

TRINITY CHRISTIAN SCHOOL

Parent/Student Handbook

2019-2020

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Dear Trinity Christian School Families:

Welcome to the Trinity Christian School family. This handbook is our guide for working together in Christian education. Please read through these pages carefully. It has been compiled to promote parent/student/teacher understanding as we work to support Christian families and their churches in educating students for lifelong learning and for communicating the truth of Christ to a world in need of the Gospel. This is a mission that we take seriously. Scripture points out the importance of the family and the church—both fundamental for our spiritual health. A strong, spiritual family, ordained by God, is being attacked today from many directions. God has given us the church in which the family and the individual can be taught and spiritually nurtured. The church with Christ as its head is a place of both support and ministry for the family and its members. Trinity Christian School is committed to uphold biblical truth in the educational setting that supports both the family and the church.

We recognize that we are held accountable to a higher law. This does not refer to rules and standards set by the local, state, or federal government, but standards set by God. We seek teacher-student and teacher-parent relationships that are scriptural, based in truth, love, and grace that Jesus exemplified in Himself. In John 1:16, we find this: “From the fullness of His grace we have all received one blessing after another.” Blessings that we have received include knowing that Jesus is at the center of, and the reason for, our relationships—parent to teacher to student. Additionally, we are brothers and sisters in Christ, joined together through our faith in Him as our Savior, Redeemer, our Lord, honoring one another in all purity. This moves us away from the adversarial positions that we see all about us in the world and brings a unity of the kind mentioned in Ephesians 4:3: “Make every effort to keep the unity of the Spirit through the bond of peace.” God will bring your children to understand these truths as they are demonstrated in our day-to-day relationships.

In every school year issues and problems arise. In coping with issues and problems, these spiritual realities are extremely important to acknowledge. Our teachers’ desire is that students succeed in all that they do. They are praying each day for God’s wisdom and discernment as they prepare to teach each subject. They encourage, exhort, discipline, and love because they have experienced God’s love, grace, and discipline. Principles of accountability, of forgiveness, and of grace are applied daily in the classroom. If a child urges you not to talk to his teacher because of certain retribution for complaining, have confidence that together, parent, student, and teacher can follow the Matthew 18 Principle to an understanding resulting in glory to God. We hope that together we can understand and act upon these spiritual realities when the unexpected occurs, when opportunity presents itself to be critical, or the opportunity to listen to criticism of a third party presents itself. What are we working together to achieve? Our mission, vision, and objectives (p. 1) clearly state our purpose at Trinity Christian School. These statements flow from our Christian Philosophy of Education (Appendix III) which flows from our Statement of Faith (Appendix I). Please familiarize yourself with these statements that guide us, that set our parameters, as we carry out our educational program.

Dr. Roy Lowrie, Jr., mentor of many leaders in the Christian school ministry today, asserted that we are to take care not to dishonor Jesus by building an inferior school on Him, the Foundation. Dr. Lowrie embraced the position that any student in a Christian school should receive an

excellent education. It is important to have high expectations set for all learners before the Lord. Our teachers and administrators are committed to pray and to work toward meeting these expectations. We wish that our students' talents and spiritual gifts be developed to the fullest. As always, if there are questions, please call the office.

We are excited about the new year as we go forward in God's grace. We are encouraged that you are with us. We ask that you pray for us every day. We pray that you will have a safe and blessed year.

Blessings,

Phil Bankester

MISSION

Trinity Christian School is a Christ-centered school for PreK 3-12th grade where students are loved in a challenging and supportive academic environment that cultivates dynamic relationships with Christ and develops the whole student to impact our community and world.

VISION

Our vision is to graduate young men and women who have grown to love the Lord with all of their heart, soul, mind, and strength (Deut. 6:5); who act justly, love mercy, and walk humbly with the Lord (Micah 6:8); who speak truth (Eph. 4:15); who are equipped to think incisively, listen carefully, reason judiciously and communicate clearly in submission to the Word of God; who embrace God's directive to demolish arguments and every pretension that sets itself up against the knowledge of God and take captive every thought to make it obedient to Christ (2 Cor. 10:5); who are gentle and patient; who make every effort to keep the unity of the spirit through the bond of peace (Eph. 4:3); and who have a heart to share the gospel with the lost, hold up the downtrodden, share with the needy, and are able to minister to and receive from the body of Christ.

We desire that our teachers, administrators, and support staff will aspire to these same qualities. We pray that our staff will be mature in Christ, reflecting discretion, honoring propriety, possessing integrity, and growing in the knowledge of God. We desire them to uphold a high standard of professionalism in the classroom and in all relationships in the school family and in the community at large. We desire our faculty to be gifted teachers who are committed to our Christian philosophy of education and who demonstrate a consistent love for the Lord, for their students, and for their subjects.

We desire a relationship with parents who are committed to raise up their children in the way of God's truth and have a sense of responsibility for the school. We desire our parents to recognize God's calling on the lives of our teachers who understand the parents' responsibility to God for the instruction of their children. We desire to follow biblical principles as we work together and encourage one another in love and unity toward the work we are given to do.

We desire a relationship with the churches of the community which promotes unity in the body of Christ. supports churches and their pastors in their teaching of God's word and shares our commitment to biblical truth. We aim to be above reproach in our business relationships in a way that would honor Christ. We desire that our school would bring honor to God in all of our endeavors.

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OBJECTIVES

The purpose and objectives of Trinity Christian School are based upon the Christian view of God and the world as presented in the Bible. The particular purpose of this school will be to provide a program of education which has its integrating center in the Triune God and fosters vital Christian living.

Spiritual Objectives

1. To teach the fundamental truths of the Christian faith that are found in our Statement of Faith.
2. To teach each subject from a biblical base, the foundation of truth.
3. To teach that progress in Christian living depends upon fellowship with God through daily feeding upon the Word, prayer, and service.
4. To teach that each Christian should purpose to put aside a life under the dominion of sin and to yield himself wholeheartedly to God.
5. To promote the application of biblical principles to every part of daily life to the glory of God in this world.
6. To emphasize the importance of the local church to the Christian.
7. To uphold the persecuted church is the world today.
8. To teach the urgency of world missions.

Academic Objectives

1. To develop the abilities which God has given to each student.
2. To teach that all of life must be related to God if we are to comprehend the significance of life.
3. To provide a strong academic program of study which integrates academic subjects with the Bible and biblical principles.
4. To teach the student to apply himself and to fulfill his responsibilities.
5. To teach the student to work independently and cooperatively.
6. To develop creative skills and grow in the knowledge, understanding, and appreciation of the fine arts.
7. To develop critical thinking.
8. To develop effective skills for communication.
9. To teach our American and Western heritage.
10. To develop an understanding of the issues currently facing our country and the world.
11. To teach the knowledge and skills required for occupational competence.
12. To show the student his present civic responsibilities and to prepare him for adult citizenship with the understanding that government is ordained by God.

Physical objectives

1. To teach Christian social graces and Christian character through participation in sports activities.
2. To stimulate the desire for wholesome physical and mental recreation.
 - a. To teach intelligent care of the body.
 - b. To develop good mental health.
 - c. To expose students to the rules, skills needed, and the cooperation required for team sports.

HISTORY

SCHOOL HISTORY

Trinity Christian School (TCS) began in 1979 as the vision of two area pastors, Wyatt George and Neil Babcox. TCS, organized under the name of Covenant Christian School (CCS), opened its doors in the fall of 1980 with ten students in two grades: Kindergarten and the First Grade. After renting space in different locations, CCS entered into an agreement with Neighborhood Bible Fellowship to build a classroom unit connecting to the rear of the NBF building at 2605 Striegel Road in Carbondale. Separately, Trinity High School (THS) opened in 1991, offering classes for students in grades 9 through 12, renting space at Murdale Baptist Church during most of its existence as a high school. Trinity High School's founders were Wyatt George, Roy Keehn, and Darrell Dunham. During the 1999-2000 school year, discussions between the two boards were held for the purpose of reviewing the possibilities of a merger of the two schools. These discussions led to the agreement to join the two schools under the authority of a combined school board and administration. This process began during the 2000-2001 school year. The CCS main office and primary grades continued at 2605 Striegel Road while middle grades and the high school were in the Murdale Baptist Church building, in Carbondale. In September, 2003, the old Winkler School at 1218 West Freeman Street was jointly purchased by TCS and Neighborhood Bible Fellowship from Carbondale School District 95. The building was occupied during the second week of September, 2003. All offices and classes are now housed in the Freeman Street property. Spiritual oversight for the school is provided by the elders of Neighborhood Bible Fellowship.

SCHOOL LIFE

Trinity Christian School is committed to the building of a school family that exhibits friendship and Christian joy. To accomplish this, attention is given to the development of staff and students who give attention to good character, to a rich faith in God, to excellence in the academic process, to the building of rewarding interpersonal relationships, and to a spirit of community involvement.

Trinity Christian School is committed to providing an education with high spiritual and academic standards. TCS emphasizes a Christian understanding of every aspect of culture through instruction in the Bible, liberal arts, fine arts, and physical education. Emphasis during the primary grades is placed on the memorization of the basic facts, details, and fundamental rules of each subject such as phonics, math facts, people, places, and dates. In the middle grades, a growing emphasis is placed upon discovering the relationships between the basic facts and details of each subject. Logic is taught as a subject during this period in the seventh or eighth grade. As the student progresses into the upper grades, what is stressed is a clear understanding and expression of the facts and their logical relationships pertaining to subject material across the range of study from a biblical world view.

At Trinity Christian School, the purpose of education is the discipline and training of the mind to serve God and man, not mere preparation for work. The study of Latin as part of a classical curriculum is one of the most effective tools for training the mind in systematic and analytic (critical) thinking. The diligent study of Latin exercises and strengthens habits and abilities of the student in identifying structure and form, as well as relationships and differences between complex parts.

