

Staff Policy Guidelines

A. Parent-teacher conferences

1. Purpose

- a. Facilitate (make efficient and systematic) parental oversight of their children's training. Reinforce parental responsibility for education.
- b. Facilitate communication ("face-to-face") between home and school.
- c. Encourage parents and teachers in their roles.
- d. Give parental insight to the school as to each child's uniquenesses, and vice versa.
- e. Give parental direction to their child's teacher.
- f. Give one-on-one opportunities for church to teach parents the way of the Lord in child training as it applies in each family's situation.

2. Procedure (from teacher's viewpoint)

- a. Prayer.
- b. "Here are some good things I've noticed about your child."
- c. "Tell me about your child" [so I can help you as the parent better fulfil your responsibilities].
- d. "Here is something that it seems could be strengthened in your child."
- e. "How can we better help you?"
- f. Prayer.

B. Grade policies

1. Purpose of grades

- a. Motivation
- b. Communication with parents
- c. Let students know how doing
- d. Judgment: rebuke/praise
- e. Accurate reflection of reality

2. Determining grades

- a. Use criterion-referenced tests based on understanding, considering "norms."
- b. Be able to explain, incorporating objective elements.
- c. Individualize as necessary, helpful, and appropriate; determine ahead of time, as much as possible.

3. Retaking and correcting tests

- a. One purpose for taking a final test is to give the teacher, parents, and the student an idea of how well the student has understood the material.
- b. When a student fails a PACE test, he must either (1) repeat the PACE (standard procedure) or (2) retake the test (exception) after he has reviewed. This is at the teacher's discretion.
- c. In Saxon math, if a student fails the test, he must review before taking the alternate test.
- d. If a student wishes to better his test grade in any subject, he may retest once in each subject in an academic year (for the purpose of grade improvement) after doing research or reviewing under the supervisor. This is at the teacher's discretion.
- e. Students are expected to learn the academic principle behind every missed test answer or to be trained in carefulness where that is the issue. This involves correcting missed answers.

C. Grade level (yearbook placement)

1. Basis for

- a. Chronological/social: e.g., "He's a first grader working on a third grade level."
- b. Social
- c. Academic

2. Consensus needed: teacher, principal, parents

D. Discipline outline (knowing ahead of time...)

1. Automatic demerits – rebukes

- a. Goals
- b. Slips (not returned)
- c. Late
- d. Communication – disturbance
- e. Litter
- f. Desk (things not put away; flag)

2. Automatic boardings

- a. Lying (includes "ok")
- b. Cheating
- c. Direct disobedience
- d. Excessive demerits
- e. Profanity

- f. Leaving grounds
- g. Bullying
- h. Back-talk or extreme rudeness
- i. Destruction of school property
- 3. Automatic expulsions
 - a. Using drugs (including alcohol)
 - b. Smoking
 - c. Listening to rock music
 - d. 25 demerits
 - e. Other flagrant violations of Student Conduct Form
 - f. Bad attitude (unrepentant)
 - g. Remaining unsaved
 - h. Scoring Pro.22:10
 - 1) Mt.18:17 with Pro.13:1; Lk.13:8-9; Neh.13
 - 2) If destroying what trying to do; "one bad apple..."
(Dt.13:6-11; Eph.5:11)
 - 3) I Cor.5:11
- 4. "Asked not to return"
 - a. Excessive demerits twice in year
 - b. Harmful leadership
 - c. Parents tearing down LCA (outside)
- 5. Procedure for repeat offenses (paddlings)
 - a. First offense: usual note home following paddling
 - b. Second offense: personal contact between teacher and parents following paddling
 - c. Third offense: conference between teacher and parents (and possibly principal)
 - d. Fourth offense: conference between teacher, parents, and principal and/or pastor
 - e. Fifth offense: suspension
 - f. Sixth offense: expulsion
- 6. Other considerations
 - a. No high schooler is to be here against his will.
 - b. In-school suspensions will be given as appropriate for a warning and to give further time for the school to decide a permanent solution.
 - c. Essence of discipline:
 - 1) Decide who will be in charge.
 - 2) As little force as possible; as much as necessary.

- E. Tutoring which uses school curriculum and/or facilities/staff
 - 1. Arrangements/overseeing to be responsibility of staff member
 - 2. Charges to individual student being tutored:
 - a. All consumable materials
 - b. \$10-\$15 per hour
 - c. Former students: half price PACE only – NC or .75 per PACE (in addition to current PACE charge)
 - 3. Proselytizing understood

Additional Staff Policy – “Confidential”
(Students need reminded!)

