PARENT-STUDENT HANDBOOK

REGENTS
ACADEMY
NACOGDOCHES, TEXAS

A Christian and Classical School

Updated 12/2024

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REGENTS ACADEMY OF NACOGDOCHES

A Christian and Classical School

1. GENERAL INFORMATION

1.1 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.

1.2 Mission Statement

To serve families by providing a distinctly classical and decidedly Christian education that equips students to lead lives of virtue, display mature character, love learning, and serve the Triune God.

1.3 Vision for a Graduate

We envision that a graduate of the academic program at Regents Academy will embody the following traits.

- **Virtue and mature character**: This includes heart-obedience rather than mere rule-following, good manners, honorable relationships, self-control, and Christian leadership. If nothing else, students should live in accordance with *Coram Deo*—living as though they were in the presence of God at all times.

- **Sound reason and sound faith**: We expect students to realize a unified Christian worldview with Scripture as the measure of all Truth. We expect them to exhibit the wisdom to recognize complex issues and to follow the consequences of ideas.
- **Service to others**: We expect our graduates to "love their neighbor" by serving others in their community. Graduates need to develop an awareness of the many types of needs that others around them have and learn to be like Christ in their willingness to minister to others.
- **A masterful command of language**: Because language enables us to know things that are not directly experienced, nothing is more important within Christian education. Without a strong command of language, even Scripture is rendered mute. As people of "the Word," Christians should be masters of language. Students master vocabulary, grammar, usage, and translation through our study of Latin, English, and Spanish.
- **Well-rounded competence**: Educated people are *not* specialists who know little outside of their field of specialty. Educated people have competence in a variety of areas including fine arts, drama, music, physical activity, history, math, logic, science, and arithmetic. Throughout our program, skills essential for an educated person are introduced and developed.
- **Literacy with broad exposure to books**: Educated people are well-read and able to discuss and relate to central works of literature, science, art, architecture, and music.
- **An established aesthetic**: Further, educated people have good taste, formed as they are exposed to great aesthetic masterpieces, particularly at a young age.

1.4 Statement of Faith

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.
j. We believe that God wonderfully and immutably creates each person male or female. Rejection of one's biological sex is a rejection of the image of God within that person. We believe that the term marriage has only one meaning: the union of one man and one woman in a single exclusive lifelong relationship, as delineated in Scripture. We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other.

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, nonpartisan 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.

This statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For the purposes of Regents Academy's faith, doctrine, practice, policy, and discipline, decision making authority concerning the application of Scripture shall be vested in the school's board.

The school board is committed to fostering a school culture marked by biblical love and holiness, and providing a biblical role model for the staff, students, and families of Regents Academy and the community. Therefore, these standards will impact our decisions for the ministry of Regents Academy, including, but not limited to, facility use, the hiring and retention of staff and volunteers, and the evaluation of current and prospective students being admitted into or retained in Regents Academy.

1.5 Educational Philosophy

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,* A three-part program for education dating back to the Middle Ages, with roots in the Greek and Roman civilizations. 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. 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.

1.6 Educational Goals

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.

1.7 Parental Involvement

"Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord." Ephesians 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, 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 monitoring FACTS and 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 headmaster) home for dinner.

2. ADMISSIONS POLICIES

2.1 Admissions Statement

Regents Academy, a Christian and Classical School, admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to other students at the school. Regents Academy does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, or other school-administered programs.

2.2 Admissions Procedures

Regents Academy uses an admissions procedure similar to the application process used in many other private schools and colleges. This procedure allows the school to more accurately identify and admit students from families who have expressed convictions similar to those upheld by the school regarding the education of their children.

The following are the steps parents should take in order to be considered for admittance to Regents Academy:

1. Schedule a school tour here or by calling the office (936-559-7343).
2. Complete a new family/student application here.
    a. Parent/guardian and student signatures in all designated areas
    b. A non-refundable new student application fee of $100/student
3. Schedule a date and time for your child's testing and shadow day.
4. After applications are approved by the admissions committee:
    a. Family interview with the admissions committee. Student(s) must also be present at the interview. Prior to the interview, both parents should read *Classical Education: A Guide for Parents* by Christopher A. Perrin, which can be read online (here).
5. Following the testing and interview process, the admissions director will notify the parents with the decision regarding acceptance. If accepted, the parents will receive an acceptance letter *(via* FACTS).
6. If accepted, parents must complete an enrollment contract, pay the enrollment fee of $200/student, gather supplies, and purchase uniforms. All financial arrangements between the family and the school must be understood before enrollment is considered final.

2.3 Admission Requirements for the Student

1. A child must have reached the age of four years by September 1 of the fall in which he would be entering KPrep.
2. A child must have reached the age of five years by September 1 of the fall in which he would be entering kindergarten.

3. If a child has successfully completed the previous school year and his schoolwork 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.
4. 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 headmaster in their prescribed roles at Regents Academy.

2.4 Admission Requirements for the Parents

1. 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.
2. 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 (see 4.1) and Basic School Rules (see 4.2).

2.5 Admissions 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.

Also, Regents Academy does not enroll families, or enroll students who openly claim LGBTQ identities or live in relationships outside the biblical definition of marriage as between one man and one woman (see Statement of Faith). Single parent households are not in violation of this policy.

1. 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 have behavior problems that could compromise the ethos and culture of the school.
2. The following types of problems could result in denied admission:
    a. Expulsion from or detention in another school.
    b. Record of violations of civil law or criminal behavior.
    c. Running away from home and other forms of refusing to submit to parental authority.
    d. Gang activity.
    e. The use of illegal substances.
    f. Repeated discipline incidents at other schools.
    g. Rebellious attitude, including hostility to attending Regents Academy.
3. As a school, we are unable to correct social problems from previous school experiences, family problems, peer influences outside of school, or attitudes. The headmaster will listen to any person's particular circumstances. The basic position still stands, however, that students with discipline problems will not 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.
4. In some cases, students may be admitted under academic and behavioral probation for a set period

of time until they prove themselves capable of meeting Regents' behavioral and academic standards.

5. For students with learning disabilities, see section 3.15 below.

3. ACADEMIC POLICIES

3.1 Grammar School Academic Program

3.1.1 Grammar School Curriculum Overview

Please see the appendix.

3.1.2 Subject Listing

K-Prep: Phonics training (basic sounds), math properties (colors, shapes, numbers 1-10), science units, community helpers/jobs/locations, history units, Bible stories/character traits/songs, integrated art projects, PE skills/games, integrated music

Kindergarten: Phonics training (early reading), math properties (patterns, adding, graphing), science units, community helpers/jobs/locations, history units, Bible stories/characters/songs, introductory Latin chants, integrated art projects, PE skills/games, integrated music

First Grade: Phonics training/literature reading, math problem solving/properties, integrated (with reading, math, art) science units, spelling rules/memorizations, introductory Latin chants, 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, introductory Latin chants, history, 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, Introductory Latin A, 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, Introductory Latin B, 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, Introductory Latin C, Geography, history, 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 I (required for graduation), geography, history, Bible readings/oral presentations, integrated art projects, PE skills/games, music

3.1.3 Promotion Policy

Grammar School students at 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 trimester in any other academic subject (e.g. Latin, 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.

3.2 Logic and Rhetoric Schools Academic Program

3.2.1 Logic and Rhetoric Schools Curriculum Overview

Please see the appendix.

3.2.2 Enrollment Requirements

1. To graduate from Regents Academy, students must either complete four years here or have transcripts documenting work completed in other schools (see Graduation Requirements [3.8]).
2. Students transferring to Regents from another high school program must submit a transcript and meet with the appropriate administrator and/or headmaster to determine graduation requirements.

3.2.3 Academic Load

1. Full-time students should be enrolled in all academic classes for their grade level each trimester.
2. In special cases, the headmaster 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 headmaster; however, they must enroll in all required credit courses at Regents Academy.

3.2.4 College Entrance

1. Questions frequently arise concerning college entrance and scholarships for students from private schools. Regents Academy is fully accredited by the Association of Classical and Christian Schools (ACCS). However, accreditation is not necessary for Regents Academy 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, SAT, or CLT college entrance exams as early and as often as possible. *Dates for those tests and information packets are available from the administration*. All Regents high school students take the PSAT and CLT.
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.

3.2.5 Academic Probation

In order to provide additional motivation to those whose academic achievements are not up to their capability, students may be placed on academic probation.

Guidelines:

1. Students are required to maintain an overall average of at least 70% each trimester.
2. If in a trimester a student is failing three classes or more or if his overall average falls below 70%, that student will be placed on academic probation and a parent/teacher conference will be arranged.
3. If at the end of any two consecutive trimesters the student is still failing three or more classes or has an overall average below 70%, that student will be expelled or required to undergo extensive remediation over the summer (and potentially into the following fall). In the event of successful remediation (resulting in grade promotion), the highest grade a student can receive for the failed course(s) is 70%.
4. Students who are on academic probation (or who fail one or more classes during a given trimester) are ineligible to participate in extracurricular activities.

