

Umpqua Valley Christian School Student/Parent Handbook



**“Partnering with parents to educate and disciple
students from a Biblical worldview”**

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The purpose of this handbook is to provide a clear framework in which students, parents, faculty and staff of Umpqua Valley Christian School work together to carry out the mission. The policies and procedures in this handbook work in conjunction with Umpqua Valley Christian School's policies. If there is an issue that arises which is not stated in this handbook or in the school policies between students, parents, teacher, or school staff, the Head of School, under the direction of the school board, reserves the right to make the final decision.

Our Mission is to Partner with Parents to Educate and Disciple Students from a Biblical Worldview.

Partner with Parents ... from a Biblical Worldview: When we say that our mission is to *partner with parents from a Biblical Worldview*, we mean that, for parents who are striving to meet the tremendous God-given responsibility to educate and disciple their children to know God and make Him known, we partner with them! UVC does not replace parents in this endeavor, but as an extension of their home supports them to accomplish this task. UVC is a discipleship school intent on serving families that *declare that Jesus Christ is Lord, and believe that God raised Him from the dead*. It is agreeance to UVC's Statement of Faith that provides the foundation for the Bible-based philosophy of education and discipleship.

Educate ... from a Biblical Worldview: When we say that we *educate from a Biblical Worldview*, we mean that in every subject we connect content directly to the Biblical Narrative that **God created man, man sinned against God, and Jesus Christ has come as the atoning sacrifice to redeem man unto God**. Every area of study (science, mathematics, language arts, etc.) can be examined to answer the essential questions of life. What is really real? Does God exist? Are humans just complex machines? What is the meaning of life? What happens after death? How can we know what is true? How do we know what is right or wrong? It is through agreeance to UVC's Biblical Worldview Curriculum Statements that we can educate students to know God and His world.

Disciple ... from a Biblical Worldview: When we say that we *disciple from a Biblical Worldview*, we mean that we follow the model outlined in God's word for training students. We see in Luke chapter 2 that Jesus matured in wisdom (cognitive development), stature (physical development), favor with God (spiritual development), and favor with man (social/emotional development). This development happens in the context of the parent/child (or teacher/student) relationship. Deuteronomy 6:7 first tells us to ***teach diligently God's commands***. This is purposeful direct instruction. Secondly, verse 7 says to ***talk of God's commands*** in everything that we do. This is experiential learning where, as parents and teachers, we talk about the application of God's Word in everyday life. We model what it means to be a child of God, submitting to His authority, welcoming trials, and growing in grace and knowledge of the Savior, Jesus Christ.

A clear understanding of our mission is vital to the success of Umpqua Valley Christian School. It is imperative that every student, parent, all faculty, and staff know that UVC exists...

...To Partner with Parents to Educate and Disciple Students from a Biblical Worldview.



Umpqua Valley Christian School is a 501c3 nonprofit religious institution. It is agreeance to UVC's Statement of Faith that provides the foundation for the Bible-based philosophy of education and discipleship.

Statement of Faith

We believe the Bible (the 66 books of the Protestant Canon commonly known as the books from Genesis to Revelation) to be the inspired, the only infallible, authoritative Word of God. We believe that there is one God, eternally existent in three persons: Father, Son and Holy Spirit. We believe in the deity of our Lord Jesus Christ, 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. We believe that salvation is by grace, through faith, and is a gift of God, not by works, so that no one can boast. We believe that for the salvation of lost and sinful people, regeneration by the Holy Spirit is absolutely essential. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation. We believe in the spiritual unity of believers in our Lord Jesus Christ.

We believe God endows all human life with inherent dignity at every stage of development and it must be respected and protected from conception to natural death. Thus, the unjustified, intentional taking of human life before or after birth is sinful and offensive to God.

We believe God immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God, and rejecting one's biological sex rejects the created image of God.

We believe God designed marriage as a unique conjugal relationship joining one man and one woman in a single, exclusive, life-long union. God intends sexual intimacy to only occur between a man and a woman joined in marriage. We believe all forms of sexual immorality are sinful and offensive to God.

These statements have been adopted by the National Association of Evangelicals and The Alliance Defending Freedom. 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 purposes of Umpqua Valley Christian School's faith, doctrine, practice, policy, and discipline, our Board of Directors is Umpqua Valley Christian School's final interpretive authority on the Bible's meaning and application.



Umpqua Valley Christian School is an AdvancED Accredited educational institution. It is in agreement with UVC's Biblical Worldview Curriculum statements that we can educate students to know God and His world.

Biblical Worldview Curriculum

The fear of the Lord is the beginning of wisdom, not only in our educational philosophy, but also for each discipline of study. Education is not made Christian by merely adding a course in Bible, reading Christian text, or by beginning a class in prayer. If the course content or teaching method is humanistic, Christian supplements will do little to change the orientation. A Christian curriculum must derive its fundamental principles from the inspired Word of God and work these out in a self-conscious manner. A Christian curriculum provides parents and students and staff with these principles as well as the content and skills which enable them to develop a biblical worldview in each subject. The following is an overview of such a curriculum.

Biblical Studies: Foundational to the Christian curriculum is the study of the Bible. Every UVC staff member must be mastered by the Word of God before they can properly teach students to be mastered by the Word of God. The goal of Christian education is for students to master the Word of God in order to gain the ability to evaluate the writings and purposes of men from a biblical perspective. Bible study focuses the student's attention on the inspired text of the Bible as they are taught to understand it correctly. Its purpose is not the mere study of religion, nor even historical studies of Bible characters, but to arrive at a unified understanding of the biblical system of truth. It is this system of truth that provides the fundamental principles of a Christian worldview which must be applied to every area of life and thought in order to make biblically sound decisions.

To properly learn each subject, the student must not only be able to read, but he must also have the standard by which to judge what he reads. Therefore, the very first book a child should be taught is the Bible. The Bible is the mind of God revealed to man. From it we learn about the creation, the fall into sin, and God's gracious plan of redemption. It is this knowledge which provides the key to right thinking and enables the student to correctly interpret all he learns in the light of God's truth.

Health and Physical Education: The purpose of health and physical education is to care for our bodies to the glory of God. A healthy body enables one to serve God diligently and perform the duties He commands. Therefore, principles of proper diet, exercise, and rest should be taught for maintaining good health to the glory of God.

Physical education also helps prepare students for responsible leadership and effective work. Students should be taught to play and labor for God's glory, not our own. Due to sin, people are naturally inclined toward laziness. Consequently, physical exercise and sports, when combined with sanctification, can play an important part in developing self-discipline. Through competition, students are taught the importance of playing by the rules, accepting direction from those in authority, using skills in harmony with others, and being gracious in victory as well as in defeat.

Culture, Art, and Technology: The arts and technology are gifts given to men by God. When an artist paints a picture or a musician composes a song or an architect designs a building or an engineer designs a machine, each is using his God-given talent. Every gift should be used to reflect the wisdom of its Giver and imitate the beauty and usefulness of His creative work. The humanistic worldview sees culture, art, and technology as existing only for self-expression, human enjoyment, and selfish vanity. The non-Christian uses culture as a way to revolt against God and glorify himself. He thinks that he can create out of nothing something totally original. When man creates, he is not creating something absolutely new, but merely discovering a potentiality which has existed from the beginning. Its proper use becomes a blessing from God for the benefit of men, while its misuse becomes a curse for the destruction of men.

Because the arts and technology create works that express thought and emotion, they exert a moral influence on one's behavior. The arts and technology can be powerful forms of religious fellowship; religious because thoughts, emotions, and actions are always moral, and fellowship because of the sharing between artist and audience. For the Christian, this imposes a serious responsibility. It means that we are not to enjoy a specific type of art and technology that promotes thoughts, emotions, and behavior that is contrary to the Word of God. The Scripture says, "What fellowship has light with darkness?" (2 Corinthians 6:14). Instead, students should be taught to enjoy art and develop technology that reflects the glory of God's creation and ministers to others. The student is to develop his talents in harmony with God's truth and law. Furthermore, the Christian should use both the arts and technology, either directly or indirectly, to promote the Gospel of Jesus Christ and thereby promote a biblical understanding of God's imperative to make disciples of all nations. In so doing, the student will learn how to employ his skills to advance the kingdom of God on earth for God's honor and glory.

Economics: God is the possessor of the earth, the source of all wealth. He owns it, and gives it to whomever He wills. He also ordained laws to govern human economics. God has given men the right to own private property, the right to choose an occupation, the right to make a profit, and the right to decide how earnings should be spent. Yet because God owns all things, the student should be taught to exercise these rights as God's steward.

According to Scripture, it is not the duty of civil government to regulate the economy except as it regards the enforcement of God's law against stealing. God's law affirms the right of private property and profit from labor. To exercise these God-given rights, Scripture provides guidelines for an economic system that glorifies God and shows charity toward the needs of others. Such an economic system is based upon hard work, competition, and the risks of the marketplace. These factors compel sellers to use their skills and economic resources more carefully, which produces a higher quality of goods and services at very reasonable prices. The proper role of civil government is to serve as a referee, praising good and punishing evil in the marketplace according to God's law.

Wealth is not just a result of economic shrewdness. Economic prosperity is possible only by God's blessing upon the lawful use of labor and profit. Productive harmony in the marketplace is possible only through the grace of God which inspires men to obey His law in their hearts and minds. To the extent that men understand and obey God's law in the economic realm, that is, when Christianity has a significant bearing on economic life, men will respect each other's property, refuse to steal from or cheat one another, abide by contracts, and, when in charge of a corporation or elected to public office, they will not use their power to amass wealth for their own selfish ends.