1. No classes are to be held during any “free time.”
2. High school students receiving more than fourteen demerits and junior high school students receiving more than twenty-four demerits in one quarter forfeit all classes and free times the remainder of that quarter. All daily class and test grades from that point on are recorded as F’s.
3. Teachers are to go according to the approved schedule except with prior principal approval.
4. Announce after-school events ahead of time to parents.
5. Students participating in any part of any school program are responsible to the principal or head teacher until excused.
6. “Eligible” students at school during after-school practices must watch if not participating.
7. Students may be dismissed at 3:15 to alleviate transportation difficulties, after receiving permission from the office.
8. No student is to be in the Elementary L.C. without school staff’s permission, unless with church group, teacher or parent.
9. Students are to be only at own desks.
10. During regular hours (8:00 - 4:00 or partial days), school staff are to let school office know if leaving class or building.
11. School staff are expected to inform principal of (1) any change in program or policy (including price changes); (2) significant parent, student, or staff problem or conference; or (3) related party plans for students or staff.
12. No loaning out school supplies: costumes, music, curriculum, equipment, facilities, janitor equipment (without permission).
13. No loaning staff to places where confusion will result, and/or distinctions will be blurred.
14. Students going on official school trips with permission are not counted absent.
15. Students are not to loiter in the bathrooms.
16. Sports practices should begin at least two weeks before the first game.
17. Regular after-school babysitting customers do not have to pay admission to games if supervisor is present at the game.

18. Graduates and church members (in good standing) may take school courses if not too inconvenient or costly for the school.
19. A student will be marked "half-day" absent if he attends less than four-and-a-half hours of that day, but at least one hour of that day, as long as he makes up his work to his teacher's satisfaction. He will be marked late if he is so at the beginning. He will be considered to be a full day in attendance if he is present at least four and one-half hours.
20. Specialty PACEs (Greek, Language, NTCH, Chemistry, Constitution) may be kept by the families enrolled in the LCA, or by LCA graduates, by request, for a legitimate reason and with the understanding these PACEs are not be used by students taking the same PACEs.
21. Students are not to sell things at school.
22. Each staff member is expected to be in high school chapel at least one day per week in addition to Friday, attending to the message and praying.
23. Students must attend all school programs, after-school and otherwise.
24. Students must attend all school days, especially special days (such as field trip days) for which they do not qualify. Students must make up time in the l.c. if they miss special days for which they did not qualify.
25. Absent students forfeit their eligibility/privilege to participate in that day's after-school activities (games, programs, parties). Exceptions may be made by school.
26. Students are not to throw snowballs during school or school activities.
27. During after-school events, students are to stay out of the lunch room (except in front of the concession tables) and other off-limit areas except with staff permission and supervision.
28. Students are not to leave school property without prior permission from the administrator. Students must have school permission in addition to parent permission. Students leaving for home after school (before 4:00) according to their parent's direction do not need this prior permission.
29. High school boys are to wear ties when going anywhere on a school trip, especially in town. Out-of-town wearing of ties may be affected by convenience.
30. Graduates (and others) helping in the Learning Centers must dress consistent with the school uniform (or nearly so).

31. Parents delinquent in school bills may not charge items offered for sale to students.
32. Passengers on school bus trips are expected to stay seated, especially in towns. They are expected to stay behind the driver and should not carry on extended conversations with him. Missiles are not to be thrown.
33. Students are to leave as soon as possible after school trips and other after-school activities.
34. Representation by school groups during school hours at funerals should be avoided except for those services for school staff, immediate family, grandparents, or missionary families.
35. Students may not bring toy guns to school, but they may play with make-believe guns. This may be done on occasion only as the acting-out is from a real-life situation in which guns are appropriate.
36. Grade cards, along with Honor Roll lists, are due the Monday after at least two weekdays after the end of the quarter. Field trip qualifiers, "citizenship" honorees, and students' final attendance also should be turned in to the office by that day.
37. Games organized by students at elementary recess times should not be interrupted by latecomers under normal circumstances. Good manners by latecomers include bringing a partner to maintain team fairness.
38. Water jugs are to be shared only within a family.
39. Always do head counts on field trips or away games before returning.
40. Interscholastic basketball games will be scheduled during January and February, approximately one a week. Intramural games may begin sooner.
41. All [student-initiated] significantly-related school parties must first be approved by the principal.
42. Teacher conferences with students should be limited to ten minutes as much as possible.
43. Teacher conferences with parents should be limited to after-school times as much as possible.
44. All students are to be in the vestibule by 15 minutes after school is dismissed if they have not left school, and they are to be under the supervision of the after-school supervisor, unless excused by the principal. If their parents are in the building, they may be with them, but they are not to be elsewhere without principal approval. 2/25/94
45. Students' writing "ok" on tops of pages not completely checked and corrected will not automatically be given additional penalties beyond demerits and paddlings (except as individual exceptions are made

consistent with “as little force as possible – as much as necessary”). Repeat offender’s parents are to be involved (as usual), and students should not be entrusted with the responsibility of checking beyond what they can handle. Students having four or more mistakes on pages marked ok will be paddled and put on a probation which involves their having each page checked by a teacher for three weeks.

