in vain. The administrator and staff will judge what constitutes obscene language.
 - f. *Vandalism*, i.e., any destruction or defacing of the building and facilities, school books and supplies belonging to Regents Academy or other people's property.
5. During the visit with the administrator, the administrator will determine the nature of the discipline. The administrator may require restitution, in-school suspension, janitorial work, parent's attendance during the school day with their child, paddling, or other measures consistent with appropriate biblical guidelines.
6. If for any of the above or other reasons, a student receives discipline from the principal, the following accounting will be observed within either *semester* of the school year:
 - a. The first *two* times a student is sent to the administrator for discipline the student's parents will be contacted and given the details of the visit. The parents' assistance and support in preventing further problems will be sought.
 - b. The *third* office visit will be followed by a meeting with the student's parents, the student, and the administrator.
 - c. Should the student require a *fourth* office visit, a *two-day suspension from school* will be imposed on the student.
 - d. If a *fifth* office visit is required, the student will be *expelled* from the school.

7. *Note on Expulsion:* The Regents Academy Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student will be expelled.
8. *Serious Misconduct:* If a student commits an act with such serious consequences that the administrator deems it necessary, the office-visit process may be bypassed and *suspension* or *expulsion* imposed immediately. Examples of such serious misconduct could include: acts endangering the safety or lives of other students or staff members, gross violence, vandalism to the school facilities, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct occurring after school hours if such behavior reflects poorly upon the reputation of the school.
9. *Re-admittance:* Should the expelled student desire to be readmitted to Regents Academy at a later date, the Regents Academy Board and administrator will make a decision based on the student's attitude and circumstances at the time he reapplies.

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

1. Students are expected to cooperate with biblical and Christian standards of behavior and conversation.
2. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
3. Guns or weapons are not allowed on school grounds.
4. Students are not to have or chew gum while at school. Gum on school grounds creates problems.
5. Students are not to eat and drink in the classroom except on special occasions or parties as allowed by the teacher.
6. Students are not to bring pagers, cellular phones, radios, personal cassette tape players or personal electronic devices to school or to school functions.
7. Students will be held responsible for damage done to school property, including textbooks. Replacement or repair costs will be assessed.
8. Public displays of affection are not permitted at school or school activities. School is not the place to begin or develop relationships between boys and girls. The school assumes that all matters pertaining to courtship will be handled by parents. In whatever manner a particular family may handle the matter; it is not a matter for the school to oversee.
9. Students are not to leave school without reporting to the administrator's office.
10. Students arriving late to school are to report to the office before going to class.
11. Following an absence, students are to report to the office with a note from their parents, and they are to pick up an admit slip.
12. No drugs, alcohol or tobacco products are allowed at school or school functions. The known and illegal use of drugs, alcohol, or tobacco products outside of school will be considered as detrimental to the reputation of the school and will result in a meeting with the student, the parents, and the administrator.
13. Students may take medications only with parental approval such as a note or direct contact with the staff.

14. *Student Drivers*: Students who drive to school are expected to do so responsibly. Students are expected to comply with directions given by members of the school staff.
15. Students are not to be in cars in the parking lot after they arrive at school.
16. Students may not leave the school grounds after arriving at school without administrative approval until the end of the school day. Students may not leave for lunch unless their parents pick them up.
17. Students are not to use the copier or the telephone for personal business.
18. **The first bell will ring at 7:55, and classes begin at 8:00. After 8:00, students are tardy. The third tardy in any given quarter will result in one absence.**
19. Students from other schools or friends of the students at Regents Academy are not allowed to visit the school, the parking lot, or classes, unless they have been invited by the administration or faculty to do so.
20. Students are expected to maintain Christian standards of behavior and attitude in all actions and forms of communication, including speech, both public and private, writing, and body language.
21. Parents will be notified if students do not comply with the dress code and appearance standards of Regents Academy. Students who continue to be out of compliance will be subject to disciplinary action.
22. Each student will be assigned a locker. Lockers may be secured with a combination lock. However, lockers are a privilege, not a right. In the event that a student abuses this privilege or is suspected of having anything inappropriate in his locker, this privilege can/will be revoked. The administration has the authority to open any locker if misconduct is suspected.