Language and Literature: In the beginning, God spoke and it came to pass. The three persons of the Trinity have spoken to each other eternally. When God created man in His own image, He gave him the gift of language. The Bible tells us that after the Great Flood, the whole earth used the same language. Men desired unity apart from God, however, when they built the Tower of Babel. Seeing this, God confused their one language by changing it into many languages and scattered them abroad over the face of the whole earth. Language thus originated with God, and is to be learned for reaching those with the gospel in the language God has determined for each of them, all for His glory. Men in their sin misuse and corrupt this gift and learn language primarily for financial gain. To discern the proper use of language learning, we need to study God's ultimate plan to reach the world through the languages He has created in Genesis chapter 10. It is only from the Bible that we come to know the true motivation for learning language.

Reading and writing are foundational skills each child must learn. Without reading, they cannot study the Bible for themselves. These skills are also basic to learning all other subjects in the light of God's Word. They must be taught to read, write, speak, study, and think in terms of the Word that makes language and life meaningful. They must develop the linguistic abilities that God has given them to glorify Himself. The teaching of phonics, therefore, is very important. Language skills are not neutral, but must be oriented toward reading, writing, and speaking the truth in love.

Because language is thought expressed, and thoughts are never neutral, all literature has a religious/divine point of view. When reading any kind of literature, the question should therefore be asked: Is the author Christian or non-Christian? If non-Christian, from what religious point of view is he writing? Most importantly, how does the author's message compare with what the Bible teaches? Students must learn to read and evaluate all human literature from the perspective of Scriptural truth.

While it is important to help acquaint students with the great literature that has helped shape Western civilization, the study of such great books must be subject to the greatest book—the Bible. After learning the Bible properly, the student will be equipped to judge the words of human authors by the Word of truth. The student should learn to prize not only great classics, but distinguish Christian classics from the classics of unbelief. The great classics of the Christian heritage will inspire and challenge both teacher and student to follow Christ more completely.

Mathematics: As Trinity, God is the reason there is both unity and diversity in creation. This is the basis for unity and differentiation in mathematics. The Bible teaches us that the Creator is a God of order (1 Corinthians 14:33). As we study the created universe, we are impressed with its mathematical order. Creation is governed by mathematical laws which reflect the character of the One who made it. Many of the laws of creation are described in terms of mathematics. When presented with the marvelous precision in nature and physics, the student should be led to marvel at God's mathematical ingenuity. Mathematical principles never vary; formulas and equations always exhibit flawless consistency. Consequently, as a tool for studying God's creative handiwork, mathematics helps discover God's creation laws and patterns.

It is impossible for us to understand creation without God's gift of mathematics, for we would not have the means of measuring His world. Mathematics is a tool to help men rule over the earth under God. All callings in life demand planning, calculating, and evaluating in order to carry out God-given responsibilities. Mathematics plays an important role, whether it be in business, medicine, engineering, art, science, etc. The Christian student should thus master this wonderful gift to advance Christ's kingdom on earth.

History: The Bible clearly reveals that God is the Lord of history. He governs all nations and peoples by means of His providence. He acts indirectly and directly in history through blessings and judgments upon the earth (Deuteronomy 28). The prophecies recorded in Scripture, many of which have been fulfilled, demonstrate that history has not only been planned by God but proceeds according to His purpose. For this reason, all history—ancient, medieval, and modern—must be seen as the sovereign rule of God over the affairs of men. All men and nations are accountable to Him. The lessons of history warn students that God’s curse on unfaithfulness and His blessing on faithfulness will surely come to pass.

A proper understanding of history is founded upon the key events of creation, man’s fall into sin, God’s scattering of the nations, and His plan to gather the nations through the forming of the nation of Israel and its ultimate promised Messiah, Jesus Christ through His work on the cross. Creation sets the stage for history. With Adam’s sin, history becomes a conflict between the children of light and the children of darkness. Because God’s plan is to sum up all things in Christ (Ephesians 1:10), history has one purpose. Consequently its meaning and interpretation must be understood in terms of Christ. History is more than a chronicle of names, dates, places, and events. History is the study of the moral or covenantal relationship between God and man in time. It centers on the redemptive work of Christ and how He is building His church. All earlier events must look forward to the cross. All later events must be viewed as the hand of God directing history toward the final victory of the risen Christ at the end of the age. And in this context, UVC students should be equipped to spread the good news throughout the world.

The study of history focuses on the unfolding of world history with a special emphasis on the shaping of Europe and America by God’s providence and the efforts of Christians as they applied God’s Word to their nation and culture. Students should be equipped to study the vain attempts of apostate men to build the kingdom of man. Those who have attempted to destroy Christ and His Kingdom in order to reestablish pagan ideas in the civil, ecclesiastical, and academic disciplines will have their lives and works evaluated by the Bible. This comparison gives insight to us as we work by God’s grace in our day to restore God’s Law-Word to our lives, families, nation, and culture in obedience to Genesis 1:26-28 as modified by Matthew 28:19-20. God’s people must diligently work and “occupy,” as they advance His kingdom on earth through the gospel for His honor and glory.

Government: The study of government (political science) and politics must be grounded in the Word of God. In studying civil law and government, we need God’s infallible standard in order to distinguish justice from injustice. Because civil government enacts laws, it is concerned with deciding right and wrong. Right and wrong, however, have to do with morality, and ultimate morality is found in religion - God. This means that civil government by its very nature is a religious/divine institution.

The Old Testament reveals God’s system of law for civil government. At Mount Sinai, through the prophet Moses, God gave to Israel an entire system of civil law and government. In the books of Exodus, Leviticus, Numbers, and Deuteronomy, we see a complete system of law with due process, a federal system of government with three branches, and a separation of powers with a system of checks and balances.

The student who learns this system has the proper criterion by which to analyze human governments of the past and present as to their structure, laws, and policies. This knowledge will provide the student with understanding necessary for intelligent Christian living in light of his right to vote, and stimulate him to promote a responsible government regulated by God’s law.

Geography: For man to rule over the earth as God has commanded, he must have a practical knowledge of geography. The study of geography must begin with the Bible. Here God reveals that the earth consists of separate but interrelated parts which form a unified whole. During the worldwide flood in the days of Noah, the surface and appearance of the earth were greatly changed. With this important knowledge, the student can properly study the great continents and oceans, their particular characteristics, their many natural resources, the variety of climates and weather patterns, and God's ingenious ecological balance over all of it.

We also learn in Scripture of the origin of the nations, how God scattered mankind at the Tower of Babel by confusing man's language, and thus, laying the foundation for the gathering of the nations through the nation of Israel and ultimately through Jesus Christ. The student is then able to properly study the geographical circumstances of the various nations, both ancient and modern. He studies their locations, their natural resources, physical environments, and general climates as planned by God. He learns how these geographical traits affect the nations' economies, their position in world trade, their military defense capabilities, and their independence of, or dependence upon, other nations. The study of geography plays an important role for Christian students as they learn about the worldwide advance of the kingdom of God, and how they may help promote Christian missions to fulfill God's plan to reach every nation and language group in their own unique geographical context with the gospel message.

Science: Science is the study of God's creation. The facts of creation can be understood properly only by looking at them through the lens of Scripture (Hebrews 11:3). By studying science as God's creation, the student learns to see God's awesome power, the beauty of His handiwork and design reflected in every creature. Because creation was brought into existence by God's wisdom, and man was created as a part of it, he is called to understand and subdue it for His glory. In Eden, God assigned man his task of ruling over the animals and plants and keeping the earth. Under God's authority he is to cultivate, care for, and develop each aspect of the world for God's glory. Adam pursued scientific education when he learned to cultivate the soil, plant and dress the trees and vegetation, study the animals, and give each a special name that described them.

To rule over the earth as God commanded, the student must similarly acquire an organized and systematic scientific knowledge. By studying both God's physical laws and His creatures, students will learn to apply this knowledge in accordance with His holy will. As they grow in their knowledge and appreciation of each new discovery about God's world, they should acknowledge that God is the One who made it and learn to subdue and care for creation in the right way. To do this, the study of science must be subject to the Word of God. Creation must never be seen as something independent of its Creator, about which men can study without reference to Him. The belief of an Intelligent Designer avoids the fundamental trap of the evolutionary worldview and "science falsely so called" (1 Timothy 6:20).

Society: Biblical sociology (social studies) begins with God, who exists in an eternal relationship between the persons of the Trinity. Because the Bible stresses God's unity and plurality as equally ultimate, we find that it does not place the human individual or the corporate society above each other. Thus Christianity has the only solution to the problems of humanism as it careens between individualism and collectivism.

In His infinite wisdom, God instituted the fundamental social relationship—the family—at creation. From this basic institution, all other social orders have developed according to His providence. He ordained the state, the church, and the family. Each social sphere is directly responsible to God and each has rights that must function within the sphere of authority given

to it by Him. These coordinate rights and responsibilities have been clearly marked out in His Word.

The Bible also provides social facts which should be taught. For example, the social structures of the Old Testament covenant community of Israel demonstrate God's purpose for each society, and contrast them with pagan society. A biblical presentation of the social order is needed to address effectively the current corruption of society. Biblical law provides the tools for analyzing the various social structures of different nations and peoples.

Conclusion: Having analyzed God's original order and the perversion of that order by apostate man, staff and the student should be led to see God's provision for an alternate society. What sin has distorted in the social order established by God, He restores by His grace. Students should be instructed in how Christ and his redemption not only restore the relationship between God and man but, as a result, the social relationships between men, women, children, UVC staff, races, and nations. The Christian family and the Christian community—the church—should be presented as the alternate society in the midst of chaos.