- a. Grades 1-3 students will have each page checked (green check mark) as they do daily goals.
 - b. Grades 4-6 students will have each answer checked when they hand in their PACEs and spot checked as they go.
 - c. Grades 7-12 students will have their work spot-checked (at least).
46. Any afternoon recess will occur after 1:45.
 47. Demerits awarded for spankings will not be counted toward excessive demerits but will be used (only) in determining grades and disqualifying for weekly field trip(s).
 48. Students will be notified in writing if they receive a demerit.
 49. Students are not to have in their possession green writing instruments or red pens, except when given permission.
 50. Students are to receive their test results, PACE-check results, and new PACEs by the next day after taking their tests.
 51. Students are to correct missed answers on their tests so they can learn from their mistakes by the day after taking their test.
 52. The LCA will administer, at the most, three spankings per semester to a student in grades four through twelve. After this limit has been reached, parents will come to the school to spank their children.
 53. Secretaries are not to do work for students (or parents) including copying, faxing, and downloading unless first authorized by a teacher (1/9/02).

Grading Policies (PACEs)

Grading policies to assist teachers in arriving at year-end grades (to be put on the grade cards by them and to be transferred from the grade cards (copies) to the transcripts, by the office):

1. Assign letter grades from the PACE grades.
2. When the student has been prevented from doing a complete year's work by circumstances beyond his control, do not penalize him. Assign any grade which must be assigned on the basis of the time he had.
3. Footnote (on the grade card) beside specific year-end grades where student is working either two years or more below his (chronological/yearbook) grade level (*) or one year or more above his grade level (**).
4. When a student does more than a year's work where credits are involved (9-12) course grades are assigned by course.
5. College prep. (9-12) course grades are assigned by course.
6. "Incompletes" change to "F's" after nine weeks if the responsibility lies with the student.
7. Use wisdom, understanding, and knowledge in allowing for exceptions (Check with principal).
8. If working conscientiously above grade level, give average grade, no matter how few PACEs done. If more than 6 PACEs above grade level done, raise average one letter grade. If 9+ PACEs above grade level done, give A.

Parental Agreement

Text of church attendance report taken from LCA Handbook

“Families whose children attend the Lima Christian Academy have agreed to regularly attend Calvary Bible Church or a fundamental church which practices the basic standards of this church. (There may be exceptions, on a trial basis, especially for students in K-4 through grade 3.) It has been said, ‘Going to church doesn’t make anyone a good Christian, but a good Christian goes to church.’ The families of the LCA agree that it is very difficult to bring up children in the way of the Lord without parental example. Families may be given a monthly opportunity to testify to the fulfillment of this aspect of the parent agreement.”

Piano Agreement

Dear parents,

The LCA piano teacher is now scheduling piano lessons. If you wish your student(s) to be enrolled, please sign the form below and return to the Learning Center. We expect to begin lessons this week or next. The charge for nine months of weekly lessons is \$330.00 which may be paid in ten payments of \$33.00 each. The cost of the necessary music itself will also be billed to your account.

Piano Lesson Agreement

We request that our child(ren) be scheduled for piano lessons. We understand that we are expected to see to it that the students each practice the time required (one-half to one hour daily, depending on the age of the student).

Signed

Students should bring to their first lesson all the music they are currently using, plus a notebook.

Courses of Study Leading to a Diploma at the LCA

	General Education	Units of Credit	College Preparatory	Units of Credit	Honors Education	Units of Credit
Math	48 PACEs	4	Algebra I & II and Geom. or Bus. Math	3	Algebra I & II and Geometry	3
Social Studies	48 PACEs	4	World History American History Civics Geography	4	World History American History Civics Geography	4
English and Word Building	48 PACEs	4	English I, II, III, IV plus literature selections	4	English I, II, III, IV plus literature selections	4
Science	48 PACEs as diagnosed by reading level	4	Biology		Biology	
Phys Ed	required	1	Physical Science	2	Physical Science	4
Typing	required	1	required	1	Chemistry	
For Lang.	not required		required	1	Physics	4
Perf. Arts	speech and music	2	required	2	required	1
			speech and music	2	required	2
Bible	NT Survey	1	NT Survey OT Survey Life of Christ NT Church History (2 of 4 required)	2	speech and music	2
Electives & Other Classes		2		3		
Minimum Total Units		23		24		28

Procedure for Incorporating BCSA Stars Onto Star Chart (Non-PACE Credit Into Cumulative Academic Record)

1. Do not incorporate if not necessary. If BCSA stars are incorporated, rules 2-6 apply (i.e., if student is not penalized otherwise, and student does not need). (We often don't receive credit in this life for accomplishments. Work-accomplishment is its own reward. Reward what you want more of. Honor to whom honor is due.)
2. Students may incorporate one star for each subject. (This justified as enrichment credit, in line with extra credit reports, projects, etc., if not directly related.)
3. The teacher may veto any extra credit work being applied to any particular subject.
4. The teacher may allow additional BCSA stars to be applied to a particular subject.
5. BCSA stars carry the weight of any other star, including use in determination of field trips, honor roll, and grades.
6. The grade of the BCSA star will automatically be the same as the average of the other PACE grades in the particular subject unless the teacher assigns it a different grade, including 100% or 75%.