C. Grievance Policy:

1. The objective of this policy is to establish biblical guidelines for the resolution of disputes and grievances in the operation of Regents Academy. These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of Regents Academy's operations, between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and Board.
2. Students/parents to teachers:
 - a. All issues need to be dealt with on the school campus during school hours or such times as arranged by the administrator. Parents and teachers are to respect the teachers' time off campus.
 - b. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful attitude is required at all times.
 - c. If the problem is not resolved, the parents or student may bring the concern to the administrator. If the student brings the concern, he must have permission from his parents to do so. The first question the administrator will ask is, "Have you talked with the teacher?"
 - d. If the problem is still not resolved, the parents should appeal the decision to the Regents Academy Board.

3. Parents to administrator:
 - a. If parents have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the administrator.
 - b. If the situation is not resolved, they should present their concerns to the Regents Academy Board. Board meeting times and dates are posted.
 - c. This procedure applies to board members who are acting in their capacity as parents/patrons and not as representatives of the Board.
4. Other Concerns/Suggestions/Proposals: For concerns *not* relating to a specific individual, the student should consider other options including:
 - a. Students may give suggestions to a staff member for consideration by the administration.
 - b. Students may request to meet with the administrator individually or in small groups. As with individual teachers, students should certainly consider requesting parental assistance whenever appropriate.

D. Attendance Policy:

1. This policy is designed to encourage student attendance at school. At school a student is exposed to various types of instruction. Because each class period should contribute significantly to the curriculum objectives of Regents Academy, and because the instructional program is progressive and sequential, students should attend all prescribed classes. Class periods devoted to lectures, discussions, and in-class activities cannot be made up if they are missed. Simply doing the written exercises in no way replaces the classroom experience. Much of what a student learns in school comes from the classroom experiences that are not recorded as a grade. However, in recognizing the authority of parents over their children, we understand that parents may decide that it is in the best interests of their child *not* to attend school on a particular day.
2. *Planned absences* are any absences that are the result of parents *deciding* to excuse their student from attendance at school for reasons that are *foreseeable*. Examples include absences due to family vacations, doctor or dentist visits, programs that are not school-related, etc.
3. *Unplanned absences* are any unforeseeable absences. Specific examples include illnesses or family emergencies.
4. Procedure:
 - a. A record of attendance for each student will be kept in the office. The total number of days absent will be recorded on the student's quarterly report card and on his high school transcript.
 - b. After an absence, students need to present a note to the office from the parents explaining their absence. The office will issue a student an absence admit slip to be signed by the classroom teachers.
 - c. In the event that a student misses more than five days in any one quarter (for any reason), the student's parents need to meet with the administrator and teachers to consider the academic consequences of the student's absences.

- d. In the event a student is absent from a class, or from school, for more than ten days during one quarter (for any reason), the student's grades for the classes missed may be dropped one letter grade. If he is missing that much class, he is not receiving all of the instruction being given. In such cases, parents should meet with the administrator and teachers to discuss their child's particular situation.
- e. Upon request from parents, the administrator is authorized to consider waiving requirements set by the attendance policy. In doing so, he should take into account the following: student's mastery in all subjects, attitude toward work and study, and disciplinary record at school.
- f. A student must complete final exams before a grade will be given. A student who is absent during a final exam will receive a grade of I (incomplete) for the course until the missed exam is completed.
- g. Students who are tardy more than three times during a quarter (for any reason) will receive one absence. The teacher is not obligated to re-teach any lesson or extend any opportunity to complete or turn in assignments.
- h. A student who misses more than half the class entering late or leaving early is to be counted absent from that class. Such cases will be excused or not excused by the office based on the circumstances. For example, doctor's appointments or sickness would be excused, while unexplained lateness would be unexcused.

E. Attendance Guidelines:

1. Unplanned Absences:

- a. Assignment due dates: An extension may be given for assignments due on a particular date at the discretion of the teacher and administrator. The extension will not exceed the number of school days missed during the absence. Assignment due dates will be established by the classroom teacher.
- b. Students must complete all work assigned during their absence. However, in the event of an illness lasting three days or more, the teachers may, at their discretion, excuse the students from some of the assignments missed.
- c. Students will receive full credit for submitting assigned work upon returning to school after an excused absence.
- d. Note: In the case of illness, it is recommended that the parent/student contact the school to find out what assignments were missed. Assignment sheets will be provided listing the work to be completed.

2. Planned Absences: (One or two days):

- a. Assignment due dates: Generally, no extension of due dates will be given. However, one additional day may be given for absences resulting from attendance at school related functions. Due dates will be set by the teachers.
- b. Students must complete all work assigned during their absence.
- c. Points may be deducted for grades on completed assignments for each day that assignments are submitted past the assigned due date.