3.2.6 Exemptions from End of Trimester Tests

1. Seniors who have maintained an A average in a class for the year (through the 3rd trimester progress report period) will be exempt from taking the 3rd trimester end of term test for that class.

3.3 Grade Reporting

1. The school year at Regents Academy consists of three trimesters. Trimesters run from about eleven to thirteen weeks. Progress reports are sent to parents at the midpoint of each trimester via FACTS, and report cards are sent out at the end of each trimester via FACTS.
2. Regents Academy uses FACTS for its school management and communication needs. Parents are required to sign up with FACTS in order to receive communications from the school.
3. Parents are encouraged to confer with teachers concerning their children's grades. Parents may make arrangements to meet with an administrator or teachers at the school concerning grades or other matters.
4. Parents should call the office to arrange a conference with teachers and avoid conferring with them off campus or at times other than school hours.

3.4 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

3.5 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 headmaster, 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. If a student in grades 7-12 fails any two academic classes (Omnibus, math, science, Latin, logic, writing) for the year, the administration will determine whether the student should, (1) repeat the grade, (2) be promoted after satisfactorily completing summer remedial work, or (3) be promoted but re-take the failed classes the following year.
3. Students in grades 9-12 must pass each subject to obtain the required number of credits to be eligible to graduate.

3.6 Failure Notices

1. In the event of a student earning an F for the trimester in any class or subject, parents will receive prior notification so that both students and parents understand the reasons for the forthcoming grade.
2. One day each trimester will be designated as F-Day. It will normally fall halfway between progress reports and the last day of the trimester. The purpose of F-Day is to formally alert/remind teachers to notify parents of students who may receive an F at the trimester's end.
3. The headmaster will also be made aware of any student receiving an F-Day warning.

3.7 Homework Philosophy and Guidelines

3.7.1 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:

1. Students often need some amount of extra practice in specific, new concepts, skills, or facts. In certain subjects (e.g., math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery.
2. Repeated, short periods of practice or study of new information is often a better way to learn than one long period of study.
3. 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.
4. 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.

5. 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 as a natural consequence, as well as practical purpose.

3.7.2 Guidelines for Assigning Homework

Regents Academy's classical Christian curriculum is challenging in its content and often accelerated in its pacing. Some students can complete their assigned schoolwork and homework during the school day on most days, but most students will find that they need time outside of class to complete their class work, study for assessments, build skills, memorize material, work on projects, and read literature. Teachers plan assignments for their students to accomplish curricular goals as intentionally and efficiently as possible. Assignments are weighed and considered carefully to make sure they accomplish clear curricular goals and do so with a reasonable requirement of time and effort beyond the time spent in class. Teachers are instructed to avoid giving busy work and closely monitor their students' homework load.

The school invites parents to provide feedback about homework loads, so that we can get a "parents' eye view" of the impact of particular assignments or requirements. Teachers and administrators are always ready to communicate with parents and hear their concerns. Additionally, each year the school provides parents the opportunity to complete surveys that give another platform to communicate concerns.

3.7.3 Late Work

Work that is not turned in on time will be penalized. Late work is any assignment given by a teacher that is not turned in on the day and at the time designated by the teacher. In the Logic/Rhetoric School assignments are typically due at the beginning of the period, unless otherwise indicated by a teacher. Students are not permitted to complete assignments during the period, turn them in that same period, and then not be counted late. In the secondary school, late work will be reduced to 80% on the first day it is late, 70% on the second day it is late, and assigned a grade of 0 (zero) the third day it is late, though, unless otherwise indicated by a teacher, students must still complete the assignment. In the grammar school, late work will be reduced to 90% on the first day it is late, 80% on the second day it is late, and assigned a grade of 0 (zero) the third day it is late, and again, unless otherwise indicated by a teacher, students must still complete the assignment.

For example, if a Logic/Rhetoric student hands in a homework assignment one day late, and the assignment received a grade of 80, then the penalty for being late (receiving only 80% of that grade) would yield a final grade of 64. Or if a grammar student hands in an assignment two days late, and the assignment received a grade of 90, then the penalty for being late (receiving only 70% of that grade) would yield a final grade of 63.

There are two exceptions to this policy. First, if the student has an unplanned absence, the due date will be extended by the number of days he was absent. Second, if a student has a planned absence of three days or more, the due date may be extended by half the number of days he was absent. In the event of an assignment not being turned in, parents will be notified. Continued late assignments will result in a parent conference and office visit.

3.7.4 Holidays and Vacation Periods

Normally, homework is not assigned over holidays and vacation periods.

3.8 Graduation Requirements

1. A student must earn the requisite number of credits for a given diploma. One credit is earned for passing a course that meets five days per week each trimester. One-half credit is earned for passing a course that meets two or three days per week each trimester.
2. Students must take the PSAT in their junior year and CLT exams during their freshman through senior years and are strongly encouraged to take the ACT and SAT exams.
3. The headmaster may waive up to 2 credits based on the following conditions: the parents have demonstrated a clear commitment to their child's education by working faithfully with Regents Academy; and the child is unable to meet standard graduation requirements due to a learning difference (as defined by the process explained in "Learning Differences Policy, 3.15").
4. Students who transfer from a comparable, classical Christian school may still qualify to receive an Honors Diploma.

Graduation Requirements					
			Associates Diploma	Standard Diploma	Honors Diploma
Subjects	Courses	Credits/ yr	Credits & Classes Required	Credits & Classes Required	Credits & Classes Required
Omnibus	Modernity 1	2	4 Transfer	2 Transfer	2
	Antiquity 2	2		2	2
	Christendom 2	2	2	2	2
	Modernity 2	2	2	2	2
	Total		8	8	8
Mathematics	Geometry	1	2 Transfer & 2 Regents	1 Transfer & 3 Regents	1
	Algebra 2	1			1
	Precalculus	1			1
	Calculus or Substitute	1			1
	Total		4	4	4
Science	Biology	1	2 Transfer & 2 Regents	1 Transfer & 3 Regents	1
	Intro Physics and Chemistry (ASPC)	1			1
	Chemistry	1			1
	Physics	1			1
	Total		4	4	4
Foreign Languages	Latin 4	1	1 Transfer & 1 Regents	1 Transfer	1
	Spanish 1	1		1	1
	Spanish 2	1		1	1
	Total		2	3	3
Logic/Rhetoric	Logic	0.5 (1)*	1 Transfer	0.5	0.5
	Writing III	0.5**		0.5	0.5
	Government	0.5		0.5	0.5
	Economics	0.5		0.5	0.5
	Rhetoric 1	1	1	1	1
	Rhetoric 2/Senior Thesis	1	1	1	1
	Apologetics	1	1	1	1
	Total		4	5	5
P.E./Athletics	P.E./Athletics 9	0.25			0.25
	P.E./Athletics 10	0.25		0.25	0.25
	Total		None	0.25	0.5
Music	Music 9	0.5	N/A		0.5
	Music 10	0.5		0.5	0.5
	Music 11	0.5	0.5	0.5	0.5
	Music 12	0.5	0.5	0.5	0.5
	Total		1	1.5	2
Art	Art 9	0.5	N/A		0.5
	Art 10	0.5		0.5	0.5
	Art 11	0.5	0.5	0.5	0.5
	Art 12	0.5	0.5	0.5	0.5
	Total		1	1.5	2
Elective Credits	One Semester (dual credit)	0.5	N/A	N/A	N/A
	Student Leadership Lab	0.5			
	Drama	0.5			
	Chamber Choir	0.5			
	EAGLES	0.25			
	Orchestra	0.25			
	Strictly Elective - None Required				
Other Information	Minimum Years at Regents		11th-12th	10th-12th	9th-12th
	Totals for Graduation		**24**	**27.25**	**28.5**

*The logic requirement for 9th grade reduced from 1 to 0.5 hours in academic year '24-25.

**The 0.5 hour writing requirement for 9th grade was added in academic year '24-25.

3.8.1 Elective Credit Hours

The following are the classes that Regents offers for elective credit:

Drama	.5 credit/year
EAGLES	.5 credit/year
Dual Credit Classes	.5 credit/semester
Student Leadership Lab	.5 credit/year

3.8.2 Class Sequences

- *Omnibus* includes Literature and English/Writing, History and Geography, Bible and Theology in Modernity 1 and 2, Antiquity 2, and Christendom 2.
- *Mathematics* in grades 7-12 includes Prealg, Alg 1, Alg 2, Geometry, Precalculus, and Calculus I. Students may be approved to complete two dual credit math courses in the 12th grade as a substitute for Calculus I. This substitution makes a student ineligible to receive the school's Honors Diploma and graduation awards (e.g., salutatorian; valedictorian).
- *Foreign Language* includes Latin IV and Spanish 1 and 2. This is the normal sequence required for graduation. If a student transfers to Regents Academy and has not previously had Latin, priority will be given to Latin in the planning of his courses.
- *Science* includes Biology, Accelerated Studies in Physics and Chemistry (ASPC), Chemistry, and Physics.
- *Rhetoric* includes Rhetoric 1 and Rhetoric 2/Senior Thesis.

