



2025 - 2026

FAMILY HANDBOOK

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Umpqua Valley Christian School partners with parents and the local church to provide a Christ-centered education that glorifies God through discipleship, service, and pursuing excellence in all we do.

A Christ-Centered Education Means... A Biblical Worldview Curriculum

A Christ-centered curriculum integrates biblical teachings and worldview principles into all areas of study. Education becomes Christian not simply by adding Bible courses or prayers to the schedule, but by ensuring that the content, methods, and philosophy of education are rooted in the Bible. This approach teaches students to view every subject through a biblical lens, allowing them to form a comprehensive understanding of the world according to God's truth.

The curriculum begins with **biblical studies**, where students learn to master the Word of God, not only for knowledge of the Bible, but to form a biblical worldview that can be applied to every aspect of life. The Bible, as God's revealed truth, offers the foundation for interpreting creation, humanity, and redemption. From this, students gain the ability to evaluate all other subjects in light of God's wisdom.

A biblical Worldview extends to **culture, art, and technology**, which are seen as gifts from God. These areas are tools for human expression, and should be used to reflect God's glory and goodness. Unlike the humanistic worldview, which often promotes self-expression and vanity, a Christian approach teaches students to use art and technology for God's kingdom, promoting truth and moral values aligned with Scripture.

In **health and physical education**, the curriculum emphasizes the importance of caring for the body to serve God. Proper diet, exercise, and rest enable students to fulfill God's purpose. Physical education also fosters character, self-discipline, teamwork, and graciousness through healthy competition.

Economics, from a Christian perspective, begins with the understanding that God is the ultimate owner of all wealth and resources. While people have the right to private property and work, they are stewards of these blessings. Economic systems must be governed by God's laws, promoting hard work, competition, and charity, while ensuring that prosperity aligns with biblical principles.

Language and literature instruction emphasizes that language is a gift from God, designed for communication and the spread of the Gospel. Students are taught to evaluate literature from a biblical standpoint, learning to distinguish between works and authors that align with Christian truth and those that do not.

Mathematics is presented as a reflection of God's orderly creation. The study of mathematics helps students understand the structure and consistency of God's universe, enabling them to use mathematical knowledge in fields such as business, engineering, and science. Mathematics also provides us a venue for problem solving and higher order thinking that can be utilized in many ways for the glory of God.

History is viewed through the lens of God's sovereignty, with an understanding that history unfolds according to His providential plan. Students study history not as a mere collection of events but as the narrative of God's relationship with humanity, culminating in the work of Jesus Christ. This perspective directs students to see history as part of God's redemptive plan.

Government and politics are also grounded in biblical teachings, as God's law provides the standard for justice. The study of civil law and government is framed by the biblical understanding of morality, human rights, and the role of the state. Students are taught to analyze political systems based on God's Word, preparing them for responsible civic engagement.

Geography is essential for understanding the world as God's creation, with students learning about the earth's geography in relation to God's purposes. The study of geography also helps students understand global missions and the spread of the Gospel for every nation and language group.

Science, in this curriculum, is the study of God's creation - revealing His wisdom, power, and design. Students are taught to explore the natural world with awe and reverence, seeing science as a means to understand and care for creation, always in accordance with biblical truth.

Finally, biblical **sociology** addresses the relationships between individuals and society, emphasizing the family, the church, and the state as ordained by God. The curriculum teaches students to understand social structures through the biblical worldview, recognizing the need for restoration through Christ's redemptive work.

The Christ-centered curriculum integrates all subjects with a biblical worldview, helping students grow in their knowledge of God's truth and preparing them to live faithfully, serve others, and advance His kingdom on earth.

A Christ-Centered Education Means...

A Focus on Discipleship

At UVCS, the Christ-centered education that we seek to provide is designed to be a tool to support families as they raise their children in the nurture and admonition of the Lord. Though evangelical school models do exist and have their place, our school mission focuses instead on a discipleship model. Our Biblical Worldview curriculum, spiritual instruction, and daily activities all assume that the adult(s) in each household are actively teaching and modelling by example the same scriptural truths at home that students hear at school.

In order to accomplish this with unity of mind and consistency for our students, parents and guardians are expected to:

1. Regularly attend, serve, and financially support an in-person local church body that aligns with the UVCS Statement of Faith (Hebrews 10:24-25).
2. Be able to articulate a short testimony of how Christ saved them (1 Peter 3:15).

Mission Statement

Umpqua Valley Christian School *partners with families and the local Church* to provide a Christ-centered education that glorifies God through discipleship, service, and pursuing excellence in all we do.

Partnering with families means:

1. Full transparency in what is taught in your child's classroom.
2. Timely communication and parental involvement should school incidents arise.
3. Inviting family volunteers to contribute on campus, use their gifts, and model service.
4. Biblical communication between parents, guardians, and staff that fosters consistency for students in what they are hearing from the godly adults in their lives.
5. An understanding that parents and guardians have ultimate biblical authority over their children as they disciple them, but that they are choosing to utilize UVCS as a tool in that process.

Partnering with the local Church means...

1. Working with local church leadership to provide resources for families as needed and requested by those families.
2. Inviting local pastors to be involved as guest speakers at chapel.
3. Utilizing a non-authoritative pastoral advisory board for guidance and feedback in spiritual matters at our non-denominational school, including handling our denominational differences with brotherly love, a tender heart, and a humble mind (1 Peter 3:8).

Servanthood

THE HEART OF SERVANTHOOD

Servanthood is one hallmark of the Christian life. Jesus came not to be served, but to serve (Matthew 20:28). A Christ-centered education is committed to developing servant-leaders who act not only in their own interests, but also the interests of others (Philippians 2:3-4). At UVCS, we seek to help our students think of themselves less, and to think of others more. We want to create the habit of service, in hopes that a heart of service will follow, if it was not there before. Those who are followers of Jesus have been created in Christ for good works, which God prepared in advance, that we should walk in them (Ephesians 2:10). These works do not save us (Ephesians 2:8-9), but they do show evidence of a genuine faith lived out in the world (James 2:17).

The service hours required of high school students for graduation are not a moral checkbox, or an outlet to simply do work and develop discipline. The goal is to follow Christ's example to serve our community, our local church, and our school, without thought for personal benefit. With this in mind, working for a family business, for personal gain, or directly for a parent is not permitted without administration approval for extenuating circumstances.

OPPORTUNITIES TO SERVE

Local Church	Outside Community	UVC Campus
- Service setup or clean up - Childcare or nursery work - VBS volunteering - Working with church programs that take care of elderly or disabled members - Making and delivering meals for families	Organizations to Contact for Volunteer Hours: - Hope Clinic - Samaritan Inn - Fish Food Pantry - Saving Grace Pet Adoption - Wildlife Safari - Douglas County Fairgrounds	Possible Tasks on Campus (Arrange with Custodial/Maintenance): - Landscaping and weeding - Custodial jobs - Work day projects - Event setup and clean up - Summer projects like power washing and deep cleaning

The school is periodically contacted to look for volunteers. When appropriate, these opportunities will be passed on to students during their advisory class.

A Christ-Centered Education Means... The Pursuit of Excellence to the Glory of God

At UVCS, we recognize that each of our students have unique gifts that they can use to serve one another throughout life (1 Peter 4:10). None of us should be boasting about what gifts we have, nor should we disparaging ourselves based on the gifts we do not have (1 Corinthians 12:14-20). Our students will go on to many different vocational and ministerial paths in life - from college and trade schools, to mission work, to entering directly into the workforce.

Each young person has been created unique in their strengths, weaknesses, interests, and goals. It is not our expectation that every student get straight A's, be an all-star athlete, and win scholarships to 4-year universities (although some may). Rather, we seek to follow this principle outlined in scripture:

Whatever you do, work heartily, as for the Lord and not for men, knowing that from the Lord you will receive the inheritance as your reward. You are serving the Lord Christ. Colossians 3:23 ESV

When we focus on this principle in our school academics and activities, we set our eyes on eternal things - our future inheritance, and the glory of God. Through this lens, we bestow meaning and value on our day-to-day tasks, since it does not matter whether the job is big or small, or whether we feel we will use it in our vocation one day. (Who knows, we may use it one day and not know it yet!) It is not parents, teachers, or pastors who we are ultimately serving, though we respect and follow their God-given authority. In the end, we are serving the Lord Christ, who is the one orchestrating our lives and giving us our daily tasks.

So whether we are writing an essay, building a table, throwing a baseball, or solving an equation, we do it all as working for the Lord and not for men. We do it to honor and glorify our Savior who loves us so deeply that He sacrificed His life on our behalf. The least we can do is offer our "loaves and fishes" each day to the best of our ability, and let Him do with them what He will. We will do the next right thing each class and each day, whatever it may be, to the best of our ability, and leave the rest to God, who works all things for our good and His glory (Romans 8:28).

Biblical Conflict Management

As we cooperate to disciple our students at UVCS, there will inevitably be disagreements and misunderstandings between staff, families, administration, and students. When these situations come up, we have the following expectations for how we should handle them biblically. It is important to remember that we are to be known in our community as those love one another well - in the same merciful, sacrificial, and gracious way that Christ loves us (John 13:34-35).

Scripture teaches us several clear principles for resolving conflict well:

1. **Keep the matter confidential.** Share the problem only with those who are directly involved. This keeps us from fostering a culture of gossip and slander, which of course, is contrary to Christ-like behavior (Proverbs 11:9).
2. **Keep the circle small.** The first step, and most often the only step needed in solving a person-to-person problem is for one of the two people involved to initiate face-to-face dialogue (Matthew 18:15).
3. **Be straightforward.** Jesus tells us to be forthright and to love honestly ("Tell him his fault."). Sometimes it can be difficult to do this and get to the heart of a matter, but restoration and improvement can only come when the issues are lovingly, yet clearly, presented (Proverbs 27:6). Hints and passive aggression are never helpful.
4. **Be forgiving.** Once the matter is resolved, we should wholeheartedly forgive and restore the person whose fault has offended us in a spirit of gentleness (Galatians 6:1).

Most matters can be resolved at the level described above. However, if a matter is not resolved between two people, Matthew 18 describes the process of **bringing in a third person**. For instance, a parent meets with a teacher about a disagreement, and they are not able to find resolution. They may ask to bring in the school administration for a meeting to mediate. Only after this, if there is no solution found, will a matter be brought to the school board for resolution.

In the case of bringing a matter to the school board, administration will explain the matter to the Chairman of the Board. The Chairman will decide how the matter should be presented to the Board. Depending on the complexity of the problem, it may be appropriate for the Board Chairman to request that all persons involved be present at a board meeting. The goal of such a high-level meeting is (1) a clear understanding of the problem, (2) solving the problem, (3) reproof and correction if necessary, and (4) forgiveness and wholehearted restoration of those who have made amends.

We know that we have an Enemy who seeks to steal, kill, and destroy, and would like nothing better than to divide us as a community (John 10:10). All staff and families must remain committed to being quick to listen, slow to speak, and slow to become angry (James 1:19-20). This not only keeps us on mission and honors God, but will strengthen our school relationships and show the community at large the transformative power of the gospel.

At UVCS, we understand the weight of the responsibility that families give us when they entrust us with their children each day. We know that feelings run deep when it comes to parents and their children, and this is a good thing, but it can be difficult to navigate conversations without keeping a few of these things in mind before starting conflict resolution:

- Always start with the most generous interpretation of the facts. As staff, we will strive to do the same for you. We may not have the full picture on either side of a situation right away.
- Ask questions about what information you may be missing before drawing or acting on conclusions.
- Keep in mind that we are all fallible and wrestle with our own sin natures - staff, parents, and children alike.
- Try to differentiate between what is a preference and what is a problem.
- Both families and staff sacrifice to be here because they believe in what we do. Families make sacrifices financially to pay tuition, and staff sacrifice by passing up jobs that would pay double. We are here because what we do matters, and ultimately we are all on the same team.

*“Blessed are the merciful, for they will be shown mercy.
Blessed are the pure in heart, for they will see God.
Blessed are the peacemakers, for they will be called sons of God.”
Matthew 5:7-9*

*Some material in this section based on the article, “The Matthew 18 Principle for Solving School Problems” by Dr. Paul A. Kienel, former president of Association of Christian Schools International (ACSI)

UVCS 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.

Statement of Faith amendment adopted August 30, 2017 by 95% approval from UVCS students' parents.