Student Outcomes

Upon Graduation from UVCS, we strive that all students will have been enabled to:

1. Be Relationally Adept

- Build relationships that demonstrate the worth of every human being as created in the image of God.
- Respect and relate appropriately with integrity to the people with whom one lives, works, and plays.
- Embrace and practice justice, mercy, and peacemaking in one's family and society.
- Practice the principles of healthy, moral family living.
- I will give **honor**. I will **forgive**. I will be **honest**.

2. Be Spiritually Mature

- Demonstrate a personal relationship with Jesus Christ.
- Demonstrate the ability to apply God's Word in daily life.
- Evidence the empowerment of the Holy Spirit in the pursuit of a life of faith, goodness, knowledge, self-control, perseverance, godliness, brotherly kindness, and love.
- Treat their bodies as a temple of the Holy Spirit.
- Reflect good stewardship of their God-given resources.
- Demonstrate apologetic skills to defend their faith.
- Articulate and defend their biblical worldview while having a basic understanding of other worldviews.
- Possess a critical appreciation of languages and cultures of other peoples, dispelling prejudice, promoting interethnic harmony, and encouraging biblical hospitality for the alien or stranger.
- I am **responsible**. I am **attentive**. I am **diligent**.

3. Be Driven to Serve

- Recognize and integrate "work" into one's life as a dignified expression of the nature of God.
- Actively participate in a church community, serving God, and others.
- Understand, value and are engaged in appropriate social (community) and civic (political) activities.
- Personally respond in obedience to carrying out the Great Commission locally and globally in a culturally sensitive manner.
- I am **compassionate**. I am kind. I desire to **serve**. I take **initiative**.

4. **Be a Life-Long Learner**

- Value and are engaged in intellectual inquiry, and the marketplace of ideas in the pursuit of Biblical truth.
- Apply the skills to question, solve problems and make wise decisions.
- Commit to the philosophy of life-long learning.
- Appreciate literature and the arts and understand how these express and shape one's beliefs and values.
- Possess a knowledge and understanding of God's active involvement in history through people, events, and movements.
- I am **teachable**. I am **obedient**. I am **cooperative**. I am display **wisdom**.

5. **Be Culturally Relevant**

- Demonstrate how to utilize resources including technology to find, analyze and evaluate information.
- Compete in all academic disciplines, and are well skilled in reading, writing, speaking, listening, and thinking, meeting or exceeding the Oregon State Standards.
- Demonstrate proficiency in mathematics and science, meeting or exceeding the Oregon State Standards.
- Exhibit an appreciation for the natural environment and practice responsible stewardship of God's creation.
- I am **contemporary**. I am **orderly**. I have **self-control**.



Policies and Procedures

Accreditation Status

Umpqua Valley Christian Schools is registered with the Oregon Department of Education (ODE) and maintains membership with the Association of Christian Schools International (ACSI) and the Oregon Schools Activities Association (OSAA). UVCS is fully accredited by the Northwest Accreditation Commission (NWAC) in partnership with AdvancED.

Admissions - Policy

Umpqua Valley Christian Schools admits students from Christian families who are willing to wholeheartedly support and abide by the biblical principles espoused in Umpqua Valley Christian Schools' Mission Statement, Statement of Faith, and Biblical Worldview Curriculum Statements and are willing to demonstrate such support by signing and adhering to a Statement of Cooperation and Enrollment Agreement Provisions.

Umpqua Valley Christian Schools' enrollment will be administered according to the following priority:

- 1 - Families that are currently enrolled
- 2 - Members of Bible-believing, evangelical churches

Admissions - Process

The admissions process at Umpqua Valley Christian Schools begins with the completion of an application by interested parents, followed by an interview with the Head of School. All parents of students who will be incoming freshmen must attend the Freshman Orientation session with your freshman child in order for registration to be complete. Freshman Orientation is scheduled once a year, so it is imperative for incoming Freshman families to plan their calendars accordingly.

The interview is a time when parents and school Principal meet to determine the compatibility of the family with the mission of Umpqua Valley Christian School. It is also a time for families to become more acquainted with the school and to have specific questions answered. During the interview, parents are encouraged to share their own salvation experiences. It is the Principal's responsibility to determine if the school is able to support the spiritual direction of the family and also meet the educational needs of the child. After determining such, the Principal decides whether admission should or should not be granted.

Umpqua Valley Christian Schools admits students of any race, color, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to any student of Umpqua Valley Christian Schools. Umpqua Valley Christian Schools does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, recruiting, hiring, reviewing and promoting of staff, admissions policies, scholarships, loan programs, athletic, and other school-administered policies. Functioning as a nonprofit religious entity, we can and do discriminate on the basis of religion as permitted under Title VII of the Federal Civil Rights Act of 1964.

Affiliation

Umpqua Valley Christian Schools is a Christ-focused, non-profit, educational ministry and is not affiliated with any particular church denomination.

Academic Probation

Any student with one or more grades of "F" or two or more grades of "D" at the end of any quarter may be placed on academic probation. A meeting between parents, the student, and administration will be used to communicate and define specific steps for removal from Academic probation.

Probation Length

1. The student will be presented with an academic improvement plan which includes Academic Detention three times a week.
2. The student's progress will be checked throughout the quarter to determine the effectiveness of the improvement plan.
3. If the student has not improved by the end of the quarter, he/she will be on probation through the next quarter AND:
 - The improvement plan will be re-evaluated and re-applied.
 - At this time, if the student has improved, he/she will no longer attend Academic Detention 3 times a week but will remain on probation until the end of the current quarter with the goal of the student no longer being on probation.
 - If the student has not progressed, the school Administration will determine the best solution for the student's academic difficulties.

Academic Improvement Plan

1. The parents are required to attend a Parent/Teacher Conference with the student's teachers and the student.
2. The parents will sign a statement of cooperation based on the teacher's recommendations.
3. The Improvement Plan will include:
 - a. Academic Detention three times/week
 - b. Tutoring in the class of difficulty,
Note: Tutoring times are determined by the teacher, not the student. The failure of the student or parents to fulfill their end of the obligation could be seen as a breach of the Enrollment Agreement Provision signed by the parents. This may result in further disciplinary action.

Assignments

An important component of a student's character development is the discipline acquired through the completion of class assignments and homework assignments as they are given. Assignments not completed will definitely affect the student's grades. Student illness/absence is the only valid reason for turning in late work, and arrangements must be made with the teacher for doing so. Assignment sheets may be required if a student is having a particularly difficult time. All 7th-9th grade students are required to use a Daily Planner to track classroom assignments and projects. Daily Planners are available to 7th-9th graders at the beginning of the year.

When a student must leave school early for a school-sponsored activity, the student is responsible to get all homework assignments that are due the following day from the teacher before they leave campus for their school activity. If a student fails to do so and does not turn in

the required homework on the following day, that student will receive a “0” for that assignment. There will be no makeup work unless the teacher of that class approves. Students are not to interrupt class time to get assignments.

Athletics

UVCS considers our athletics programs to be “co-curricular”. We value sport as part of the spiritual, social, and physical development of our students. Umpqua Valley Christian Schools encourages parents to enroll their Elementary aged school children in local city recreation programs. These centers provide a large variety of athletic programs to meet every child’s needs. There are occasions in which UVC has enough students sign up for girls and boys basketball, soccer, volleyball, and baseball, and therefore we may have our own team in those leagues. If such is the case, even though it is a city league, all school guidelines are expected to be followed. For more information, contact your local recreational center (YMCA, Douglas Recreation) or contact the UVCS Athletic Director. There are five reasons we participate in sport at UVC.

1. To proclaim the gospel of Jesus Christ in word and deed.
2. To build godly character qualities in our athletes, such as ...
 - Responsibility
 - Dependability
 - Thoughtfulness
 - Determination
 - Initiative
 - Leadership
 - Helpfulness
 - Teamwork
 - Respectfulness
 - Compassion
 - Perseverance
 - Service
 - Honor
 - Obedience
 - Attentiveness
 - Diligence
 - Cooperation
 - Wisdom
 - Honesty
 - Self-control
 - Forgiveness
 - Orderliness
3. To glorify God with the gifts and talents he has given our staff and student body.
4. To pursue excellence and the enjoyment of sports for the glory of God.
5. To promote the development of UVC’s Student Outcomes in the lives of our athletes.

Athletics Eligibility (See: Athletic Eligibility Form APPENDIX 1)

A student will be eligible to participate in athletics:

1. Providing none of his/her grades at the end of the quarter is an “F” or two or more grades of “D”, AND his/her grade point average is 2.3 or higher.
2. Providing sport fees have been paid for the particular sport
3. Providing that documentation of passing a physical examination is on file in the school office. All students involved in any Umpqua Valley Christian Schools’ athletic program are required to have a current sports physical on file in the school office releasing them for participation. Physicals are valid for two years.

A student is considered ineligible if any of the above three requirements are not met.

Athletic Eligibility – Process (Mid-Quarter Check)

One week before each mid-quarter, student's grades are checked for eligibility. Students who are considered ineligible will have one week to make up any failing grades.

The student athlete will be able to practice and play for that one week after the mid-quarter check.

If still failing after one week, the student athlete is ineligible until the next grade check. (See athletics Calendar for mid quarter grade check dates.)

Athletic Eligibility – Year-to-Year eligibility

At the beginning of each school year, eligibility will be carried over from the end of the quarter of the preceding year. If a student did not meet the criteria in the final quarter of the previous school year, then he/she will be placed on week to week eligibility watch.

Athletic Eligibility – Other Notes

When a student is ineligible, this means he/she may attend practice with his/her team but cannot join the team for any games (home or away) while ineligible. However, if a student is performing in a play, singing in the choir, or playing in the band and these activities are required for the student's grade in that class, then eligibility rules do not apply.