3.8.3 Dual Enrollment

- The dual credit program allows high school students to earn college credit as they complete the requirements for their high school diploma. Dual credit courses are offered through a partner university.
- Dual credit courses are offered two ways:
    - Full year, on-campus courses taught by Regents faculty.
    - Semester-long, online courses taught by the faculty of the school's partner university.
- Dual credit courses are not intended to be substituted for classes required for graduation from Regents. However, the administration is willing to receive proposals from individual families who may ask for a dual credit opportunity in a given area and adjudicate exceptions on a case-by-case basis.
- If a student does not complete Calculus I as part of this substitution, they are ineligible for the Honors Diploma and graduation awards (salutatorian; valedictorian).
- All students and parents who choose dual credit options are responsible for registering for courses and paying all related tuition/fees and textbook costs. Regents provides technology, space, and classroom oversight or facilitation for these courses.
- Most online dual credit classes (operating on a semester basis) will be counted on the Regents transcript as 0.5 credit hours. Year-long courses taught by Regents faculty will be counted as 1.0 credit hours.
- Dual credit grades will be included, unadjusted, on the student's high school transcript and will be figured into the student's GPA.

3.8.4 GPA Calculations

- GPAs will be calculated based on a 4.0 scale.
- GPAs will be calculated based on grades attained from Regents classes and while taking dual credit classes while a Regents student. Grades attained from a previous school before transferring to Regents will not be included in the student's GPA.

3.8.5 Valedictorian and Salutatorian

- To be eligible for valedictorian and salutatorian awards, seniors must have attended Regents since the beginning of their freshman year. This policy applies to the class of 2027 (i.e., the incoming freshmen) and beyond as well as to future high school students who transfer to Regents within the next three years. Classes of 2024-2026 will operate under the old "Student Transfer Policy" (i.e., that high school transfer students must have completed at least 20 credit hours at Regents Academy in order to be eligible for receiving salutatorian and valedictorian honors).
- Students who do not complete the most rigorous course of study available (i.e., Calculus) are ineligible to be named valedictorian or salutatorian.
- The seniors' GPAs will be tallied at the end of the 3rd trimester.
- The eligible senior with the highest GPA will be named valedictorian and the second highest, salutatorian.
- A cumulative numerical average will be used to determine salutatorian and valedictorian honors for students who have the same GPA.

3.9 Honors and Awards

3.9.1 Purpose

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.

3.9.2 Accomplishments and Correlating Honors/Awards Bestowed

Besides those listed below, other awards/honors may be recognized as appropriate.

GRADE LEVEL	ACCOMPLISHMENT	HONOR/AWARD
Grammar, Logic, & Rhetoric School	All A's in a trimester period	Students listed on the trimester Honor Roll
	All A's with no more than 2 B's in a trimester period	Students listed on the trimester Honor Roll
Grammar School	Exemplary achievements in academics and character that reflect a commitment to excellence, dedication, and the pursuit of virtues such as integrity, leadership, and service.	End-of-year teacher recognitions
Logic & Rhetoric School	Exemplary achievements in academics, fine arts, and character that reflect a commitment to excellence, dedication, and the pursuit of virtues such as integrity, leadership, and service.	Students eligible to receive a faculty-chosen "Eagle Awards" at end-of-year assemblies

3.10 Regents Reading Program

C.S. Lewis wrote that "Literature exists to teach what is useful, to honour what deserves honour, to appreciate what is delightful." Lewis's words remind us that as students are taught properly, they should

grow in their love for great literature. The Regents Reading Program is an opportunity for teachers to share their love for great books with their students and open new worlds of truth, beauty, and goodness for them. Teachers for grades 2-12 will lead their students to choose and read, on their own, quality literature throughout the school year.

Parents and students may request permission for the student to listen to an audio book provided that the content is appropriate, the length and vocabulary are above grade level or the student's typical reading level, and the student attends sufficiently to comprehend (some chapters may be worth listening to multiple times). Parents will need to provide access for their children, whether through a paid service like Audible or free resources like Librivox or the Library's Libby app. A family adopting this option will also have to provide the means of listening whether through a phone or tablet, CD player, etc., none of which may be used on campus.

1. Teachers will guide students in grades 2-12 to choose one book per trimester.
2. Books on each grade-level reading list will be quality, age-appropriate literature that is in addition to regular classroom reading.
3. Students will finish reading the book on their own by the end of the trimester (honor system) and complete a 5x8 book summary card.
4. The book summary card must be handed in toward the end of the last day of the trimester (as determined by the teacher).
5. The book summary card will count as a literature or Omnibus grade.

3.11 Textbooks and Library Resources

Aside from 7-12th Omnibus texts, all classroom and library books belong to Regents Academy and are loaned to our students for a portion or for the entirety of the school year. The teacher will record the condition of each book when checked out to the student who must respect the books as borrowed property. Students will be charged the replacement value of any book which is lost or which is determined to be damaged (e.g. pages torn or writing in book) or excessively worn (hardback texts can be covered to help protect them). If a lost book is found subsequent to being replaced, the student may keep the book or may receive the used book value from the school if the school has need of the book.

3.12 College Visit Days

Students who wish to miss a school day or a portion thereof in order to visit a college or university should submit a College Visit Day Permission Form to the administration, indicating the day(s) the student plans to miss, what college will be visited, and parental authorization. Students who miss school for a college visit should follow the planned absence policy (see section 4.6.2).

3.13 Plagiarism Policy

"Derived from the Latin word *plagiarius* ('kidnapper'), *to plagiarize* means 'to commit literary theft' and to 'present as new and original an idea or product derived from an existing source' (*Merriam-Webster's Collegiate Dictionary* [11th ed.; 2003; print]. Plagiarism involves two kinds of wrongs. Using another person's ideas, information, or expression without acknowledging that person's work constitutes intellectual theft. Passing off another person's ideas, information, or expressions as your own to get a better grade or gain some other advantage constitutes fraud" (*MLA Handbook for Writers of Research Papers* [7th ed.; 2009; p. 52; print]). Plagiarism can also occur unintentionally when students do not know how to properly take notes, cite sources, etc. Whether intentional or unintentional, all cases of plagiarism at Regents Academy are subject to disciplinary action to be determined by the appropriate principal and/or the headmaster. All usage of ChatGPT (or a comparable AI program) for student assignments falls under this policy. Students who are uncertain about committing plagiarism should consult their teacher regarding the correct use of sources.

3.14 Drop Class Policy

Rhetoric school students have the option of selected classes for elective credit. Parents will be informed of these opportunities prior to the beginning of each class in order to register their students for the desired class. Once the class begins, students may drop it only within the first week of its being offered by completing the Drop Class Form and submitting it for approval to the administration.

3.15 Learning Differences Policy

3.15.1 General Policy

Regents Academy will provide accommodations for students with a diagnosed learning disability (or learning difference) when the administration, in its sole discretion, determines that doing so is within the reasonable ability of the school and/or its staff and will not:

- result in a significant disruption to the teacher's ability to instruct other students, to classroom or school order, and to discipline;
- pose a threat of harm to the safety of other students or employees;
- require a fundamental change to our educational environment or mission; and
- impose responsibilities on school employees for which they are not trained.

We also ask parents to realize that, given the size of our school and our available resources, we may not be able to provide all requested accommodations. To the extent we agree to provide accommodations, we may require a sharing of responsibility for the accommodation.

3.15.2 Student Support Services

Regents Academy is committed to partnering with parents to provide support for students with learning differences while maintaining high expectations for all students. Support will be coordinated through our Student Support Coordinator (SSC). Students who qualify for the Student Support Services program will be provided with individualized Student Support Plans (SSP). Parents (and students, when appropriate) will meet with the SSC at least once each school year to evaluate progress and make any necessary updates and changes to their child's SSP.

3.15.3 Requests for Accommodations

If a student has a diagnosed learning disability, parents may request accommodations and additional support services through the Student Support Services Program. To request accommodations, parents must contact the SSC and provide Regents Academy with a psychoeducational assessment that was completed by a qualified child psychologist, educational diagnostician, or Licensed Specialized in School Psychology (LSSP) within the last 5 years. Regents Academy will also accept a medical diagnosis if it is deemed that the medical condition adversely affects a student's ability to access curriculum or the educational environment without additional accommodations or support.