Umpqua Valley Christian School is a 501(c)(3) nonprofit religious institution. It is agreeance to UVCS's Statement of Faith that provides the foundation for the Bible-based philosophy of education and discipleship. Umpqua Valley Christian School is a Christ-focused, educational ministry and is not affiliated with any particular church denomination.

Denominational Differences

As a non-denominational institution, Umpqua Valley Christian School desires to emphasize the orthodox beliefs we hold common in the Church universal (1 Corinthians 15:1-5), respectfully and evenhandedly discuss denominational distinctives (1 Peter 3:8), and build up the members of the Body into a dwelling place for God on earth (Ephesians 2:22).

Gospel application and Biblical integration are core to our mission in non-denominational Christian education, and we want to be clear about what this looks like in practice. Some topics are not in our purview and are more appropriately taught by parents and pastors, others can and should be explicitly taught, and still others may be presented with multiple perspectives. In addition to all of this, there must also be clarity and agreement on what falls in the unorthodox or heretical category in order to preserve the ethos and mission of the school as a distinctly Christian institution.

As a parachurch organization, we will develop and preserve an educational product, infused with the truths and values we hold most dear as believers in Christ. *Parents can freely choose to use this product, and they can expect one hundred percent transparency in what is being taught to their children and how. But the true Biblical authority in the lives of these children cannot and should not be what has been delegated to the school alone. Their Biblical oversight comes ultimately from their parents and their local church body.* We exist as an available tool in their hands, but the mission to educate and disciple a child is far more holistic than an 8-hour school day. Our families need our pastors, youth leaders, mentors, and counselors in our community if we are to be effective and obedient to Biblical principles.

So, to this end, we ask for community partnership with our local church bodies, and we believe that educational and theological clarity will help us move forward with more focus and teamwork as we seek to prepare the next generation of young Christ followers for the world they are facing. We seek unity of purpose in the essentials, graciousness and reason in the non-essentials, and resolve in the non-negotiables - to the glory of God in the lives of our children and in His kingdom.

Category One: Non-Negotiable Doctrine

These are the core beliefs of historic Christianity as articulated in our Statement of Faith. They will be explicitly taught in our curriculum and integrated into discussions. Staff who do not adhere to these beliefs will be disqualified from teaching, and sign a statement to this effect.

Category Two: Open-handed Secondary Doctrine

These are our denominational distinctions. They are important to us, and sometimes very deeply held, but there is room for acknowledging the salvation of others with differing opinions. The varying perspectives could be taught in the classroom at relevant and appropriate times, but a stance will not be taken as a school. Teachers will do their best to “strongman” each argument without bias. Examples of topics in this category include eschatological viewpoints, cessationism versus continuationism, or modes of baptism.

Category Three: Topics Taught by Parents or Local Church

These are doctrines and topics of various degrees of importance that fall outside our purview as a school. When brought up in class, a teacher would encourage students to ask their parents or pastor. Examples include sex education, matters of conscience (such as legal alcohol consumption without drunkenness), Halloween participation, or appropriate choices of movies and music at home.

Category Four: Unorthodox or Heretical Doctrine

These are any topics that stand in direct opposition to the core beliefs in category one. They will not be taught or promoted in the classroom. Though they may be referenced in a class discussion or activity, this will only happen as an educational exercise, and it will be made clear through that discussion or activity why these beliefs are wrong and destructive.

General Information

ADMISSION AND ENROLLMENT

Umpqua Valley Christian School admits students from households in which one or more adults are discipling the student(s) according to the biblical principles espoused in the Umpqua Valley Christian School Mission Statement and Statement of Faith. They are willing to demonstrate this understanding by signing and adhering to a Statement of Cooperation, Enrollment Agreement Provisions, and a Student and Family Pledge of Partnership.

Admissions priority will be given as follows:

1. Families that are currently enrolled and staff families
2. Siblings of current students
3. Open enrollment for members of the community who meet admission standards

The admissions process begins with the completion of an online application and submission of a non-refundable application fee. When all required documentation and passing references are received, an interview is scheduled with the administration. The interview is a time at which the family can meet administration, and it can be determined whether or not the family is compatible with the mission of UVCS. It is also a time for families to become more acquainted with the school and have their specific questions answered.

During the interview, parents and guardians will be asked to share a brief summary of how Christ saved them. Older students present at the interview will have the opportunity to do the same, though it is not required of them. They may also be asked for clarification on anything in their admission file, such as church attendance, character, and academic records. Students may also be asked to take short math or reading assessments to determine grade level performance.

If the school is able to support the spiritual direction of the family, as well as meet the educational needs of their student(s), administration will grant admission status.

SCHOOL BOARD MEETINGS

The UVCS Board of Directors meets on the first Monday of each month at 6:00pm at Roseburg Alliance Church. All general session meetings are open to the public, then the public will be dismissed while the Board meets in a private executive session. Copies of all board meeting notes are stored electronically and available by request. Emailed invitations to the board meetings are sent to families each month, along with the agenda. For more information on the Board of Directors, see www.uvcs.org/about/board-of-directors.cfm.

NON-DISCRIMINATION POLICY

Umpqua Valley Christian School admits students of any race, or national/ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to any student of Umpqua Valley Christian School. Umpqua Valley Christian School does not discriminate on the basis of race, color, or national/ethnic origin in administration of its educational policies, recruiting, hiring, reviewing, or promoting of staff, admissions policies, financial aid, athletic, and other school-administered policies. Functioning as a non-profit 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.

WITHDRAWAL PROCEDURES AND POLICY

Our yearly budget at UVCS is determined by the number of students enrolled and the tuition they provide. So, for the sake of the institution's financial stability, it is important that there be some level of commitment for our enrolled families. Withdrawals affect our budget by thousands of dollars each.

So, with this in mind, it is our policy to ask for a ***minimum one-semester financial commitment***. If it is necessary to withdraw your student, you will still be financially responsible for the rest of the current semester. This gives us time to contact waiting list students. Additionally, the most likely time to find someone who can take over the position in that class is at semester or end of the year.

Exceptions to this policy may be given in extenuating circumstances, contingent on board approval following a written request.

MONARCH MESSAGE

Weekly updates are emailed to families via the Monarch Message. It includes the lunch menu for the week, events, athletics schedules, fundraisers, etc. If you are part of a school committee and would like any of your upcoming activities highlighted in the Monarch Message, please send your announcement to office@uvcs.org by 12pm on Thursdays.

SCHOOL CALENDAR

The yearly school calendar (which includes start days, grading days, finals, etc.) is available in hard copy at the front office, as well as on our school website. Changes will be rare, but if they must happen, they will be communicated via email and text alerts as well as changed on the online calendar. <https://www.uvcs.org/resources/calendars.cfm>

FINANCES AND FEES

At UVCS, we understand the sacrifice it takes for families to pay tuition for their children. We want you to know how seriously we take the responsibility to be wise with our finances and to keep costs low.

Our **current tuition rates cover only 80% of our operating costs** for the year. The rest is fundraised through events and donors to keep our doors open and the lights on. Our current tuition rates are up to **45% lower than state averages** depending on age group.

Grade	Enrollment Fee	Curriculum Fee	Technology Fee	Tuition			
				1st Student	2nd Student	3rd Student	4th Student
Preschool Half Day	\$300	\$500	N/A	\$3,990	\$3,594	\$3,232	\$2,908
Preschool Full Day	\$300	\$500	N/A	\$6,438	\$5,794	\$5,215	\$4,513
K-5th	\$300	\$500	\$50	\$6,438	\$5,794	\$5,215	\$4,513
6th-8th	\$300	\$500	\$50	\$6,793	\$6,114	\$5,503	\$4,953
9th-12th	\$300	\$500	\$50	\$7,154	\$6,438	\$5,795	\$5,216

- Tuition rates above reflect payment made in full prior to September 1st.
- If you would like to choose a monthly or quarterly payment plan, there will be a 2.5% billing fee added to tuition prices.
- Enrollment fees are non-refundable, non-transferable and are due at time of enrollment.
- Curriculum fees are non-refundable, non-transferable, but can be rolled into your payments.
- Technology fees are non-refundable, non-transferable, and are due on or before October 1st.
- Multiple child discounts: 1st student is the eldest student, 2nd student is the next eldest, etc.

Re-enrollment Discount: Families reenrolling will have their enrollment fee waived if enrolled by March 12th. Re-enrollment after March 12th will incur a \$300 fee.

Credit Card Payment: We accept Visa, MasterCard, American Express, and Discover (fees may apply)

Sports Fees:	<u>Middle School</u>	<u>High School</u>
Soccer	N/A	\$285
Volleyball	\$210	\$285
Basketball	\$210	\$285
Baseball	N/A	\$285
Softball	N/A	\$285

Bus Fees: See *Bus Transportation* section

SECONDARY BELL SCHEDULES

Monday, Tuesday, Thursday, Friday		Wednesday - Chapel Day	
1st	8:00-8:43	1st	8:00-8:42
2nd	8:47-9:30	2nd	8:46-9:28
Break	9:30-9:40	Chapel	9:32-10:14
3rd	9:44-10:27	Break	10:14-10:24
4th	10:31-11:14	3rd	10:28-11:10
5th	11:18-12:01	4th	11:14-11:56
Lunch	12:01-12:47	Lunch	11:56-12:42
6th	12:51-1:34	5th	12:46-1:28
7th	1:38-2:21	6th	1:32-2:14
Advisory	2:25-3:00	7th	2:18-3:00

SCHOOL TECHNOLOGY AND FEES

A technology fee of \$50 is required for our K-12 students. This covers our educational licensing fees and school software, as well as maintenance for our school owned devices and classroom interactive whiteboards. Elementary and middle school students utilize school-owned chromebooks as needed in their own classrooms when teachers check out a chromebook cart. Uses include MAPS testing, classroom projects, and basic computer instruction.

High school students must purchase their own chromebooks that meet the requirements outlined in the enrollment process. Families purchase them on their own, either new or

refurbished, and the student retains ownership of that device after graduation. Once a chromebook is purchased, the family must drop it off at the school office during the first week of August, where it will be labeled and set up for the student. The software, licensing, and roaming security software will be installed on the student's computer and then returned to them on the first day of school.

For student safety, roaming security software will be installed on each Chromebook. School administration will receive any major content red flags immediately, along with a weekly report of content and computer usage. Any flagged activities on the Chromebooks will be immediately communicated to parents and investigated.

If a high school student's purchased Chromebook breaks and needs replacement, families are responsible for replacing the device in a timely manner and submitting it to the office for setup. All high school students must have a fully charged and functioning Chromebook for class use every day. Usage of a borrowed or checked-out school Chromebook while waiting for a replacement to arrive is acceptable, but the school will not have the capacity to distribute Chromebooks for daily borrowing if the device is simply forgotten at home. It is highly recommended that families purchase a durable case for their Chromebooks, as it will be regularly brought to and from school and carried in backpacks.

FACTS/RENWEB/PARENT ALERT

At UVCS, we utilize the ***FACTS management system*** for everything from payments and contact information to lunch orders and grades. Families create a FACTS account upon enrollment.

Within this management system is a grading, lesson communication, and records program called ***RenWeb***. Through RenWeb, parents and guardians will be able to see their students' most recent grades, as well as basic lesson plans and topics for the week.

Also operating through FACTS is our ***Parent Alert*** text messaging system. Administration will use this feature on rare occasions to send out short, time-sensitive, or urgent messages, including changes in bus transportation or school closures due to weather.

At UVCS, we do try to limit the number of texts and emails you receive by only sending out the most important information. Please make sure your spam settings in your email account allow messages from FACTS, and that your cell phone numbers listed are accurate. If you need any assistance, please contact the main office (office@uvcs.org or 541-679-4964).