The purpose of a Christian education is not to exclude knowledge of non-Christian ideas, but to understand ideas from a biblical perspective. The Christian school is the proper place for all ideas to be critically examined and analyzed from a biblical viewpoint. Our policies are formed to fashion a school that provides the tools for learning within a Christian world view that will honor the Lord.

MEMBERSHIP

Trinity Christian School is a member of the Association of Christian Schools International (ACSI), a professional organization which provides services, leadership, curriculum materials, professional training, school accreditation, legal counsel and advocacy, and staff certification. TCS is also a member of Heartland Christian Conference, an association of area Christian schools. This association works together to provide friendly competition among the member schools in Bible, academics, speech, music, and sports.

ADMISSIONS

The student body of TCS shall be primarily comprised of the children of Christian families. The admissions policy is interdenominational in scope. Trinity Christian School admits students of any race, color, and national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school administered programs.

The Board requires that at least one parent be committed to serving Jesus Christ in the local church and to supporting the principles and program of Christian education which TCS espouses. However, children of non-Christian parents may be enrolled by special appeal to the Board via the Principal.

TCS reserves the right not to accept children with past histories of discipline problems and emotional or physical disorders. While we love all children, we realize that we are not equipped to meet the needs of all children. Students with a history of past discipline problems may be admitted on a probationary basis. Each case will be individually assessed. Unless permission is given from the TCS Board, kindergartners must be five years old, Pre-schoolers (K4) must be four years old by September 1, and K3 students must be 3 by the first day of school.

At the time of registration, parents shall sign a Statement of Agreement with TCS policies on admissions, discipline, promotion, educational philosophy and financial obligations.

All parents and students should be aware that being accepted at Trinity Christian School is a privilege. The Board reserves the right to accept or deny enrollment as well as re-enrollment for the following year if deemed necessary.

All new students will be accepted on behavioral and academic probation for a period of one full year from the date of initial attendance, or a period to be determined by the administration. During this period, conduct and scholarship will be monitored closely. Continued enrollment for all students is dependent on acceptable levels of **attendance, behavior, psychological maturity and academic achievement**.

Admissions Policy for Students with Learning Problems

Trinity Christian School accepts students who are able to work at grade level: in other words, within the normal range of classroom expectations both academically and behaviorally. While we would love to be able to offer an educational program to meet the needs of all children, we realize that we do not have the program, facility, or personnel to meet the needs of children with serious learning or behavioral disabilities. Within the normal range of classroom abilities, the school recognizes that some students will always need more help than others. What the school tries to avoid is a situation in which a disproportionate amount of a teacher's time is spent helping students with serious and/or unidentified learning problems to the detriment of the remainder of the class. Trinity teachers are willing to give extra help to students and make reasonable adjustments for students with different learning styles. However, all students are expected to work at grade level to the best of their ability without undue demands on the time, energies, and abilities of the classroom teacher. The school's assumption is that all students in grade 6, for example, can and will do 6th grade work at a level that will enable them to pass to the next grade at the end of that school year.

A student with a mild learning difficulty may be accepted if a professional evaluation indicates that the student can accomplish grade level work with some slight modifications. Teachers will meet to discuss the testing results and to decide whether or not the school can make the necessary adjustments recommended by the testing agency.

If, after testing, accommodation seems possible, the following modifications may be used within the traditional structure of our classrooms:

1. Helping students to "get organized" (keeping on top of assignments, finding ways to study at school and at home with success, keeping track of papers, books, and other school work)
2. Helping students keep focused in the classroom
3. Allowing oral testing if recommended by a professional

4. Allowing more time for tests, longer assignments, and certain other projects
5. Helping students organize specific assignments into short-term, realistic goals
6. Presenting material in as many ways as is possible/reasonable to accommodate differing learning styles
7. Modifying assignments in certain subjects to meet particular needs
8. Providing extra help by the teacher

Other important implications [pertaining to students with learning disabilities]:

Each student, with parent and teacher assistance, needs to understand his/her particular learning difficulty to the greatest extent possible. The reasons for this are manifold:

- to reduce the feelings of fear, frustration, and defeat that students sometimes experience when they are having trouble learning
- to help students resist comparing themselves with their classmates
- to give students confidence that they are created in the image of God and have great significance and usefulness to Him and God's kingdom

“I will give thanks to Thee, for I am fearfully and wonderfully made...” (Psalm 139:14)

“For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them.” (Eph. 2:10)

“But now God has placed the members, each one of them, in the body, just as He desired. (I Corinthians 12:18 ff)

“For we are not bold to class or compare ourselves with some of those who commend themselves; but when they measure themselves by themselves, and compare themselves with themselves, they are without understanding.” (2 Cor. 10:12)

“My grace is sufficient for you, for power is perfected in weakness. Most gladly, therefore, I will rather boast about my weaknesses, that the power of Christ may dwell in me. Therefore, I am well content with weaknesses, with insults, with distresses, with persecutions, with difficulties, for Christ's sake; for when I am weak, then I am strong. (II Corinthians 12:9-10)

“We also exult in our tribulations, knowing that tribulation brings about perseverance; and perseverance, proven character; and proven character, hope.” Romans 5:3-4)

Above all, a student with a learning disability needs to understand that the work, motivation, effort, challenge, and the responsibility for doing grade level work belongs to the student. This is a character-building effort which will produce eternal results. (See above Scriptures.)

An understanding of each child's learning problems is not possible until test results are made available to the parent and the school. Students are never to be given the impression that they are "getting out" of doing certain school assignments because of their learning problems. All students need to be helped to understand (and continually reminded) that living with a learning disability is perhaps a lifelong endeavor which will require even greater effort and ingenuity to overcome and compensate for than that required by their peers. This will require the help and encouragement of parents, teachers and staff, friends, and fellow classmates.

The teacher's responsibility is to try to determine the student's learning style, make adjustments based on the recommendations in the test results, and provide whatever encouragement and assistance is possible to make the student successful. These adjustments must be within the range of good teaching techniques available and practiced by all teachers for all students. Excessive demands on a teacher's time, energy, or expertise cannot be provided by the school.

Parents always play a necessary role in helping their children learn. Parents know their children better than anyone else and will need to advise and assist teachers. For a student with learning problems, parent support, encouragement, and cooperation are even more important. Indeed, the classroom teacher will need continual communication with parents to assist a child with learning problems. Parents will need to help students with daily homework and organization, long-term assignments, the accommodations that are being made for the student, and any needed discipline.

If a time comes when a student can seemingly no longer function in a regular classroom in our school, we may regretfully have to suggest that another program or school be found to meet the student's needs.

References:

- Atwood, Meg, "Addressing the Needs of Learning Disabled Students" Christian School Education, Volume 2, Issue 3, 1998-99, pages 18-21.
- Dower, Debbie, "Serving Students with Learning Disabilities" Christian School Education, Volume 2, Issue 3, 1998-99, pages 27-28.

MEDICAL GUIDELINES

The State of Illinois requires that a medical report be completed by each student's physician and submitted to the school office by the first day of the new school year for students in pre-kindergarten, kindergarten, sixth, and ninth grades.

The state requires dental exams for students in grades K4, K5, 2, 6, and in the high school. A dental exam dated anytime within a period of 18 months prior to May 15 of the required academic year is acceptable. A state exam form must be submitted.

The State of Illinois now requires that any student from K5 through grade twelve have a completed eye exam form on file by October 15th.

Prior to participating in any TCS sports program a yearly physical examination is required.

If a child needs to take medication while at school, forms are available in the office. These forms must be filled out and signed by a physician before any medication can be taken.

TUITION

Trinity Christian School is a work of faith. It has no single church or group of people upon whom it depends for financial support. Rather, a number of people and churches have shared in the work as the Lord has enabled them. As a Christian ministry, Trinity Christian School has a solemn obligation to meet its bills on time. Tuition is necessary for the payment of financial obligations including salaries of teachers and staff, maintenance, utilities, vendors of the school, and expenses connected with activities that are a part of the educational program.

Every attempt has been made to keep tuition rates as low as possible so that even families of limited means may attend the school. Income from freewill giving and fundraising is an important part of the TCS budget which helps greatly in keeping tuition relatively stable. Parents are urged to allocate systematic giving to TCS. This will insure the continuance of a program of Christian education remarkable in its high quality and reasonable cost. We also acknowledge our need for prayer for the financial well-being of the school families and for the school. Please review the Tuition Policy attached as Appendix II: Tuition Policy.

GIFTS

As stated above, systematic giving to TCS is necessary in balancing the budget. Other giving opportunities are listed below.

1. The December Teacher Appreciation Bonus presents an opportunity to give a designated monetary gift which is divided among the TCS teachers. This has been a great encouragement to teachers at this special time of year.
2. The Faith-Promise Dinner, or the Fellowship Dinner, is a special opportunity to support the school and to invite friends who are interested in Christian school education.
3. Annual Trinity Gift Catalog.

FUNDRAISING

Because tuition falls short in meeting the expenditures of the school, fundraising is an important element in the success and viability of our school. Consequently, your participation in fundraising opportunities contributes valuably toward balancing expenditures with income. The following opportunities are expected.

1. The Trinity Mum and Pumpkin Sale
2. The TCS Book Fair

3. Falcon Fall Festival
4. The Christmas Shoppe
5. The annual Faith Promise Dinner

PARENT-SCHOOL COOPERATION

The school cannot operate without the support of the parents in work and prayer. Here are ways in which you can be an important resource for the school:

1. Praying for teachers, staff, administration, and specific needs of the school individually and in the Trinity Family Prayer Group.
2. Volunteering to help in the school (recess & lunch duty, helping in the office or classrooms, etc., helping with repair and maintenance. Our building provides many opportunities for parents to assist.)
3. Driving and helping supervise students on field trips
4. Helping teachers communicate with other parents
5. Helping with fundraisers
6. Encouraging school personnel
7. Supporting and promoting the school and its programs in your church, community, and other groups. TCS desires to serve the Christian community in the area and enthusiastic parents are a great help in public relations.
8. Giving to special projects, such as the athletic program, the purchase of new equipment, acquiring additional books or other school materials. Generous parents have given much to our school.
9. TCS offers opportunities to earn 20 hours of service credits instead of paying additional tuition.