PACE-checking Philosophy and Procedure

Elementary and high school students in the LCA are responsible to check and correct their own PACEs for the following reasons:

1. To take responsibility for their own work
2. To keep tuition costs down since it would cost substantially to hire PACE-checkers
3. To provide a content-review step for the student in the PACE process
4. To provide an objective integrity and carefulness checkpoint in the student training process
5. To provide some training in both carefulness and discernment as the students are taught to judge if their answers are adequately consistent with the score key

The PACE-checking procedure (including discipline) follows:

1. Student reads and studies PACE content, and then answers PACE questions.
2. After completing his PACE work and getting permission, student checks his answers with the score key, marking "X" with a red pen on the numbers of any incorrect answers. Each page which is scored (checked) and contains no errors is marked "OK" at the top in red pen. Each page containing errors (indicated by red "X") is not marked at the top (until it is corrected). Pages which are "OK" following the page which has errors are marked "O" until the page with errors is corrected. (An error is defined as a response which does not agree with the score key.) When ready, the student receives permission to return to the score key where he checks his corrected answer with the score key. If the changed answer now agrees with the score key, the student circles the "X," and then writes "K" beside the earlier-written "O" (when all on that page are correct). If the changed answer still does not agree with the score key, the student marks a second red "X" by the number, and repeats the process.
3. When student marks a page "OK," he is saying, "I have completely checked (and corrected, if necessary) every answer on this page, and each answer now agrees with the score key." If a page marked "OK" is not "OK," that student is liable to be disciplined for dishonesty (or carelessness). (While students may naturally remember correct answers from the score key, they are not intentionally to try to remember answers from the score key as a short cut.)

4. Students guilty of violating this procedure (by writing "OK" on pages not "OK") will have others check their work every time (and thoroughly) until both school and parents agree the child has the maturity to be trusted with this responsibility. Parents may elect to check the child's work themselves or they may request the school to take on this additional responsibility (if able). School and parents must agree on a plan to help train the needy child in this area, with the parents taking the primary responsibility.
5. Honor students who have demonstrated both academic and character maturity may be excused from PACE checking responsibilities. Academic maturity consists of a love of and thoroughness in academics; character maturity consists of a consistently-demonstrated honesty.

Summer School Policy (6/10/94; 5/20/01)

1. Families enrolled in the LCA may check out PACEs for completion in the summer.
2. Any checking-correcting and test-taking must be done under the supervision of the designated teacher.
3. Summer work will be incorporated into the permanent record after being checked and approved by the teacher. (This work may be incorporated into different quarters, with approval.)
4. The summer school teacher will be paid by the hour.
5. Parents must take responsibility with the summer school teacher for times of his or her availability.
6. Charges will be taken care of in the school office. PACE cost will be the current rate.
7. There will be a charge for the use of the school and services of the teacher.

Responsibilities of After-School Supervisor

1. Supervise the young people, their location and activity.
2. Teach, and promote other productive activity (including playing).
3. Answer the phone.
4. Turn off gym lights and heaters as early as possible.
5. Turn off other unnecessary lights and lunch room heaters.
6. Pick up trash on bleachers, around halls, in bathrooms, and possibly outside.
7. Keep people off breakable tables.
8. Set up chairs on Wednesday for prayer meeting; prepare for after-school games by removing out-of-place things from bathrooms and locking necessary doors; and, pick up general clutter (5 – 10 min.).
9. (Possibly) lock the Music Room and Lunch Room.

Trip Policy

General

1. guys stick together, go separately from girls (vice-versa) unless staff present
2. be ahead of time
3. have announced schedules
4. guys do not sit with girls
5. girls do not sit with guys

Traveling

1. work 80% of time (studying, singing, meditating, resting)
2. no playing cards
3. all one gender in back (including van)

Additional

1. Communication about field trips should be given ahead of time to parents.
2. Teachers should promote field trips for student inspiration, academic motivation and school spirit.
3. The experiences we provide for our young people outside the classroom are as valuable as the textbooks we provide in the classroom.
4. Staying home on field trip days by students is to be avoided.
5. Check on those who do not qualify. Why don't they qualify?
6. Those not participating in the field trip will be expected to accomplish double goals:
 - a. For those who do not qualify, extra work should not be considered punishment, but an opportunity to catch up (or get ahead) in their school work; after all, the reason they are not going is because of lack of output.
 - b. For those on ISP or who otherwise stay home, the extra work reflects the principle, "to whom much is given, much is required."