The Athletic Director is responsible for notifying all coaches of students who are ineligible.

Attendance (See Attendance Policy – APPENDIX 9)

Because the primary purpose of Umpqua Valley Christian Schools is to provide a Christ-focused education for its students, we believe that student attendance in the classroom for instruction is essential. Classroom instruction involves much more than just the material that the students can read on their own.

Parents, you must know that if you wish to remove your child(ren) from classes for a considerable length of time, you will jeopardize your student's capability of acquiring the education necessary to complete a class with a passing grade. Of course, teachers will work with a student who is experiencing an ongoing illness. RenWeb is vital to students on a daily basis and more so for students on extended leave.

Birthday Party Invitations

In order to be sensitive to needs of all students, party invitations must be mailed or phoned unless **ALL** of the class is invited or if it is an all-girl party or all-boy party.

Bullying - (See: Bullying Assessment Flowchart – APPENDIX 2)

Bullying is a serious offense and creates an environment that is not safe for students to apply their energy to learning. At UVC, when defining bullying, we look for signs of Aggression, Dominance, and Persistence. Please follow the UVC Bullying Assessment Flowchart to help define actions of students that seem to intimidate and make the environment unsafe for others.

Do not allow any student to be picked on or ridiculed in any way; act very decisively on this. Our students deserve an emotionally and physically secure environment.

Bus Program

Costs are posted on the website www.uvcs.org and are available in the office. For your convenience, the bus fee can be included with your tuition payment. (Example: when you send in August tuition payment, send in September bus payment.)

Bus - Late Drop-Off/Pick-Up

It is required that parents promptly pick up their child(ren) from the designated drop-off point. If parents fail to arrive at the pickup point within ten (10) minutes after the bus is scheduled to arrive, the student (under age ten) will be kept on the bus and return to school for pick up by parents at UVC. Students (under age ten) are not to be left unattended at any drop-off site for any reason. If you will be having your child(ren) walk home from a drop-off point, please provide a note to the bus driver. This note will be kept on file at the school.

Bus - Stop Locations

UVC has three bus pick-up/drop-off locations:

- Wellspring Bible Fellowship - 2245 NW Kline St.
- Buy 2 Market - 4446 Old Hwy 99 South. (Green)
- Boys and Girls Club **Afternoon Drop Off Only**, 1144 Cedar Street

Calendar

The school calendar is published on the UVC website, and can easily be synced with most smart phones calendar apps. Visit www.uvcs.org/calendars/. The Year At a Glance calendar can be found on the website (download at www.uvcs.org/calendars/yearataglance.cfm) or you may pick one up in the office.

Chapel

Chapel is scheduled weekly on Wednesday mornings. These worship services consist of a time of praise through song, drama presentations, small group time, and/or teaching from the Word of God. UVC chapels are generally led by the Head of School, and accompanied by student leadership teams who serve on the worship team. Many times we will invite guest speakers, guest actors, or other ministries to enhance our worship service. Our purposes for chapel are to encourage students to grow in their relationship with Jesus by challenging them to passionately pursue Him in every area of life.

Class Expectations – General

UVC teachers will communicate their individual classroom expectations at the beginning of each quarter. Although these will not deviate from the general expectations, students will need to understand that each teacher may have different classroom expectations.

Students should accept responsibility for their behavior, and perform to the best of their ability in all areas. Students should respect those in authority, fellow students, and the property of others. Teaching submission to authority, and ultimately to God, is imperative in order to guide our students toward full Christian maturity. A student's attitude toward authority is perhaps the most important factor governing his success in school and in life.

Class Expectations – Behavioral Notice Procedure (See: Behavioral Notice Slips APPENDIX 3)

In order to be successful, discipline must be regular and anticipated. If staff does not take seriously the consistency needed for successful school management, then students likewise will not take the need for discipline seriously. The following four steps of Behavioral Notice Procedure are to be consistently applied across all Secondary Classrooms.

1. If a Category 1 offense (Correction) occurs during class time a **Behavior Notice Step 1 Slip** is to be filled out and given to the student. The student must return the slip with their response and signature. (This communication happens in class as a warning. No communication is sent home to parents.)
2. If improvement is not made, a **Behavior Notice Step 2 Slip** is to be filled out and given to the student. The student must take this slip home to parents, have it signed by parents, and return it to the teacher the next day. (This communication is also logged into RenWeb, triggering a message home.)
3. If inappropriate student behavior is still not corrected, the student will be given **Behavior Notice Step 3 – Self-Evaluation of Classroom Conduct** form. The student is to take the next few minutes in class to fill out the form and return it to the teacher. If the student is able to correct behavior based on the **Self-Evaluation** no further action is needed. If, however, the problem has not been effectively corrected, this form will be sent to the Head of School, and copy sent home to parents. (This communication is also logged in RenWeb.) The student will be sent to the office to discuss conduct and discipline with the Head of School, including but not limited to, single or multiple day after school detention.
4. If after this process, student behavior has still not improved, **Behavior Notice Step 4** will be sent home. Parents must meet with the Head of School and define steps for correction via the UVC Behavioral Probation (including possible suspension).

Class Expectations – Cell Phones/Personal Devices

Cell phones (and any other personal devices, including but not limited to, iPods, MP3 players, Apple Watches, Bluetooth headphones, or earbuds) are expected to be off during school hours. Cell phones are not allowed between classes or at lunch. If cell phones/personal devices are seen in use during school hours when they are not supposed to be out, the cell phone/personal device will be confiscated. **Confiscated phones/personal devices must be turned in to the office. Confiscated phones/personal devices are signed out by parents only.**

Students may use their cell phone *before* 8:00am and *after* 3:00pm on campus. Students may also use their cell phone if directed by a teacher in the classroom for a specific classroom activity.

Class Expectations - Curriculum

Curriculum is researched and chosen in collaboration by department heads, the Curriculum Committee, and Head of School. Extra-Curricular resources used as a regular part of the curriculum are approved by the Curriculum Committee. One-time use supplements are to be brought before the Curriculum Committee Chair.

At UVC it is important that when we consider curriculum, we remember that curriculum is all of the ways that we purpose to educate and disciple students from a biblical worldview. It helps to articulate the four following areas in which curriculum can be classified.

Explicit Curriculum - These are the purposed standards we expect students to meet, the stated outcomes we desire students to achieve, and the specific explicit facts we want students to know upon completing their High School career at UVC. (Indiana State Standards, Expected Student Outcomes, Class coursework, Exams, etc.)

Null Curriculum - As a Christian school we believe that when Adam and Eve sinned by eating of the Tree of Knowledge and Good and Evil, mankind's eyes were opened to many things that God did not intend for us to know yet. There are things that we choose to not teach. We do not teach that evolution is true. We do not teach that you must follow your heart and all will turn out well for you. We do teach about the enemy's tactics for attacking us. We teach about evolution and how to refute it factually. As a private Christian institution, it is our prerogative to not teach certain things; null curriculum.

Co-Curricular Activities - Often referred to as Extra-Curricular activities, UVC provides opportunities for students to engage in learning activities outside of the classroom. To say that they are extra-curricular supposes that they are not necessary to the development of the student. Though a student can complete high school with out being a part of them, sports teams, clubs, and community service involvement provide the opportunity for close discipleship with coaches, and perspective outside of the students normal classroom activity. At UVC Co-Curricular Activities address the student as a whole person, not just a body in a seat.

Implicit Curriculum - There are things that cannot be learned from a book. Christ's model for teaching was to disciple 12 men closely and passionately. In order to protect the mission of UVC we employ only those teachers that are devoted followers of Jesus Christ. They not only profess Christ as their savior, but also seek Him in their own Church community. It is these individuals who have also been trained to teach that the student are in contact with in every class. By allowing for the interaction with mature Christian teachers, the students are engaged every day in a culture characterized by grace, truth, and love as we all wrestle out our Salvation.

Class Expectations - Discipline Policy – (See Discipline Policy APPENDIX 4)

Conduct honoring to Christ is expected of all students at Umpqua Valley Christian School at all times. Students are expected to adhere to the rules and regulations, which are in keeping with the purpose of an educational institution. Each student is a representative of our school and our Lord wherever he/she may be.

Umpqua Valley Christian School is a discipleship school, committed to using corrective discipline in a godly way to help students grow and mature spiritually, academically, emotionally, and physically. It does not mean that corrective discipline is the sole focus of our school; rather, it is one piece of a scripturally balanced approach to educating and training students in a culture that is increasingly hostile to accountability, structure, and order.

Although Umpqua Valley Christian School recognizes that we have no direct control over the student when they are away from school, any major violation of accepted behavior for UVCS students may still be considered grounds for disciplinary action. The testimony of a student's conduct when at school or in the public eye is a testimony which reflects upon Christ and Christians in general and UVCS students and the school in particular.

Class Expectations - Dress Code (See: Dress Code Policy APPENDIX 5)

Class Expectations – Gum

Chewing gum is not allowed on campus.

Class Expectations – Instructional Methodology

UVCS wishes to encourage and promote in its students the desire to learn. This desire to learn is often activated by the motivational attitude of the teacher. Classroom activities are organized to provide a differentiated balance of listening, observation, expression, creativity, and physical activity. Pupils may be grouped for instructional purposes.

Class Expectations – Prayer

Prayer time in the classroom often provides opportunity for students to share personal needs such as a death in the family, a serious illness, accident, or injury. Please instruct students on discretion when personal information is shared for the purpose of prayer that it does not become information for gossip. Sensitive material that arises in class during prayer may be shared with administration for further communication with parents.