Parents who are concerned that their child is not making appropriate progress should first contact their child's teacher to coordinate possible additional support. If the student fails to make appropriate progress during one grading period, the teacher will contact the SSC. The SSC will then coordinate with the administration, teachers, and parents to provide timely and individualized support for the student while determining if outside psychoeducational testing is appropriate. If testing is recommended, Student Support Services will work closely with the parents, teachers, and outside agencies to coordinate testing. Testing may require additional fees for which the parents are responsible. Parents reserve the right to pursue outside testing at any time at their own expense. Regents Academy reserves the right to deny requests for accommodations or amend existing accommodations through-out the school year.

3.15.4 Responsibilities for Implementing Accommodations

It is the expectation of Regents Academy that parents will be involved in the education process of their child/children. It is the desire of Regents Academy to partner with families especially when children need additional assistance. Depending on the accommodation Regents Academy may provide accommodations, or the school may require that parents provide all aspects of the accommodation. If the student receives outside services during the school day, the school may allow parents to make arrangements for outside agencies to visit the campus for purposes of testing or administering support. If a student requires accommodations during extracurricular activities or field trips, parents may be required to participate to monitor and address their student's needs.

4. DISCIPLINE POLICIES

4.1. Discipline Principles

Hebrews 12:11: "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."

Proverbs 1:7: "The fear of the Lord is the beginning of knowledge, but fools despise wisdom and discipline."

We uphold the biblical understanding that all persons are created in the image of God. In Adam's sin, however, humanity is alienated from God, and it is now man's nature to be disobedient to God. The things children say and do are a reflection of the abundance of their hearts and are symptoms of the deeper human struggle against God's authority in our lives.

Therefore, correction and discipline must address heart issues and must be designed to guide children towards their need for God's grace in Jesus Christ. Maintaining an orderly atmosphere in the school and the classroom is critical to the learning process and, more importantly, it is reflective of the principles and absolutes of Scripture. As in all other areas of education at Regents, love, forgiveness, and restoration will be an integral part of the discipline of a student.

4.1.1 Classroom Expectations

The goal of all classroom discipline is to come alongside parents to disciple their children in the training and admonition of the Lord, seeking to address the student's heart and not merely their behavior. Toward this end, teachers will strive to train students in developing habits that promote learning and order in the classroom as well as Christ-like character. The majority of discipline problems are handled by the teacher at the classroom level. Regents Academy seeks to teach and train children to demonstrate their love for God by giving honor and obedience to their parents and the authorities divinely placed in their lives. All students are expected to obey the directives below:

- Follow the written behavior expectations as distributed and explained by the teacher
- Treat school staff members with courtesy and respect
- Address staff members by their last names and/or 'Yes, Sir' or 'Yes, Ma'am'
- Treat school property and the property of others with respect
- Bring all necessary materials to class and be ready to learn when class begins
- Complete their own work and be truthful in all situations
- Refrain from disrupting learning
- Be respectful and gracious to other students

4.1.2 Consequences of Misbehavior

KPrep-6th Grade

Teachers in grades KPrep-6 make daily use of the following name-checks system to determine consequences of misbehavior of a non-egregious kind. All names and checks are erased at the end of each day.

#	Mark	Consequence
1	Name on the board	5 min off next recess; communication to parents at teacher's discretion
2	1st check	10 min off next recess; communication with parent(s)
3	2nd check	15 min off next recess; communication with parent(s)
4	Office visit	Principal will contact parent(s)

Upon a severe disruption and/or act of disobedience, the teacher may choose for the student to be immediately removed from the classroom.

Teachers are also free to exercise discretion in addressing misbehavior through verbal discipline (admonition, correction, warnings), denial of privileges, etc.

7th-8th Grades
For acts of disrespect, dishonesty, rebellion, fighting, obscenity, or vandalism, teachers in grades 7-8 will send students directly to the principal. Immature acts, such as goofing off, childishness, horseplay, minor disruptions, or unkind acts or speech, will be addressed by the teacher in the classroom in the following manner. Students will be expected to apologize and seek to set things right with any affected parties.

#	Mark	Consequence
1	Verbal Warning/ Name on the board	Teacher addresses behavior in class (or privately in hallway); communication to parents at teacher's discretion
2	Check next to name	Teacher makes note on discipline log; communication with parent(s) *via* FACTS
3	Office visit	Student sent to principal's office if behavior is not resolved in class. Principal will contact parents and assign an appropriate consequence, depending on circumstances and situation.
4	Office visit	Required Parent Conference (if not done in-person at an earlier stage). Week of detention and/or loss of eligibility and/or 1-2 day suspension.
5	Office visit	1-2 Day suspension; ineligible for sports, clubs, and other school extracurriculars.
6	Office visit	If misbehavior is chronic, unrepentant, or showing no signs of improvement, administrators will meet to consider expulsion.

9th-12th Grades
Teachers in grades 9-12 expect that a Rhetoric student has the maturity to conduct himself/herself appropriately in the classroom. Therefore, if a Rhetoric student behaves in a manner inconsistent with

the expectations outlined above, he or she may be removed from class and/or assigned chores or lunch detention. If misbehavior persists or is not resolved, a parent conference will be scheduled with the administration. If the student's misbehavior continues after the parent conference, consequences may include loss of athletic or club eligibility, suspension, or expulsion.

4.1.3 Administrative Involvement in Discipline

Six basic behaviors will automatically necessitate discipline from an administrator, rather than a teacher. These behaviors are:

- Disrespect shown to any staff member
- Dishonesty in any situation while at school, including lying, cheating, and stealing
- Rebellion, i.e. outright disobedience in response to instructions
- Fighting, i.e. striking in anger with the intention to harm the other student(s)
- Obscene, vulgar, or profane language, as well as taking the Lord's name in vain
- *Vandalism*, i.e., any destruction or defacing of the building and facilities, schoolbooks, and supplies belonging to Regents Academy or other people's property.

Grammar School

The administration is involved in the classroom discipline process in an ongoing way as a coach and encourager. He/she will intervene in the training and discipline process when teachers' attempts at training student behaviors require additional support. In order to address student offenses and behaviors, the Grammar School Principal will meet with students and teachers, call parents, and conference with teachers and parents as needed.

In the case of persistent patterns of disobedience or disrespect, or when student behavior is grievously inconsistent with scriptural principles, the Grammar School Principal may issue a consequence of verbal discipline, denial of privileges, withdrawal from the classroom, a call to seek restitution, and/or corporal punishment. In the event of the latter, the Principal will administer spankings: 1) with the parents' full knowledge and consent; and 2) with a staff witness in the room. All spankings are recorded in the Principal's discipline log. All discipline will be administered in light of the individual student's issue, attitude, and other relevant information. And all discipline will be based on biblical principles (e.g. restitution and reconciliation).

Upper School

The administration is involved in the classroom discipline process in an ongoing way as a coach and encourager. He will intervene in the training and discipline process when teachers' attempts at training student behaviors require additional support. In order to address student offenses and behaviors, he will meet with students and teachers, call parents, and conference with teachers and parents as needed.

In the case of persistent patterns of disobedience or disrespect, or when student behavior is grievously inconsistent with scriptural principles, the Logic/Rhetoric School Principal may issue any of the consequences listed below. The discipline will be administered in light of the individual student's issue, attitude, and other relevant information. All discipline will be based on biblical principles (e.g. restitution, seeking forgiveness, restoration of fellowship, no lingering attitudes, and so forth).

- *Detention:* Persistent or significant infractions may result in lunch detention or assigned chores.
- *Suspension:* A suspended student is not allowed to attend classes, participate in any athletic or extracurricular events, or represent the school in any manner during the term of his or her suspension. In-school suspension will be served on campus. Out-of-school suspension students will not be allowed on campus during the term of suspension.

- *Suspension for the Remainder of the Day:* For offenses the administration deems to be especially severe, he may suspend the student for the remainder of the school day. In such cases, he will call one of the student's parents, explain the offense, and request that the student be picked up as soon as possible. Students may receive a maximum of 70% credit for assignments in the classes missed due to suspension.
- *Suspension for 1-5 Days:* For repeat offenders, the administration may suspend the student not only for the remainder of the current day but for one to five additional days. Students under suspension will be required to complete all assignments and homework during their suspension. During the time of suspension, the student will not be permitted on campus during regular school hours or able to participate in organized school activities. Students who are suspended will be allowed to make up all academic work but will receive a maximum grade of 70% on all assignments. Students should personally contact their teachers to get their assignments and be prepared to turn them in and/or take tests on the day that they return to class unless they make other arrangements with the teacher.
- *Probation:* For especially serious problems, the administration may place a student on probation. Probation is an extended period in which the student is subject to specified conditions in order to remain at the school.
- *Expulsion:* The Regents Administration 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, the student may be expelled. If a student commits an act with such serious consequences that the headmaster 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.
- *Re-admittance*: Should the expelled student desire to be readmitted to Regents Academy at a later date, the administration will make a decision based on the student's attitude and circumstances at the time he or she reapplies.