3. Planned Absences: (Three days or more):
 - a. Due date: Students will have no more than half of the time they were absent to complete all assigned work. Specific due dates will be set by the teacher.
 - b. Teachers *may*, at their discretion, excuse the student from some of the assignments issued. Otherwise, all missed work is to be completed.
 - c. Students will receive full credit (no grade deduction) for completing assignments given to the rest of the class during their absence.

F. Leaving Campus:

1. Parental request: If a student needs to leave school during school hours, a *parent* may notify the administrator by sending a note. The student will be given permission to leave and his absence from class will be excused.
2. Student request: If a student needs to leave school during school hours, he must receive permission from the administrator. The administrator will phone the parent for approval.
3. In cases where applicable, students may not leave school with a non-custodial parent unless the custodial parent has notified the administration in writing.
4. In all cases involving students whose parents are separated or divorced, the custodial parent is to provide the school with the necessary information and regulations concerning custody arrangements. Regents Academy will stand by the custodial parent(s) and the legal rulings in these cases.

V. OTHER INFORMATION

A. School-Sponsored Events Policy:

1. This policy seeks to ensure that school-sponsored programs meet the same standards for quality and content established in the educational programs at Regents Academy. It also seeks to ensure that the same standards for student conduct established at the school are maintained at all events sponsored by Regents Academy. Finally, this policy is designed to limit the liability assumed by Regents Academy for school-sponsored events.
2. School-sponsored events include:
 - a. Events that are organized by a Regents Academy staff member acting in his official capacity as a teacher, administrator, etc.
 - b. Events approved by the administrator and organized by the Regents Academy student body.
 - c. Events which are published on the Regents Academy yearly calendar.
 - d. Events that receive financial support from Regents Academy (including fund-raising opportunities provided through Regents Academy).
3. School-sponsored events should be consistent with the goals of Regents Academy.
4. School-sponsored events require the attendance of at least one staff member from Regents Academy.
5. Class time is not to be used for planning school-sponsored activities.
6. Attendance at school-sponsored activities is generally limited to students who are currently enrolled at Regents Academy. Exceptions may be granted by the administrator.
7. Timely information about school-sponsored activities must be provided to the parents. All written communication must be submitted to the administrator prior to being sent to the parents.
8. Parents must sign a written waiver releasing Regents Academy from any liability for all events taking place off campus. This statement should also authorize medical treatment to be given to the student in case of injury.
9. The administrator must approve all proposed activities, determine the number of chaperones required, and approve a date for the event.
10. Only school-sponsored activities will receive support from Regents Academy, such as free copier and/or telephone use, general announcements to publicize the event, use of supplies, etc.

B. Tuition Policy for 2007 - 2008

1. Tuition rates: are as follows.

Full day Kindergarten.....	\$350/month or \$3,150/year.
Grades 1 st thru 6 th	\$390/month or \$3,510/year.
Grades 7 th & 8 th	\$420/month or \$3,780/year.
Grades 9 th thru 12 th	\$460/month or \$4,140/year.
2. Supply and Book Usage Fee: A non-refundable supply and book usage fee is due with registration.

Kindergarten.....	\$ 50
Grades 1 st thru 6 th	\$100
Grades 7 th thru 12 th	\$200
3. New Student Application Fee: A non-refundable "new student" application fee of \$50 (\$100 max/family) is required with all "New Student" applications to cover costs associated with entrance testing, student placement and their related administrative expenses. This fee is in addition to the last month's (May) registration deposit (per #3 below, which is non-refundable after August 1st).
4. Registration Deposits and Discounts/Assessments: A registration deposit for the last month's tuition (May) is due when registering for classes. This deposit is non-refundable after August 1st. Registration deposits received **on or before May 1st** are eligible for a \$20/student "early registration discount." Deposits received after August 1st are assessed a \$20 fee to cover additional administrative costs and any expedited book costs/fees.
5. Lump-Sum "Cash Tuition Discount": Parents/Custodians making a lump-sum payment for a student's full-year tuition, **on or before July 1st**, will earn a 10% cash discount at the time of pre-payment.
6. Tuition Due Dates: All tuition is due by the 1st of every month from August (for May) to April and is non-refundable at that time. If payment cannot be made on or before the 10th of the month, the Parent(s) must contact the Administrator and make payment arrangements.
7. Late Fees: A \$20.00 late fee is added after the 10th of the month. The \$20.00 late fee may be waived if prior arrangements have been made with Administrator.
8. Tuition Non-Payment Expulsion: After 2 months of non-payment, the child is not allowed to return to class unless prior arrangements have been made with the Administrator. In this case, Parent(s) shall meet with the Administrator to discuss their specific situation and develop a payment plan for resolving their non-payment issues. In these circumstances, any arrangements made with the Administrator are contingent upon Board approval.
9. Annual Tuition Commitment Policy: Regents Academy plans its expenditures annually based on the summation of annual, individual student tuition. The vast majority of Regents Academy expenditures, are one-time or annual commitments (such as Books or Teacher Wages/Fringes) and cannot be adjusted or reduced after the start of the school year. Therefore, by sending students to Regents Academy, Parents/Guardians are committing to pay the **full annual tuition, regardless of attendance**. Parents/Guardians may petition the Board of Directors for reimbursement due to unique and/or unforeseen circumstances.
10. Special Payment Policy: With Board approval, the Administrator may allow a family to pay over a period of months that differs from the normal 9-month payment cycle. However, in all circumstances, tuition must be paid in full on or before May 1st (see Registration Deposit above) and this policy cannot extend beyond a 12-month payment cycle starting June 1st.
11. Multiple Student Discounts: Families with more than 2 students attending Regents Academy are entitled to a "Multiple Student Discount" with the 3rd child receiving a 10% discount and increasing 10% for each additional child. In other words, a fourth child will receive a 20% discount; a fifth child will receive a 30% discount and so on up to a maximum 50% discount for the 7th and successive children. In calculating discounts, children are ranked from oldest to youngest with the discounts applied successively, with the youngest child receiving the largest discount percentage.