Class Expectations – Syllabus

Secondary teachers are required to give students/parents a syllabus for each class on the first day of school. The syllabus outlines for students and parents the expectations for behavior, classroom procedures, classwork and homework, tests and quizzes, end of semester finals, extra credit, and how students will be graded.

Class Expectations – Textbooks

It is the responsibility of the student to keep textbooks in good condition. At the end of the school year, teachers will evaluate the condition of student textbooks and charges will be assessed for lost or damaged books.

Class Scheduling

Students will create a class schedule in consultation with the school Registrar based upon the availability of classroom seating. Please understand that not all students will be able to receive all the classes they want due to classes being full. Priority is given to graduating seniors. Students have until the end of the second week of school to make any changes to their schedule. **At the beginning of the third week of school, ALL schedules are permanent and no changes will be made unless conflicting circumstances are involved.**

Crisis Management Plan (CMP) – General Safety

Each classroom should have a copy of the *Crisis Management Plan – Teachers Edition* located near the door. Notify the office if your class does not. In order to ensure that the environment is healthy for students to learn, we follow the following safety guidelines.

CMP - Bomb Threat

In case of a bomb threat, the building will be evacuated following the same procedure as for a fire. No student or staff will return to the building until proper authorization is received from local police.

CMP - Child Abuse Prevention/Mandatory Reporting

UVCS is required to offer child/sex abuse prevention training for staff each year. This is done through Safe Schools and other training opportunities as provided. UVCS is also required to report any indication of child abuse to the proper governmental authority of the State of Oregon when UVCS has cause to believe that a student's physical or mental health or welfare has been or may be adversely affected by abuse or neglect. UVCS is expected by its families to communicate with them regarding the well-being of their children.

Procedure:

If an employee suspects sexual or physical abuse, or is told by a student of sexual or physical abuse, that teacher is required to do the following;

- Take the threat seriously.
- Do not leave the student alone.
- Isolate student from peers if possible.
- Notify the Head of School.

Actions taken by the administration vary but are determined such that UVC maintains compliance with Oregon Child Abuse Reporting Law (ORS 419B).

CMP – Evacuation

In the extreme case of evacuation, UVC students will be bused to the Douglas County Fairgrounds for reunification with families.

CMP - Fire drills

Fire Drills will be practiced with staff and students on a monthly basis and are initiated by the fire alarm. All students and staff should proceed in a brisk and orderly manner to the southwest corner of the main parking lot (normal drill area). Teachers will take class roster, as the potential for needing to account for individual students is always present.

CMP – In-Class Crisis

In the case of an in-class crisis (fighting, injury, intruder, etc.) that UVC teachers deem unsafe or traumatizing for students, teachers are asked to remove the students from the classroom and enter an adjacent classroom. Teachers then communicate with the UVC office and as soon as possible.

CMP – Lock-Down Procedure

Lock Down protects students and staff from threats on campus. There may be cause for evacuations, but it may be more dangerous to evacuate than to stay in a locked, secure room. Lock down on campus could occur for many reasons including natural disasters, severe weather, criminal threats, and bomb threats, nearby police activity, hostile or threatening intruders on campus, chemical spills or gas leaks.

Lock-down drills will be conducted on a semester basis, and initiated by intercom announcement of "Please initiate Lock-Down Procedures."

CMP – Strangers/Visitors

When a visitor is on campus, he/she must wear a visitor's badge. All staff is issued photo-identification and they are to be worn at all times on campus. All non-staff visitors will sign in at the school office and wear a visitor's badge when visiting or assisting at the school during the school day. Staff is instructed to contact, report, and identify all non-staff adults or potential strangers on campus.

CMP - Suicide

Any indication of suicide consideration or attempt must be reported to the Head of School. Crisis Management Plan steps will be enacted to ensure the safety of all students. This includes all of the following:

- A student talking about thoughts of death, dying, or suicide
- A student writing about death, dying, or suicide
- A student reporting another student talking or writing about death, dying, suicide, or attempts of suicide

Criminal Background Checks

Any parent volunteering to drive for a school activity and/or participate in ANY other school related volunteer capacity must undergo a criminal background check at the school's expense.

Code of Conduct - Teacher

Principle I: Professional Ethical Conduct

The Christian educator should endeavor to maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.

1. The educator shall not intentionally misrepresent official policies, procedures, or beliefs of UVCS and shall clearly distinguish those views from one's personal attitudes and opinions.
2. The educator shall honestly account for all funds committed to one's charge and shall conduct one's financial business with integrity.
3. The educator shall not use institutional or professional privileges for personal or partisan advantage.
4. The educator shall fully subscribe to the purpose, mission statement, and philosophy of UVCS.
5. As an employee of UVCS, the educator shall manifest a positive role model patterned after that of Jesus Christ.

Principle II: Ethical Conduct toward Parents and Community

The Christian educator, in fulfilling citizenship responsibilities in the community, should cooperate with parents and others to improve the school.

1. The educator shall not interfere with a colleague's exercise of citizenship and political rights and responsibilities.
2. The educator shall make reasonable effort to communicate to parents the information which should be revealed in the best interest of the student.

Principle III: Ethical Conduct toward Students

The Christian educator, in accepting that position of responsibility, should measure success by the progress of each student toward realization of his potential as an effective ambassador of Jesus Christ.

1. The educator shall deal considerately and justly with each student and shall seek to resolve problems, including discipline, according to Biblical principles, School Policy, administrative procedures, and state laws.

2. The educator shall not intentionally express to students remarks of disrespect, discourtesy, or sarcasm.
3. The educator shall not reveal confidential information concerning students unless disclosure serves professional purposes or is required by law.
4. The educator shall make reasonable effort to protect the student from conditions detrimental to learning, health, or safety.
5. The educator shall endeavor to present facts without distortion.

Code of Conduct – Student

Students are expected to:

- Willingly abide by all policies and procedures outlined in this handbook, in the classroom, and athletic team rules
- Accept responsibility for their behavior
- Perform to the best of their ability in all areas
- Have a considerate and respectful behavior toward adults and peers at all times.
- Refrain from shouting, pushing, or shoving at all times.
- Respect those in authority, fellow students, and the property of others
- Not open any locker other than one's own. Each locker is to be used only by the student assigned to it.
- Practice quiet, respectful behavior in the lunch areas as well as classrooms. Students are to eat without playing with their food and are to clean up after themselves.
- Follow appropriate classroom attire guidelines.
- Support Umpqua Valley Christian Schools' goal of promoting wholesome friendships among its students. In keeping with this goal, exclusive relationships of any kind, including cliques and boyfriend-girlfriend relationships, are not encouraged. Exclusive groups, clubs, and gangs will not be permitted. Public displays of affection between boys and girls, including inappropriate hugging, hand-holding, and kissing, are not appropriate.

Contacting Your Student

All messages to students are taken through the school office (679-4964 or 679-6248). Please DO NOT expect to text message your child during class time. Phones are required to be off during school hours. If you need to communicate with your child in an emergency, please contact the office and we can immediately get a message to your child. Please encourage your student to plan ahead so they do not have to call home.

Contacting Teachers

Many teachers provide direct contact phone numbers in their syllabuses. Every teacher at UVC has a personalized uvcs.org email formatted first initial, last name @uvcs.org. (e.g. aarmstrong@uvcs.org) You may also contact teachers through the main office transfer system at 541-679-4964

Teachers may find time to reply to messages during school hours; however, they rarely have time for a full meeting during school hours. **If you need to meet with a teacher, please send them an email stating about what you would like to meet, and schedule a time to meet.**

Setting a time to meet allows teachers to be able to focus on questions regarding your student, as well as gather resources to answer questions you may have.

If the teacher is not able to answer your questions, or you as a parent you continue to have concerns, please contact the Parent Service Program Representative. **(See Parent Service Program and Process.)**

Daily Planners

At the secondary level (beginning with 4th grade), students are given and expected to use Daily Planners. As teachers we want to train students on life skills associated with their responsibilities. At this time in life, student's responsibilities revolve around school class work and homework. Please instruct and allow time for students to employ their Daily Planner. This tool often works well in conjunction with RenWeb for students to keep track of due dates for their assignments.

Enrollment (Re-Enrollment)

Enrollment (Re-Enrollment) packets are available online at uvcs.org or they may be picked up in the school office.

Field Trips

Teachers are encouraged to plan appropriate field trips. Field trips for a class are an essential learning tool and each student is required to attend with exception granted only by the administration. The field trip, like any good lesson, requires careful planning. Because it is removed from the school environment, it necessitates administrative and behavior suitable for the occasion, and sufficient orientation to ensure the most effective learning outcomes. Process begins with Head of School approval using a Program Planner.

All students are required to have a **signed permission slip** from their parent or guardian before being permitted to attend field trips. A charge for expenses may occur on such trips, but the parent will be notified in advance of such costs.

Finances

Diagnostic Testing Fee

Each student is diagnostically tested to determine appropriate grade level placement at UVC. A fee will be assessed prior to the administration of the diagnostic testing. The cost for K4-6th grade is \$25.00. The cost for 7th-12 grade is \$50.00

Late Fees

A \$25.00 late fee will be charged to your account if tuition payment is not received by the 10th of the month.

Tuition and Payments

See the Tuition Fee Schedule on the website uvcs.org for detailed information and payment plans. Tuition Fee Schedules are also available in the UVC Office.

Head Lice Infestation

In the event of head lice being found, even if there is just one case, the parents will be called, and the child will be sent home for treatment. All eggs which are attached to the hair must be removed prior to the child returning to school. When the child returns to school, she/he will be checked again. If the child is again found to have lice and/or lice eggs, a doctor's note is required stating the child is lice/egg free before he/she may return to school.

Homework – Guidelines

Homework is part of the evaluation of the student's learning and falls into two categories.