4.2 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 maintain Christian standards of behavior and attitude in all actions and forms of communication, including speech, both public and private, writing, and body language.
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, weapons, knives, pocket knives, multitools are not allowed on school grounds, on field trips, or onto the playground, athletic fields, etc.
4. Students are not to chew gum while in school.
5. Students are not to eat and drink (except for water, hot tea, and coffee at the teacher's discretion) during class except on special occasions or parties as allowed by the teacher.
6. If students bring phones, watches with texting abilities, or similar electronic devices to school or to school functions, they should be kept out of sight before, during, and after school. During school hours these devices should be kept in the locker and turned off, never to be used during school. *There are no exceptions to this rule*. If a student needs to make a phone call, he can receive permission to use the office phone. If a staff member sees or hears a student's phone, he/she will confiscate it and turn it into an administrator. Parents may come and collect their student's phones

during/after pickup.

7. Students will be held responsible for damage done to school property, including textbooks. Replacement or repair costs will be assessed and billed through FACTS at the end of the academic year.
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 school office.
10. Students arriving late to school are to report to the office before going to class.
11. 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 headmaster.
12. Students may take medications only with parental approval *via* a note or direct contact with staff.
13. 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 (see Student Drivers below).
14. Students are not to be in cars in the parking lot after they arrive at school.
15. 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.
16. Students are not to use the copier or the telephone for personal business.
17. Tardies: The school day begins at 7:55 a.m. and all students need to be present and prepared at Cantabile at the 7:55 a.m. bell chime. After 7:55, students will be considered tardy for their first period. Logic/Rhetoric students not present and prepared at the beginning of any period will be counted tardy for that period.
    - Logic/Rhetoric School: Teachers will record attendance and tardies each day for each L/R period. Teachers should warn students and send a note to parents in FACTS if students are tardy to class. If a student accumulates 8 or more tardies in a trimester, students will receive lunch detentions or chores for their 9th, 10th, and 11th tardy. If a student reaches 12 tardies in a trimester, the student will have a week of lunch detentions and/or chores, and the principal will contact parents and discuss the problem and possible solution(s). Depending on the circumstances and the age and responsibility of the student, further disciplinary action may be required, including suspension, loss of athletic and club eligibility, or loss of driving privileges and parking pass.
    - Grammar School (KP-6th): For KPrep-6th grade students, if a student accumulates 5 or more tardies in a trimester, the principal will contact parents and discuss the problem and possible solution(s). Depending on the circumstances and the age and responsibility of the student, further disciplinary action may be required.
18. Students from other schools or friends of Regents students Academy are not allowed to visit the school, the parking lot, or classes, unless they have permission from the school staff members.
19. Each secondary student will be assigned a locker. Lockers may be secured with a combination lock; the combination must be given to the administration. 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.

4.3 Extracurricular Activities

We are pleased to offer a number of extracurricular activities such as various sports, academic competitions, and several others. As organized, school sanctioned activities, these opportunities are intended for student participation and enrichment beyond the normal academic (curricular) programs.

As such, participation in these activities (which generally occur outside of regularly scheduled class time) is considered voluntary.

Eligibility:

1. "No Pass, No Play": Extracurricular activities will not take priority over the academic and virtue-forming program at Regents Academy. For this reason, students who receive a failing grade on their report card are ineligible to participate in any extracurricular activities. Moreover, a student who repeatedly breaks the school's rules, sets a poor example before his peers, or regularly shows up late to class can be ineligible to participate in extracurricular activities. This includes participation in all meetings, practices, and competitions. Students who have become ineligible for extracurricular activities because of a failing grade may return to the activities upon receipt of a following progress report or report card that has no failing grade. In some cases, if the student shows a desire to improve their grade (indicated by improving daily grades, homework quality, and apparent diligence as observed by their teacher), he/she may have their grades re-evaluated after *three weeks* from their suspension date.
2. Operating expenses for these activities will be paid by participant fees.
3. Any student who is unable to attend school due to illness will not be allowed to participate in extracurricular activities on that day.
4. High school students are required to complete medical history forms and pass a physical examination by a doctor, as required by TAPPS, in order to participate.

Athletics:

Students in grades 9 and 10 who are involved in athletics at Regents Academy will be required to participate in P.E. while sports are in season unless their parents sign an exemption form, in which case these students may take a study hall. The decision to take study hall or P.E. must be communicated at the very beginning of the season and followed through consistently throughout the season (i.e., no going back and forth between study hall and P.E. at the student's whim). *Students who fail to use their study hall wisely will lose the privilege and be sent to P.E. class.* When they are in the off-season and are not involved in any Regents sport, they will attend regular P.E. classes.

Students in grades 11 and 12, due to their additional coursework, are expected to take ownership of their own physical conditioning as a life-long pursuit of healthy habits. Please see the Athletic Handbook for additional guidelines.

4.4 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 headmaster. Parents 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 respective principal. If the student brings the concern, he must have permission from his parents to do so. The first question the principal 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 school's headmaster.

3. Parents to headmaster:
    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 headmaster.
    b. If the situation is not resolved, they should present their concern(s) in writing to the headmaster who will then forward the concern(s) to the board chairman.
    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 headmaster individually or in small groups. As with individual teachers, students should certainly consider requesting parental assistance whenever appropriate.

4.5 Attendance Policies

4.5.1 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 absence*s*. Specific examples include illnesses or family emergencies.
4. Procedure:
    a. A record of attendance for each student will be kept on FACTS. The total number of days absent will be recorded on the student's trimester report card.
    b. In the event that a student misses more than five days in any one trimester (for any reason), the student's parents need to meet with the respective administration and teachers to consider the academic consequences of the student's absences.
    c. In the event a student is absent from a class, or from school, for more than ten days during one trimester (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 respective administration and teachers to discuss their child's particular situation.
    d. Upon request from parents, the headmaster is authorized to consider waiving requirements set by the attendance policy. In doing so, he will take into account the following: student's mastery in all subjects, attitude toward work and study, and disciplinary record at school.
    e. A student must complete all assigned course work and tests before a grade will be given. A student who misses assignments or tests because of absences will receive a grade of "I" (Incomplete) until the missed work is completed.

f. No distinction will be made for excused or unexcused tardies. The teacher is not obligated to re-teach any lesson or extend any opportunity to complete or turn in assignments.
g. 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.
h. For attendance purposes, KPrep-6 students must be in attendance at 9:00 a.m. to be considered present for the school day. Students in 7th-12th must be in attendance at least 50% of the class period to be considered present.

4.5.2 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 headmaster. 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.

2. Planned Absences (One or two days):
   a. Assignment due dates: It is the parent/student's responsibility to ask for and complete missed assignments. 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.

4.6 Student Drivers

Students in grades 11-12 who have driver's licenses may drive to school. Students in grades 10 and below may drive only with permission from the headmaster. Student drivers must register their vehicles with the office. The registration includes a parent authorization permitting students to drive to school and information about the automobile(s). Student drivers may not leave campus during the school day without permission from a parent. All students should sign out when leaving the campus. Students are to park in the designated student parking area.

Drivers are not to exceed 10 miles per hour while driving on the campus grounds, exercising extreme

caution in order to prevent accident or injury. Student drivers are responsible to obey all traffic laws and handle their driving privileges with maturity. Driving privileges on the campus may be revoked at the headmaster's discretion.

4.7 Leaving Campus

1. Parental request: If a student needs to leave school during school hours, a *parent* should notify the school office by notifying the front office, and the student will be given permission to leave.
2. Student request: If a student needs to leave school during school hours, he or she must check in with the office. Students will normally be given permission to phone their parents. Students who leave campus without permission will be subject to discipline.
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.

4.8 Internet Use Policy

1. Regents Academy provides internet access to teachers and to students in grades 6-12 for the purpose of supporting the teaching, learning, and administrative functions of the school. Grammar school students use the internet to a limited degree, under the direct supervision of their teachers.
2. The rules governing use of the internet are as follows:
    a. Students are NOT allowed to use the internet unsupervised. A staff member must authorize a student to use the internet and have GoGuardian active to monitor student online use.
    b. Students are only allowed to use the internet for activities specifically assigned by a teacher.
    c. Technical measures (internet blocking software) are employed by the school to help prevent access to websites that are inappropriate. Students are not allowed to attempt to circumvent such measures. However, no software can fully protect our staff and students from unapproved/unauthorized use and inappropriate sites/content on the internet.
    d. Under no circumstances will students be allowed to use computers to access the internet for personal browsing or email, chatting, blogging, social media, instant messaging, disclosing personal information, games, shopping, or for transferring music, movies, software, or any other recreational use. Any violation of this policy will result in loss of chromebook privileges, and the student will need to complete all school tasks through analogue means. High school students are given the privilege of accessing email at school and are generally given more freedom to access the internet during school hours, and they therefore are held to a high standard of responsibility.
    e. Students in grades 7-12 who use a personal laptop at school (with teacher approval and supervision) may NOT access the internet on it unless given permission by the L/R principal (e.g., for taking dual credit courses).
    f. If a student becomes aware that any of the aforementioned rules are being violated or that a computer appears to have accessed or is able to access inappropriate sites, the student must immediately report this activity to a staff member.