DRESS

Trinity Christian School does not require a uniform for students to wear. There is a dress code for staff and students which will be enforced. Its purpose is to honor God, to maintain a modest and conservative standard of dress and appearance in the school and at school events that is practical, and to minimize any occasion for offense within the school family and in the community at large. Our biblical foundation for dress is that it should be modest (1 Tim 2:9), and not too elaborate (1 Peter 3:3-4), and that we should do everything for the glory of God (1 Cor. 10:31).

Students shall adhere to the following guidelines:

1. Apparel should be orderly, clean, in good condition, and not offensive.
2. Apparel should be modest, not drawing attention to one's body. Clothing should not be form fitting but roomy, allowing no exposure of midriffs. Clothing must be within the following categories.

The following guidelines are applicable to students in grades 2-12:

Tops: Sports jersey's, buttoned shirts, and shirt-style blouses may be worn over t-shirts.

Shirts should not be low cut. Spaghetti straps are not allowed.

Jeans/slacks: relaxed and conservative (not tight fitting). Leggings can be worn as long as they are under a dress or a long shirt.

Skirts should be no more than approximately four inches above the knee shorts should be approximately mid-thigh.

3. Apparel should be conservative, subscribing to classic styles.

4. Apparel and appearance should be appropriate for the classroom reflecting the following guidelines:

- a. Clothing should have no offensive words, logos, design, or pictures.
- b. Pants with cuts/holes should not show any skin higher than mid-thigh.
- c. Hats or head coverings are not to be worn inside the building.
- d. It is not acceptable for boys to wear earrings.
- e. Body piercing other than pierced ears for girls is not acceptable.
- f. Students shall not obtain permanent tattoos.
- g. Unstable, high-heeled or elevated shoes or shower/beach footwear (flip flops and the like) may not be worn.

Exceptions may be allowed for special programs and drama presentations.

5. Hair should be clean and should not be unkempt. Students will have only natural hair color. Boys hair should be of a moderate length without pony tails. Facial hair should be trimmed and well-groomed.

We rely on parental enforcement of the dress code from home. Parent involvement and help with teaching their children how to comply with the dress code is appreciated. It is expected that older students would recognize their responsibility to be following the dress code with the understanding that they are accountable to their parents, their teachers, and the school board as a student at Trinity Christian School. It is hoped that this would teach students to make wise, disciplined choices.

The faculty will support the parents in teaching these principles regarding neat, modest, conservative, school-appropriate dress. All school authorities have the ability to report dress code violations to the administrator. The school administrator will have the final authority to decide if the dress code has been violated.

If the violation can be quickly and easily corrected, it will be done with consequences at the administrator's discretion. Repeat offenses will result in discipline.

TEXTBOOKS AND SUPPLIES

Hard-bound textbooks and some soft-bound textbooks and workbooks are property of the school. The high cost of textbooks require that teachers and parents teach students responsibility in the care of textbooks-- particularly those which frequently go back and forth between home and school. Students are required to cover textbooks with non-adhesive book covers. Parents will be billed for lost or damaged textbooks and classroom materials. Parents can also help the school in

ensuring that students are taught to respect all school property as well as the property of other students.

At the beginning of the year teachers will provide the parents with a list of materials needed for their classrooms. Through the year, there may be small charges for special projects and field trips.

PARENT-SCHOOL COMMUNICATION

Communication between home and school is important. Notices and announcements are sent home weekly. Additional memos are sent by the administrators or the Board from time to time. These memos provide necessary information for the smooth functioning of the school. Please help us by reading the messages and responding by appropriate deadlines. Information will also be available on our website at www.tcsoc.org. Our online communication system is vital to communication between parents and teachers, the office, and administration.

One Call is a phone messaging system used to send important messages out to families. You will receive these from time to time to update you or remind you of upcoming events.

Sycamore allows parents to send and receive pop-up notes to anyone in the school family, view their accounts, monitor their children's grades week by week, and find announcements about events, dates, and much more. PLEASE VISIT THIS SITE DAILY!

MATTHEW 18 PRINCIPLE OF COMMUNICATING AMONG BELIEVERS:

The board, staff and teachers are committed to the biblical way of handling relationships with one another. God has given us verses 15-19 to guide us in resolving, in love, our differences, misunderstandings, and offenses. This honors each individual, remedies misunderstandings, provides a proper setting for finding agreement, and facilitates repentance. The Matthew 18 Principle eliminates gossip and slander and strengthens unity and trust among brothers and sisters in Christ. Our teachers and staff thank you for coming directly to them with any concern you might have. If, on any occasion, you disagree with a school policy or decision, please speak with the person most directly involved with the issue as indicated below. It is extremely important that students see the school and home united. Discussions with your child about how you disagree with the school undermines the child/teacher relationship. Students are adept at driving a wedge between parents and teachers and learn to play one against the other. Children are more prone to violate school rules and show rebellious behavior if they feel their parents will side with them against the school. This must not be allowed to happen if we are to have a working partnership with parents. Parents need to balance support of their child with that of the school. Please respect the judgment and procedures of the school in daily school matters for they are for the good of the entire school. Any decisions and matters of larger importance concerning individual children are made only with parental consultation.

Trinity Christian School does not pattern itself on the public-school system and the way things are done in government schools. We are constantly asking ourselves, “What has God said?” One the other hand, the school is always trying to improve and is continually evaluating its policies and procedures. Please follow the following guidelines when questions arise:

1. If you have a concern relating to the classroom, contact your child’s classroom teacher.
2. If you have an office or administrative matter, contact the principal or the secretary, whichever is appropriate.
3. If you do not receive satisfaction regarding a matter after discussing it with a teacher, the matter will be referred to the principal.
4. If the matter is not resolved after discussing the concern with the teacher and principal, contact the president of the School Board and a special meeting will be arranged.

The Matthew 18 Principle insures that the person most directly involved with both the problem and its solution is the person first contacted. The Board is not aware of any case where a teacher or staff member retaliated or treat a child differently because a parent expressed concern to that teacher or staff member about how their child had been treated. The Board will not tolerate this type of behavior if a case should occur in the future.

THE SCHOOL OFFICE

Parents are welcome in the school. If you desire to visit a classroom in the school, please make arrangements ahead of time. Though you likely feel ‘at home’ at TCS, the office staff has the responsibility for monitoring the presence of guests in the school. When you visit the school, please check in at the office and get a badge so the staff will know who is in the building.

Telephones

The school phone is a business phone and may be used by the students only when it is necessary to contact their parents.

Cell Phone Policy

We understand that many of our students own cell phones. However, their use is prohibited during school hours. This includes texting, phone calls, emails, and any use of apps or search engines. Should you need to contact your student for any reason during school hours, please contact the office at 529-3733, and we will be sure to give your student the message. If students use or have in their possession a cell phone during school hours, the following will occur:

1. First offense: student will be issued a warning and asked to put the phone away.

2. Second offense: the parent will be notified, and the student may retrieve the cell phone from the principal's office at the end of the day.
3. Third offense: the parent will be notified and may retrieve the cell phone from the principal's office at the end of the day, and a detention will be issued.
4. Any further offense: student will serve an in-school suspension.

Forgotten items, messages, lunch, homework, books, etc., may be left in the office to be delivered to the student.

MATTERS PERTAINING TO THE DAILY SCHEDULE

Closed Campus: Trinity Christian School maintains a closed campus. Students are accountable to an assigned location for each period throughout each day.

Students in any off-limits area will be disciplined.

The main entry door is unlocked at 7:45 A.M.

High school students may enter the building and prepare for homeroom at 7:50 AM. Dismissal is at 3:20 P.M. All students who are not involved in extracurricular or church activities must be picked up within 15 minutes of dismissal.

K3, K4, and K5 students may enter their classroom directly upon arrival each morning. All grammar school students should plan to arrive after 7:50 A.M. and remain outside with the morning teacher until time to enter the building as weather permits.

Grammar school classes begin at 8:00 A.M. Students should be picked up at 3:20 P.M. On Fridays, pick up time is 12:45 A.M. The school has tried to arrange for an orderly drop-off and pick-up so that students will be safe from traffic.

During the arrival and departure times, the West College Street gate should be open as an exit from the school property.

Please enter through the ENTRY drive of West Freeman. You may exit on West Freeman or West College during these times. The West College gate should be closed at all other times of the day.

Change in pick-up arrangements

The school staff is very security-conscious, and the classroom teachers supervise end-of-school pickup of the children. If there is to be a change in your regular pick-up arrangements, please notify the teacher by note or by a phone call to the office. This will prevent confusion at the end

of the school day. This is particularly important when there is a change in individual(s) who may pick up your child.

Late arrival

Students who are late for school must get a late pass from the office before going to class. Students arriving at school after 10:00 A.M. are considered absent for one-half day. Early dismissal. If a child must leave school early for any reason, please notify the office in advance. Be sure your child has homework, classroom or office memos, and other belongings before leaving. Students leaving before 1:15P.M. are considered absent for one-half day.

Late pick-up

Students in grades K3-grade 6 who have not been picked by 3:35 P.M. will be sent to the Aftercare program. Please note that a fee will be charged for this supervision.

ATTENDANCE

Inasmuch as the Christian school is endeavoring to help parents teach their children Christian habits and virtues, among which are punctuality and regularity, it is expected that students will attend school regularly and arrive punctually. Class attendance is very important to our students' educational progress. Teachers' explanations, interpretations, class discussions and supplementary information can never be completely made up after missing a class. Each class has a "living curriculum" beyond a printed text.