- 1.)** Assignments given time in class to work on (guided practice), but not finished in class.
- 2.)** Assignments given specifically to be worked on outside of class time.

UVC values time spent with family. If we are to partner with parents, then disproportionate amounts of time spent on homework is a hindrance to family time. Time spent on homework each night is dependent on the age of the student, after school schedule, study skills, ability of each student, and rigor of courses. Considering the many variables in each family's situation, the following guidelines have been developed for teachers with regard to homework.

- Homework should grow logically from classroom instruction.
- Rubrics should be given whenever possible to outline the following for long-range projects.
 - Clear expectations
 - Specific objectives (The Student Will Be Able To ...)
 - Clear processes
 - Due dates
- Homework should not be given for merely “busy work”!
- Homework should not be given as a disciplinary measure!
- Teachers should **minimize** homework to that which is absolutely necessary on weekends, holidays, vacations, and evenings with special school/church activities for all grade levels. Family time should be encouraged during these times.

Homework – Athletics (Direct from Attendance Policy 7.4)

Students missing class due to school-sponsored activities during class hours (UVC athletics, practices or games, class field trips, special assemblies, serving hot lunches, working the mini-mart, etc.) must have already completed homework due that day and turn it all in before they leave for their school-sponsored activity or on the day they return to class after the school-sponsored activity (at the teacher's discretion).

Homework - Extra Credit

Students often ask for extra work in order to improve their grades. There is a fallacy in this request. If the student is not doing well with the regular work, how can the student do better with a greater quantity of work? Teachers may, at their discretion, allow a student to repeat an assignment, redo an assignment in a different format, or otherwise individualize a previous assignment in order to replace a low grade. Extra credit work, on the other hand, may be offered to an entire class at the teacher's discretion to be no more than 3% of the course points. Extra credit in RenWeb must not be set up as a specific category. It will skew the grading system.

Illness

Students must be fever-free for 24 hours before returning to school after a sickness. If a child has a fever or any other symptom of illness, he/she should NOT be brought to school. If your student is able to be at school, participation in PE is expected. In circumstances where activity must be restricted, a parent's note is necessary. If activities will be restricted for more than three class periods, a doctor's note is needed.

Immunizations

Oregon State Law requires that children entering Oregon schools for the first time must be completely immunized. Students who are Oregon residents should have all immunizations updated regularly. This applies to public, private, and parochial schools. The law requires parents to present one of the following forms to the school:

1. A Certificate of Immunization Status signed by a physician or Health Department official stating that the child has received all required immunizations, OR
2. A Certificate of Immunization Status indicating, in the appropriate section on the form, the religious exemption from such immunization(s), OR
3. A Certificate of Immunization Status from the Oregon Health Authority (Online Certificate) allowing for medical or religious exemption must be completed.

Note: Medically-diagnosed diphtheria, whooping cough (pertussis), or measles will be considered the equivalent of vaccination for these specific diseases.

Lost and Found

Lost and found articles may be claimed by checking one of the Lost & Found Racks (Elementary - near the bathrooms; Secondary – in the 200 Building). The Lost and Found is cleaned out periodically and all items are donated to the Rescue Mission Roseburg. We send out a last-chance notification to check Lost and Found before donations are made.

Lunch Program

Nutritious lunches are important to refuel students for an active afternoon of learning activities. Lunch is provided 5 days a week. (See the office for cost.) (Lunch cards are available for purchase.) We communicate the following week’s lunch menu in the Weekly updates. Many students choose to bring sack lunches. Additionally, The Lion’s Den (the UVC Student Store) is open daily offering items for purchase. Micro-wave ovens are available for warming foods.

Umpqua Dairy Milk is served with every meal and is also available for separate purchase. (See the office for cost.) (Milk cards are available for purchase.)

Opportunities to Serve

UVC, like any other school, is built upon a number of internal infrastructures of teams and sub-teams. In order for UVC to function well, these teams need to be fully staffed and functional. If you desire to join in the work of any of the following teams, please contact the UVC office, and they will put you in touch with the appropriate contact.

| Team | Contact |
|---------------------------------------------|-----------------------------------------|
| ASCI Activities | - Head of School |
| Athletic Booster Club | - Athletic Director |
| Athletics | - Athletic Director |
| Curriculum Committee | - Curriculum Committee Head |
| Facilities/Maintenance | - Facilities/Maintenance |
| Finance Committee | - Finance Director |
| Graduation | - Registrar, Sr. Adviser |
| Policy Committee | - Head of School |
| Safety Committee | - Facilities/Maintenance |
| Scholarship Committee | - Finance Director, Head of School |
| Strategic Plan Committee | - Chairman of the Board, Head of School |
| Student Leadership/ASB/Class Advisor | - Student Leadership Teacher |

Pick-up

If someone other than a parent is to pick up a student, the parent should contact the office by telephone or by note to authorize the school to release your child to this person. Leaving with an adult other than their own parent requires written permission from home.

Parental Classroom Visits/Observation

Parents are encouraged to observe their child's classroom anytime during the year. Parents and visitors must check in at the office and receive a Visitor's badge before visiting classes. Parents are also encouraged to participate in their child's learning environment by serving as guest speakers, field trip chaperones, office workers, library assistants, room parent, and other event chaperones.

Parent Service Program (PSP) – (See: UVC Parent Service Program Flow Chart APPENDIX 7)

In order to *partner with parents*, it is important to have a clear avenue for communication. The PSP exists to better serve families by providing a clear efficient way for families to resolve concerns, in a Biblical way, consistent with the mission of the school, and allowing for continuous improvement. There are various reasons for using the PSP, including suggestions for improvements at the school, concerns about safety, or egregious divergence from UVC School Policies.

- The PSP offers a single point of contact via the **PSP Representative** to voice concerns and provides timely customer service, while also informing UVC Administration to be able to make data-driven decisions.
- This PSP ensures that all concerns are addressed.
- The PSP Rep has knowledge and authority to address concerns that are voiced.
- The PSP maintains confidentiality and keeps accurate records for making data-driven decisions.

PSP – Process

1. **Voice your concern** via one of the following options to the PSP Representative. If there is an offense of sin, please pursue the first steps Biblical conflict/resolution (Matthew 18 Principle).
 - a. Email – psp@uvcs.org
 - b. Phone – 541-679-4694
 - c. In person by asking for the PSP Rep at the UVC Office.
 - d. Write a note addressed to ...

PSP Representative
c/o Umpqua Valley Christian School
18585 Dixonville Road
Roseburg, OR 97470
2. **Documentation** - The PSP Rep will **document the concern** and have the appropriate UVC faculty or staff contact the person within 1 business day. In the case of an emergency or bullying incident reported during school hours, the Rep will connect them to a team member immediately.
3. **Plan of Action** - The UVC faculty or staff member assigned to the concern will work to establish and implement a plan of action to resolve the concern. This step is the most important as it may require effort on both the part of the school and parent to discover all of the facts surrounding any concern. The parent and UVC staff member will both give input on the plan of action working to resolve the concern.

4. **Follow up** – Upon implementation of the plan of action, the parent will receive an email outlining the original concern, the action plan that was completed, and the rationale for actions taken. This follow-up email will also contain a link to rate the PSP process.

PSP - Conflict/Resolution

The Bible commands us to make every effort to live at peace and to resolve disputes with each other in private or within the Christian community in conformity with the Biblical injunctions of 1 Corinthians 6:1-8, Matthew 5:23-24, and Matthew 18:15-20. There are several levels of conflict that need resolution in order for us as brothers and sisters to continue in ministry.

PSP - Offense of Sin

If a brother or sister in Christ has sinned against you, take it to God in prayer. (James 1:5) God is the only source of lasting comfort and His Word is the only source of wisdom and He has promised to give freely of His wisdom to those who ask with a desire to seek Him.

Examine yourself first before confronting another person. (Matt. 7:1-5) As humans, we are vulnerable to overlooking our own faults while easily recognizing the faults of others. We should always examine ourselves before confronting an offense of a brother or sister in Christ.

Seek appropriate wise counsel. (Prov. 9:9, Prov. 13:14) The safety of obtaining wise counsel can protect you from error and give a larger perspective. Appropriate wise counsel could be your pastor or a mentor. *Inappropriate counsel would be seeking someone who you know will "see things your way."*

Gather facts first and think them through very carefully. (Prov. 13:3, Prov. 18:13, James 1:19) Fact gathering includes what, when, where, how. It does not include opinions. Asking questions of those directly involved will clear many misconceptions. Speak only after careful thought.

Tell the right person/persons (only the one who offended you) with the right heart motive (in a spirit of love) and in God's timing. (Prov. 15:23, Eph. 4:15, Prov. 15:1, Psalm 19:14) Remember that words are for comfort, hope, restoration, and edification. No other motive is appropriate.

If the person refuses to listen to you or the person does not see a need to change, please inform them that you would like to include the next level of authority in your discussion. (Matthew 18:16, 1 Cor. 6:1-6)

If necessary, proceed to the next level of authority until the issue is resolved. If the matter needs board intervention, the board chairman must be notified so the matter can be addressed in a timely manner. **Please see Parent Service Program for further guidance.**

Parent/Teacher Conferences

Parent/Teacher Conferences are scheduled two times a year. All conferences are scheduled through the office to allow time to communicate and reinforce the academic and spiritual goals which the home and school have for each child. The teacher will review the student's performance and behavior and discuss ways in which the school may assist the parent to affirm and support their efforts on behalf of the student.

Conferences allow for building relationships with parents as well as communicating more subjective evaluations of the academic, social and spiritual progress of students. Samples of student work, achievement tests, and other pertinent information should be available for the conference.

