



School Purpose

The Lima Christian Academy is an extension of the Christian home and church in preparing young people for both time and eternity, that these young people might be "conformed to the image of His Son."

School Goals

The LCA program is designed so that the student will:

1. Daily meditate in God's Word (to instill love for God and man).
2. Act according to scriptural principles.
3. Be either masculine or feminine.
4. Think, be independent, work, and read.
5. Know fundamental academics.
6. Be salt in the community: be patriotic, capitalistic, understanding, active American citizens.
7. Be physically and musically fit.
8. Love, be loyal, be honest, be wise.

SCHOOL GOALS/PHILOSOPHY

- I. Overall goal (purpose or objective) to further/assist in the parental/church responsibility of Proverbs 22:6 (under Romans 8:29).
- II. General goals - (to be, act, speak, motivate, and require so the student will:
 - A. Daily meditate in God's Word (Instill love for God and man.)
 1. Deut. 17:18-20; Josh. 1:8; Ps. 1:1,2,3; Acts. 17:11; II Tim. 3:14-17.
 2. Bible class; chapel; throughout day: facts, verses, and principles (essentials).
 - B. Act according to Scriptural principles.
 1. Gen. 18:19; I Sam. 15:22,23; John 13:17.
 2. Require all day: "I wills", ten "Essentials of Knowledge"; four "Essentials of Home"; spiritual priorities.
 - C. Be either masculine or feminine.
 1. Gen. 1:17; Deut. 22:5; I Cor. 6:9
 2. Require all day; list; both take same pill: "Do right."
 - D. Think, be independent, work, and read.
 1. Think (Deut. 32:19; Pro. 4:26; 5:6; 23:7); work (Gen. 2:2; Pro. 12:24; John 9:4; II Thess. 3:10,12).
 2. Require; visualize, consider, number; "Do right" leads to godly individualism; don't imitate weaknesses.
 - E. Be patriotic, capitalistic, understanding, active American Citizens.
 - F. Be salt in the community.
 - G. Know fundamental academics.
 1. Pro. 1:5; Pro. 15:28; Ec. 9:10; I Peter 3:15.
 2. Drill, integrate, master academic objectives; test.
 - H. Be physically and musically fit.
 1. Ps.40:3; Ps. 66:1; I Cor. 6:19,20; I Tim. 4:8.
 2. P.E. and music classes; sports; competitions.
 - I. Love, be loyal, be honest, be wise, (be special).
 1. Matt. 22:37-39.
 2. Require all day; automatic five whacks; do right in the right way.
- III. General Methods
 - A. Teaching: spoken word (including preaching and lectures); written (PACEs); testing. Mt. 28:19.
 - B. Requiring (training) (Pro. 22:6).
 - C. Motivating (Jude 20-23).
- IV. Relationship of school (teacher/staff) to family (parents), church, and civil government.
 - A. Deut. 31:12,13; Pro. 22:6; Romans 13; Eph. 6:4.
 1. Parents respect.
 2. How can we make stronger family?
 - B. Authority (Rom 13:1; government)

1. Home: discipline, love.
2. Church: doctrine, discipline (not ordinance), gift.
3. Civil: shot(s)?, knowledge, physical safety.
4. School Gal. 4:1,2.

V. Additional philosophy

1. God has revealed Himself to man through His Word, understanding, and Creation.
2. These are essentials of knowledge, and these are foundational principles.
3. If parents don't follow the Bible, they really don't want a Christian education for their children.
4. What are we providing which parents can't?
5. What are we doing to produce leadership in opinion-making areas?

TO WHAT OUTCOMES DO CHRISTIAN SCHOOLS ASPIRE?

What are some of the outcomes - i.e., demonstrable, real-life attributes - we would most like to see in our graduates? The following is a partial listing of outcomes from at least some Christian schools, divided into six over-lapping areas (Luke 2:52).

I. Wisdom (academic)

A. Cognitive

1. problem-solving (vs. frustrated)
2. working knowledge of academic fundamentals including facts and principles
3. reference-research skills
4. reading with understanding, and quickly

B. Esthetic

1. gravitating toward the beautiful in music, art, speaking, and all of life
2. rejecting the ugly

C. Vocational

1. punctual, diligent, following directions, loyal, teachable, flexible
2. communicating well
3. positive attitude

II Stature (psychomotor)

1. life-long physical fitness habits
2. demonstration of physical grace in movement
3. proficiency in working with tools; home-making skills
4. skill in soccer, basketball, swimming, gymnastics, volleyball, and other games

III. Favor with God (spiritual)

1. saved and growing in the Lord; fruit of the Spirit evidenced, and obvious personal relationship with the Lord
2. moral, and acting according to Scriptural principles
3. loving all, including the unlovable, which includes confronting evil
4. leading and speaking effectively
5. loving and reading the Word of God, seeking to master and to be mastered by It