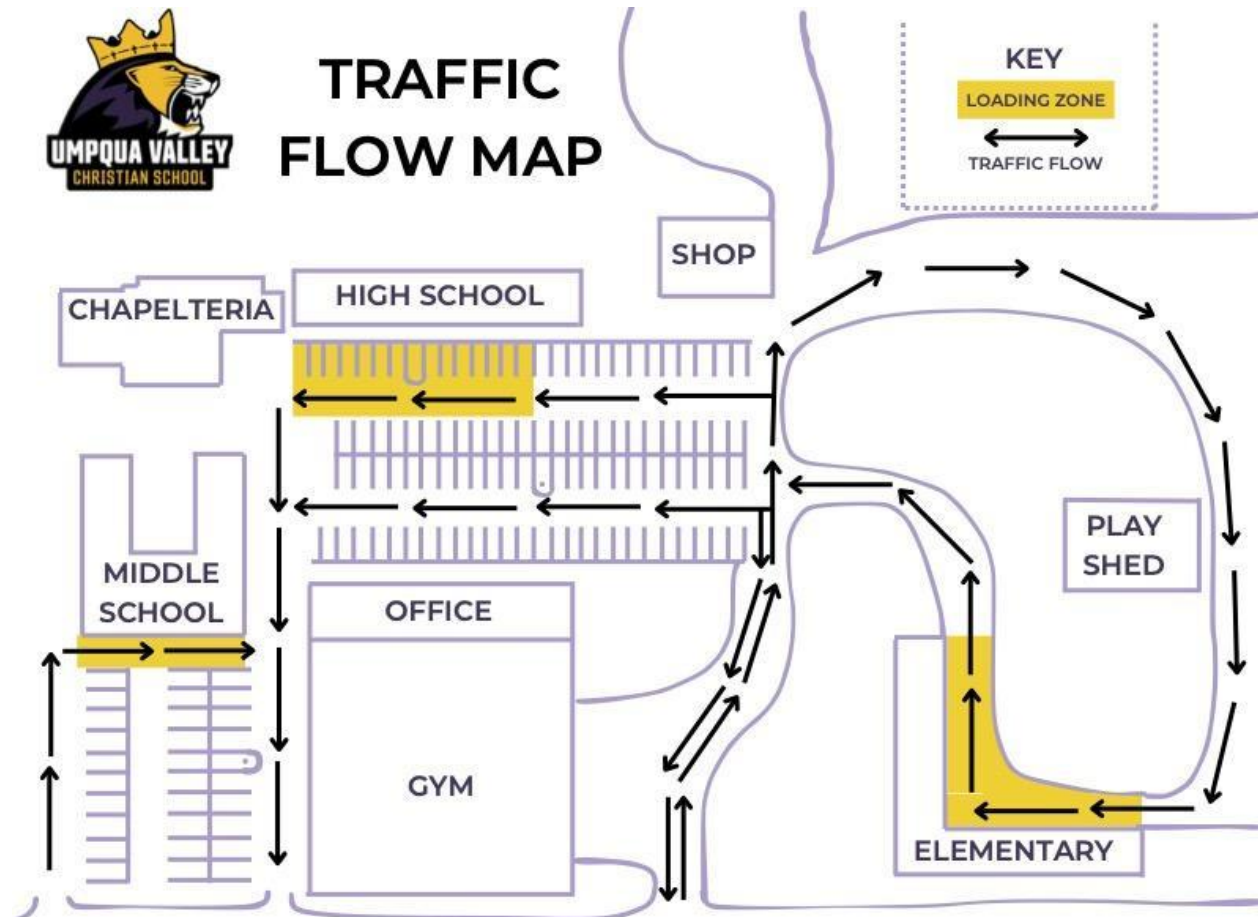
RELEASE OF STUDENTS

Students may leave the school premises ***only*** with a parent or guardian. The parent or guardian is to come to the main office, where their student will be called from their classroom in order to be signed out with them. If a student is to be checked out with someone other than the parent or guardian, prior written notice must be given to the main office. The office staff will likely

follow up with a phone call to confirm a written notice for the safety of our students. The only exception to this rule is the *Off-Campus Pass*.

PICKUP AND DROP OFF

During school hours, please follow the traffic flow patterns as marked below. This is for the safety of our students and families. If you have elementary children, and are not picking up or dropping them off in the designated loading and unloading area, please escort them to and from your vehicle.



The speed limit in our parking lot is 5mph. Drivers who drive unsafely on campus will be asked to meet with the Superintendent. If unsafe driving continues, they will be asked not to drive on campus anymore, and families may need to find alternate transportation. If a high school student is driving unsafely, their parking privileges may be revoked and/or school disciplinary action applied.

STUDENT BODY CARD

Students in grades 6th-12th will be issued a Student Body Card with their photo. It can be used to enter home athletic events, and may be used for student discounts available in the larger community outside the school where student ID is required. Industrial strength stickers are attached to the card as needed to indicate off-campus privileges and the ability to purchase snacks and coffee beverages at the Lion's Den during the school day.

OFF-CAMPUS PASSES

Students with a valid driver's license may apply for an off-campus pass that may be used during lunch. The application requires the signatures of both the student and a parent or guardian. Once approved, the student's name will be added to the office list of approved passes, and a sticker applied to the student's ID card. Students leaving campus must still sign out and then back in again at the main office. Those riding as passengers in their car must also have their own Off-Campus Pass.

To maintain an active Off-Campus Pass, the student is expected to:

- Have three or fewer unexcused tardies and one or fewer unexcused absences per quarter.
- Maintain the same academic standards as needed for athletic eligibility.
- Drive safely on campus and the surrounding areas.
- Not be the subject of school discipline such as detention or suspension.

Off-Campus Passes are a privilege and may be revoked at any time by administration if the student is driving unsafely on campus or the surrounding areas, breaking other school expectations, or transporting students off campus who do not have a pass. If a pass is revoked, the student's ID must be brought to the front office so that the pass sticker can be removed. Reinstatement requires a new application and approval by the administration.

CONTACTING YOUR STUDENT

If you need to communicate with your child, please contact the school office (541-679-4964), and we will immediately get a message to your child. Text responses and phone calls from students using cell phones should not be expected during school hours.

LEGAL AND PHYSICAL CUSTODY

Release of students, access to academic records, and anything related to confidential student information is only available to adults with legal custody of the student. If there is any change in the status of a student's legal or physical custody arrangement, it is the responsibility of the legal guardians to contact the school to update records and provide documentation of the change in custody.

PARKING

Student parking spaces are reserved with a \$40 fee at the front office. Student parking is designated as the middle row closest to the high school classrooms. Parents and guardians are asked to park in front of the main office entrance during the school day, as they are required to go into the office to sign in or out.

During athletic events at UVCS, families, staff, and students are encouraged to park in the upper level area behind the shop if they are physically able. This will help us more easily accommodate our visitor parking needs.

VOLUNTEER GUIDELINES AND POLICIES

We welcome as many UVCS family members as possible to use their gifts on campus in service and model this for our students! We could not accomplish the overall mission of our school without the dedication and support of our family volunteers. We utilize volunteers in everything from class parties and salad bar tending to landscaping and sports concessions.

Though many private schools require a minimum number of volunteer hours, we do not. The first reason is that service should always be done voluntarily and with a heart of love and service towards one another while using our gifts (1 Peter 4:10). We want to model this for our students, first and foremost. The second is that we understand that some families have more time on their hands than others due to life circumstances, and serving on campus should never be an obligation or a burden.

That being said, if at all possible, we encourage each of our families to volunteer 10 hours of their time in one way or another on campus each year. This comes down to roughly one hour per month and goes a long way towards helping us accomplish our mission as a school without having to raise costs. We ask that each of our parents give us some idea of how they might be able to serve so that our organizers can help everyone get placed. Please use the QR code below to fill out our parent volunteer form.

Please note that any volunteer role which involves working directly with students will require a background check completed through UVCS during the current school year. Additionally, those who drive for field trips must complete and sign a School Activity Driver Form, along with providing the main office a copy of their drivers license and insurance for our records.



MONARCH PARENT ASSOCIATION

One of our outlets for school volunteers is our Monarch Parent Association (MPA). The Monarch Parent Association serves the UVCS community by actively supporting teachers and staff through financial assistance. This financial assistance is aimed at enhancing and enriching students' educational experience. By partnering with educators, they strive to provide resources that directly impact classroom learning, extracurricular activities, and overall student development. Their goal is to create a thriving environment where students can excel academically, socially, and personally with the support of their teachers, staff, and the entire UVCS community.

The MPA runs several regular fundraisers each year as a team, including the Jog-a-Thon and Bingo Night. Proceeds have been used to fund enrichment week activities, special classroom projects, field trips, and many other teacher and student needs. The MPA meets on the second Monday of every month at 6pm at Roseburg Alliance Church.

If you are interested in joining the MPA, you can indicate this on the parent volunteer form on the QR code in the previous section, or email them at MPA@uvcs.org.

VISITOR GUIDELINES

All visitors must check in at the front office and receive a visitor's badge. Visitors are asked to wear their badge on campus at all times while they are here, and to return their badge upon sign out in the front office.

Visitors and volunteers are not permitted to be alone or working directly with any students without a current background check conducted through UVC (via the ESD) during the *current school year*. This is also required for field trip chaperones, as they are directly responsible for supervision. A background check is not required in order to visit during special events such as class parties, but check-in at the office is still mandatory.

LUNCH PROGRAM

Optional hot lunch is provided every school day at a cost of \$4 per elementary student or \$5 per secondary student. We communicate the lunch menu weekly in advance through the Monarch Message. Umpqua Dairy milk is served with hot lunches and available for purchase for those bringing sack lunches.

Orders are taken in each classroom at the beginning of every school day, and online orders through FACTS must be submitted before 8:30am in order to be included on our daily lunch count.

SAFETY AND SECURITY

On-Campus Security: Our school is protected by numerous cameras, an alarm system, an automatic gate system, and a volunteer security team. Security personnel are clearly marked with security jackets and hats.

Child Abuse Prevention and Mandatory Reporting: School staff are classified as mandatory reporters by the State of Oregon. They are required to report any indication or suspicion of child abuse to the proper authorities when there is cause to believe that a student's physical or mental health or welfare may be adversely affected by abuse or neglect. All staff members are required to complete child abuse prevention training each year through the Safe Schools program.

Emergency Procedures: Our emergency response procedures are available upon request in the main office. Fire, earthquake, and lockdown drills are regularly scheduled and practiced throughout the year.

BUS TRANSPORTATION

Umpqua Valley Christian School owns and operates its own school bus with a properly licensed and certified driver for the convenience of our working families. The bus makes two stops in town, one at Wellspring Bible Fellowship on Garden Valley Road, and one at New Hope Church in Green.

AM Pickup	PM Drop Off
<i>Wellspring</i> Arrives 6:35am Departs 6:55am	<i>Wellspring</i> Arrives 3:30pm
<i>New Hope</i>	<i>New Hope</i>

Arrives 7:10am Departs 7:20am	Arrives 3:45pm
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In order to meet maintenance and fuel costs, a small monthly fee is charged to riders for their bus pass. A bus pass is good for unlimited rides for the month. Priority for bus passes are given to families whose work schedules make rides to school impossible. Bus passes are available for purchase beginning at Back to School Night in August.

Any seats that are not assigned to a subscriber with a bus pass are allowed to be sold on an individual basis for \$5 per ride. Those seats are available on a first come, first serve basis, and are paid for via FACTS at the end of each month. To purchase a ride like this, please call the office in advance so that office staff can notify the student and the bus driver that the student will be riding the bus that day. *If you do not call, we will not know to put the student on the bus.*

Bus Pass Monthly Subscription Fees

Bus Pass for 1 Student in a Family	\$45
Bus Pass for 2 Students in a Family	\$75
Bus Pass for 3+ Students in a Family	\$100

IMMUNIZATIONS

Oregon State Law requires that children entering Oregon schools for the first time be completely immunized or provide proof of a medical or religious exemption. Students who are Oregon residents must keep their immunizations and/or exemptions updated, and this applies to public, private, and parochial schools. The law requires parents to present one of the following forms to the school for each student:

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.

Note: medically diagnosed diphtheria, whooping cough (pertussis), or measles will be considered the equivalent of a vaccine for these specific diseases.

PRESCRIPTION MEDICATIONS

Use and administration of prescribed medication is permissible only upon written authorization of the physician or guardian, and must be administered by authorized school personnel.

Prescription medication must be in its original, labeled container with the student's and doctor's names and phone numbers visible, and must be kept locked in the school office. Students are not allowed to administer any kind of prescription or non-prescription medication. Students may request over-the-counter pain killers with written parent permission. However, frequent use will prompt a phone call to the parent or guardian.

Individual records will be kept for medication administered by the school office personnel. Medications must be kept in a clean, locked cabinet in the main office. Exceptions to this provision must be specifically stated by the physician on the written form (for medications such as asthma inhalers or epipens).

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 parent or guardian, and in compliance with the instruction 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.

ILLNESS AND OUTBREAKS

Students must be fever-free for 24 hours without the aid of medication before returning to school after sickness. ***If a student has a fever or any other symptoms of illness, they should not be brought to school.*** Coming to school midday after calling in sick in the morning is not permitted. If a 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.