C. Home School Program:

1. Home school students may enroll in specific courses at Regents Academy. Home school students are expected to meet the same course requirements as full-time Regents Academy students, including attendance, assignments and tests.
2. Home school students are expected to comply with the uniform dress policy.

D. Guide for further reading on Christian classical education:

1. *Recovering the Lost Tools of Learning* by Douglas Wilson. This book, based on Mr. Wilson's successful venture with Logos School in Moscow, Idaho, has been the pioneering guide to the renewed interest in classical Christian education.
2. *Repairing the Ruins: The Classical and Christian Challenge to Modern Education* by the staff of Logos School in Moscow, Idaho. This book consists of a series of practical essays giving insights into applying the classical model to the curriculum and administration of a school. The authors have all worked in the Logos School which has been the model for many classical Christian schools.
3. *The Christian Philosophy of Education Explained* by Stephen Perks. This book clearly defines Christian education. It is not to be academically inferior, culturally retreatist, or modeled after the humanistic schools. This book shows how Christian education should be explained.
4. "The Lost Tools of Learning" by Dorothy Sayers. English scholar, mystery novelist, and Christian thinker Dorothy Sayers wrote this insightful, idealistic essay many years ago. It outlines the model used in classical Christian education called the Trivium, and it explains how the grammar, logic, and rhetoric stages naturally fit the mental growth of children and the mastery of a field of knowledge. She had no idea or expectation that her essay would have such a tremendous influence in the latter part of the twentieth century. But "ideas have consequences."
5. *Classical Education and The Home School* by Douglas Wilson, Wesley Callihan, and Douglas Jones. This is a brief introduction to classical education that gives pointers for homeschoolers and reading lists for Christian educators.

E. School Calendar 2007-2008

August 2007

27-31 Staff Development/Work Days
30 Student/Parent Orientation

September 2007

3 Labor Day
4 Classes Begin/First Quarter Begins

October 2007

5 Progress Reports
8 Columbus Day (no classes)
30 Reformation Day

November 2007

4 Daylight Savings Time Begins
5 Staff Development
6 Second Quarter Begins
9 **Report Cards**
9 Parent Conference 12 noon to 6 p.m.
21 - 25 Thanksgiving Holiday

December 2007

7 Progress Reports
18 Christmas Program
20 - January 6 Christmas Holiday

January 2008

7 Classes Resume
14 - 18 Semester One Exams
21 Staff Development (no classes)
22 Third Quarter Begins
25 **Report Cards**

February 2008

14 Valentine's Day
18 President's Day (no classes)
22 Progress Reports
22 Parent Conferences 12 noon to 6 p.m.
28 Open House

March 2008

RE-ENROLLMENT MONTH
9 Daylight Savings Time Ends
10 - 14 Spring Break
21 Good Friday (no classes)
23 Easter Sunday
31 Staff Development

April 2008

4 **Report Cards**
28 School Holiday
29-May 2 Standardized Testing

May 2008

9 Field Day
15-21 Final Exams
21 Fourth Quarter Ends
22 Evening Awards Assembly/Staff Work Day (no classes)
23 Graduation