4.9 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 headmaster 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 fundraising 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 headmaster.
7. Timely information about school-sponsored activities must be provided to the parents. All written communication must be submitted to the director of communications 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 appropriate 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.
11. Students who will be absent from class due to 4H, TAPPS, Athletics, Forestry, or similar competitions or events are responsible for communicating their upcoming absence to their teachers and making up work for all missed classes. Teachers are expected to continue to teach productively through their curriculum through competition seasons but may lower homework expectations when a majority or significant percentage of their class will be absent for a given event.

4.10 Field Trips

Field trips are an integral part of the “hands on” learning process at Regents Academy. Each child must have a field trip permission form on file before he or she will be able to participate in any field trip. Teachers will notify parents of upcoming field trips in their Teacher Notes and may ask for parents to serve as chaperones and/or drivers. We encourage parental participation and believe that a parent’s attendance enhances the learning process and the moral development of our children. Parents who wish to chaperone and/or transport Regents children must submit proof of automobile insurance and pass a Motor Vehicle Record (MVR) check.

Guidelines for drivers/chaperones and students include the following:

- Chaperones/drivers will be assigned a specific group of children to ride/drive with both to and from the event.
- While in the vehicle, children must remain seated with seat belts appropriately fastened (one child per seat – no “double-buckling”). No child below the age of 12 is permitted to sit in the front passenger seat.
- Students are not permitted to use phones or any other electronic device on field trips (reading devices [e.g., a Kindle] are an exception so long as they are used *solely* for reading). Teachers should collect all student phones and devices before travel and hold on to them until the trip is over. Students may access them only when necessary and with permission from the teacher.
- Drivers should be mindful of all families represented when choosing music inside the vehicle while traveling.

- Behavioral standards should mirror Regents expectations in the classroom, both during the drive and at the site of the field trip. Students should show respect and honor to other classmates, the audience, performers, and chaperones. We expect Regents students to act with impeccable dignity and manners, doing only what is pleasing to God. Chaperones/drivers are expected to be present and assist in maintaining these standards on field trips.
- For student safety and security reasons, it is important to have the children leave, travel and arrive at relatively the same time. Drivers should not "run errands" when driving for the school, including stopping for lunch or gas apart from the group/caravan.
- Normal Regents field trip attire is the maroon polo.

5. UNIFORM/DRESS CODE POLICY

5.1 Basic Principles

Any dress code can be circumvented in effect while obeyed in the letter, so students are encouraged to work at re-establishing a Christian culture of beautiful, appropriate dress designed for the beauty, comfort, and respect of others. These are basic guidelines for grooming practices at Regents Academy. We are aware that these precepts do not cover every contingency; therefore, the following principles are offered:

1. Nothing which draws attention to oneself.
2. No priority on self-expression.
3. Cheerful submission to the community of Regents and its values.
4. Dress and grooming that are clean, neat, and conducive to order and learning.

5.2 General Guidelines

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:

1. Dress neatly: Shirts tucked in, shoes tied, no holes/tears in clothes, clothing appropriately sized for the wearer.
2. Be clean: Body cleanliness, recently washed clothing, hair neatly kept; older boys are to be clean-shaven.
3. Be submissive: 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.

As the headmaster 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 Senior Day, during which other clothing options are allowed.

5.3 Dress Standards for Girls

1. 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 ensure their clothing fits reasonably well and is the proper length.
2. Khaki or navy uniform pants may also be worn but may not be tightly fitted. Belts are to be worn with uniform pants, and shirts are to be tucked in.
3. Blouses or tops should not be tight-fitting. Appropriate undergarments such as slips, camisoles and bras must be worn.
4. 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.
5. Hairstyles must be natural, practical and moderate, and hair must be kept a natural color.
6. Make-up may be worn neatly and must be appropriately inconspicuous.

7. Jewelry, if worn, must be simple, conservative and appropriate to the student's overall appearance.

5.4 Dress Standards for Boys

1. Students must take the appropriate steps to ensure their clothing fits reasonably well and is the proper length.
2. 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.
3. 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 headmaster. Beards and mustaches are not to be worn by students. Young men should be clean-shaven.
4. 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.

5.5 Non-Uniform Dress Standards

1. 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 (see 4.2 above) are guidelines to be followed along with individual recommendations of the teacher(s) in charge.
2. 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:
    a. Accessories or paraphernalia associated with a culture or movement in conflict with Regents Academy standards.
    b. Hair dyed in unnatural colors.
    c. Partial or complete shaving of the head or severe step cuts.
    d. Unusually asymmetrical styling of the hair (e.g., mohawks; mullets).
    e. Excessive jewelry.
    f. Sloppy, overly casual or unkempt appearance.

5.6 Spirit Day Attire Policy

On the last Friday of each month (or whenever the administration determines), students may wear spiritwear and a standard cut of jeans (e.g., no holey, tight-fitting, or bell bottom jeans). "Spiritwear" in this context includes anything sold at the front desk, official club shirts (e.g., 4-H; Key Club), warm-up shirts (designed by the school), BIG serve shirts, or other apparel sold during an official Regents-sponsored spiritwear campaign. On these days, students must wear normal shoes and socks (unless it is "Spirit Week" and exceptions are stated).

Students may not wear spiritwear on any other days on campus, including club meeting days, without administrator approval. Clubs that may leave during the school day for an event or service project must also seek approval from the administration.

5.7 Uniform Requirements

Please refer to the school website (here) for the most accurate and current explanation of Regents' dress code. Students should carefully abide by the uniform regulations as set forth on the school website.

5.8 Enforcement of Dress Code

Grammar School (PK-6th)

Teachers will notify parents when a KPrep-6th grade student is out of compliance with the uniform policy. A yellow parent notification form will be sent home specifically indicating what needs to be corrected (e.g., missing belt; wrong shoes; etc.). Multiple yellow slips in a trimester will result in

additional consequences at school.

After three uniform infractions in a trimester, the student will be sent to the office. At that point, the principal will contact parents and decide what further action is necessary to correct the problem. In some cases, the student may be kept from class until a parent can bring the correct uniform item. In other cases, depending on the circumstances and the age and responsibility of the student, further disciplinary action may be required.

Logic/Rhetoric School (7th-12th)

1. Students in grades 7-12 are expected to be responsible for their appearance and to comply with uniform/dress code requirements without constant reminders.
2. Teachers will give students a warning for an initial offense, but a second or third violation will result in a lunch detention or chores assignment.
3. After a fourth infraction, the student will be sent to the office. The principal will contact parents and decide what further action is necessary to correct the problem, including a parent conference, week of detentions, suspension, and/or loss of athletic, club, and other extracurricular eligibility. If dress code violations continue to occur after a parent meeting, families may be charged for the uniform items (e.g., belts) provided to students, or students may not be permitted to attend classes if they are non-compliant.
4. Teachers will notify parents through FACTS each time there is a uniform infraction.

P.E. Uniforms (6th-10th grades)

Students not in appropriate P.E. uniforms will be given consequences and must participate in their normal school uniforms. Students may not change into non-uniforms shirts or shorts for P.E. Parents will be notified when students fail to appear for P.E. properly attired.

5.9 Warm-up Shirt Policy

On home game days only, students in athletics may wear their official RA warm-up shirt or other approved shirt. All other uniform requirements apply. The athletic director or administration may remove this privilege from a student at any point if it is abused.

5.10 Letter Jacket Policy

As a means of fostering school spirit and recognizing student accomplishments, all high school students may purchase and wear an official RA letter jacket through Jostens. All patches must be earned, and they must be approved by and purchased through the school. All other forms of adornment (e.g., pins; embroidered words; bars) *and their placement* on the jacket must be approved by the school. Any student wearing a jacket with an unapproved patch or modification will lose the privilege of wearing his/her jacket at school until the item is removed. Patches will be distributed by the school. The jacket is considered acceptable outerwear during school days other than on formal Wednesdays.