In the case of infectious disease (i.e. chickenpox, hand foot and mouth, impetigo, measles, etc.), upon identification and diagnosis, the parent is expected to contact the school to notify us that there has been an exposure. The student and family will remain confidential and their names will not be used in any communication to staff and students. A notice will be sent out via email and hardcopy letter to all families who may have been exposed describing times, dates, and places where exposure may have occurred in order for families to take appropriate cautionary measures to prevent spread. The infected student(s) may return to school according to directions from their physician.

In the event of head lice being found, even if there is just one case, the parents will be notified and the child sent home for treatment. Besides being free of live lice, all eggs which are attached to the hair must be removed prior to the child returning to school. When the child returns to school, he or she will be checked again before returning to the classroom.

LOST AND FOUND

Lost and found articles may be claimed by checking any of our lost-and-found racks. They are located in the elementary area near the bathrooms, and in the secondary area in the gym lobby

and the main office. Lost and found is cleared out every quarter and unclaimed items given to the Roseburg Rescue Mission. A reminder notice is sent out at the end of each quarter before this is done.

On occasion, textbooks are picked up on the ground that were not put into backpacks and lockers. When they are picked up, they get taken to the main office. The first time or two a student picks up their textbooks, they are reminded to take care of their textbooks and materials and keep them in lockers and backpacks. If they become repeat offenders, after school detention may be assigned.

ATTENDANCE

Umpqua Valley Christian School exists to provide a Christ-centered education, and attendance in the classroom is essential. Classroom instruction and collaboration involves more than just the material that students can read on their own. Missing class for any considerable length of time will definitely jeopardize a student's ability to receive a passing grade.

That being said, there absolutely *are* acceptable reasons for a student to be absent from school, so when it becomes necessary, we want to be clear on what this means for the student, for the teacher, and for make-up work involved. There are three types of absences: elective, excused, and unexcused.

Elective absences are those absences which are pre-planned at the discretion of each family to use as they would like for family vacations, hunting trips, special birthday plans, etc. At UVC, we value family time and the importance of these types of trips and events. We just ask that a pre-arranged absence form be filled out at least one week in advance to give teachers time to make arrangements for your student's absence. Due to the value that we place on classroom instruction and the respect we have for teachers' time, we ask that all families limit their combined elective and unexcused absences to 10 days per semester. Pre-arranged absence forms will not be approved during the last two weeks of the school year. If a pre-arranged absence form is not submitted, and a student is absent anyway, it will be considered unexcused, and the student will not be guaranteed a chance to make up tests and assignments from the absence period.

Excused absences are those absences that occur for reasons that are unavoidable, including illness, family emergency, and doctor appointments that cannot be scheduled outside of the school day. In the event of partial-day absences for appointments that are known about in advance, families are expected to communicate with the teachers whose classes the student is missing, pick up work ahead of time, and be ready to turn in assignments and take tests on time. When students are absent for full days unexpectedly (as with illness), the student will have the same number of school days to make up their work and exams as the school days that they missed. For example, if they are out sick for three school days, they would have three school days upon return to make up their assignments and tests.

Unexcused absences are those absences that occur for reasons that are avoidable, including oversleeping or running out of gas on the way to school. Unexplained absences will also be marked as unexcused. Administration will make contact with families who have more than three unexcused absences in one semester. No extensions for make-up work or tests are automatically given for unexcused absences, though individual teachers may decide to allow it upon request.

ATHLETICS ABSENCES

For absences related to athletics, please see the *Athletics Absences* section in *Student and Family Conduct*.

TARDY POLICY

Students are expected to be punctual for school, and for each class period within the school day. Not only does this teach responsibility and self-discipline, but being late will cause the student to miss valuable instructional time that may affect others besides themselves. A student is considered on time if they are in their classroom with all their needed materials before the bell rings. Some individual secondary teachers may also require that they be in their seats, not just in the room.

For more information on excused and unexcused tardies, as well as consequences for tardies, please see the *Student and Family Conduct* section under *School Discipline*.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are scheduled two times per year, once in the fall and once in the spring. Conferences allow for healthy face-to-face communication and relationship building between staff and families, as well as providing an opportunity for feedback on student academic progress, social skills, and spiritual growth. Samples of student work, relevant assessment data, and other pertinent information will be available to parents at conferences. Families are encouraged to bring their students with them to conferences if possible. Special conferences may be scheduled individually at any time of the year.

Campus Life

CLOSED CAMPUS

For safety and security reasons, UVCS is considered a closed campus. This means that students are expected to remain on campus during school hours, except when checked out by a parent or a guardian. High school students who drive may obtain an off-campus pass to leave campus during lunch. See *Off-Campus Pass* in *General Information* for details.

SPIRITUAL CULTURE

Chapel: Chapel is a time where students can worship and pray together, listen to age-appropriate teaching, and focus on their spiritual growth. Secondary grades often include student testimonies, past and present. Every student attends chapel once each week. High school and middle school attend on Wednesdays, and elementary attend on Tuesdays.

Prayer: As a staff, we start each day with prayer in our morning meetings, and prayer often takes place throughout the day in the classrooms. Prayer requests are taken from time to time, and students are encouraged to pray with one another as situations arise throughout the day.

Bible Study: Middle and high school students are invited to participate in any lunchtime or off-campus Bible studies. Some attend Bible studies in local churches, while others participate in the Youth for Christ studies in the early morning hours.

Curriculum: The curriculum at UVCS is provided by BJU Press. Biblical concepts and doctrines are integrated into every subject and grade level. Scripture memory is also a key component for all ages.

UVCS ATHLETICS

While we seek excellence in all that we do, and all of our sports teams love to win, that is not the primary goal of our athletics program. At UVCS, we see sports as a tool to build Christ-like character traits while having fun and staying fit. Our athletes learn how to play as a team, work under the authority of coaches, cultivate self-discipline, delay gratification, and take care of their physical bodies. Through competition, students learn how to play by set rules, accept direction from others, and respond graciously in victory, as well as defeat.

UVCS Student Athletes take on extra responsibility when they choose to participate in sports while in school. Completion of classwork with excellence during the season is expected. Sometimes this means extra organization, teacher communication, and initiative.

Conferences and Teams: As a member of Oregon School Activities Association (OSAA), UVCS is classified as a 1A school, and competes within the Skyline League:

Umpqua Valley Christian	Milo Adventist Academy	Riddle
Camas Valley	New Hope Christian	Yoncalla
Days Creek	North Douglas	Powers
Elkton	Pacific	Glendale

The following OSAA sports are available to UVCS high school students:

Boys Soccer
Volleyball

Boys Basketball
Girls Basketball

Baseball
Softball

Public School Sports Opportunities: Students are allowed to participate on sports teams in the public school system in the district in which they live. Please contact the Athletic Director for details. UVCS students may not leave the school day early in order to participate in public school sports practices, unless there are extenuating circumstances and approval is gained from administration.

Eligibility: See *Student Conduct* section under *Athletic Eligibility and Conduct*.

FIELD TRIPS

Some learning experiences just cannot be accomplished on our campus, and field trips are periodically offered from kindergarten through high school. In order to leave school for one of these activities, all students are required to have a signed permission form from their parent or guardian. A charge for expenses may occur on such trips, but all measures will be taken to keep costs low and to inform families well in advance.

If a family chooses to opt out of a field trip for whatever reason, they must notify the school by the deadline on the permission form. Many of our costs are based on numbers. Additionally, if a significant percentage of students opt out, the field trip may be cancelled, or a sub will have to be hired for the students remaining on campus. Opting out should not be considered an automatic day off of school.

LION'S DEN

Our snack shack, the Lion's Den, is open during morning break and during lunch for secondary students. It is run as a fundraiser for the sophomore class. Students must show their student body cards in order to make a purchase. Parental permission forms for food, beverages, and coffee from the Lion's Den will be available at Back to School night and in the front office. A signed form results in different colored stickers on the student body card showing what the student is allowed to purchase. Students are not permitted to make purchases for other students who do not have the proper permissions.

SENIOR TRIP

Upon graduation, UVCS seniors have traditionally taken a trip together using fundraised money from their high school years. Grade level leadership and the leadership class instructor are responsible for organizing the trip and getting the appropriate approvals.

ELEMENTARY SPECIALS

Every elementary class has "special" classes each week. Current weekly specials include Spanish, PE, Choir, Library, and 4-H.

PARTIES AND EVENTS

Birthday parties, Christmas celebrations, and other school traditions are a regular part of UVCS campus life. Notifications are sent to families to give them an opportunity to participate and volunteer on such days.

CHRISTMAS CHAPEL SING-ALONG

On the last day before winter break, students participate in a special Christmas chapel sing-along with readings of the Christmas story from Luke. Individual class Christmas parties are also held.

ELEMENTARY FIELD DAY

The last day of the school year is a half-day elementary field day put on by our Monarch Parent Association (MPA). Class awards are given in the morning, and classes rotate through field activities such as balloon toss, bouncy house, chalk art, and snack station. Parents are welcome and encouraged to volunteer with the MPA at one of the stations.

ENRICHMENT WEEK

At the beginning of second semester, a week is set aside for a special schedule revolving around a guest speaker and elective activities. It is sponsored by the MPA, and we call it Enrichment Week. Secondary students go to chapel every morning to hear the speaker before attending elective classes all day that are taught by our current staff. Past classes have included things like Campfire Cooking, Sew a Bag, Bucket Drumming, Wilderness Survival, and Auto Shop. Elementary students also have elective activities in the afternoons.

GRANDPARENTS/VETERANS DAY

In November, we hold a special celebration honoring our Veterans and invite all of our “grands” to join us. Grandmas, Grandpas, Grand Uncles and Aunts, Grand Friends... all are welcome! A patriotic ceremony is held in the gym, and group activities are held on rotation.

SPIRIT WEEKS

High school leadership class organizes Spirit Week twice per year. Dress up days, lunch time games, and competitions are all involved!

Academics

Umpqua Valley Christian School is registered with the Oregon Department of Education (ODE), is fully accredited through the Association of Christian Schools International (ACSI), and maintains membership with the Oregon School Activities Association (OSAA).

GRADUATION REQUIREMENTS

Students must earn a minimum of 24 credits in order to earn a regular high school diploma at Umpqua Valley Christian School. Required credits for graduation are:

- 4 Credits - ENGLISH
- 3 Credits - MATHEMATICS
- 3 Credits - SCIENCE
- 3 Credits - SOCIAL STUDIES
- 2 Credits - SECOND LANGUAGE
- 1 Credit - PHYSICAL EDUCATION (or two OSAA sports)
- 1 Credit - HEALTH
- 1 Credit - PERSONAL FINANCE
- .5 Credit - ECONOMICS
- .5 Credit - CIVICS
- .5 Credit - FRESHMAN FOUNDATIONS (starting with class of 2029)
- 5 Credits - ELECTIVES

Bible and Advisory are required electives for all students enrolled at UVCS. Other electives include yearbook, weight training, leadership, wood shop, metal shop, early childhood development, art, Spanish, and teacher's aide.

9th Grade	10th Grade	11th Grade	12th Grade
Bible 9 (1) English 9 (1) Algebra 1 (1) Biology (1) Geography (1) Fresh. Foundations (.5) Electives (2)	Bible 10 (1) English 10 (1) Physical Science (1) Algebra 2 (1) World History (1) Electives (3)	Bible 11 English 11 Geometry Anatomy US History	Bible 12 English 12 Personal Finance Econ/Civics Electives
<i>Required classes that may be taken any year:</i> PE, Health, Personal Finance, Spanish 1 and 2			

SERVICE HOURS

In order to graduate from UVCS, our students must complete 100 hours of community service. This breaks down to 25 hours per year. Of those 25 hours, 10 may be served at a local church, 10 may be served on campus at UVCS, and 5 must be served in the outside community. Students must bring a service hours form with them anywhere they are seeking to earn hours so that they may obtain the appropriate signatures. Completed forms must be turned in to the main office for hours tracking *within the academic quarter in which the hours were served*.

An additional 50 hours (for a total of 150) is necessary for an honors diploma. The same ratio of hour types is expected: 20 hours at a local church, 20 hours at UVCS, and 10 hours in the outside community. If the honors student seeking these extra hours would like an exception to the exact ratio in order to work on a specific project, they may do so with approval from the administration.

The heart behind service hours is to serve others without benefit to self, so working for a family business, on family property, or doing work supervised by a family member cannot be logged as school service hours without administrative approval beforehand.

CLASS SCHEDULING

Secondary students fill out forecasting sheets each spring for the following year. In it, they rank their preferences for electives in order of priority. Scheduling is managed by the Student Services Coordinator in conjunction with administration, who will take graduation requirements and seniority into consideration while solidifying the class assignments.