Elementary students not in their classrooms by 8:00 are considered tardy. Repeated tardiness creates a deficiency in instruction and interrupts the class that is entered late. Parents are urged to insure their children are on time for school. If it is necessary for your child to be absent, please call the school office explaining the reason for the absence. Please be as specific as you can. The school monitors absences and specific communicable illnesses within the school. These are reported to the Jackson County Health Department weekly.

Elementary children who are absent for more than 16 days during the school year for any reason will be considered for retention. Illness and death within the family are excused absences. If your child becomes ill at school, you will be notified by phone to make arrangements for picking up your child. We do not have staff or facilities to care for sick children. If your child has symptoms of illness in the morning, please keep him/her at home. For illnesses that result in a fever, children should not return to school until they are "fever free" for 24 hours without taking fever reducing medication. An unwell child cannot do his best in school and may infect others. Try to arrange doctors' and dentists' appointments after school hours if at all possible. Repeated unexcused absences or tardiness will prompt a principal/teacher/parent conference. If the situation does not seem to improve, a suspension or retention may result.

Class attendance is very important for our students' educational progress. Teachers' explanations, interpretations, class discussions, and class activities can never be completely reconstructed after missing a class. Each class has a "living curriculum" beyond a printed text. A commitment to attend each class session is essential for success at THS.

High school students not seated and ready for their first class at 8:00 A.M. devotions will be marked tardy. A student not seated at the beginning of any class period will be marked tardy for that class. Students arriving at school after 9:00 A.M. may not participate in after-school extracurricular events on that day (this does not affect practices and rehearsals). A high school student must attend three major classes to be counted present for the day.

High school absences and tardies may be excused in the following situations:

1. Illness or family emergency: A call and note must be received by the school office from a parent explaining the specific reason for the absence.
2. Parental request: A written note must be received by the office stating the specific reason in advance of a planned absence or tardy
3. Teachers will be notified of absences. Students must check with teachers about assignments before planned absences and immediately after unplanned absences or being tardy.

Students guilty of multiple tardies will receive the following consequences per semester:

1. 3 tardies equals one absence and a 1-hour detention
2. 5 tardies -2-hour detention
3. 6 tardies-a second absence and a Saturday detention with a \$25 charge to cover the cost of a supervisor.
4. 7 tardies- a third absence and an in-school suspension with the administrator

Tardies will only accumulate during a semester and will be reset to zero at the start of the next semester.

Students with excused absences have one day to make up work for each day missed up to 5 days. Tests and assignments scheduled for the day of absence are due to be made up on the day of return. Previously announced tests scheduled for the day of return should be taken unless the teacher decides otherwise. Quizzes may or may not be made up depending on the teacher's classroom policy. It is the student's responsibility to learn of any assignments missed when returning after an absence of any class. Students with an unexcused absence or absence due to school suspension will receive a zero for assignments due or tests given during the absence. Classes missed due to any reason including tardiness, early dismissal, and doctor's appointments count as absences.

Please schedule appointments with doctors after 3:30 P.M. Early dismissal or temporary dismissal during the school day for doctors' appointments must be requested on a signed and

dated note from a parent to be turned in to the school office prior to the first period of the day, giving the reason and time for the special dismissal.

Students with a school sponsored absence have one day to make up work for each day missed. (For example, if the student is out for three days due to a school trip, the student will have an addition three days, upon their return, to turn in missing work).

If a high school student is absent from any class or from school more than 12 times during the year (more than 6 times for a one-semester course), loss of credit occurs. Parents may make an appeal to the board for a review of the particular circumstances. In the event the total number of absences is equal to or exceeds 6 in one quarter or 12 in one semester, high school students will not receive credit for that period.

Illness Policy

When the schedule permits, medications should be administered at home; however, if it is necessary that your child take them during school hours, the medications must be brought directly to the school office. Parents or guardians must submit an Emergency Form with each medicine, in order for school personnel to administer it. All prescription and non-prescription drugs are to be properly stored in the office. All medication must be in the original bottle/package, labeled with student's name, name of medication, dosage of medication and directions for administering. No medication will be accepted or given unless in the original bottle/package. No loose medication will be accepted.

Age appropriate students with asthma may be allowed to possess and self-administer prescription asthma inhalers with written permission from the parent/guardian. Injectable epinephrine products (e.g. EpiPen) may be kept with developmentally able students that have severe allergies with written permission to self-carry from the parent/guardian. Otherwise, the devices (with the physician's order and Medication Authorization Form) will be kept in the school office.

A student demonstrating symptoms of a contagious illness or disease, body parasites or other ailments which might be detrimental to the health of that student or the larger group of students, may be excluded from school attendance until such time as the individual is free of symptoms for at least twenty-four hours, has been satisfactorily treated, or submits a signed physician's statement that the student is not contagious. The school administration reserves the right to make certain judgment calls pertaining to a student's re-entry into class after treatment of a contagious illness or infection, even with a doctor's note. Examples of those symptoms (not necessarily all inclusive) are:

- Temperature of 100 degrees or more in the last 24 hours
- Pain and /or swelling at the angle of the jaw
- Undetermined rash over any part of the body
- Undiagnosed scaly patches on the body or scalp
- Small white nits on the shaft of hair
- Nausea, vomiting, or diarrhea

- Red, draining eyes
- Small raised red bumps or blisters on the skin with severe itching
- Open, draining lesions
- Signs of jaundice
- Blisters on the skin that open and become covered with a yellowish crust

Students who feel ill must first discuss their situation with the teacher. At the teacher's discretion, the student will be sent to the office. The office will determine if a parent should be notified.

LICE - HEAD OR BODY

Students who are found to have head or body lice shall be excluded from school as soon as reasonably practicable. Students who have been excluded from school because of head or body lice will not be readmitted until all evidence of nits, either dead or alive are gone and proof of treatment (such as a product label) has been brought to the office and approved by the Administration.

DISCIPLINARY PROCEDURES PREAMBLE

With regard to imposing discipline on any Trinity Christian School (TCS) students, the primary goal is to act in a way that's consistent with biblical principles. As is true in any Christ-centered institution, sanctions for behavior which is inconsistent with the mission of TCS will, from time-to-time, be imposed. Any sanctions, however, must be imposed with an overlap of grace and forgiveness which reflects the character of Christ while at the same time protecting the academic and spiritual environment of the school.

I. Informal Teacher and Staff Discipline of Students

Few, if any, students will attend TCS for an extended period of time without receiving informal, mild, discipline in some form. Each teacher and staff member at TCS has the authority to correct, rebuke, and warn students for conduct which is inconsistent with a positive academic and spiritual atmosphere at TCS.

In most instances, an admonition in the way of a correction that is given in a reserved and loving manner will result in a change in the student's behavior. It is the policy of TCS that there be no reporting of the incidents that fall within this category. Teachers and staff are encouraged to communicate directly with parents and/or guardians at their discretion. The vast majority of disciplinary measures undertaken at TCS will fall into this category. These type of disciplinary measures may include, but are not limited to: 1) tardiness; 2) being unprepared; 3) late assignments; 4) disrespectful attitudes; 5) teasing classmates; 6) gossip; 7) passing notes in class; 8) wearing a hat; 9) minor violations of the dress code; 10) running in the hallways; 11)

failing to pick up trash around the student's desk; 12) abusing the furniture, 13) use of cell phone during school hours.

Teachers will enter these violations into Sycamore and each violation has a point value. When the point value accumulates to 3 points, a detention will be issued. Parents may appeal the detention to the Principal and later the Board only after first discussing the detention or other discipline with the teacher. Repeated violations of even these matters will result in Formal Disciplinary Procedures set forth below.

II. Formal Disciplinary Procedures

A. Teachers and staff shall report to the principal any actions which fall into the following categories:

1. Academic Dishonesty, which shall include but shall not be limited to, cheating on examinations, plagiarism, given untruthful reasons as to why academic work was not completing in a timely manner.
2. Actions which reflect an attitude by the student that demonstrate an unwillingness to respect and abide by the authority of the teachers, staff, and the Principal.
3. Any actions which reflects that the student is a danger to fellow students, teachers, staff members, the Principal, parents, visitors, and anyone else who is rightfully on the TCS premises.
4. Actions which reflect poorly on TCS which occur outside of these TCS premises. These actions include, but are not limited to, charges being brought against a TCS student for alleged criminal violations.
5. Repeated violations of the TCS dress code.
6. Any other actions that are conduct inconsistent with the educational and spiritual mission of TCS wherein the student has resisted correction on an informal level.

B. Conduct which will likely result in formal disciplinary proceedings may include, by are not limited to: 1) lying, 2) cheating, 3) obscene language or dishonoring any of the names of God, 4) stealing, 5) ridicule, mocking, taunting, malicious teasing, hazing, bullying, fighting or the appearance of fighting, or threatening 6) failing to observe the school's policy regarding boy/girl relationships: no touch, no privacy. No immoral or indecent behavior is allowed at school or at school events, 7) vandalism, theft, or other civil crimes that are against the law and that will be reported to the proper authorities, 8) use or possession of alcoholic beverages, tobacco, or any illegal drugs, 9) possession of

knives, guns, any other kind of weapon, 10) possession of stolen property or other distracting articles, 11) transporting fellow students to school sponsored events without the knowledge and permission of the school and of all parents involved, 12) expression of violence in writing or drawings.

The decision to refer a matter to the TCS Principal is necessarily one of the judgment of the individual making the decision. Non-exclusive factors to be taken into consideration are the following:

- 1) The severity of the action, e.g., whether the activity causes physical injury, significant emotional injury, the level of disruption that it caused.
- 2) Whether the student involved had engaged in actions on a repeated basis that required discipline.
- 3) How the student responded to the accusation. Did the student admit his or her mistake or attempt to diminish its significance and/or even lie about what happened? Did the student apologize for his behavior? Was the apology sincere? Did the apology have to be required by the teacher and/or staff member involved or did the student volunteer to apologize?