Purchase Order Procedure

Purpose

1. To be good stewards of the Lord's money
2. To fulfill the oversight role
3. To know who is doing what

Procedure

1. A purchase order must be completed for all items ordered for the church. Purchase orders should include the date ordered, quantity ordered, cost (per item and any shipping and handling charges) and the name of the company from which you are ordering.
2. Purchase orders may be obtained from the church office.
3. Office personnel will keep track of what purchase orders have been given to whom.
4. Purchase orders must be approved by the Pastor before orders are placed.
5. Office personnel will keep purchase orders until order arrives.
6. When the purchase arrives, office personnel will check order to make sure everything is correct (amount shipped, amount charged, etc.).
7. The yellow copy of the purchase order will be attached to the packing slip and filed until the invoice arrives.
8. When the invoice arrives, it will be matched with the purchase order and packing slip before being turned in for payment. Church treasurer will then file the invoice, packing slip and yellow copy of purchase order.
9. White copies of purchase orders will be kept in numerical order by office personnel.

May 10, 2004

A Theology of Education

Introduction:

While the term “education” does not appear in the Bible, educational terms including “teach,” “teaching,” “teacher,” “learn,” and “learning” appear hundreds of times. To evaluate education theologically implies beginning with God. Hebrews 11:6 provides such a beginning place.

Overview:

God is, and He is a rewarder of them who diligently seek Him (Heb.11:6). He is sought (and found or known) through obedient learning (Jer.29:13; Rev.1:1-3). God reveals Himself through His Son (Jn.1:18), through the Scriptures (Rev.1:1), through creation (Ps.19:1-3), through conscience (Rom.1:18-20), and through consequences (Pro.24:32; Is.26:9-10). Essentially, education is God’s revealing and man’s seeking.¹

God’s Original Intent for Man and a Definition of Education:

God created man for conforming, communing, and cworking with Him (Gen.1:26-28; 3:8; Rev.21:3).² God made man in His image, after His likeness, and assigned him occupation of and dominion over the earth (Gen.1:26-28).³ Man in the image of God had mental (and moral) capacities, but man was not omniscient and needed to learn so that he might accomplish God’s purposes for him. The first education occurred when God communicated to man, in the form of a command, man’s purpose (Gen.1:28). From the beginning, education involved hearing and conforming to the truth of God. **From this “first mention” (Gen.1:28), education may be defined as the transfer of truth to be obeyed or, more simply, the transfer of wisdom.**^{4,5}

¹ A case can be made that education is the pursuit of God. Also, “seeking” may be too restrictive and may suggest the “seeker” (student) does not find.

² Implicit to this statement are the educationally-important truths that God created man, and that God created man (and all things) for God’s pleasure and glory. Education as some form of directed evolution is unscriptural. Education will be either Creator-centered or creature-centered (or a combination of the two), resulting in two different frameworks for truth (worldviews). Cf. Morris, pgs. 51-63.

³ Man was commanded to be fruitful, multiply and replenish the earth, and subdue it. Jay Adams has a good discussion of this (Adams, pgs. 25-27). He believes that this unrescinded “creation command” consists of two parts which he distinguishes as occupying (filling) and controlling (subduing).

⁴ Wisdom is here defined as the right use of knowledge. Education as the transfer of wisdom is suggested by Col.1:28 and Pro.2:1-9, as well as Gen.1:28.

⁵ Education after the fall can be according to the truth ("true education") or according to error ("false education") (I Cor.2:5-8). Education according to the truth is not optional (Dt.6:4-7; Eph.6:4; Ps.78:7-11).

The Fall:

When man disobeyed God, sin entered every aspect of his being, including his mind and will, and affected his relationship to God and mankind (Rom.5:12). Although God's creation-purpose for man (Gen.1:26-28) was not rescinded, man no longer had a knowledge unified in God (Col.2:3), had insufficient ability to find or know God (or truth), and had little or no desire to do so (Rom.3:10-12). When man sinned, God cursed the ground for man's sake (Gen.3:17-19), and man's creation-assignment was affected by corruption and sorrow (Ec.12:12).

Redemption:

But "God so loved the world" that He provided for man's redemption so that the image of God in man might be recovered and man might be restored to a place of conforming, communing, and co-working with God (Col.1:20).