DROP/ADD POLICY

Students are allowed to request a meeting with the Student Services Coordinator during the first week of the semester to discuss options for adding or dropping a particular class. After the first week, all schedules are final for the semester, unless an academic need for a schedule change arises and is approved by administration.

OFFICIAL TRANSCRIPTS

Official transcripts are available upon request through the Student Services Coordinator in the main office. Please remember to request them in a timely manner if they are to be sent to other institutions.

COLLEGE AND CAREER

During both Freshman Foundations class and high school Advisory, students will be given guidance for college and career paths. The Student Services Coordinator works with juniors and

seniors as requested to set up job shadow opportunities, as well as provide support in application processes. At UVCS, we value and support all possible career callings for our young people, including college, trade school, military, and workforce options.

Juniors and seniors will be required to take helpful standardized tests during the school day, regardless of their future plans. In the fall, juniors will take the PSAT while seniors take the SAT. In the winter or spring, all upperclassmen will take the ASVAB. Not only will this keep their post-high-school options open, but the standardized assessment data is very useful for tracking school progress in certain areas and making sure we are seeing targeted improvements in our student body.

DUAL ENROLLMENT AND COLLEGE CREDIT

High school students taking their required UVCS Health class have the opportunity to receive dual credit through Umpqua Community College. Information regarding how to claim that credit is in the Health class syllabus. Though the school is working through the process to try and get more dual credit options for our existing classes, Health is the only dual credit option offered at this time.

If students wish to take an online course for college credit on their own time, they may. Academic support classes may be utilized for this purpose. However, according to school policy and bylaws, no online course shall take the place of a UVCS class required for graduation. For example, an online college writing course cannot replace UVCS English 12, it can only be taken in addition to it.

6TH AND 9TH GRADE ORIENTATION CLASSES

All incoming middle school and high school students are required to take a one semester orientation class as outlined below. These classes are designed to prepare them for academic, social, and career success in their new secondary school environments.

6th Grade Study Skills: Topics include academic planner usage, active versus passive study strategies, note taking skills, locker and materials organization, basic Chromebook usage, tracking grades and missing assignments, summarizing ideas, and academic honesty.

9th Grade Freshman Foundations: Topics include high school versions of some topics listed in 6th grade study skills, plus others such as navigating high school and graduation requirements, GPA and its functions, ethical uses of AI tools, identifying plagiarism, college or career planning, academic support options, and service hours planning.

SYLLABI

Secondary teachers are required to give students and families a syllabus for each class on the first day of school. The syllabus will outline expectations for behavior, classroom procedures, classwork, homework, tests, and how students will be graded.

Elementary teachers will provide a folder for each student to take home on the first day of school. The folder will contain similar information to a secondary syllabus, but may be formatted in different ways for different age groups. It may also include other information such as communication methods and class party expectations.

Families are expected to read each syllabus or take-home folder and sign an Acknowledgement Form to return to the teacher (the syllabus or folder itself should be kept at home for reference). This form communicates that they have read and understood everything outlined in the syllabus and agree to abide by the policies presented by the teacher.

GRADING

UVCS Grading Scale:

100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

Extra Credit: At the discretion of individual teachers, a student may be allowed to repeat an assignment, redo an assignment in a different format, or otherwise individualize a previous assignment in order to improve a low grade. Extra credit is discouraged, but if it is offered, the opportunity must be available for the whole class. Opportunities for grade improvement should be sought when necessary throughout the quarter. If a student waits to request grade improvement opportunities until the week before quarter grades are due, they may not have any options available to them at that point.

Make-up and Late Work: Unexcused late work may be turned in at a penalty of 10% per school day that it is late. For excused absences, students may turn in late work and make-up exams with no penalty for up to the number of days that they were absent. For instance, missing three days of school due to sickness would allow the student three school days upon return to make up late work without penalty. For pre-arranged elective absences, students must turn in all missing work on the day they return.

Exam Retakes: Retaking exams is generally not permitted. However, in the event that a secondary teacher believes a retake is appropriate, they will provide a different version of the exam for the student to take. Problems, prompts, order, and content may be different than the original exam, but they will not be outside the scope of the materials originally covered in class and in the textbooks. They will have the same point value as the original exam. Students retaking an exam may only earn up to a maximum of 70% on the retake, even if they score

higher. This gives them a chance to earn a passing grade without growing a dependence on exam retakes.

HOMEWORK POLICIES

Homework allows students to practice independence in their grasp of classroom content, gives them a chance to practice necessary skills, and serves as an informal assessment for teachers to measure student progress before exams. For many classes, there is a chance to finish this work during class, and a student will only have homework if they do not use their class time well. However, there are some more rigorous secondary classes that will assign work from time to time that is intended to be worked on at home.

At UVCS, we value time spent at home with family. Time spent on homework at night should adhere to the following criteria:

- Homework should grow logically from classroom instruction.
- Homework should not be mere “busy work.”
- Homework will not be given as a disciplinary measure.
- Teachers will *minimize* homework to that which is absolutely necessary on weekends and holidays to encourage time spent with family and at church.

For policy regarding homework, assignment due dates, and exams missed due to UVCS Athletic events, please see section titled ***ATHLETICS ABSENCES***.

STUDENT PLANNERS

Each student in grades 4-12 will be issued a school planner at the beginning of the year. Middle and high school students will use them to organize their assignments, tests, and due dates, and planners will be checked for accuracy each week by their Advisory teacher. Planners should go home and come back to school every day, and parents should be able to see their student’s work written in each week. Elementary planners can be kept in the classroom during the week, but may be taken home over the weekend, or as prompted by their teacher.

Middle and high school planners will also include pages for hall passes each quarter. Barring extenuating circumstances or health conditions, once a student uses up the hall passes for that quarter, there are no extras to hand out, so they are asked to plan accordingly and miss as little valuable class time as possible. While walking around campus during class time, students are expected to be carrying their planner with them. Staff are allowed to stop them and check to see that their hall pass is signed and valid for that day and time, along with their destination. Besides encouraging students to miss less class time, this procedure helps us with our safety and security protocols in the event of an emergency on campus.

Student planners also contain helpful pages for reference, such as the school Statement of Faith, bell schedules, dress code, cell phone guidelines, and the student conduct pledge.

Additionally, school calendar events such as conferences, spirit weeks, grading days, and graduation will be preprinted inside.

TEXTBOOKS AND CURRICULUM

Curriculum is researched and chosen in collaboration with department leads, the Curriculum Committee, and administration. UVCS utilizes Bob Jones University (BJU Press) curriculum at all grade levels and subjects, except for those electives whose materials are not produced by BJU. Central to the BJU curriculum design is thorough Biblical Worldview integration in every age and subject. Supplementary materials must be approved by the school curriculum committee before use in the classroom.

Because BJU Press regularly re-evaluates and improves each edition of their textbooks on a timed cycle, we do require families purchase curriculum for each of their students every year. This is covered in the \$500 curriculum fee in the fall, and students may keep their textbooks.

If a student textbook is lost or severely damaged, it is the student's responsibility to contact the main office for a replacement order. The cost for the new textbook will be charged to the student's school FACTS account.

ACADEMIC SUPPORT CLASSES

General study hall classes are no longer offered at UVCS. However, any secondary student may apply for an Academic Support Class to be placed in their schedule. Applications are available in the front office and require a parent or guardian signature, along with a plan for how that class period is going to be used. Acceptable uses of Academic Support Classes include independent online classes, support for 504 and service plan students, independent projects, and targeted classwork help.

Administration must sign off on the application before an Academic Support Class is assigned. Grades for Academic Support Class are participation-based, and instructors will use the stated plan from the application to determine whether or not a student was participating in the appropriate activities on a given day.

GRADES AND LESSON PLANS ON RENWEB

Basic lesson plans for grades 6-12 are posted on RenWeb each week by Sunday night at midnight. Teachers will record topics, textbook pages, test days, and any other relevant information for the week there. Occasionally, the plan may change as teachers adjust to their students' learning speed, but if any major changes are made (such as changing a test day), the change will be emailed to parents.

Elementary lesson plans are not posted on RenWeb. The vast majority of elementary work is done in class, and their materials stay in class instead of going home every night. If you need information on what was covered during a day that your child was absent, a quick email to their teacher will suffice. For pre-arranged absences, work can be prepared in advance to be sent home as long as a pre-arranged absence form is turned in with at least a week's notice.

Upon receiving an assignment or exam *on their due date*, teachers are allowed up to 48 hours to enter one of the following codes to maintain accurate records for communication with families and administration:

- Pending (P): The assignment has been turned in, but not yet graded. No message generated automatically to parents.
- Missing (M): The student has not yet turned in the assignment and it cannot be graded. An emailed notification is automatically generated and sent to parents.
- Absent (A): The student was either absent when the assignment was given or turned in. No message generated automatically to parents.

Pending grades will be scored and entered within one week of the due date. There may be some exceptions for larger projects, but those timelines will be communicated and defined within those project rubrics.

PROGRESS REPORTS

Report cards are emailed home via RenWeb after each 9-week grading period. Keep in mind that grades are online and available to parents for monitoring at all times. If you spot any concerns with grades, it is much easier to address them as they occur, rather than only at the end of the quarter. It is recommended that parents check their student's grades weekly.

STANDARDIZED TESTING

Benchmark testing is essential for evaluating student, staff, and school growth. It informs future instruction and gives the school solid data to evaluate academic needs of specific students. At UVCS, we utilize MAPS testing twice per year for grades 1-10. MAPS testing is an adaptive testing system that gets more difficult with correct answers and less difficult with wrong answers. For upper class high school students, the PSAT, ASVAB, and SAT are also utilized.

ACADEMIC PROBATION (MS AND HS ONLY)

Any student with one or more grades of "F" or two or more grades of "D" at the end of any quarter will be placed on academic probation for the following quarter. An academic probation notice letter will be sent home to families to be signed and returned.

Academic probation procedure is as follows:

1. A letter is sent home to parents along with an Academic Probation Agreement that needs to be signed and returned.

2. During the first week of academic probation, the student services coordinator will meet with each individual student to plan strategies for improvement.
3. The student will be required to meet for 30 minutes each week with each teacher for whose class they have a "D" or "F." This tutoring may be individual or in a small group.
4. The student services coordinator will meet with each student every other week during the quarter to monitor progress.
5. If the student has not improved by the end of the quarter, they will be on probation through the next quarter.
6. If at the end of the quarter, the student has no more than one "D" and zero "F's," they will be released from academic probation.
7. If after two quarters on academic probation the student shows little or no improvement, the administration will call for a parent conference in which a plan for improvement is formed. If the plan for improvement is not successful by the fourth quarter, administration will conference again with the parent to discuss options that may include repeating a grade or a class the following year.

Tutoring times are determined by the teacher, not the student. The failure of a student or parents to fulfill their end of the obligation could be seen as a breach of the Academic Probation Agreement signed by the parents and may result in further disciplinary action.

In the event that a student shows dramatic improvement early in their quarter of academic probation, and *all* of the relevant teachers feel that the extra tutoring is no longer needed, the student may request an Academic Probation Waiver Form to be signed by all teachers involved. When all signatures are acquired, the student is released from academic probation. However, if their grades slip again to two "D's" or an "F," they will be placed back on probation for the rest of the quarter without exception.

ACADEMIC HONESTY

Because we pursue excellence in all we do to the glory of God, academic honesty and integrity is of utmost importance. It is expected that students turn in work that is entirely their own, unless otherwise instructed to do group work. Assignments and tests will not be given without a purpose, and each one guides the teacher with real-time data throughout the year. Their understanding of what students know, and what skills they have (or don't have), relies on the accuracy of this information. Not only do cheating and plagiarism affect this data, they display a lack of character on the part of the student in the willingness to deceive for temporary gain. Academic dishonesty is taken very seriously at UVCS and will carry significant consequences. For clarity on what constitutes academic dishonesty, see the definitions below.

Plagiarism: The presentation of another person's work or ideas as your own. This includes using someone else's ideas, concepts, or words (without quotation marks and proper citation). Submitting another person's work as if it is yours, even if they voluntarily gave it to you, is deceptive and unacceptable, both academically and spiritually.