C. Disciplinary actions by TCS Principal

1. All actions for discipline referred to the TCS Principal shall be documented by the individual referring the matter to the Principal. The documentation shall provide a full description of the events leading to the referral, any witnesses to the events, and any statements or reactions of the student involved.
2. Upon receiving a referral from a teacher and/staff member or other person, the student's parents shall be notified of the referral. The TCS Principal may schedule a meeting with the student involved and the student's parent. If the Principal decides to schedule a meeting with the student's parents, this meeting shall occur in most cases within 24 hours of the referral but in no event later than 76 hours of the referral. When possible, the Principal shall not sanction the student for behavior without first permitting the student to explain what happened. In most cases, the teacher and/or staff member or other individual reporting a student shall explain the student's behavior to the Principal in the student's presence.
3. Notwithstanding part 2 above, the TCS Principal shall have the authority to immediately suspend a student for a period of two school days, and longer in the event that the Board cannot schedule a meeting, where the TCS Principal concludes, based on facts presented to the TCS Principal,

that the student poses a risk to the safety of any student, teacher, staff member, parent, or any other individual who may be on the school premises or that the student poses a significant threat to disrupt the TCS environment. The TCS Principal may suspend a student for two school days without the presence of the student's parent in cases where the Principal concludes that immediate action must be taken, and the parent is not available. In such cases, TCS shall endeavor to schedule a meeting of the Board at the earliest possible time.

4. The TCS Principal after meeting with the parties mentioned above, shall make a finding that includes the following: A) that the student's actions do not constitute a violation of TCS's expectations of the student and that no sanctions should occur; B) that the student shall be verbally reprimanded for his or her conduct; C) that the student shall be both reprimanded verbally and in writing for his or her conduct. In the event of a written reprimand, the written reprimand shall be placed in the student's file under appropriate seal and marked "confidential;" D) that the student shall receive a verbal and/or written reprimand and shall be required to perform some activity as determined by the Principal, which may include detention after school in study hall, or helping perform janitorial services; E) a recommendation that the student be suspended from school for a period of time to be determined by the TCS Principal; F) a recommendation that the student be expelled from school. Unless paragraph 3 above applies, any recommendation to suspend and/or expel shall not be imposed until ultimately decided by the Board.

5. The TCS Principal shall weigh what is in the best interest of the school with what is in the best interest of the student in making a decision as to the appropriate sanction. Non-exclusive factors to be taken into consideration are the following:
 - 1) The severity of the action, e.g., whether the activity causes physical injury, significant emotional injury, the level of disruption that it caused.
 - 2) Whether the student involved had engaged in actions on a repeated basis that required discipline.
 - 3) How the student responded to the accusation. Did the student admit his or her mistake or attempt to diminish the significance and/or even lie about what happened? Did the student apologize for his behavior? Was the apology sincere? Did the apology have to be required by teacher and/or staff member involved or did the student volunteer to apologize?

- 4) The age and maturity of the student.
6. The TCS Principal shall make written findings as to all matters that fall within paragraph 4 C), D), E) and F) above. A copy of these findings shall be provided to the student's parent. The findings shall be placed in the student's file in an envelope marked "confidential." Any parent who disagrees with the findings may appeal to the Board and be heard at the TCS Board's next meeting. The chair of the TCS Board shall be notified within 24 hours of the issuance of the written findings and placed in the student's file.

D. Board Level Discipline

1. In all cases wherein the TCS Principal either recommends or suspends a student from school or recommends the expulsion of a student from school, the TCS Board shall have the final authority with regard to the decision to suspend and/or expel.
2. At any Board meeting, special meeting or regular meeting, with regard to suspension and/or expulsion, the student's parent and the student may attend and make a presentation to the Board. Any interested party, including the student, a fellow student, the parent, the Principal, or an interested teacher and/or staff member, may serve as a witness or may bring others to the board to provide a witness account.
3. After hearing the presentations of the parties, listening to the witnesses, reviewing any documents, the Board shall meet and reach a resolution in closed session. Only Board members are authorized to attend the closed session. The Board shall have the authority to make a finding that there was no violation that warrants a sanction, to lessen the sanction, or to increase the sanction, e.g. suspension to expulsion. In all cases, the Board shall provide written reasons for its decision. In cases where time is of the essence, the Board may announce its decision orally with the written reasons to follow no later than 72 hours of the meeting.
4. The board shall conduct any meeting involving the suspension and or expulsion of a student no later than 96 hours after receiving notice of the suspension or expulsion. A minimum of three board members must attend the meeting.

Search and Seizure

At School or School-Sponsored Events the TCS Administration reserves the right to search a student's person, backpack, purse, desk, locker, lunch box, phone or automobile. Questionable or illegal items discovered during a search may be seized and the student subjected to disciplinary action.

Detention

Disciplinary and tardy detentions will be served on Fridays beginning at 1 p.m. In most instances detention will be for one hour. In more severe cases a 2-hour detention may be assigned. In the event of an unexcused absence from a detention, the student will serve a 2-hour detention on the following Friday.

After two detentions have been served in one semester, a Saturday detention will be assigned for the next disciplinary issue.

Saturday detentions may be assigned for severe misconduct per Administrative decision. A \$25 fee will be charged the week of the detention to pay for the detention supervisor's time. The time of the Saturday detention will be determined the week of by the detention supervisor. In the event of an unexcused absence of a Saturday detention, the student will serve an in-school suspension.

Trinity Christian School Bully Policy

BULLYING, INTIMIDATION, AND HARASSMENT POLICY: Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important goals of the Trinity Christian School Board of Education and administration. In accordance with the provisions of the Illinois School Code Section 5/27-23.7, it is our policy that bullying, intimidation, and/or harassment of students of the school shall not be permitted.

Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: placing the student or students in reasonable fear of harm to the student's or students' person or property; causing a substantially detrimental effect on the student's or students' physical or mental health; substantially interfering with the student's or students' academic performance; or substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school. Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any

nature transmitted in whole or part by a wire, radio, electromagnetic system, 16 photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Bullying is prohibited and grounds for disciplinary action that apply in each of following situations: During any school-sponsored education program or activity. While in school, on school property, or buses or other vehicles, or at school-sponsored or school-sanctioned events or activities. Through the transmission of information from a school computer, a school computer network, or similar electronic school equipment. Through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased or used by TCS if the bullying causes a substantial disruption to the educational process or orderly operation of the school. This paragraph applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program.

Students who are victims of bullying, intimidation, or harassment as stated in the policy, at any time, by anyone are encouraged to notify any school employee (orally or in writing) who in turn, will report the alleged incident to the school administrator. All reports will be investigated by the school administrator, when there is substantial evidence of violation of his policy, the administration and/or Board shall take appropriate action that may include expulsion, suspension, probation from school, detention, police contact, and report, warning, and/or such other disciplinary action as may be warranted.

Consequences for Bullying, Aggressive Behavior, Harassment: fighting: In-school Suspension to out of school suspension (depending on the seriousness of the situation). Both students will receive equal consequences unless there is a clear indication that only one student is responsible for the fight. Hazing: 5-10 days out of school suspension (depending on the seriousness of the situation, an expulsion recommendation or a referral to local authorities may be warranted. Bullying, Cyber Bullying, Sexual Harassment, or Ethnic Harassment: 3-5 days suspension (depending on the nature), parent notification. Depending on the seriousness of the situation, further suspension, expulsion, and/or a referral to the local authorities may be warranted.

ACADEMIC PROGRESS OF STUDENTS

ELEMENTARY AND JUNIOR HIGH

Curriculum Overview

The curriculum at TCS consists of a sequential program of time-honored basic skills, concentrating on the “tools of learning,” rather than an accumulation of facts. Each year students gain cumulative mastery of the academic components of the curriculum: Bible (comprehension and memory); reading (phonics and literature); English (spelling, vocabulary, grammar, writing, handwriting, speech, research skills); science (earth; chemistry, physics, geology, space; life biology, physiology, health); social studies (world history, American history, government, geography); mathematics; P.E.; foreign language (Spanish), art; music, logic.

ACADEMICS AT THE GRAMMAR SCHOOL

Specific curriculum content for each grade is available from the classroom teacher.

Evaluation

Depending upon the grade level and subject, K3 through grade eight students may be given evaluations from two grading scales as shown below.

VS+ Excellent/Very Satisfactory A=	A+ = 97-100 Excellent
VS Excellent/Very Satisfactory	A = 93.0 -96.9 Excellent
S+ Very Good B=	A- = 90-92.9
S Average	B+ 87–89.9 Very Good
S- Below Average but still Satisfactory	B = 83.0-86.9
U Failing/Unsatisfactory	B- = 80.-82.9
	C+ = 77.0-79.9 Average
	C = 73.0 -76.9
	C- = 70.0-72.9 Poor
	F - 0.0 - 69.9 Failing

Guidelines for the grading of Fine Arts, Physical Education, Speech, and Handwriting

Certain courses are more difficult to grade because of individual differences and natural giftedness. Even though grading is often somewhat subjective, and the class may meet only once or twice a week, these courses are not frills or extras. They are deemed important for the education and training of a Christian young person. The grading system for these courses take into account the fact that some students may have greater natural ability in music, art, speech, physical coordination and handwriting than others. The following guide is used for grading these courses:

1. Comprehension of the subject matter*

2. Skill (practical application of understanding) **
3. Effort (cooperation, attitude, participation, etc.)***
4. Prepared for class (or activity) ****

*Comprehension of subject matter presumes that the fine arts, physical education, speech, and handwriting have academic components with a body of knowledge that needs to be understood and learned. Music, art, and other fine arts have theory; speech has guiding principles; handwriting has definite strokes and techniques that need to be learned in order to do them well.