Purpose of Education; Coherence of Knowledge:

The ultimate purpose of education is to restore the image of God in fallen man, specifically to see Christ formed (i.e., Christlikeness)⁶, so that man increasingly communes and coworks with God for God's glory and mankind's blessing (Gal.4:19; Eph.4:11-13).⁷ Although education through non-Christian sources may be useful (e.g., Acts 22:3), education which does not contribute to the ultimate purpose of education is vain (Eccl.1:13-18). Knowledge is unified in Christ (Pro.1:7; II Cor.10:5).⁸ Education is inherently religious (Col.1:16-17; 2:3).⁹

Curriculum; the Student:

The sixty-six books of the Old and New Testaments are the framework for all true education, and the primary text to be mastered (Jn.17:17).¹⁰ Only a Spirit-indwelt man can understand the "things of God" (I Cor.2:9-16), although the natural man, made in God's image, can learn fragments of knowledge and be trained in skills and attitudes (Dan.1:4). A heart willing to do His will is necessary; that is, learning is **for** doing (Jn.7:17). Education includes studying that which equips a student to "prove all things" and to "hold fast that which is good" (I Thess.5:21). Education prepares man for both time and eternity (Dt.32:29).

The works of God, including creation, are the second object of study (after the Bible), to the end that men know and glorify God by their lives and service. Studying the works of God to this end is the basis for studying any academic discipline (Horton, p.8).

⁶ Christ lives in the believer as the Spirit of Christ, which Spirit is fully formed; the personal "character" of the Christian is progressively changed ("formed" Gal.4:19) into His image (II Cor.3:18). Education is roughly equivalent to progressive sanctification. Restoring the image of God includes knowing God and imitating Him and His character and works (Horton, p.6).

⁷ True education equips a man to "occupy" (cf. Lk.19:13) and subdue (Gen.1:28), which involves active participation in the non-sinful activities of this life to better the lives of others.

⁸ For example, the study of U.S. history includes the study of the underlying truths which have led to a constitution which has allowed maximum freedom among citizens for the pursuit of God. Furthermore, all truth is of God (see Gaebelein).

⁹ Facts do not exist in a void. Education is concerned with knowledge, truth, values, attitudes, morality, relationships, and purpose, which are religious issues. Also, all educational leadership censors (selectively controls) the curriculum to accomplish desired curriculum outcomes. Course organization and content have universal coherence only as they are consistent with God and His Word (Col.1:16-17).

¹⁰ "The Bible is not only the most important subject matter but also the source of the principles determining the other subject matters [including the content] and the way in which they are taught" (Horton, p.7).

Accountability; School Authority:

In addition to each individual's personal areas ("spheres") of responsibility for which he is accountable to God (Rom.14:12), God established other spheres of responsibility (or authority or jurisdiction): the family (Gen.2:24-25), state (Gen.9:6; Rom.13:1), and church (Mt.18:15-20).¹¹

God commissioned the family to have jurisdiction over child training and education (Gal.4:1-2; Eph.5:22-6:4). The church also is a teaching institution, as God has commissioned the church to disciple (or teach) all nations (Mt.28:18-20). The primary role of the state in education is to protect the family and the church (religious assembly) in performing their educational responsibilities (Rom.13:3).¹² Ultimately, individuals are responsible for their own education (Rom.14:12; Pro.2:1-5), and then for the education of those around them (Mt.28:18-20).¹³ Schools have authority only as the home and church delegate that authority to them.

The Teacher and Teaching Method:

God established the family for parents to educate their children according to the plan that those who have mastered the material teach and motivate those who have not (Gen.18:19; Ps.78:1-11). This pattern for education is repeated in the church (II Tim.2:2). The teacher teaches to ends which are pre-determined by Him (Lk.6:40). The teacher teaches so that the student learns to operate independently of the teacher, continuing a self-motivated education throughout his life (Ex.18:20). Furthermore, while education has “wearying” aspects (Gen.3:19; Eccl.12:12), education also is to be refreshing (Mt.11:28-30).

Two primary qualifications for teachers are a mature example motivated by the fear of the Lord (Lk.6:40), and the ability and willingness to discipline (Gal.4:2; Heb.12:5-11), motivated by love for God and the student (Heb.12:6). The teacher develops the curriculum, recognizing student uniqueness (Pro.22:6; Jms.1:14). The teacher uses a variety of teaching methods, following Christ’s example (Lk.11:1-13). The process of education involves teaching “line upon line” (Is.28:10, 13), with the student’s being changed from “glory to glory” (II Cor.3:18), in all areas (Lk.2:52). In all things, Christ must be preeminent (Col.1:18).

¹¹ Business could be considered a fourth sphere, or simply an extension of the family sphere. Voluntary associations are formed through the limited surrendering of sovereignty by specific entities.

¹² While Scripture does not directly preclude the participation of civil government in the teaching process, scripture does not give responsibility for education to the state.

¹³ While all individuals have responsibility to “transfer wisdom” to those around them, certain ones are specially gifted for this (Eph.4:7-12).