Artificial Intelligence: The use of artificial intelligence (AI) for educational purposes is not strictly forbidden. There may be teacher-led activities in which AI may be used for research or classroom instruction. However, it is not to be used to write student answers and assignments for a grade as if it were the student's work (see *Plagiarism* definition above). Teachers have the right to run any shorter student writing through an AI checker. If it comes back as likely or highly likely to have been produced by AI, the work will be considered plagiarized. Teachers will have in-class writing samples from students to use for comparison in these situations as well. Larger written assignments (over 300 words) will be submitted through Turnitin, which scores the assignment for similarity to online sources, including AI.

Cheating: Sharing work or answers in any way during an exam or an in-class assignment is considered cheating, unless sharing is explicitly allowed for the activity by the classroom teacher. Use of prohibited devices is also considered cheating (i.e. phones, or calculators when they are not allowed).

Curriculum at Home: The BJU Press curriculum utilized by UVCS is available online for homeschool students. It is against school policy for students to have access to teacher editions, tests, or keys at home. Utilizing them for assignment answers or studying for tests is considered cheating. However, if a student is going to be receiving tutoring services, and the professional tutor needs a teacher edition or other materials, UVCS would be happy to make that order officially on their behalf and ensure it is delivered directly to the tutor. At no time will tests and test keys be educationally necessary to own at home. Most teachers create their own versions of the tests as a precaution anyway, and there are better supports for struggling students than attempting to memorize answers.

As outlined in the *Student Conduct* pages under *School Discipline*, academic honesty infractions may result in zeros on assignments, required test retakes, suspension, or expulsion. Factors that determine consequences include the age of the student, existence of a pattern of deception, and whether the dishonesty has or could affect semester grades, GPA, or scholarships.

TURNITIN ONLINE

All UVC staff members and students have access to Turnitin, an online service that analyzes written work for similarities to online sources and detects AI usage. When a student turns in a written assignment over 300 words via their Google account (e.g. Google Docs), Turnitin will produce a similarity score based on what it has matched to in online resources and whether AI was used to produce some or all of the assignment. *A certain amount of similarity is expected*, especially when directly quoting a source and properly citing. However, anything turned in with a possible similarity score above the 20% will prompt a teacher to open up and look through the report to see what may be going on and have a conversation with the student.

Keep in mind that a teacher pulling a report with a score over 20% does not necessarily mean there was cheating involved. It just means that more information is necessary to determine if any ideas were used that were not the student's. It may simply be an educational opportunity to discuss one-on-one with the student. However, it will clearly show if any text has been directly plagiarized or has been generated by AI, and if that is the case, administration will meet with the student and parents or guardians to determine the next steps.

Learning to summarize in one's own words without plagiarizing is a skill that is learned. To support the learning process in this area, a Turnitin plugin will also be available in the student's school Google account. This will allow them to check for similarity in an assignment typed up in Google Docs up to three times per assignment before turning it in (though it will not give an AI report). Be aware that document history will show if there were portions copied and pasted into (or out of) the document.

Though Turnitin does give the school solid evidence if there were to be cheating involved in an assignment, and this does help to a certain degree with accountability in the area of academic integrity, the main usages will be educational.

CONTACTING TEACHERS

Every teacher has a school email address (uvcs.org), which can be located on the school website and on individual teacher syllabi. Email is the most efficient way to communicate with teachers while they manage their daily schedules. If you need to meet with a teacher, please email them stating your concern and your schedule availability, and they will respond as soon as they are able. Teachers periodically may respond to emails during the school day, but they rarely have time for a phone call or a meeting during school hours.

Email is generally most efficient, but if you would like to call them, you may do so through the main office at 541-679-4964. The front desk can inform you of their availability at that time.

Some teachers utilize the Remind app for their individual classrooms, but not all of them. Remind allows a certain amount of text communication and text reminders. Please follow individual teacher guidelines in syllabi for its use.

Student Conduct

CLASSROOM EXPECTATIONS

Teachers at UVCS will communicate their individual classroom expectations at the beginning of each semester. Although these will not deviate or be contradictory to the general school expectations, students will need to know that there may also be policy and procedure specific to each classroom.

Students are expected to accept responsibility for their actions and to perform to the best of their ability in all contexts at school (Colossians 3:23). Respecting those in authority, fellow students, and the property of others is non-negotiable. Directives given by teachers and staff should be followed quickly, completely, and with a cheerful heart. An attitude of complaining or entitlement is not Christ-like, and may bring school consequences with it in order to foster a school culture of selflessness, respect, and working to the glory of God.

COMMON SPACES AND LOCKERS

Our common spaces are a gift, and students should feel free to use them together in the appropriate times and ways during lunch and breaks. The courtyard in the “U” building (middle school), the walkway and breezeway around the high school, and the seating area in front of the Lion’s Den are all meant to be enjoyed. We are also blessed to have locker room spaces for sports and PE, and we want to keep them in good condition to serve our students for years to come.

All secondary students will be assigned a school locker in areas by grade. There are also numerous wall hooks around the lockers to hang backpacks and coats. Students are expected to keep their lockers clean and organized, without garbage or food waste that would attract pests. It is required that families purchase an inexpensive locker shelf to make use of the space for textbooks and materials. Athletic or PE shoes that do not fit in the locker can be stored neatly underneath them. It is not recommended that high school students leave chrome books in their lockers overnight (they won’t even be fully charged in the morning), but if they are left there for any amount of time, usage of a padlock is highly encouraged.

Lockers are not assigned in the PE locker room. Students are welcome to store their belongings in any available locker, and they may bring a lock if they choose. Personal items must not be left on the floors, benches, or shelves. Anything left there by the end of the day could be collected and brought to the main office to determine any necessary consequences.

Students are to keep their lockers and the common areas free of clutter, garbage, and messes so that everyone can enjoy our shared spaces on campus.

CELL PHONES AND TECHNOLOGY

Cell phones, smart watches, airpods, and any other personal electronic device are expected to be **put away, silenced, and not visible from 8am to 3pm for all ages K-12**. This is in accordance with the new Oregon law. If students need to contact parents, they can use a school phone at the office. Changes in the family schedule happen during the day sometimes, and the school office is prepared to communicate those changes with your child. High school students with off-campus passes may take their phones with them off campus as they drive elsewhere, but as long as they are on campus, the phone should be silent and invisible.

Content: Students are not to access inappropriate content on their cell phones, Chromebooks, or any other device. (And again, cell phones themselves should be silent and invisible during the school day.) Inappropriate content includes (but is not limited to) music, videos, and websites with profanity, sexual content, crass humor, and cruel behavior. Consequences for accessing this content may include loss of privileges or suspension, depending on the nature of the content and whether or not it was shared with other students. Accessing or sharing pornographic material will result in expulsion. School Chromebooks are heavily restricted and monitored. All browsing history and content on these devices are visible to the school, no matter what WiFi network was used to access it. In the unlikely event that a student accesses a site unintentionally that they should not, the student should close the device immediately and bring it to the office and/or parent to be cleared up.

Off-Campus Technology: The usage of social media, internet-based services, and websites are to be used in a manner consistent with school philosophy and expectations of Christ-like conduct, on or off of campus. Online communications are subject to school discipline if the communication...

- promotes behavior that is immoral and/or illegal.
- expresses positions that are opposed to the philosophical, religious, or organizational standards of the school.
- posts unflattering, character-defaming, or false information that degrades or harms Umpqua Valley Christian School or an Umpqua Valley Christian School student, family, or employee.

Cyberbullying: Not all bullying and cruel behavior happens on campus. Cyberbullying occurring on devices between UVCS students or targeting a UVCS staff member will be dealt with the same way as in-person bullying, regardless of whether or not it took place during school hours. Cyberbullying includes (but is not limited to) online harassment, cruelty, disrespect, and harsh joking via texting, group chats, social media, or any other phone apps or digital means. Cyberbullying may result in suspension or expulsion.

Restrooms and Locker Rooms: Cell phones are not allowed in any restroom or locker room on campus **for any reason**. Phone usage in these locations, especially taking photo or video, will not be tolerated, and may result in suspension or expulsion.

ATHLETIC ELIGIBILITY AND CONDUCT EXPECTATIONS

Eligibility: A student will be eligible to participate in athletics providing...

1. None of his or her grades at the end of the quarter is an "F" or two or more grades of "D," AND his or her grade point average is 2.3 or higher.
2. Sports fees have been paid for the particular sport.
3. Documentation of passing a physical examination is on file in the school office. A current sports physical must be on file with the school in order to be eligible to participate, and physicals are valid for two years.

On the first Monday of the month, student athlete grades are checked for eligibility. Students who are considered ineligible will have one week to make up any failing grades, and they will still be able to play during that week. However, if they are still failing by the end of that week, they are ineligible until the next grade check. (See athletic calendar for mid-quarter grade check dates.) The Athletic Director is responsible for notifying all coaches of students who are ineligible.

At the beginning of each school year, eligibility status is determined by the grades from fourth quarter of the preceding year. If the student athlete was ineligible at that point, they will remain ineligible until the first grade check.

When a student is ineligible, they are not permitted to attend practice with the team and cannot join the team for any games (home or away). Students must also be present during the school day on campus in order to practice or play. Students who arrive late to school or go home early will not be allowed to practice or play without administration approval.

Sportsmanship: Our athletic teams are the primary way that our school interfaces with the community at large. With the name "Christian" in our title, we know that we will be looked upon with extra scrutiny, and we desire to represent Christ well in competition. Foul language, taunting, cheating, disrespecting officials, and other inappropriate behavior will not be tolerated, and players may lose privileges, playing time, or their place on the team if they participate in such things. Depending on severity, school discipline may also be applied. Student athletes are expected to play hard and compete well - showing grace in defeat and victory. If a UVCS athletics team is the only representation someone sees of Jesus, we desire it to be a good and accurate picture of who He is and what He is like.

Fan Behavior: Our fans and spectators are also representatives of UVCS to the public, and therefore, we expect that they adhere to the same standards as the players listed above. If a spectator crosses the line - disrespecting officials, jeering at opponents, yelling angrily, etc. - the UVCS Athletic Director reserves the right to ask the UVCS spectator to leave the sporting event, regardless of whether or not it is a home game. Like our players, our fans (many of whom wear UVCS gear) may be the only representation of Christians that other athletes and fans see. Our athletics department asks that all of our families and fans keep this perspective in mind.

Officials: Each sporting event has its officials, and some will make better calls than others. One of the concepts we teach thoroughly at UVCS is that we are all in submission to some kind of authority, God being our ultimate authority. God has placed other authorities in our lives for order and thriving, and He asks us to show them respect (governments, church leaders, coaches, parents, etc.). None of those human authorities are perfect, but we are asked to respect them anyway in obedience to God. This is extremely countercultural in our present day. How we treat our sports officials matters as we show the world what Christ is like. At UVCS we are committed to treating our officials with kindness and respect. If there is an issue of fairplay that needs to be reviewed by OSAA, our Athletic Director will take care of it.

School Discipline Conflicts: Participation in sports does not exempt students from fulfilling school consequences when they are assigned. If an after-school detention notice is given for the following day, it will be served regardless of game and practice schedules. If an out-of-school suspension is served, the student athlete will not be able to play or practice that day. If an in-school suspension is served as a middle school student (non-OSAA), the athlete's ability to play and practice that day will be determined by administration and coaches.

ATHLETIC ABSENCES

Students are *not* required to fill out pre-arranged absence forms for athletic absences. Athletic absences are excused in our attendance system and communicated to teachers the morning of the absence. Excused athletic absences include any absence due to travel for a UVCS team game or competition, or any public school athletic event (game, not practice) in which a UVCS student may be officially participating.

Absences for non-UVCS student athletic events must be communicated in advance to the front office to be excused, since we do not have immediate access to public school and club sports schedules.

Athletes are expected to be proactive with their school work by turning in their assignments and taking tests in advance or on time. If an athlete has been giving their best effort and has used their class time well, but finds they need extra time on an assignment or exam due to an athletic event absence, they may request a 24-hour extension from their teacher. The teacher has the right to refuse this 24-hour extension if the student has shown a pattern of not utilizing the class time they had to finish work or prepare for an exam or complete an assignment. Unless a 24-hour extension has been approved before the athletic absence, a student should not expect to receive one.

In the event that a team arrives back from an away game after midnight due to travel length and circumstance, that team will be excused for a late arrival the next morning until 9:00am. Any arrivals after 9:00am will be counted as tardy.

DRESS CODE

As a Christian institution, we seek to glorify God in all we say and do, including in the ways we dress. We want to exemplify modesty in our outward appearance as well as our inward thoughts, and we want to remove any barriers between students and their Christ-centered education. We understand that families, like world cultures, have different standards for personal appearance, and we do our best to find a balance in our expectations that is both fair and godly.