**Skill requires the demonstration of a certain level of competence, depending on age or grade level.

***Effort reflects an attitude of giving one's best and participating wholeheartedly in the required activity including competition, concerts, and choral activities.

****Assignments done to the best of his or her ability and turned in on time.

A regularly scheduled physical education class is required of all elementary students unless they bring a dated, written excuse from a physician or a parent.

Grades K-8 Promotion Policy

Grade level mastery of basic academic skills is expected of each student on assigned work in the following subject areas:

1. Bible, reading, English, mathematics, science, social studies, P.E., foreign language, art, music, and logic. Age appropriate behavioral, emotional, and social, and physical maturity to keep up with the requirements of grade level work must be demonstrated. Spiritual receptivity appropriate to the student's maturity and an openness to spiritual instruction are necessary.
2. The student must pass all subjects with at least a C (70%) average.
3. The following options occur for each student at the completion of each school year:
 - A. Normal promotion to the next grade level based on satisfactory academic performance.
 - B. Retention in the same grade level based on academic or other deficiency.
 - C. Promotion contingent upon successful completion of remedial work in the summer.
 - D. Alternative options requiring board approval.

ACADEMICS AT THE HIGH SCHOOL

Curriculum Overview:

The high school curriculum consists of a program which is designed to provide students with the "tools of learning," which would prepare them for learning in college or other post-secondary schooling and throughout their lives. All students take History of the Christian Faith, a two-year

course covering the history of the church and Bible study. Additionally, English (spelling, vocabulary, grammar, writing, literature, speech, research skills); science (chemistry, physics, biology, geology, health); humanities (world history, American history, government, geography); mathematics; P.E.; foreign language (Spanish); logic; rhetoric: world views, are the basic courses of the curriculum.

High School Promotion:

Graduation credit and course requirements dictate that from 5 to 6 credits must be earned each year. If any required major class is failed, the teacher would determine whether summer work for credit would be possible or whether the course would need to be repeated during the following school year. Any summer work for credit must be approved by the Principal. In mathematics, a teacher's approval must be received to enter the next higher course. This is done to ensure that a student has demonstrated the ability to succeed at the next level.

Graduation Requirements:

Twenty-two credits are required for high school graduation at TCS. All students must earn the following credits: History of the Christian Faith (2), English (4), Rhetoric (0.5), Logic (0.5), U.S. History (1), American Government (1), foreign language (2), math (3), science (3), health (0.5), World Views (1.0), Bible (2), PE (1), Fine Arts (art, choir, guitar) (1). Although credit is given for pre-algebra, this does not count toward the math requirement.

Physical Education/Sports:

Students may earn PE credit by participating in school sports. The sports offered in the program often include soccer, basketball, cheer, and girls' volleyball. Other sports are offered based on student interest. Students who participate in a full season of one of these sports earn one PE credit. In order to participate in any sports teams, students must maintain a passing average (70% or "C"). A sports fee will be charged for each sport played by a student.

Parent volunteers are necessary to make the sports program successful. Parents may serve as coaches, drivers, and workers at concession sales. This volunteer work will earn service credit hours.

Please see "Interscholastic Sports" below.

Christian Service:

Each year of high school (grades 9-12), students will participate in an approved form of Christian service.

An important part of Christian education is cultivating within students an appreciation of the importance of serving others. Students are encouraged to make significant contributions to their church, community, and school. Scripture clearly directs the Christian to serve. Jesus came to serve and to give His life (Mt 20:28, Lk 22:27). Jesus served His disciples and washed their feet (John 13:5). The Holy Spirit has directed us to bear one another's burdens and in so doing fulfill the law of Christ (Gal 6:2). All are "ambassadors," (2 Cor. 5:20, "light" and "salt" (Mt 5:13, 14), "witnesses" (Acts 1:8), "a royal priesthood" (1 Pet 2:9), "servants" and "stewards" (Mt 24:45). Our scriptural guide in service is Romans 12, directing us to offer our service as worship to God.

The goals for Christian service at TCS are the following:

1. Students will recognize their biblical responsibility to serve others.
2. Students will acquire an awareness of the needs of people in the church and community.
3. Students will learn how to actively support and encourage people in need.
4. Students will find a place of service in their churches and community and thereby understand their responsibility as members of the body of Christ.

Christian service participation will be graded as a component of the student's Bible curriculum. Evaluations will be made by the appropriate high school teacher and/or principal.

High School Grading Policy:

Teachers calculate grades from different types of assignments during the course of each grading period. Homework, quizzes, tests, reports, and projects may contribute to the grade of a class. Grade reports are issued quarterly and at the midterms of each quarter. Grade reports must be signed by parents and returned to the school office within a week of issuance. Exams are given at the end of each semester. An exam schedule is published for this purpose. Students who have no exam scheduled during any morning or afternoon session may be excused from school with parental permission given beforehand.

Semester exams may account for up to 25% of the semester grade.

There may be a 50% reduction in grade for work that is one day late and 100% reduction for work that is two or more days late. The teacher will determine whether or not late work must be turned in and shall have the discretion with regard to any sanctions for late work. For important writing assignments and research papers, the teacher may elect to accept a late assignment with a 10% reduction of the grade for each day it is late.

Grade point averages are calculated at the end of each quarter. Students having a GPA of 3.30-3.649 are designated honors students. Students having a GPA of 3.65 receive recognition as high honors students.

A Pass/Fail grade is given in Physical Education and for driver's education credit transferred to TCS records; credit is given but grades are not calculated in the grade point average (GPA). Please note the letter grade-percentile-GPA equivalents below.

Letter Percentiles Grade Points per Credit

A	93-100	4.0
A-	90-92.9	3.7
B+	87-89.9	3.3
B	83-86.9	3.0
B-	80-82.9	2.75
C+	77-79.9	2.5
C	73-76.9	2.0
C-	70-72.9	1.7
P	70-100	N/A
F	0-69.9	0.0

TRINITY CHRISTIAN SCHOOL HOMEWORK

Students are continually learning new things each day. Most need continual review and reinforcement in learning anything. It has jokingly been said that it takes 18 years to teach a child to faithfully brush his teeth each day. Learning is “thinking” into one’s own understanding a new idea or truth or working into habit a new art or skill. Homework is the finishing and fastening process: including the reviewing, rethinking, reworking, reproducing, and applying of the material that has been taught, the knowledge and ideals and arts that have been communicated. *

*From The Seven Laws of Teaching by John Milton Gregory

Yes, parents have an important part in reminding, in checking, and, perhaps, in reprimanding! We need your cooperation and help in training our students to be accountable for the timely completion of assignments. It may sound startling, but the main “work” or “business” of a young person is being a student. These are the years spent in preparation: in acquiring the disciplines, habits, attitudes, and basic skills that will ready them for further schooling and adult life. The school sees itself in partnership with you in this awesome task. It is important for the Christian school student to maintain a biblical perspective on his course assignments. Helpful in having this perspective is Colossians 3:23-24: “Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving.”

The school requests that all students in grades 5-12 use a homework journal in order to help students develop self-discipline in faithfully recording their daily homework assignments. Parents can review these to help students pace their assignments.

It is the general philosophy of TCS that homework (not to include test preparation), when effectively utilized, is designed to extend the academic curriculum and create practice opportunities that move students to mastery. Performance on homework assignments will be evaluated differently than major evaluative exercises (which measure individual performance) because performance on homework often is collaborative. TCS understands that students need time to be creative and free from structure. We will attempt to balance the volume of homework assigned with the age of the students involved. Generally, about ten (10) minutes of homework will be assigned for each grade level (for example; 10 minutes for 1st grade and 120 minutes for 12th grade). The actual amount of time required for homework will vary as students work at different rates and efficiency levels.

We would also like to clarify:

As a Christian School, we desire to promote families spending time together and for families to worship and serve in our local churches. Assignments of any kind will not be given Wednesday to be due on Thursday or assigned on Friday to be due on Monday. ***Procrastination on the students' part is exempt from this rule.*** Parental guidance in scheduling work would benefit the student.

Teachers routinely communicate with parents by note or standardized forms. If a meeting with your child's teacher is needed, please arrange an appointment through the office. Whenever there is a question regarding homework or the amount of homework, please contact the teacher directly about the matter. Here are some ways you can help your child have a successful school year:

1. Insist that your child bring home papers, tests, projects, etc. for you to see.
2. Help your child have an organized way of recording and completing assignments.
3. Provide a quiet study place with adequate lighting, etc., with a minimum of distractions.
4. As much as possible, adopt a regular schedule for study.
5. Oversee the work being done to see how much and what kind of work your child is doing. Be interested and encouraging. Your student should be working independently.
6. Have the necessary study tools on hand: paper, pen or pencil, rulers, books, compasses, protractors, crayons, dictionary, etc.
7. Plan for short breaks in study time.
8. Emphasize learning, appreciation, and doing one's best.
9. Reading and studying are as important as written assignments.
10. Insist that work be done neatly or done again.
11. Help your child write in complete sentences with correct grammar, punctuation, and spelling. The student's spelling, language, and penmanship grades on his report card will reflect the work done on written assignments.

12. Encourage your child to work on what is believed to be the hardest part of the homework first.

Mandatory Academic Assistance

Mandatory Academic Assistance (MAA) will be assigned for students who are missing work, or their work did not reach the academic requirements. Teachers may accept the work completed at MAA for full, partial, or no credit at their discretion. MAA is not meant to be detention or a disciplinary action, but to help the student catch up, make up, or better understand the assignment and the material that was taught. MAA will be held on Fridays beginning at 1:00 p.m. and generally will be 1 hour in length. There may be times where a 2- hour MAA is necessary. If needed, the teacher may assign MAA for a time other than Friday.