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Biblical Foundation for Christian Education

1. LCA believes that God created man for conforming, communing, and co-working with Him (Gen. 1:26-28; 3:8; Rev. 21:3), and that education may be defined as the transfer of truth to be obeyed or, more simply, **the transfer of wisdom** (Pro. 2:1-9; Col. 1:28). Our policy is to promote conforming, communing and co-working with Christ through the transfer of wisdom.
2. LCA believes that when man disobeyed God (Gen. 3:1-6), sin entered every aspect of man's being, including his mind and will, and affected his relationship to God and others (Rom. 5:12). The LCA also believes that through the vicarious atonement for the sins of mankind by the shedding of Christ's blood on the cross, man may be reconciled to God and be restored to a place of conforming, communing, and co-working with God (Col. 1:20). Our policy is to promote preaching and praying that all students may come to a saving knowledge of God.
3. LCA believes that the ultimate purpose of education is to see Christ formed in the student (Gal. 4:19; Eph. 4:11-13). Our policy is to guide our decisions by this purpose.
4. LCA believes that the fear of the Lord is the beginning of knowledge (Pro. 1:7), and that all knowledge, understanding, wisdom and truth are unified in Christ (**Col. 1:17; 2:3**). Our policy is to promote the fear of the Lord and a Christ-centered education.
5. LCA believes that the sixty-six books of the Old and New Testaments are the framework for all true education, and the primary text to be mastered (Jn. 17:17; **I Tim. 3:14-17**). Our policy is to promote the mastery of the Word of God as a framework (including worldview), as well to promote mastering the actual text.
6. LCA believes that God commissioned the family to have jurisdiction over child training and education (Eph. 4:6; Gal. 4:1-2) and that God also commissioned the church to teach (Mt. 28:19; Eph. 4:11-16). Furthermore, the church specifically is assigned to be "the pillar and ground of the truth" (I Tim. 3:15). Our policy is to strengthen the

institutions of the home and the church in their educational role and to guard against the usurping of these responsibilities.

7. LCA believes that the foundational skill for the student in education is “hearing” (**Pro. 1:5**) which includes listening and obeying the truth received (Lk. 6:46-49). Our policy is to promote listening, reading and observing, especially the hearing of the Word of God.
8. LCA believes that while all people have responsibility to educate (i.e., transfer wisdom to others; Mt. 28:19; Dt. 6:6-7; Heb. 5:12), God has gifted some uniquely for this ministry (Rom. 12:6-7; Eph. 4:11). Furthermore, since the student is not above his teacher, but every student that is taught shall be as his teacher (**Lk. 6:40**), our policy is to promote teacher development in Christlikeness, leadership, and academics.

BCSA Sportsmanship Ballot

Rating Guidelines:

5	Superior
4	Very Good
3	Good
2	Fair
1	Poor

Coaches Conduct:

Respectful attitude toward his/her players and opponents
Shows good interaction with officials during the game
Displays humbleness in victory and graciousness in defeat
Respects the judgment of the officials and accepts decisions graciously

Spectator's Conduct:

Shows respect for opposing players, coaches, spectators, and facilities
Recognize and show appreciation for outstanding plays by either team
Respect the judgment of the officials and accepts decisions graciously
Use cheers that are positive in support of your own team

Team's Conduct:

Shows respect for opponents before, during, and after contest
Bench shows proper reaction to officials calls throughout the game
Displays humbleness in victory and graciousness in defeat
The team on the floor shows a proper action with an official's call

General Conduct:

Team shows respect for the facilities
Players shake hands with opponents and coaches after the contest
Team plays hard throughout the game/Team shows no sign of quitting

March 25, 2005

LCA Teacher Review

1. In a word, what is science? observation
2. The scientific method is a systematic way to add to man's body of knowledge. The five steps of the scientific method, by one reckoning, are:
 - a. Identify a problem (an unknown).
 - b. Postulate (suggest a possible solution).
 - c. Experiment (gather information).
 - d. Evaluate results (and repeat to verify).
 - e. Conclude.
3. We teach a little by what we say, more by what we do, and most by what we are.
4. What "two hats" of authority do we wear as teachers in the LCA, regarding parents (and explain, a little)? the "in loco parentis" hat and the local church hat; We try to stay in a position of reinforcing their parental leadership, but when we discern that they are giving us unwise direction, we put on our "local church" hat to teach them the "scriptural way," putting back on our in loco hat as quickly as possible, again looking to them for leadership for their children.
5. Dr. Joe Henson defines "thinking" as "problem solving."
6. What are the two facts of the resurrection? Christ died for our sins, and He rose again the third day
7. Giving our young people as much responsibility as they can handle, treating them with as much respect as possible, helping them walk with God daily, and teaching them the Word of God were given recently as ways to help them mature (or grow up), which is our great assignment!
8. "Attitudes are caught, not taught" was reviewed recently in connection with what particular academic subject?! Math! (Does your attitude toward the computer need to mature?!)