We want to make clear that ***just because a particular clothing item is not allowed on campus, does not mean that it is necessarily inherently sinful***. It just may not be appropriate for the school day here at UVCS. The dress code you find below was painstakingly designed with the following things in mind:

- Ease and clarity for fair enforcement - regardless of age, sex, or body type.
- Does not require staff to have to look too closely (this is uncomfortable for both staff and students).
- Limits distractions from learning.
- Puts students in a mindset for work and learning, as you might dress for a job.

The Biblical principles considered in the design and implementation of the UVCS dress code include:

- Students should dress and groom in a modest way (1 Timothy 2:9, Romans 14:13-15).
- Students should dress appropriately for an activity, including learning (2 Timothy 2:4-5).
- Students should dress and groom in a way that matches their God-given biological gender (1 Corinthians 11:14).
- Students should not seek to draw attention to themselves through their appearance and potentially cause another to sin (Romans 14:13, 19).

Standards for All Students
- Clothing must be neat, clean, in good repair, and appropriately sized. - Hats may not be worn in class. - Footwear must be worn at all times. - Unnaturally colored hair is not permitted (i.e. blue, green, purple) except temporarily for spirit week activities. - Hair must be neatly groomed. - Clothing with emblems (or jewelry) containing new age or occult symbols or inappropriate slogans are not permitted. - All undergarment-type clothing must be concealed at all times - sitting, standing, moving, etc. - Shorts must be no shorter than mid-thigh (approximately halfway between the hip joint and the knee). - Athletic clothing is only allowed on casual Fridays, and must follow all general dress

code modesty guidelines. This includes athletic leggings. - There is to be no skin showing between pants and tops when standing, sitting, or moving around. - See-through clothing is not allowed, unless the clothing worn underneath it is following dress code expectations, and it is only acting as a decorative layer. - Holes in jeans and pants are not permitted, except on casual Fridays. Holes displayed on Fridays must be at knee level or below.
Standards for Men/Boys
- No visible body piercing is allowed to be worn, including earrings. - Facial hair must be neatly groomed. - No leggings or tights are allowed. Compression shorts for athletic purposes are permitted underneath regular gym shorts.
Standards for Women/Girls
- No visible body piercing is allowed, except earrings or one nose piercing. - Dresses and skirts must be no shorter than the knees. They may only be slightly shorter (mid-thigh) if they wear mid-thigh fitted shorts underneath. - Necklines must be modest and provide coverage for cleavage, regardless of body type, even when leaning forward. - Leggings and tights can only be worn under a dress or longer tunic-style top that provides coverage to the mid-thigh. - Banquet formal dresses must comply with all dress code modesty guidelines, including necklines, visible undergarments, or any slit in the skirt. The back of the dress may not dip below the standard bra line.
Standards for PE
- T-shirts and athletic shorts are to be worn with gym shoes and socks during PE. Shorts must be no shorter than mid-thigh. Students are asked to bring PE-specific clothing in order to keep their school clothes clean and smelling fresh. - PE shoes must be white-soled tennis shoes to avoid scuffing the gym floor.

CHAPEL DRESS CODE

Middle school and high school students meet for chapel each week in a multipurpose space that we lovingly call the “chapelteria.” This is where lunch, morning activities, and a variety of other events take place besides chapel. Since chapel is a gathering with a different purpose - to worship and learn from the Word of God corporately - we want to bestow special honor on that time that is above and beyond what we would normally do for other activities.

Chapel dress does not need to be fancy (we’re not requiring slacks, ties, and dresses), just a “notch above” our usual attire in honor of chapel time’s unique purpose before God. We feel

that this creates a school family culture that differentiates the time and space of chapel in a multipurpose room.

Elementary students are not required to follow chapel dress code in order to keep them dressed appropriately for recess.

Standards for Chapel Dress
- Boys must wear a collared shirt (polo, button down, etc.) and long pants (clean jeans are fine). - Girls must wear long pants or a skirt with a nice top, or a dress. - No casual t-shirts or hoodies are allowed. - If the weather is cold, students may wear a zip-up, a hoodie, or a casual sweatshirt for warmth throughout the day, but they must be removed and placed in bags or lockers, or hung up at the door upon entering chapel. The room will be kept warm.
Dress Code Exceptions
- During dress up days for Spirit Week, students do not have to comply with chapel dress code if they are in a Spirit Week outfit. - For a post-season game day, athletes may wear uniforms or special gear at school, including chapel. HOWEVER, even with these exceptions, students still have to comply with general dress code modesty standards, and they are asked not to wear anything on their heads during chapel.

SCHOOL DISCIPLINE

The model of our Heavenly Father shows us that godly discipline is always a part of godly parenting (Hebrews 12:6). Though discipline is primarily the job of a parent, as an educational institution that the Christian parent is choosing to utilize, the school may enact disciplinary procedures for the purpose of maintaining order and teaching godly character on campus. This will always be done in communication and partnership with parents.

Discipline and punishment are not the same thing. Punishment only applies unpleasant experiences that match the unpleasantness of the behavior. Discipline, though it may include unpleasant consequences, is always applied with a heart of restoration and reconciliation with God and with others. At UVCS, we utilize discipline and consequences, not mere punishment. Ultimate spiritual restoration and reconciliation, pointing students and families to Christ and his redemption, is always the goal.

Sometimes this means consequences are “in house,” and a student is able to stay at UVCS as they receive appropriate consequences, learn, and grow through the situation. Sometimes the offence requires us to ask a student to leave the school for the safety and well-being of others,

and for their ultimate good. Those who are asked to leave are welcome to reapply in many cases, but must be ready to produce evidence of growth, such as regular counselling at their local church. Expulsion decisions will always be finalized by the school board.

Discipline, and the associated learning process, will look different depending on the context and the age of the child. For instance, a five-year-old shoving another child as they rough house in the grass is very different than a 17-year-old shoving another student in anger in the parking lot. Below, you will find categories of behaviors for elementary and secondary students separately for this reason. Administration will use this as a guide when communicating and applying consequences. Severity, repetition, and improvement (or lack thereof) are all factors weighed by administration during this process.

Elementary Grades (K-5) Discipline Categories

Category: Classroom Disruption	Description: Includes intentionally calling out, making noises, and distracting other students purposefully.
Consequences and Communication: Redirection and reminders are given first, especially for younger students. Repetitive problems may result in a behavior notice to parents and/or lost privileges. Continued purposeful disruption will be brought to administration for a parent meeting and possible loss of privileges or suspension.	
Category: Disrespect and Defiance	Description: Includes name calling, unkind language, throwing objects, taunting, refusing teacher directives, and yelling in anger.
Consequences and Communication: Minor infractions may begin with a redirection, but most will be sent to the administration to determine severity and appropriate consequences, up to and including suspension.	
Category: Fighting	Description: Includes yelling, pushing, slapping, punching, grabbing, or any other kind of physical altercation.
Consequences and Communication: Verbal fighting will be addressed on site with Biblical steps of conflict resolution, and parents will be notified of the incident. Continued fighting may result in loss of privileges, temporary separation of students, or school consequences, up to and including suspension, following a parent communication. Physical altercations, especially those involving striking another person in anger, will automatically result in suspension. The student(s) will be brought to the office, parents contacted, and suspensions scheduled. The first suspension will be in-school, a second offense results in an out-of-school suspension, and a third offense results in an expulsion hearing. In extreme cases, expulsion may be the first step.	

In the case that a student is attacked physically, that student is allowed to engage in self-defense in order to protect themselves. However, any physical response should be a <u>last resort</u>, and <u>must be limited</u> to the minimum amount of force required to get away from the attacker and seek help. Physical responses rooted in vengeance or reciprocal anger when the option is there to walk away or get help will not be tolerated.	
Category: Dishonesty	Description: Lying, misrepresentation, cheating, or any other kind of deception.
Consequences and Communication: A student caught engaging in deceptive behavior will have a one-on-one conversation with their teacher or administration to get to the bottom of what happened and why the deception was made. Parent contact will be made via phone, email, or behavior notice, depending on severity and context. Consequences may include loss of privileges, redoing assignments, or receiving zeros on assignments. A second offense, especially if it is related to academic dishonesty, may lead to suspension or expulsion.	
Category: Property Damage	Description: Vandalism, writing on desks, tearing up paper, damaging textbooks and materials, or making messes on purpose.
Consequences and Communication: Parent communication will be made immediately, and students will be required to clean up any messes they have made. Parents are financially responsible to replace or repair damaged school property. Supervised work detentions during recess or after school may also be assigned to the student, and will be directly related to the offense. Repeated or severe destruction of property may be grounds for suspension or expulsion.	
Category: Inappropriate Language	Description: Profane or crass language, sexual innuendo, or otherwise inappropriate or unbiblical topics of conversation.
Consequences and Communication: A first offense will result in a one-on-one conversation with their teacher or administrator to get to the heart of why the inappropriate conversation happened. Parent communication via email or behavior notice will occur. Opportunities for apologies and acknowledgement will be given to the student. A second offense or beyond will be handled by administration, and consequences will vary based on the possible causes for the inappropriate use of words. Age and possible influences are considered.	

Our youngest students will not be perfect as they learn and grow, and we would never expect that. All of us have sinned and are born with a sin nature - students and staff alike. The primary objective for our elementary children during the disciplinary process is to help them understand their need for Jesus, point them to Him and His love and redemption, and set clear boundaries within which they are free to thrive.

Secondary Grades (6-12) Discipline Categories

Category: Classroom Disruption	Description: Includes intentionally calling out, making noises, throwing objects, and distracting other students purposefully.
Consequences and Communication: Redirection and reminders are given first, especially early in the year. Repetitive problems may result in parent communication and/or lost campus privileges. Continued and purposeful disruption will be brought to administration for parent communication and application of consequences up to and including after-school detention and suspension.	
Category: Disrespect and Defiance	Description: Includes refusing teacher directives, name calling, unkind language, throwing objects, taunting, and yelling in anger.
Consequences and Communication: Minor infractions may begin with a redirection, but most will be sent to the administration to determine severity and appropriate consequences, up to and including suspension. In more extreme situations, if the safety of others is in question, an expulsion hearing may be called for.	
Category: Fighting	Description: Includes yelling, pushing, slapping, punching, grabbing, or any other kind of physical altercation.
Consequences and Communication: Verbal fighting will be addressed on site with Biblical steps of conflict resolution, and parents will be notified of the incident. Continued fighting may result in loss of privileges, temporary separation of students, or school consequences, up to and including suspension, following parent communication. Physical altercations, especially those involving striking another student in anger, will automatically result in suspension. The student(s) will be brought to the office, parents contacted, and suspensions scheduled. The first suspension will be in-school, a second offense results in an out-of-school suspension, and a third offense results in an expulsion hearing. In extreme cases of violence, expulsion may be the first step. In the case that a student is attacked physically, that student is allowed to engage in self-defense in order to protect themselves. However, any physical response should be a <u>last resort</u>, and <u>must be limited to the minimum amount of force required</u> to get away from the attacker and seek help. Physical responses rooted in vengeance or reciprocal anger when the option is there to walk away or get help will not be tolerated.	
Category: Dishonesty	Description: Lying, misrepresentation, cheating, or any other kind of deception.
Consequences and Communication: A student caught engaging in deceptive behavior will have a one-on-one conversation with their teacher or administration to get to the bottom of what happened and why the deception was made. Parent contact will be made, and	

consequences will be applied. Consequences may include loss of privileges, after-school detention, or suspension, depending on severity. A second offense may lead directly to suspension or expulsion.

In cases of academic dishonesty or cheating, an expulsion hearing may be held immediately, especially if the student is in high school where his or her grades affect GPA. See *Academic Honesty* section of the handbook for more details and definitions.

Category: Property Damage and Theft

Description: Vandalism, theft, writing on desks, tearing up paper, damaging textbooks and materials, or making messes on purpose.

Consequences and Communication: Parent communication will be made immediately, and students will be required to clean up any messes they have made. Parents are financially responsible to replace or repair damaged school property. Supervised work detentions after school may also be assigned to the student, and will be directly related to the offense. Repeated or severe destruction of property may be grounds for suspension or expulsion.

Category: Inappropriate Language

Description: Profane or crass language, sexual innuendo, or otherwise inappropriate or unbiblical topics of conversation.

Consequences and Communication: A first offense will result in a one-on-one conversation with their teacher or administrator to get to the heart of why the inappropriate conversation happened. Parent communication will occur. Opportunities for apologies and acknowledgement will be given to the student. A second offense or beyond will be handled by administration, and consequences will vary based on the possible causes and context.