Special Parent/Teacher conferences may be scheduled at any time of the year as deemed necessary by the principal, teacher, or parent. *In the case of Special Parent/Teacher conferences, parents are asked to establish the reason for meeting in advance so that teachers may have time to gather student work pertinent to the conference and to set an appropriate amount of time to meet. This also allows for parents and teachers to ask for Administration representation if necessary.* Special conferences may be scheduled through the Parent Service Program Representative as well. **(See Parent Service Program)**

Parking

During school hours, no parking is allowed on the western row of the main parking area (in front of the 300 building). This is to maintain visibility of the exterior walkway, and evacuation location for the fire drills.

Students must park in main parking lot. Students may access their cars between classes. If they are old enough to drive, they are responsible enough to go to their car during breaks. However, as this is still a parking lot with traffic, no loitering at cars is acceptable.

Elementary staff may park on the south end of the main parking lot. Secondary staff is asked to park near the 200 building.

Prescriptions

Use and administration of prescribed medication is permissible only upon written authorization of the physician or parent and must be administered by authorized school personnel. Prescription medicines must be in original, labeled container with the student's and doctor's name and phone number visible and must be kept in the school office. Permission forms for medication are kept on file in the school office until such treatment is discontinued. Students are not permitted to administer any kind of prescribed or non-prescribed medications.

Please include in the permission forms:

- Dosage
- Purpose of the medication
- Time of day medication is to be given
- Anticipated number of days it needs to be administered
- Possible side effects

An individual record will be kept of such prescription medication administered by school personnel. Medication will be stored in a clean, locked cabinet. Any exceptions (asthma inhalers, etc.) to this provision must be specifically stated by the physician on the written form.

Prescriptions - Over-the-Counter Medication

Over-the-counter medications must be accompanied by the parent's instructions and kept in its original container. This is a state law, and we must adhere to it.

Prescriptions - School Liability Disclosure

A school administrator, teacher, or other school employee designated by the school administrator who in good faith administers medication to a pupil pursuant to written permission of the pupil's parents or guardian and in compliance with the instructions of a physician is not liable in a criminal action or for civil damages as a result of the administration except for an act or omission amounting to negligence or willful and wanton misconduct.

Private School Parental Rights

Private schools are governed by contract law and are not covered under the U.S. Constitution. Parents and their children have many protections under common law, federal, and state statutes. We believe that parents have the following rights at Umpqua Valley Christian School:

- To have their children receive an academically sound education.
- To have their children challenged to exemplify Jesus by serving others.
- To talk with school personnel and have requests for meetings answered in a timely manner.
- To receive fair hearings on concerns and grievances.
- To have students supervised in a safe and appropriate manner.
- To review their students' records.
- To participate in the life of the school.

Public Displays of Affection (PDA)

PDA is not allowed on campus or at any school sponsored events and games. PDA is considered any physical contact with the opposite sex of an affectionate nature including but not limited to kissing, holding hands, playing footsy, or prolonged hugging.

Release of Students

Students may leave the school premises only with a parent or with a guardian as approved with a note from the office. If another person is to pick up a student after school, a note stating the same is to be submitted to the office.

RenWeb - General

RenWeb is the Customer Relationship Management Tool that houses data for every student and their family. This system is used for tracking attendance, discipline, communication, grades, health information, and much more. There are many tools within RenWeb that allow for direct communication with parents. As a school that believes in "partnering with parents," progress reports are a key component to that partnership. Therefore all teachers work to maintain RenWeb records. The following tasks are done through RenWeb.

RenWeb – Attendance/Absence (See: Attendance Policy APPENDIX 9)

Attendance is entered into RenWeb at the beginning of each day (Elementary) or at the beginning of each period (Secondary). The office is responsible for tracking absences and ensuring they are entered appropriately according to the definition of excused absences found in the Attendance Policy.

RenWeb - Entering Grades

1. **Enter Assignment into RenWeb** - On the same day that an assignments are given, they are also entered RenWeb with a description and a **due date**.
2. **Enter Code into RenWeb** - Upon receiving the assignment on the due date, teachers are allowed **24 hours** to enter one of the following codes to maintain accurate records for communication with administration and parents.
 - **P = Pending:** This indicator means that the student has turned in the assignment but it has not yet been graded. (No message is generated to parents.)
 - **M = Missing:** This indicator means that the student *has not turned in* the assignment; it cannot yet be graded. **(A RenWeb notification is automatically generated and sent to parents!)**
 - **A = Absent:** This indicator means that the student was either absent when the assignment was given or when it was turned in, and there may be other circumstances. (No message is generated for parents.)
3. **Enter Grade into RenWeb – Within 7 days** of the assignment due date teachers are expected to have grades entered in RenWeb. Large projects are the exception and timelines will be defined within those project rubrics.

RenWeb – Excused Absences (Taken directly from Attendance Policy) (See APPENDIX 9)

Student absences are excused for the following reasons:

- Personal illness (up to three consecutive days only are excused by note from home, thereafter excused only with doctor's note or approval by UVC administration).
- Death or grave illness in the family.
- Quarantine.
- Doctor or dental appointments (Students are encouraged to make appointments after school or on Saturdays).
- Suspension from school.
- Other unusual cause acceptable to the UVC administration.

An absence will only be deemed excused if parents call the school prior to 10:00 a.m. on the day of the absence and provided that the absence meets one of the criteria stated above. (This informs the school that the student is legitimately absent and not "skipping.")

RenWeb – Grade Book Weight

All classes within the RenWeb grade book at the secondary level are set up as **Weighted Percentages**. The purpose of all secondary level classes being set up the same is that students and parents then have a familiar format when grade reports are generated.

Each class will have several categories. (Journal entries, class participation, daily work, homework, labs, quizzes, tests, etc.) The general guideline is that quizzes and test assessments should be worth approximately 40 to 60 percent of the total grade. Other participation and classroom engagement categories will make up the other 60 to 40 percent. This means that no matter how many points an assignment is worth, it is entered as the percentage of points earned in the assignment column. (e.g. 4 of 5 points is entered as 80%; 65 out of 85 points is entered as 76%; 88 of 100 points is entered as 88%)

RenWeb - Lesson Plans

Lesson plans are to be posted within RenWeb each week by **midnight on Sunday** prior to the start of the school week.

RenWeb - Parent Alert

For any situation requiring immediate communication (emergencies, school closures, schedule changes, etc.) UVC will use RenWeb Parent Alert sent as an SMS Text message. Please keep cell phone and email addresses current. Contact the office to update your contact information.

RenWeb - Progress Reports

Progress Reports are official, automated RenWeb reports of academic progress of students. If a student scores 70% or below in any subject, then an automated notification of Academic Deficiency is sent home to parents via RenWeb.

RenWeb – Report Cards

Report Cards are e-mailed home via RenWeb after each nine-week grading period.

RenWeb – Tardy (See: Attendance Policy APPENDIX 9)

A student is considered tardy if they are not in the classroom seated by 8:00am (Elementary), or seated by the starting bell for each period (Secondary). Tardy is entered into RenWeb at the beginning of each day (Elementary) or at the beginning of each period (Secondary). To alleviate distraction during class, students arriving late to class must present a tardy slip.

- When a student presents a tardy slip, a **TE (Tardy Excused)** is entered into RenWeb.
- If a student is tardy to class and does not present a tardy slip **TU (Tardy Unexcused)** is entered into RenWeb.
- Students detained by a teacher who will be tardy to their next class, are provided with a tardy slip by the detaining teacher.
- **For reference, the following are NOT EXCUSED TARDY – Sleeping In, Doing Laundry, or Finishing Homework.**

Consequences for Excessive Tardies

- At UVC, we want to encourage students to be responsible and respectful. Coming to class on time is a form of responsibility and respect. Building responsibility and respect takes discipline. Our suggested discipline for building these character traits is a very limited amount of excused tardies in a semester period NOT per class. It is as follows:
- PER SEMESTER:
 - 1 tardy = written notice to student
 - 2 tardies = written notice to student
 - 3 tardies = written notice to parents plus detention;
 - 4 tardies = written notice to parents plus detention plus absence;
 - 5 tardies = written notice to parents plus in-house suspension
 - 6 tardies = written notice to parents plus in-house suspension plus loss of credit for schoolwork.

- Any further tardies will result in a written notice to parents plus further suspension in daily increments with loss of credit for schoolwork. i.e. 7 tardies = 2 days suspension, 8 tardies = 3 days suspension etc.
- Detentions must be served within five school days and may affect other activities including athletics, music, drama, etc. Detentions may include work detail around the school.

School Board

The UVC Board of Directors meets monthly. All General Session meetings are open to the public. Executive Sessions are closed to the public. Copies of all board meeting minutes are stored in the UVC office and are available upon request.

School Cancellation Notice

When the administration cancels or delays school due to inclement weather or any other reason, the primary form of contact is through **RenWeb Parent Alert System**. Additionally we will broadcast closures and delays through the following:

| | |
|-------------|---------------------------------------------------------------------------------------------------------|
| Radio: | KGRV – 700 AM; KQEN – 1240 AM |
| Television: | KPIC – Channel 4 |
| Internet: | Announcements will be prominent in the NEWS section at www.uvcs.org . |

School Vehicles – General

Food and drink are not generally permitted in school vehicles. Vehicles are scheduled through the office secretary. A Transportation Request Form must be completed and approved for vehicle use. After using a school vehicle, it is the responsibility of the person in charge of the activity to ensure that the vehicle is swept, and is clean and neat.

School Vehicle (BUS) – Conduct

Students should board the school vehicle in a calm and quiet manner and proceed to an empty seat.