9. What is the term referring to researching everything known regarding a particular matter, with the purpose of then going beyond that knowledge? review of the literature
10. Give the “4-m” plan for studying the Bible (daily). mark, meditate, memorize, master
11. Give the three-fold plan that KH is leading to help our people master the Bible. daily meditation, study through the Bible in SS, produce your own study Bible
12. Give the four questions to ask in reading a book.
 - a. What is the point?
 - b. What are the parts?
 - c. Is it true?
 - d. How does it apply?
13. Kids should grow up with beauty and wisdom on their walls.
14. KH defines “education” as “the transfer of wisdom.”

11/7/02; 6/9/03; 8/20/05

as a first-year or forty-year teacher
What needs Mastered and continually revived?
A Fully-Matured Teacher!
teacher mentoring

1. personal walk with God
 - a. understand and live in the gospel, the love of God
 - b. practice personal disciplines
 - 1) daily Bible study
 - 2) constant prayer
 - 3) evangelizing
 - 4) self-crucifixion
 - c. love Him (communion, be filled)
2. biblical principles of family Eph. 5:22-6:4
 - a. think in terms of four essentials
 - b. master discipline
 - c. understand relationship to home
3. active serving [in your family and] through local church
 - a. practice what you preach
 - b. exemplify this crucial goal
 - c. Where are you taking responsibility?
4. personal administration/discipline (g.p.s.)
5. school goals (seven; L.C.A.): leadership, Christlikeness, academics
6. curriculum goals/objectives
 - a. know them and master them yourself
 - b. have yearly, monthly, wkly, daily goals
 - c. be developing them
7. being a student yourself
 - a. know how to (and do) think, read, study and research
 - b. master How to Read a Book and The Lost Tools of Learning
 - c. study!
8. LCA Teacher Handbook

- a. familiarize – incorporate. Practice and understand current standards, philosophies, policies, and procedures (school program). (The first one-to-three years is given mostly to this.)
 - b. develop. First understand (first two years especially and on-going), and then develop school program:
 - 1) initiate
 - 2) provide driving (sustaining force according to g.p.s. pattern)
 - 3) be energized by Holy Spirit filling
 - c. communicate (check) continually with the administration.
9. loving, motivating, and discipling into Christlikeness

9/6/06

CBC/LCA Technology Program and Network Policy

1. The purpose of the CBC/LCA technology program is to enhance the ministry; to equip individual ministers (servants) to be more effective, efficient, and graceful in accomplishing the purpose of CBC/LCA (including equipping the saints [especially youth] for the work of the ministry).
2. A technology committee (appointed by the pastor) will oversee the church technology (computer related hardware and software) and network. Composition of the technology committee (and other records) will be documented in a "technology notebook."
3. The technology committee will have an annual budget to be used at its discretion for computer related maintenance and improvements. The pastor must approve all purchases over \$100.
4. The main purpose of the church's website is to enhance the various ministries of the church. It will be set as the home page on each church/school computer. The pastor will appoint a person/committee to maintain and support the website. All content must have prior approval from the pastor before posting.
5. The internet will be filtered at its source into the facility.
6. Equipment will be maintained and kept orderly (overseen by the technology committee), with minimal (or no) accumulation of non-functional or obsolete items.
7. The "equipping goal" is that all of our LCA graduates have first semester college proficiency with major Microsoft Office software components (Word, Excel, PowerPoint, and Outlook); and that they can research on the internet effectively (Internet Explorer) and without moral harm.
8. CBC intends to provide hardware and software to its faculty, staff and students to allow them to accomplish their necessary church and school-related responsibilities. This should make the use of personal hardware and software on church property unnecessary in most regular circumstances. However, if a need arises where the facilities of the church are not sufficient and personal equipment must be

used, the technology committee must be notified. A decision will then be made whether to install the needed facilities or authorize the use of personal equipment. Any such authorizations will be documented by the technology committee.

9. All software and hardware must be installed by a member of the technology committee and must be owned by CBC/LCA. Request for special software needs (this includes free programs from the internet) should be presented to the technology committee. Unauthorized software will be removed.
10. No one is to give (or loan) equipment (including software) to the church/school without prior authorization from the technology committee. Any approved gifts will be documented by Dave Ferckel or a member of the Technology Committee.
11. All church/school equipment will be labeled as "Property of Calvary Bible Church."
12. Technology is to be coordinated by using the same operating systems and software platform. Any special request will be brought to the pastor and technology committee. If any request is granted it will be recorded and reviewed as needed.
13. Authorized users of CBC/LCA computers will have a network login alone with a confidential password. This login is not to be shared with anyone else. Anyone sharing his or her login and password with anyone else (other than a technology committee member who is trouble shooting a problem) is jeopardizing his or her privilege of continuing to use the CBC/LCA network. This is a serious security/confidentiality matter and will be strictly enforced.