6. PARENT-SCHOOL COMMUNICATION

6.1 Parent-Teacher Conferences

The teaching staff at Regents Academy will make every effort to keep our parents informed of their children's progress and/or difficulties. If, however, you would like to discuss an issue relevant to your child's development, we invite you to contact the school secretary to set up a meeting time. Whenever possible, conferences will be scheduled for 3:30 p.m. or after. Parent/teacher conferences are scheduled twice per school year. At least one parent/guardian should be present at these meetings, while we encourage the attendance of both parents/guardians.

6.2 Conferences with an Administrator

Parents are always free to bring concerns to a school administrator. However, as noted, it is the policy of the school to encourage parents to discuss any problem with or between themselves and a faculty member directly with that faculty member first. In almost every instance, frankness and consideration can bring a solution (Matthew 18:15). Should questions still remain, parents are urged to bring the questions to the respective principal. If the concern remains, parents may meet with the headmaster. Parents who desire an appointment should contact the school secretary.

6.3 Telephone Communications

Teachers are instructed not to discuss personal or school matters on the telephone during school hours. We would like to discourage all parents from making efforts to talk with teachers by telephone during this busy time. Parents may call the school office and leave a message for a teacher to return their call at a time best for students and the teacher.

6.4 Parent-Teacher Communication (Matthew 18 Principle)

Questions and complaints inevitably arise even in a well-run school. It is important that these be handled courteously and promptly. The following steps are an application of the biblical injunction recorded in Matthew 18 for the resolution of a problem between believers:

1. Request a conference with the teacher and meet privately to seek the resolution with a spirit of reconciliation. Both want the good of the child and are not in an adversarial position.
2. If unresolved, the teacher and the parent meet with a third party, the appropriate administrator. Any subsequent meetings would also involve the headmaster.
3. If still unresolved, the matter should be presented in writing to the headmaster who will then forward the communication to the board chairman. Together, they will call upon the parties involved as seems warranted, all in the spirit of reconciliation.
4. If still unresolved, the problem will be brought before the entire Board of Directors. The board calls upon the parties involved as seems warranted, still in the spirit of reconciliation. If reconciliation still does not occur, the board makes the judgment as to who is wrong and takes appropriate disciplinary action.

The principle underlying this procedure is clear: Solve each complaint with the persons directly involved at the lowest level possible, moving the matter up the chain of authority to the level where it is finally resolved. This procedure is taken from *To Those Who Teach in Christian Schools* by Roy W. Lowrie, Jr.

6.5 FACTS and School Website

FACTS is Regents Academy's administrative software provider, tuition management system, and grant and aid processor. FACTS is a web-based school management system that enhances productivity in the school office and provides a number of additional services to our staff, students, and parents. Grades are recorded in FACTS, and report cards and progress reports are generated by FACTS. Much school communication takes place *via* FACTS email. Also, there is a great deal of school information published on the school website – regentsacademy.com.

7. INCLEMENT WEATHER AND EMERGENCY DRILLS

7.1 Inclement Weather/Emergency Closings

Regents Academy will take all necessary precautions to ensure your child's safety and to aid in your family's preparation for severe weather and/or other emergency situations. In case of inclement weather, the administration will consult with authorities to determine the best course of action. In most occurrences, Regents Academy closings or delays will coincide with the Nacogdoches Independent School District. In the event of a high absenteeism rate due to illness, the administration will consult with local medical experts and authorities to determine what's best for the school's staff and students. School closure or delay

announcements will be made on regentsacademy.com, *via* email, and on local radio and television stations.

7.2 Emergency Drills

Regents Academy will conduct periodic drills to acquaint teachers and students with various emergency procedures. These drills will include fire (Fall/Spring) and lockdown (Fall). If you have questions regarding specific procedures, please see the headmaster.

8. OTHER INFORMATION

8.1 Medical Policies

8.1.1 Unwell Children

Children should not come to school with a fever (a temperature of over 100 degrees) or signs of communicable illnesses (such as vomiting, diarrhea, unexplained rashes, pink eye, etc). They must be free of symptoms and free of fever without taking fever control medication for twenty-four hours before returning to school. Parents will be called to get their child from school if he or she becomes ill during the school day. Sick children will wait in the office space designated by the headmaster or school secretary. The office staff (headmaster, principal, school secretary, etc.) will administer all medications during school hours. Signed permission and instructions from the parents must be provided. All Regents students must have on file the appropriate original immunization cards and a Medical Information Form for use in the Regents office. The school office has a small first aid kit to be used for cuts and scrapes, and we have some over-the-counter medications such as acetaminophen, ibuprofen, antacid, and Benadryl which we will dispense as needed if parents check and sign the appropriate area on the medical authorization form.

8.1.2 Emergency Medical Occurrences

Medical expenses incurred while at Regents Academy are the responsibility of the parents.

In the event a child becomes ill or is injured while under school supervision, school authorities will take the following steps:

- contact a parent of the student and follow his instructions.
- in the event neither parent can be reached, contact the student's physician and follow his instructions.
- if the student's physician cannot be reached, school authorities will use their own discretion and contact a properly licensed physician and follow his instructions.

If in the opinion of a properly licensed and practicing physician, a child needs medical or surgical services which require parental consent before being supplied, and the parent cannot be reached, the headmaster or the teacher, or the designee of the headmaster or the teacher, will furnish such written or oral authorization as may be so required. The headmaster, teacher, or the designee of the headmaster or teacher, and Regents Academy and its Board of Directors are released from any liability that might arise from the giving of such authorization, so that the child may be furnished with such medical or surgical services as soon as reasonably possible after the need arises.

8.2 Tuition Policy

The following process is to be followed in the collection of tuition, in determining the appropriate amount of tuition and fees due, and the consistent application of discounts, refunds, and the assessment of late/other fees. Regents Academy uses a third-party tuition management system called FACTS (https://factsmgt.com), which provides families flexibility in determining their tuition payment plan.

1. Tuition Rates are based on the payment plan selected by each family according to the FACTS Tuition Management System (12-month; 10-month; semi-annual; pay-in-full). Please see the yearly Tuition and Fee Schedule for specific information about the current academic year.

2. New Student Application/Testing Fee: A non-refundable “new student” application/testing fee of $100 is required when submitting new student applications. Families who are accepted and enrolled at Regents Academy are also required to pay a $200 enrollment fee/student. These fees are paid online when applying or enrolling at the school.

3. Tuition Deposit and Fees Due at Registration: The tuition deposit constitutes the first month of tuition for the academic year 2025-2026. It is due in May (the specific date of which will depend on the FACTS payment plan of each family’s choice).

4. Tuition Due Dates: Families select from a list of tuition due dates when creating their FACTS account and selecting a tuition payment plan.

5. Late/NSF (Insufficient Funds) Fees: A $50 late fee will be assessed automatically by FACTS if a family has a 2nd payment attempt fail.

6. Tuition Non-Payment Expulsion: In the case of re-occurring delinquent payments, students may not be allowed to return to class, unless prior arrangements have been made with the headmaster. In this case, Parent(s)/Guardian(s) shall meet with the headmaster to discuss their specific situation and develop a payment plan for resolving their non-payment issues.

7. 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 staff wages) and cannot be adjusted or reduced after the start of the school year. Therefore, by sending students to Regents Academy, Parent(s)/Guardian(s) are committing to pay the full annual tuition, regardless of attendance. Parent(s)/Guardian(s) may petition the headmaster for reimbursement due to unique and/or unforeseen circumstances.

8. Special Payment Policy: Families with special financial circumstances may petition the headmaster, in writing, requesting relief from any section of this policy, as appropriate. If a solution cannot be found, the board will meet in executive session to discuss the situation confidentially and provide a written response, from the headmaster, as to the determination of the board. The decision of the board is final.

9. Grant and Aid Process: Families who find themselves philosophically aligned with the school yet lack the financial resources to pay full tuition are encouraged to apply through the school’s grant and aid portal on FACTS. In addition to applying for Regents tuition assistance, some applicants may also qualify for the ACE Scholarship on the FACTS portal.* Applications are then reviewed by the financial aid committee to verify demonstrated need, and award decisions are communicated by the business manager through the FACTS portal. The application window for the 2025-26 academic year opens on February 3.

*ACE Scholarships are applicable for the following students:

- Students entering Kindergarten
- Students transferring from a public school
- Students that received an ACE award for the current academic year

When parents complete a grant & aid application through FACTS, they simply indicate that they are

eligible for an ACE scholarship at the appropriate place in the application and answer some extra questions.

8.3 Tuition Fee Schedule & Withdrawal Policy

Regents Academy recognizes that there are circumstances in which a family may need to withdraw after completing their enrollment process. Students withdrawing before the first day of school may be excused from the financial contract if there is a waiting pool for the grade level from which the cancelling student withdrawing, and a child in that waiting pool enrolls in the class prior to the start of the school year.