- Students should never place any part of their body outside the window.
- Students should keep belongings in their possession at all times.
- Students should refrain from talking with the driver except when spoken to or when an emergency arises.
- Students should cooperate fully with parents, teachers, and drivers in obeying the safety rules.
- Students must not be allowed to ride home with anyone without a note or a phone call from their parents.

Search and Seizure

For the safety of everyone at Umpqua Valley Christian Schools, we reserve the right to search desks, lockers, backpacks and their contents, or any other items on school property at any time without prior notice and/or hold in possession any questionable item(s) for inquiry.

No games may be played at school where property is "won or lost." No items of any kind may be bought or sold at school without prior authorization from the school administrator.

Skateboards, skates, rollerblades, scooters, toy guns, firearms, explosives including firecrackers, matches, lighters, laser pointers, slingshots, knives, electronic games, or other distractions are not allowed on the school grounds.

Servant Leadership

To consider oneself a “servant” is a hallmark of the Christian life. Jesus said that he did not come to earth to be served, but to serve. He also said that the way to success in life was to serve others. This is a paradox in today’s culture. It just does not make sense that to be first you need to learn to make yourself last. UVC is committed to developing Servant-Leaders, leaders who first look to the interests of others before they look to the interests of themselves. We encourage our students to serve like Jesus.

Not only is serving others a Christ-like characteristic, but it is also important for college entrance requirements, scholarships, or awards to which your student may wish to apply. Many colleges or award organizations are looking for young men and women who value volunteering service to one’s community and who submit a record of service in their applications. UVC provides students with a service record form that will be helpful in the years to come to help your family and your student record opportunities to serve.

UVC requires 100 hours of Servant-Leadership in order to graduate from high school. Beginning in 9th grade, this number breaks down to 25 hours per year. There are many opportunities to serve in our community as well as on Serve Day’s orchestrated by the school.

Sports Fees

Sports fees are set annually by the Finance Committee and can be found on the Tuition and Enrollment Fee Chart on the website.

www.uvcs.org/admissions/tuition-fees-2017-2018.cfm

Standardized Testing

Benchmark testing is essential for assuring student, staff and school growth. Each student in grades K-12 is administered an annual achievement test (Terra Nova3) in April. This test is used to determine whether or not academic growth is occurring at a proper pace. Students should show at least one year’s growth on the achievement test each April.

Grade 11 students will be administered the PSAT tests for assessment purposes.

Grade 12 students must register for and take the SAT their Senior year.

The results of achievement tests also allow families to compare the level of achievement at Umpqua Valley Christian School with both the national averages and with the averages of other Christian schools across the nation. The test results will be distributed to parents in late May or early June.

Testing

Tests will be given in a timely manner for the purpose of relevance for both student and teacher. Teachers are also asked to consider other tests that may be given by other teachers on the same day. Returning assessment information to students in a timely manner is expected of all teachers. One week is the maximum amount of time that should pass before a student receives feedback from an assessment of any kind. Secondary teachers will coordinate test dates and special projects during weekly staff meetings. Testing is given for two reasons.

1. **For the purpose of understanding student progress.** Testing is a summative assessment to judge whether the student is able to meet the benchmark standards.
2. **For the purpose of teachers evaluating the effectiveness of their teaching methodologies and communicative ability.** The feedback that is provided in student scores allows teachers to know if they have or have not delivered the content well. Teachers may need to revisit certain material to ensure student understanding.

Testing - Semester Finals

In addition to the first two reasons for testing, semester finals also provide the following.

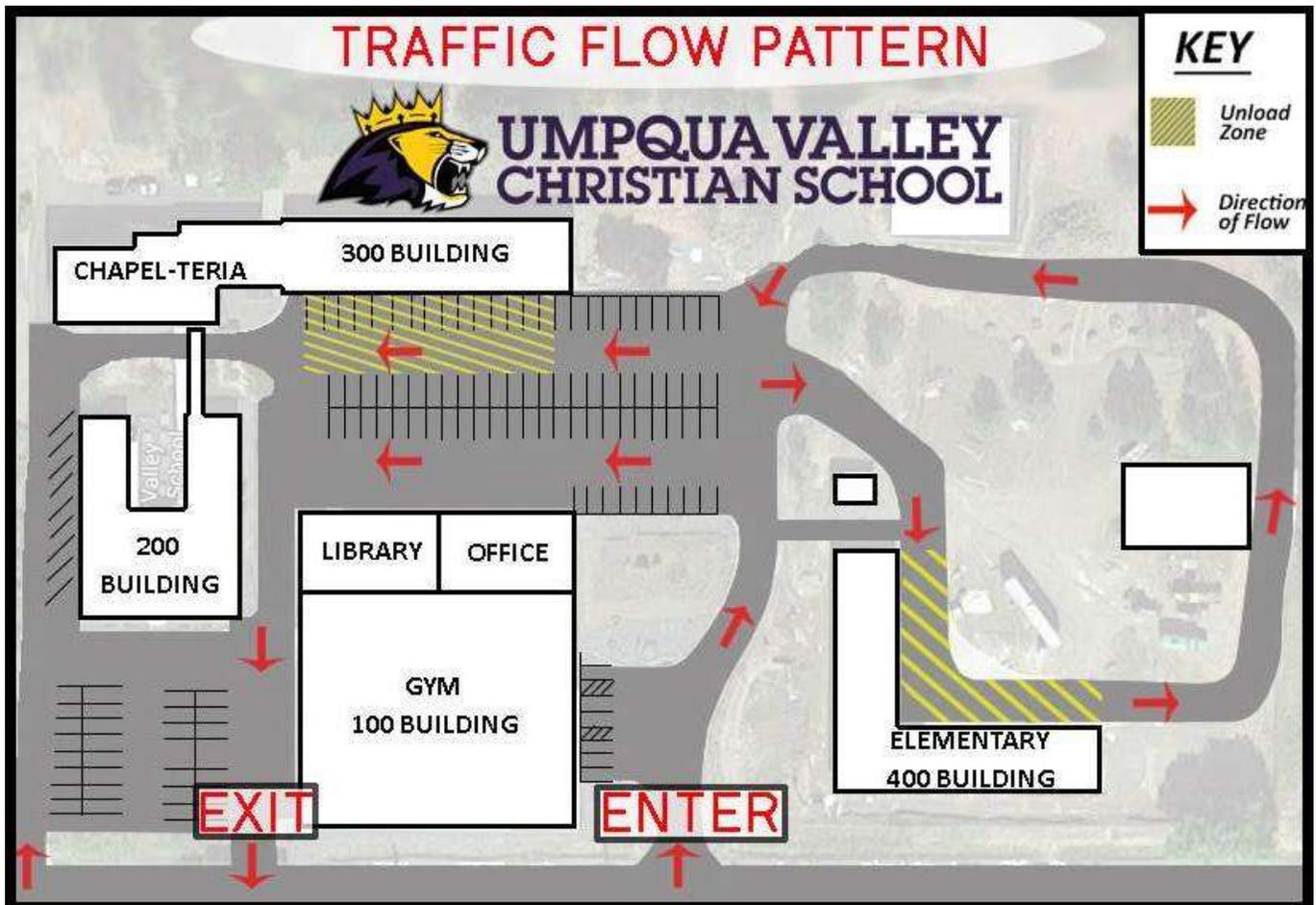
3. **Repetitive Value:** By the time material is encountered on a semester final exam, it will have been at least (1) introduced in class, (2) reviewed for a unit (chapter) test, (3) reviewed for the semester final. Content that students are encountering in a repetitive nature provides students to truly understand the content and concepts.
4. **Every Day Counts:** Semester finals provide appropriate perspective that each day in the semester contains important content for students to accumulate knowledge in the learning process.

Testing - Semester Finals Guidelines

1. Questions on semester finals are chosen from questions already covered in chapter or unit tests within the current semester.
2. All chapter or unit tests from the semester will be considered *Study Guides*.
3. Teachers must allow for students to obtain old tests for study guides from master copies (blank) or from other students.

Traffic Flow Map

During school hours, in order to maintain safety in the parking lot please follow the traffic flow patterns as marked here. If you have small children and are not dropping them off in the designated unload zone, please escort them to and from your vehicle. **Parking lot speed is 5MPH.**



Transcripts

Current UVC students who are in good standing and students one year removed from UVC and in good standing may request academic transcripts from the office of the Registrar free of charge. For all other UVC alumni requests for transcripts, a processing fee of \$20.00 will be charged for the first copy per request and an additional \$1.00 fee per copy of transcript per request will be charged.

UVC Grading Scale

100-90 =A

89-80 =B

79-70 =C

69-60 =D

60-0 =F

Visitor Guidelines

Visitors and parents are asked to sign in at the school office and obtain a visitor badge. (These badges are for both your safety and for the safety and security of our students.) Parents are always welcome in the classroom; however, we do ask that common courtesy be used in signing in first.

Weekly Updates

Weekly updates are sent every Friday from the office to all families in the elementary and secondary containing the following week's lunch menu and upcoming dates. If you are part of a school committee and want an upcoming activities (fundraisers, etc.) highlighted in the Weekly Updates, **please have your announcement to the office by Thursday at 12:00 Noon.**

Withdrawal Procedure

Withdrawal from Umpqua Valley Christian Schools is handled by notifying the school office in writing of the planned day of departure. On the last day of school, the student must complete a Withdrawal Form issued by the school office indicating that all books and school property have been returned in good condition. A Withdrawal Form must be signed by a parent. The final tuition account cannot be settled until the Withdrawal Form has been completed and returned to the school office.

Tuition billing will continue for each child until proper UVC Withdrawal Forms are filled out and returned to the Financial Secretary.



**Umpqua Valley Christian School
Student/Parent Handbook
Appendices**