Category: Displays of Affection

Description: Any kind of physical contact of an affectionate nature ("couple behavior") including, but not limited to, kissing, holding hands, or prolonged physical contact.

Consequences and Communication: Dating is discouraged on campus, and couples behavior between students is not allowed on campus or at any school sponsored events or games. Minor infractions may warrant a reminder or an after-school detention, but major infractions (such as seeking places to be alone for physical contact), may result in suspension or expulsion.

Category: Substance Possession and Use

Description: Substances include, but are not limited to, alcohol, tobacco products, drugs (legal and illegal), vape pens, and unauthorized prescriptions.

Consequences and Communication: The possession, use, or distribution of any of the substances listed above (on or off campus) is grounds for immediate expulsion.

Category: Sexual Immorality	Description: Includes premarital sex, lewd acts, sexual gestures, and pornography use or distribution.
Consequences and Communication: Taking part in sexual immorality, especially if including others in the promotion or commission of that act, will not be tolerated and is grounds for expulsion. If a student does commit sexual sin (particularly if they have fallen into pornography usage), their voluntary confession, given in order to receive necessary help from a mentor through the local church, will be taken into consideration.	
Category: Weapons	Description: Includes firearms, explosives, knives, and blades.
Consequences and Communication: Students are not permitted to bring any kind of weapon on campus. If a weapon is brought to school, it will be confiscated. Depending on the weapon, context, and intention, the police may be contacted or a school threat assessment conducted. (Obviously, bringing a bomb to school is different than forgetting your pocket knife is in your bag, for example.) Bringing weapons on campus may result in suspension or expulsion.	
Category: Illegal Activities	Description: Any action which is illegal according to state or federal laws, including pulling fire alarms, vandalism, arson, assault, and theft.
Consequences and Communication: Illegal activities are grounds for immediate expulsion.	
Category: Dress Code Violation	Description: Wearing any kind of clothing to school that does not align with the general or chapel dress code.
Consequences and Communication: As long as the student is not inappropriately exposed, and there is some chance of misunderstanding (especially towards the beginning of the year), the first dress code violation results in a warning noted in RenWeb and a talk with administration for clarification. Communication will also be made to parents. If exposure is an issue, they may be asked to call home for a change of clothes. Every effort is made to be subtle and avoid shaming in this process. A second violation of the same type will be noted as intentional, and will result in a lunch detention. The student will be asked to stay in the office until a change of clothes is brought to the school. A third violation will result in a parent meeting to discuss solutions, as well as an after-school detention for the student. Students will not be publicly asked to go to the office for what they are wearing. Staff may subtly send a note to the office, and the student will be called up in the first two periods of the day to determine if they may need a change of clothes. All of this will be done confidentially and as discreetly as possible. Students are called to the office regularly for a variety of logistical reasons, and the reasons for doing so should not be obvious to everyone.	

Category: Bullying and Harassment	Description: Harassment is behavior that targets specific students and threatens their safety, comfort, or well-being. Bullying is a persistent pattern of harassment, usually involving a power imbalance.
Consequences and Communication: Any type of harassment or bullying that results in a physical altercation will have the same consequences listed in the fighting category. Evidence of persistent harassment of any kind may lead to suspension or expulsion.	
Category: Cell Phone and Technology Violations	Description: Includes any K-12 students with their phones visible or making sounds at all between 8am and 3pm. Also includes smart watches, iPads, gaming devices, etc.
Consequences and Communication: When phones or technology are visible during times they should not be, a staff member will send it to the office where the student may claim it at the end of the day. On a first violation, administration will have a conversation with the student upon pickup, note the violation in RenWeb, and notify parents via email that a warning was given. On a second violation, the same procedure is followed, along with a phone call to parents. On a third violation, the phone or device is held in the office until a parent can pick it up in person and have a problem-solving conversation. The student will also be assigned an after-school detention upon the third violation.	
Category: Attendance and Tardy Violations	Description: Students are considered tardy if they are not in their classroom before the bell rings with all their necessary materials. Some teachers may require them to be in their seats in order to not be considered tardy. Skipped classes and leaving campus without permission are also in this category.
Consequences and Communication: Each unexcused tardy in the system will result in an email notification to parents the next day. If the student reaches four unexcused tardies, they will receive an after-school detention in addition to the parent notice. Detentions will be served the day after the notice is given. A fifth unexcused tardy results in a half day in-school suspension, and a sixth to a full day in-school suspension. Seven or more tardies will result in a parent meeting in person and possible additional penalties. Skipped classes or leaving class or campus without permission will result in an automatic after-school detention and a possible parent conference. This is a safety and security issue. Depending on the context, a suspension may also be applied. Repeated violations may result in expulsion. Accommodations will absolutely be made for those with medical conditions or extenuating circumstances when communicated with administration.	

Category: Making Messes and Disregarding Property Value	Description: Includes not caring for textbooks and supplies, leaving messes (especially in common areas), and not keeping belongings in bags and lockers off the ground.
Consequences and Communication: If a mess is determined to have been made and left by a student, the student will be required to clean it up. If it has already been cleaned up by custodial staff for safety reasons, the student will be required to serve an after-school detention the next day in order to clean a different space on campus as a consequence. Backpacks, books, papers, and other personal belongings are to be in organized lockers or hung on provided hooks. Any belongings found on the ground or tables may be picked up by staff or administration and sent to the office for pickup. The same procedure will be followed as the cell phone violation policy for consequences and parental communication. Intentional minor destructive behavior and repeated offenses may result in detentions and suspensions of various kinds.	

Just as with our elementary students, our primary objective with secondary students during the disciplinary process is to help them understand their need for Jesus, point them to Him and His love and redemption, and set clear boundaries within which they are free to thrive. As students grow older, we hold them to higher levels of responsibility and understanding. They are more capable of understanding and reasoning through situations, and the stakes are much higher for the consequences of their choices.

SEARCH AND SEIZURE (ALL GRADES)

For the safety of all on campus, UVCS reserves the right to search contents of desks, lockers, backpacks, or other bags and purses, without prior notice, and hold in possession any questionable item(s) for inquiry.

PROHIBITED ITEMS (ALL GRADES)

Due to distractions, safety, or possible misunderstandings, the following items are prohibited on campus: skateboards, skates, rollerblades, scooters, wheelie shoes, toy guns, matches, lighters, laser pointers, slingshots, and electronic games.

Energy drinks are also prohibited during school hours on campus. The only caffeinated beverages available in the Lion's Den are single sodas or coffees with a sticker on the student ID indicating parent permission.

FACILITY USAGE (ALL GRADES)

Sex-specific locker rooms, changing areas, restrooms, and showers are to be used by members of the designated biological sex only.

ELEMENTARY-SPECIFIC EXPECTATIONS

Allergies: Please refrain from packing snacks and lunches that contain tree nuts. Several students have severe allergies that can cause anaphylaxis or even be deadly.

Birthday Parties: In order to avoid the stress of intentional and unintentional social exclusion, party invitations must be mailed or phoned, unless all of the class is invited. The only exception would be if it is an all-boy or all-girl party, in which case either all the boys or all the girls must be invited in the classroom.

Chewing Gum: Gum is not allowed on the elementary campus. It is a choking hazard and a potential mess.

Hats: Hats must not be worn in the classroom. However, hats may be hung on the pegs in the classroom and worn outdoors at recess.

Playground and Recess: Playground safety is a high priority for UVC. Students are expected to follow all posted and verbal instructions from our supervising staff, or they may lose privileges. If there is any kind of safety concern or playground incident, parents are welcome to come view our playground camera footage with administration.

Tardies: Class begins every day at 8:00am, at which point the pull through for drop off will be closed. If you arrive late to drop off your child, please park in front of the main office, check your child in to receive a late pass, and walk your child to their classroom. Their classroom teacher will receive your late pass and change the attendance on their computer.

Umpqua Valley Christian School Pledge

The UVCS Staff, Administration, and School Board knows what an honor it is to be entrusted with your students. Before we describe what you and your family would be pledging when you partner with us in your child's education, we want to clearly communicate what we are committing to, and responsible for, as a school. As a UVCS family, you can expect:

- An education that is Christ-centered and Biblically integrated at every grade level and in every subject.
- A campus where physical, spiritual, and personal safety is prioritized.
- A staff that behaves with professionalism, keeps family information confidential, and values the spiritual development of the students.
- A school culture that invites parental involvement and transparency in our day-to-day activities.
- Timely and direct communication with parents and guardians, if or when school incidents or academic concerns arise.
- A school culture that follows Matthew 18 principles when dealing with conflicts and disagreements.
- A willingness to give the benefit of the doubt or the most gracious interpretation of the facts when the context of a conflict or concern is not yet fully known.
- A faculty and administration that engages in continuous school improvement plans, including analysis of student data, professional development, and curriculum implementation.
- Financial oversight and policy that protects our educational product, uses resources wisely, and prioritizes keeping costs as low as possible for our families.

Student and Family Pledge of Partnership

Student Pledge

I will abide by the expectations outlined in the UVCS Family Handbook. I understand that although Umpqua Valley Christian School has no direct control of me when I am away from school, any major violation of accepted behavior for UVCS students may still be considered grounds for disciplinary action. My testimony and my conduct when at school or in the public is a testimony which reflects upon Christ, Christians in general, and UVCS staff and students in particular.

I agree to willingly abide by attendance policies, expectation for conduct, dress code, and classroom or athletic team rules. I will perform to the best of my abilities in all areas, and accept responsibility for my actions. I am committed to respecting those who are in authority over me, my fellow students, and the property of others. I agree to behave at all times in a manner consistent with that expected of a Christian, and to conduct my life so as to bring honor and respect upon Jesus Christ, myself, and the school.

I understand that school involvement in out-of-school offenses will occur when there is unacceptable or illegal behavior that negatively affects the school community. I recognize that additional penalties may be applied to affect my role in extracurricular activities and leadership positions. If I am at a location where there is an illegal or immoral incident that will negatively affect the school community, I will pursue all means to leave the premises immediately. I recognize that if the administration believes that the most expeditious means to leave were not taken, I am presumed to have participated in the activity in fact, as well as in spirit.

I understand that all gifts and privileges are ultimately given to me by God (James 1:17), including my opportunity to attend this school. I will do my utmost to follow Christ's example by walking in humility, valuing love and unity, and being attentive to the interests of others (Philippians 2:1-11). I will bring this heart of Christ to bear on my service to the campus, my church, and my community (Matthew 20:28). I will regularly attend and serve in a local church body for my own spiritual development, as well as for the contribution of gifts I can bring to it (Hebrews 10:25; 1 Peter 4:10).

If my actions are such that I am judged to have violated the letter or intent of this pledge, I agree to submit to the disciplinary action decided upon by school leadership. I understand that the intent of disciplinary action is for my ultimate good and possible restoration.

Family Pledge

I understand that within my parental authority, I am choosing to utilize Umpqua Valley Christian School as a tool of discipleship and education for my family, and I will abide by the expectations outlined for parents and guardians in the UVC Family Handbook. I will do my utmost to behave

in a manner on and off campus that is consistent with that expected of a Christian, and to conduct my life so as to bring honor and respect upon Jesus Christ, serving as an example for my student(s). I will hold my family accountable to regularly attending, serving, and financially supporting a local church body that adheres to the statements in the UVC Statement of Faith.

I will follow the communication directives outlined in the UVC Family Handbook, particularly as they pertain to conflict or disagreement. I understand that sending my student(s) to UVC is based on a trusting partnership relationship with them, and that anything done to compromise that partnership may be grounds for revoked enrollment for my student(s). Compromising partnership includes, but is not limited to, publicly disparaging the school community, undermining staff and school policies at home, dishonesty, rejection of the tenants in the UVC Statement of Belief, or behaving in an un-Christlike way at school events.

I choose freely and voluntarily to send my student(s) to UVCS, and will partner with them and my local church in my student(s) Christ-centered education. I will support them in word and deed as they seek to glorify God on campus through discipleship, service, and pursuing excellence in all things. If I decide to voluntarily remove my student(s) from UVCS midyear, which is my right as a parent, I understand that I am still financially responsible for my student(s) tuition costs until the end of the current semester. I accept responsibility for my family's financial obligations to the school, and acknowledge that report cards, transcripts, and diplomas may be withheld if required payments are not resolved.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Name(printed): _____

Student Signature (6th-12th Grade Only): _____

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