Parent Conferences

Parents are requested to keep in close contact with their child's teacher throughout the year. Conferences will be held in the fall following the first quarter. Spring conferences are in March by request of the teacher or the parent. It is school policy that teachers establish a close partnership with parents for a successful school year. Your help may be sought to solve a problem or give insight into a difficulty your child may be having. An impromptu parent-teacher conference may occur at any time the teacher is free. If you have an immediate need to see your child's teacher, please keep in mind the teacher's responsibilities in the classroom. Teachers also have after-school duties in which they are supervising children, making sure they get into the right cars, delivering memos and messages, etc.

Midterm Progress Reports

Midterm reports are sent home at the mid-point of the first three grading periods. Teachers estimate students' grades so that students and parents can know approximate grade averages for each subject. These are not official grades; they are "running averages" at the mid-point of the quarter. Such grade estimates may be used to determine academic eligibility for sports participation. If there are indications of a need for remedial work in any subject, parents should arrange for a conference with the teacher. Reports need to be signed and returned promptly to the classroom teacher K-8 or office (9-12).

Report Cards

Reports of pupil progress are sent home four times a year at the end of each quarter. You might want to discuss your child's progress with him/her. The office will charge a \$5.00 fee to make a new Report Card for a lost one. The report card must be signed and returned to their teacher within one week.

Standardized Testing

Students in 3rd -8th are given the Terra Nova Test in the spring of the year as an objective measure of student progress. Parents receive a copy of the test results and have an opportunity to discuss the test with the teacher at the end of the school year if desired. The test results enable teachers and administrators to plan the academic program more effectively from year to year.

The PSAT is normally scheduled on a Wednesday before the second Saturday in October at TCS for older high school students. This test is prepared in the same format as the SAT college entry test used by many colleges for admissions screening. The scores from the PSAT will be given in a way that corresponds to SAT scores. This test is also used in the National Merit Scholarship program for any junior planning to enter college after graduating the following year. This is a competition which gives scholarship awards and special recognition to students who achieve very high selection index scores on the test. The PSAT may also be taken by tenth graders for experience and scoring information showing their progress relating to this measurement of college preparation. A fee is assessed for the test and charged to your account.

TRINITY GRADUATION

Graduation

A graduation is scheduled at the end of the academic year to honor the achievement of the eighth and twelfth grade students. A graduation fee of \$50.00 is charged to all graduating eighth grade students and a \$65.00 fee is charged to all graduating seniors. This fee covers caps and gowns, diploma printing, and other expenses of the graduation exercises.

Traditionally, seventh and eleventh grade parents work with the home room teachers and Principal in planning a graduation reception. For the purpose of honoring the graduates, all Trinity High School students (grades 9-12) are expected to attend graduation. All Trinity parents are urged to attend.

Valedictorian and Salutatorian

The purpose of recognizing the valedictorian and salutatorian is to honor the students who have achieved the highest academic scores in the eighth and twelfth grade classes and reflect responsible Christian character. The recipients are acknowledged at the graduation exercises. The twelfth-grade valedictorian is determined by calculating the cumulative grade point average for high school courses taken at TCS. The eighth-grade valedictorian is determined by grade point average for the eighth grade year. In the event of a tie, the numeric average will be used to determine the valedictorian and salutatorian for each class.

OTHER MISCELLANEOUS ITEMS

Bad weather school closings

Announcements for school closings will be made over 3(WSIL) TV station and the automated school messaging system. If the Carbondale District 95 elementary schools close due to weather, we usually do likewise.

Lunches

Students bring their lunches to school each day. For lunches requiring heating, microwave ovens are available in the lunch room. Your student also has the opportunity to order meals from 4 local restaurants. Those orders must be submitted through Sycamore and paid for by 9 a.m. the Friday prior to the week the meals are desired. Milk may be purchased.

Transportation

Trinity does not provide bus service to school; however, our students can ride the public-school busses if they are on their regular routes and you wish to use them (contact the public school). Carpooling is recommended and has proved very helpful in saving time and traffic congestion. Arrangements can be made with other families near you to work out a schedule. (Please do not ask teachers to transport your child to or from school.)

Students who are licensed drivers may drive to school. In order to insure the safety of our students, protect the testimony of our school, and preserve a good relationship with our neighbors, the following guidelines will be observed by student drivers.

1. Cars must be driven slowly (10 mph) and safely in the parking lots.
2. Cars are to be parked in the marked spaces. Trinity students are to park in the parking places in the rear of the school.
3. After parking, a student is not allowed to loiter around or in the car. The car is to be parked and unused until the student is dismissed for the day.
4. Any complaint registered with the office from school staff, parents, or neighbors with regard to a student's use of a car will be reported to the student and his/her parents.
5. Complaints must be promptly followed up by the student driver and his parents for resolution following the biblical guide of humility and reconciliation.
6. A student may be disciplined for failure to follow these guidelines or fail to resolve complaints in a timely or satisfactory manner.

Field Trips

Various classes take trips to interesting and educational places in the area during the school year. Parents are asked to sign a blanket permission slip for the year. Parents will be notified beforehand and may be asked to help drive. Parents will be required to complete a field trip form if they will be driving TCS students during a field trip. Small fees may be charged to cover expenses and/or admission fees.

Use of videos in the school

Videos are used occasionally by teachers for instructional enrichment. Their use is limited, supplemental, and carefully planned in keeping with educational goals for a particular unit or lesson.

Aftercare Program

The Aftercare Program is offered for students in grades K3 - 6. A program of activities has been planned balancing time for rest, active play, study time, and snacks. An informational flyer is available in the office giving the details of the program.

High School Retreat

TCS conducts an all high school spiritual retreat for the purpose of unifying the student body in pursuing goals for the year which are Christ-centered. It is also intended to be an event filled with activity and fun. The estimated cost for the retreat from Wednesday to Friday is \$100.00 per student. It is important that all students participate in the retreat.

High School Spring Trip

In early spring an overnight trip for all high school students is planned. The cost of the trip is the responsibility of the students through fundraising and out-of-pocket payment.

INTERSCHOLASTIC SPORTS PARTICIPATION

Sports present opportunities to understand and exercise spiritual principles regarding authority, submission, humility, self-denial, responsibility, accountability, and commitment. TCS guidelines require that students who play on the junior varsity or varsity teams must be passing all core subjects and must maintain a running average of 'C' or above in all core subjects.

Students arriving at school after 10 A.M. or are absent on the day of a game cannot play in a game on that day. A Friday absence may disqualify a player from playing on the following day (Saturday). Golf, girls' volleyball and basketball; boys' soccer, basketball, and baseball, and track are possible.

ASBESTOS NOTIFICATION

The State of Illinois is responsible for enforcing the Asbestos Hazard Emergency Response Act (AHERA) -Public Law 99-9 15. The only asbestos containing material in Trinity Christian School poses no problem to teachers or students in this building. Law requires that re-inspection reports be available in the Trinity school office. Also, as required by law, the "designated person" is the Board President. You can contact him or her if you need further information.

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APPENDIX I

Trinity Christian School

Statement of Faith

(Revised August 18, 2015)

1. We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God (2 Timothy 3:16-17; 2 Peter 1:21). The Scriptures are most necessary for man's salvation (2 Timothy 3:15) and well-being (2 Timothy 3:16) and are sufficient to equip men and women for every good work (2 Timothy 3:17).
2. We believe there is one God, eternally existent in three persons — Father, Son, and Holy Spirit (Genesis 1:1; Matthew 28:19; John 10:30, 14:26). Almighty God is Creator and Lord of all things in heaven and on earth, sovereign in creation, providence, and grace (Genesis 1:1; Matthew 28:18; Hebrews 1: 2-3).
3. We believe in the deity of Christ (John 1:1; 10:30; Philippians 2:6), His virgin birth (Isaiah 7:14; Luke 1:35), His sinless life (Hebrews 4:15; Hebrews 7:26), His miracles (John 2:1 1, 3:2; Hebrews 2:4), His vicarious and atoning death (1 Corinthians 15:3; Ephesians 1:7; Hebrews 2:9), His resurrection (John 11:25; 1 Corinthians 15:4), His ascension to the right hand of the Father (Mark 16:19), and His personal return in power and glory (Acts 1:11; Revelation 19:11).
4. We believe in the present ministry of the Holy Spirit, Who indwells, baptizes, seals, empowers, guides, teaches, and sanctifies all who become children of God through Christ. (1 Corinthians 6:1 1, 19, 12:13; Ephesians 3:16, 4:30, 5:18; Romans 8:14).
5. We believe in the creation and fall of man, that man was a direct creation of God in the image of God (Genesis 1:26-28, 2:7, 18-24) and by disobedience to the will of God became a sinful creature and progenitor of a fallen race. (Genesis 3:1-24, 5:3, Romans 3:23), and is under the righteous judgment and wrath of God (Romans 1:18, 3:19).
6. We believe in salvation by grace through faith, that salvation is the free gift of God (Romans 12:4, 6:23), and received only by personal faith in the Lord Jesus Christ in whom all true believers have as a present possession the gift of eternal life (John 3:16, Acts 16:30-31, 1 John 5:13) and apart from Christ, salvation is not possible (John 14:6, Acts 4:12).
7. We believe in the spiritual unity of believers in our Lord Jesus Christ (1 Corinthians 12:12-13; Galatians 3:26-28).

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8. We believe in righteous living and good works, not as the procuring cause of salvation in any sense, but as its proper evidence and fruit (Titus 2:14, 1 John 3:9-11, 4:19, 5:4), renouncing a self-centered life which includes homosexuality, fornication, and adultery (1 Corinthians 6:9-10, 1 Timothy 1:8-11, Romans 1:18-32).
9. We believe that the family unit is instituted by God with man and woman being united in marriage for life (Genesis 2:21-24; Mark 10:6-9). We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. The rejection of one's biological gender is a rejection of the image of God within that person. (Genesis 1:26-27)
9. 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 (John 5:28-29).
10. We believe in the personality of Satan and other spirit beings, both good and evil. (Romans 16:20, John 8:44, Mark 1:34, Jude 9, Hebrews 1:6)

*Scriptures are representative not exhaustive.