Families applying for tuition assistance will be given the opportunity to finalize their enrollment decision once financial awards have been communicated. Families receiving tuition assistance after March 1 will be given seven calendar days to withdraw their enrollment with no penalty other than the loss of their non-refundable, non-transferable enrollment fee. On the eighth day the termination fee schedule becomes effective.

The termination fee schedule for all other withdrawals is provided below. This fee schedule is designed to ensure accurate planning for the coming year and to protect Regents Academy families who may undergo a major life change over the summer.

Dates (Approximate)	Termination Fee	Termination Fee for Relocations More than 30 miles from Regents
January 16-February 28, 2025	Loss of non-refundable enrollment fee	• New families: Loss of non-refundable enrollment fee • Current families: 5% of the annual tuition
March 1-31, 2025	15% of the annual tuition	15% of the annual tuition
April 1-30, 2025	25% of the annual tuition	25% of the annual tuition
May 1 - one day before the 1st day of school	50% of the annual tuition	25% of the annual tuition
On or after the 1st day of school	100% of the annual tuition	100% of the annual tuition

8.4 Guide for Further Reading on Christian Classical Education

1. *The Liberal Arts Tradition: A Philosophy of Christian Classical Education* by Kevin Clark and Ravi Scott Jain.
   This book is an indispensable aid to understanding Christian liberal arts education at a level that anyone can understand.
2. *Beauty for Truth's Sake: On the Re-enchantment of Education* by Stratford Caldecott.
   A noteworthy manifesto that attempts to restore mystery and wonder to its proper place in education.
3. *The Christian Philosophy of Education Explained* by Stephen Perks.
   This text 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. *Ten Ways to Destroy the Imagination of Your Child* by Anthony Esolen.
   As a work of sarcasm, Esolen attempts to identify the chief ways educators can arouse the imaginations of children amidst a strong culture of banality.
6. *The Seven Laws of Teaching* by John Milton Gregory.
   First published in 1884, this presentation of the laws of teaching is a timeless guide to the basic principles of good teaching.
7. *An Introduction to Classical Education: A Guide for Parents* by Christopher A. Perrin.
   A brief but very helpful overview of classical Christian education especially written to introduce parents to the basic principles of CCE.
8. *The Outrageous Idea of Academic Faithfulness* by Donald Opitz and Derek Melleby.
   This book provides excellent guidance and counsel for those preparing for one of the most difficult transitions of life -- that of leaving high school and entering college. Helpful for students and parents alike.
9. *Amusing Ourselves to Death* by Neil Postman.
   Though Mr. Postman is now deceased, his work lives on, encouraging 21st century people who are immersed in digital media to re-think the power of the printed word and resist the ever-present temptation to be amused to death by the trivial and banal influences of television and electronic media.
10. *Shepherding a Child's Heart* by Tedd Tripp.
    More than a handbook on parenting, this book is a guide for parents to apply biblical truth to childrearing. The principles in this book are also an excellent guide for the discipleship and discipline of students while at school.
11. *Age of Opportunity: A Biblical Guide to Parenting Teens* by Paul David Tripp.
    Paul Tripp uncovers the heart issues that affect parents and their teenage children during the often-chaotic adolescent years. With wit, wisdom, humility, and compassion, he shows parents how to seize the countless opportunities to deepen communication and learn and grow with their teens.
12. *The Abolition of Man* by C.S. Lewis.
    This classic work by C.S. Lewis, named by some as the most important Christian writer of the 20th century, sets out to persuade his audience of the importance and relevance of universal values such as courage and honor in contemporary society. The applications to education and discipleship are enormous.
13. *Nightstand Articles* by various authors.
    This collection of articles, both contemporary and classic, is self-published at Regents Academy and is an outstanding introduction to many essential components of classical Christian education and a number of issues related to education in the modern world

Appendix - Grammar School Curriculum Overview

Regents Academy Grammar School Curriculum Overview

	K-Prep	K	1st	2nd	3rd	4th	5th	6th
Bible	Bible stories, verses, and songs	Bible stories, verses, and songs	Bible stories, verses, and songs	Bible stories, verses, and songs, Old Testament: Genesis-Joshua	Old Testament: Judges-Kings	Old Testament: Chronicles-Malachi	New Testament: Gospels	New Testament: Acts-Revelation
Reading/ Literature	Memoria Press phonics and read-alouds	Memoria Press phonics and read-alouds	Memoria Press phonics, literature, and read-alouds	Memoria Press phonics, literature, read-alouds, and McCall-Crabbs	D'Aulaire's Book of Greek Myths, The Lion, the Witch & the Wardrobe, Detectives in Togas, McCall-Crabbs	Voyage of the Dawn Treader, Prince Caspian, King Arthur, Little Pilgrim's Progress, Twenty-One Balloons, McCall-Crabbs	The Witch of Blackbird Pond, Johnny Tremain, Carry On, Mr. Bowditch, The Silver Chair, McCall-Crabbs	White Fang, A Christmas Carol, Little Women, The Last Battle, The Hiding Place, McCall-Crabbs
Language Arts	Phonics, beginning phonograms, manuscript writing	Phonics, phonograms, manuscript writing,	Traditional Spelling, Institute for Excellence in Writing	Spelling Wisdom, Traditional Spelling, Institute for Excellence in Writing	Spelling Wisdom, Using Language Well, Institute for Excellence in Writing	Spelling Wisdom, Using Language Well, Institute for Excellence in Writing	Spelling Wisdom, Using Language Well, Institute for Excellence in Writing	Spelling Wisdom, Using Language Well, Institute for Excellence in Writing
Math	Singapore Dimensions PK	Singapore Dimensions K	Singapore Dimensions 1	Singapore Dimensions 2	Singapore Dimensions 3	Singapore Dimensions 4	Singapore Dimensions 5	Singapore Dimensions 6
History & Geography	History related to read-aloud books	Nacogdoches, Texas, Family, and U.S. History	U.S. History, states, capitals, continents, and oceans	Egyptian History, states, capitals. Geography: geographic regions and time zones	Greek and Roman History, Geography: globe and land formations	Medieval, Renaissance and Reformation. Texas History. Geography: Western Hemisphere	Explorers to 1815, World Geography	1815 to Present, World Geography
Science	Exploring our world, nature walks	Weather, seasons, senses, farm and zoo animals, space, pond and ocean life, bugs	Environment, maps, and habitats	Botany	Astronomy	Creatures of the air	Creatures of the sea	Creatures of the dry land
Latin					Latin's Not So Tough: Book 2	Latin's Not So Tough: Book 3	Latin's Not So Tough: Book 4	Lingua Latina
Art	Basic art history, drawing, painting, and crafts							
Music	Basic music history, sight reading, and choral presentations							
PE	Skills, coordination, sportsmanship, team sports, and various games							

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Appendix - Logic/Rhetoric School Curriculum Overview

Regents Academy Logic and Rhetoric Schools Curriculum Overview

	7th	8th	9th	10th	11th	12th
Omnibus (Literature, Writing, History, Theology)	Antiquity I: Beginnings through A.D. 400 *Veritas*	Christendom I: A.D. 400 through A.D. 1500 *Veritas*	Modernity I: 1500 through 20th C. *Veritas*	Antiquity II: Beginnings through A.D. 400 *Veritas*	Christendom II: A.D. 400 through A.D. 1500 *Veritas*	Modernity II: 1500 through 20th C. *Veritas*
Math	Pre-Algebra *Singapore Dimensions*	Algebra I *Singapore Dimensions*	Geometry *HMH*	Algebra II *HMH*	Precalculus *Foerster*	Calculus *Rogawski* *or* LETU Online Dual Credit Math
Science	Physical Science *Novare*	Earth Science *Novare*	Biology *Novare - Ayala and Rogstad*	Accelerated Studies in Chemistry and Physics *Novare*	Chemistry *Modern Chemistry HRW*	Physics *Novare*
Foreign Language/ Other	Latin II *Lingua Latina (Ørberg)*	Latin III *Lingua Latina (Ørberg)*	Latin IV *Lingua Latina (Ørberg)*	Spanish I *Vistas Introduccion a La Lengua Española*	Spanish II *Vistas Introduccion a La Lengua Española*	Capstone Apologetics
Logic & Rhetoric	Writing I *Institute for Excellence in Writing*	Writing II/Logic I *Institute for Excellence in Writing; Introductory Logic*	Writing III/Logic II *Institute for Excellence in Writing; Intermediate Logic*	American Government & Economics	Rhetoric I	Rhetoric II/ Senior Thesis
Art	Visual Arts: Training in art theory, history, drawing, painting, etc.					
Music	Integrated music program with instruction/training in vocal performance, music history, music appreciation, and *solfege* and involving concert performances					
P.E.	Fitness, skills, team sports, archery, dance, etc.					
Drama	Elective: Training in dramatic technique/stagecraft, culminating in a year-end dramatic performance					