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APPENDIX II: TUITION POLICY

We are a Christian institution and, thus, have a deep obligation to meet our bills on time. Therefore, it is necessary that parents make their tuition payments on time. If difficulty in making a payment is encountered, please contact the Board treasurer immediately. The following tuition policy has been adopted by the Board to enable TCS to meet its obligations and maintain a relationship of trust with its providers and employees.

1. Any child whose tuition is delinquent for 60 days will not be allowed to continue attending TCS until the family has met with the board and special permission has been granted.
2. Students will not be re-enrolled until tuition has been paid from the previous school year and the new registration fee is paid.
3. If a student withdraws from the school, the final tuition billing will be equal to the daily tuition rate (annual charge divided by the number of school days) multiplied by the scheduled school days through the end of the month of withdrawal.
4. End of the year report cards and standardized test results will not be mailed home until the tuition for that year is paid.
5. In the event that your child is changing schools or has graduated from TCS your bill must be up to date in order for us to prepare and send your student's records and transcripts.

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APPENDIX III: THE CHRISTIAN PHILOSOPHY OF EDUCATION

PREFACE

Starting with the belief that God is the source of all truth, education becomes the exciting adventure of seeking to appropriate knowledge in all its various facets under the guidance of the Holy Spirit. Education which is Christian takes for its perspective the biblical view of God, man, and the universe in their mutual relations. While education in a Christian context does not guarantee truth, it does seek to establish the starting point apart from which ultimate truth can never be learned. It becomes essential, therefore, to establish the direction for education from this Christian perspective and the following Statement is used to make this clear as related to Trinity Christian School. In no sense should it be considered as the last word, but it purports to be the foundational concept upon which scholarship under God may thrive and expand. This view of education rests upon the historic Christian faith contained in the Scriptures, as expressed in the ancient orthodox creeds. and some of the more recent Reformation confessions of faith. “For with Thee is the fountain of life: in Thy light shall we see light.” Psalm 36:9.

I. THE THEOLOGICAL BASIS OF CHRISTIAN EDUCATION

A. The Christian view of God

1. God is one being, existing in three persons, the Father, the Son, and the Holy Spirit. (Deut 6:4; Mart 28:19)
2. God is a personal being, possessing in Himself all that personality means in humanity but without limitations. (Mark 1:10:11; Jn 15:9-10, 16:13)
3. God is the self-existent Creator, Preserver, and Controller of the universe in its totality (Jn 1:1-3; Col 1:15-17)

B. The Christian View of Humanity

1. As a created being
 - a. Man is unique among all living creatures, being distinguished from the animals by being created in the image of God as a rational, moral, and spiritual being. (Gen 2:16, 3:17; Eph 4:24; Col 3:10; Jas 2:16; EccI 12:7)

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b. The purpose of human life is to glorify and to enjoy God, and only when life is so viewed can the highest happiness, welfare, and honor be experienced. (Ps 8:4-9; 1 Cor 10:31; Ecc 12:1-7)

c. Man was created an immortal being. Earthly life, therefore, is preparatory to the life after death, and should not be regarded as an end in itself, though as God's creation the present earthly life has a real value of its own. (Ecc 12:14; Heb 9:27)

2. As a fallen creature

a. Man by relationship to Adam as representative of the human race is a fallen creature. (Gen 3:17; Rom 3:23, 5:12; Eph 2: 1-3; Mart 15:18-19)

b. By moral revolt against God man lost both a position of communion with God and an ability to consciously reflect God's glory, and instead became devoted to the worship and aggrandizement of self. (Gen 2:15-18; Rom 1:23,25)

c. The fall into sin affected not only moral nature, but also intellect, thus making man prone to error, and requiring divine revelation to determine ultimate standards and values in all fields of human endeavor. (Rom 1:20, 21, 28)

d. The moral and intellectual effects of sin are such that one is incapable of removing them by human effort. Rom 3:23; Eph 2:4-10; Tit 3:3-8)

3. As restored in Christ

a. Jesus Christ, as the second Adam, died and rose again as the representative of fallen humanity in order that those who are chosen of God, regenerated by the Spirit, and by faith identified with Christ in His death and resurrection might be restored to fellowship with God in the Holy Spirit and enabled to glorify God actively in their lives. (Jn 15:16; Rom 5:12-6:14)

b. The believing Christian, having realized union with Christ. and hence death to sin and rising to newness of life in the Spirit, renounces the life of self-centeredness including sexual immorality, homosexuality, fornication, and adultery. thereby seeking in every phase of human experience to understand and reflect God's glory. (Rom 6:15-8:17; 1 Cor 6:9-20)

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4. As a member of a family

a. The family unit was instituted by God with man and woman being united as one flesh for life. (Gen 2:24; Mart 19:5,6)

b. The biblical family is one where the husband is submissive to God and loves and cherishes his wife (1 Cor 11:3; Eph 5:23-25) and the wife submits to her husband. (Eph 5:22-24)

c. Children are a blessing and a heritage from the Lord (Ps 127:3) and are to be obedient to their parents (Ex 20:12; Eph 6:1) and taught under their authority. (Deut 6: 6; Ps 127; Eph 6:4)

C. The Christian view of the universe

1. The universe, as the creation of God, serves to reveal God. Its revelation is true, valid, and useful in itself Ps 19:1-6; Rom 1:19-20)

2. The created universe, being full of God's glory, is to be understood, appreciated, ruled, and used by mankind. (Gen 1:28, 2:15; Ps 19:1; 1 Cor 10:31)

3. God in his goodness has bestowed upon mankind the ability to discover and use truths about the universe, which maybe learned by all, irrespective of their spiritual relationship with Him. (1 Kg 4:29-34; Ps 8:5-8)

4. In seeking to understand the truth of the universe in all of its dimensions, on in responsible to use every faculty and effort, but the facts of the universe can be understood in the fullest sense only when viewed in relationship to God.

Ultimate judgments must finally be made in the light of God's Word, the Holy Scripture, which is the only adequate and inerrant standard of truth. (2 Tim 3:16-17)

II. THE PURPOSE OF CHRISTIAN EDUCATION

A. Inasmuch as the essential purpose of mankind is to glorify God, Christian education seeks to develop the student's ability to know God and to relate to Him through the study of His word and works.

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- B. Christian education emphasizes the Person and Work of the Lord Jesus Christ in order that the student may be yielded to Him as Savior from sin and see in Christ the ultimate purpose and meaning of the whole universe. (Rom 11:36; Col 1:17-18)
- C. Christian education seeks the realization of the potential of the individual as the image of God through the development of God-given capacities. The fulfillment of those potentialities is reached insofar as the student devotes those capacities to God's glory. (Eph 4:23-24; Col 3:10)
- D. Christian education endeavors to develop the student's capacity for the enjoyment of the world as God's creation in all its cultural richness, realizing that all of life as a coherent whole is related to God and His redemptive activity. (1 Tim 6:17)
- E. Christian education seeks the development of mature students with integrated personalities as individuals, and who are oriented members of society building the Kingdom of God in the family, the church, the nation, and the world. (Rom 12:2; 1 Cor 1:10; Heb 10:10)

III. THE IMPLICATIONS OF CHRISTIAN EDUCATION

A. The School

1. All persons responsible in any way for the functioning of an educational institution share in the pursuit of its goals. In Christian education, this becomes particularly significant since no task, teaching or other, is unrelated to God; and also because all personnel should demonstrate in their lives the end-purpose of Christian education.
2. Everyone shares in the transmission of knowledge, but only those consciously committed to Jesus Christ as revealed in the Scriptures can envision and reach the goals of Christian education.

B. The Teacher

1. The teacher must be a spiritually mature Christian, called by God to teach, and be fully committed to the Christian philosophy of education.
2. To realize the goals of Christian education, each teacher seeks to understand his particular field of study more perfectly and to teach students more clearly in the light of Christian education.

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3. The teacher works with parents, not as adversaries, but as partners in education for the good of our children.

4. The teacher maintains the roles of model, imparter of knowledge, motivator, guide, and evaluator.

C. The Student

1. While a student may attain a high degree of knowledge through the grace given to all, in order to attain the goals of Christian education, the student must be in submission to the person of Jesus Christ, that sin and its effect may be overcome.

2. The student, as a creature of God, is under His mandate both to learn and to apply all knowledge for the purpose of knowing and glorifying God.

3. The student should not be sheltered from non-Christian viewpoints, but must become able to evaluate all knowledge critically, to gain from that which is true, to discard error, and to transmit the cultural heritage he has enjoyed.

4. The student should be aware of God's call, and thus see education as an opportunity to prepare for a life of Christian service.

D. The Curriculum

1. In Christian education the curriculum is built upon the thesis that the historic Christian faith is permanently true, and that it is the integrating factor of a truly Christian educational program.

2. Since Christian education leads toward an understanding of God, mankind, and the universe in their inter-relatedness, the curriculum will have a strong emphasis on both the Humanities and the Sciences, theoretic and applied, as well as a basic core of biblical studies.

3. The curriculum should lead a person to grasp the foundations of learning and so continue to learn and increasingly live a life glorifying to God, confronting honestly and confidently the problems and challenges of new knowledge, and contributing to the welfare of society under God.

E. Moral Discipline

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1. Standards of moral discipline must be maintained according to the moral law of God which He has set forth in Scripture. Therefore, discipline is to be exercised on the basis of God's Word.
2. Discipline exercised in Christian love and firmness not only deters licentiousness, but also teaches in principle how to live under Christ's Lordship and how to live with other people on the basis of righteousness.
3. Moral discipline must always be exercised in an attitude of helping the offender in the context of the doctrine of sin and its solution in Jesus Christ.