IV. Favor with man (social)

1. practicing heart-felt polite manners
2. making others more important than self
3. participating in community, and conversant with issues, people, places
4. patriotic
5. practicing If (Rudyard Kipling) characteristics
6. gender-strong
7. punctual

VI. Vocational

WISDOM-SPECIFICALLY INSTRUCTION (EDUCATION)

I. Elements of wisdom

- A. Test: Proverbs 1:1-7
- B. List
 - 1. Wisdom: mental skill
 - 2. Instruction: discipline, doctrine
 - 3. Understanding: meaning
 - 4. Wisdom: success
 - 5. Justice: right
 - 6. Judgment: verdict, order
 - 7. Equity: evenness
 - 8. Subtlety: trickery
 - 9. Knowledge: cunning
 - 10. Discretion: plan, thought, witty invention

II. Scriptural principles of instruction (education)

- A. II Peter 1:1-7
- B. The Principles
 - 1. Education is inherently religious (Pro. 1:7; 12:1).
 - a. "All truth is God's truth."
 - b. This is true in the "domains": cognitive, affective, psychomotor.
 - c. Education is concerned with knowledge, truth, value, and purpose.
 - 2. Education is primarily the responsibility of the home and the church Eph. 6:4; Mt. 28:19,20.
 - 3. Education is not primarily the responsibility of civil government.

While Scripture does not directly preclude the participation of civil government in the teaching process, Scripture does not give the state responsibility for education. (In a theocratic and then, a king-led Israel, the "church and state" were combined in the priest who did have teaching responsibilities.) The role of civil government is to reward the good and punish the evil, not to educate.

Our national and state roots are consistent with this scriptural position. The tenth amendment to the U.S. Constitution reads, "The powers not delegated to the United States by the Constitution, nor prohibited by it, are reserved to the States respectively, or to the people."

The closest the Constitution comes to even mentioning education is in the first amendment which reads, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press: or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

The Ohio Constitution contains this statement in its Bill of Rights (No. 7): “Religion, morality, and knowledge, however, being essential to good government, it shall be the duty of the general assemble to pass suitable laws to protect every religious denomination in the peaceable enjoyment of its own mode of public worship, and to encourage schools and the means of instruction.”

Some argue that “an educated citizenry is necessary for the survival of a free society.” That begs the question. Given that proposition, it does not logically follow that government get into the education business. Government’s primary role is to protect the parents’ and religious groups’ responsibility to educate, and, perhaps, to make it as convenient as possible for them to do so. The promotion of compulsory learning over compulsory education and the provision for more parental choice are steps in the right direction.

4. The chief part of wisdom (education) is the fear of the Lord (Pro. 9:10; Ps. 111:10).
 - a. The Scriptures should be the primary educational text.
 - b. Consider the “Essentials of Knowledge.”
 - c. Consider the Ten Commandments.
 1. These commandments are the ultimate moral code. Good legislation is always consistent with them.
 2. Good legislation will always be in line with the Scriptures and almost always in line with the Constitution..

THE FOUR ESSENTIALS OF THE HOME

1. Husbands love: "to have affection for as a deliberate choice."

2. Wives submit: "to set in array under."
3. Children obey: to "hearken submissively, to listen attentively."
4. Parents provoke not: "to irritate beyond measure."
"Bring up in the nurture": discipline "and admonition": teaching.

Knowledge/skills/attitudes

Knowledge/skills/attitudes which should be taught to and mastered by children somewhat in chronological order. (Strategy: find list (decide), stick with; develop taste and bent.)

1. essentials of knowledge (love/wisdom, principles of life)
2. Bible stories
3. verses list
4. Proverbs and sayings: (list, B.J., G. Washington)
5. sound doctrine; catechism (2-6 Beka, 7-12 BJ)
6. other stories, poetry, (My Book House, Honey for a Child's Heart, list), traditional 0-12 missionary; 3-12 fairy tales/myths (Bulfinch); 19-30 classics (Great Books); Book of Virtues
7. (how to) daily meditate, pray, witness, walk with God and in Spirit, love God
8. thinking: problem solving, write, story problems, debate/ persuade, creative alternatives, why questions/explain
9. feeling: empathy, sympathy
10. deciding: how to love people, general (e.g. playing goalie)
11. manners: mature, some sophistication, Pro. 3:3,4; relate well to family, friends, strangers, groups, multitudes
11. academics
 - a. math: Arithmetic, Algebra, Geometry, Trigonometry, Calculus. (Saxon)
 - b. English: (Harbrace)
 - c. History: U.S., World, Christian; quotes (Christian and the Constitution, Sea to Shining Sea)
 - d. Government: U.S., other (Declaration of Independence: Constitution, "Essentials", Joseph Story: Bible, Mainsprings of Human Progress, Federalist Papers, The Law)
 - e. Science: Biology, Chemistry, Physics (Structure of Science Rev.; BJ's)
 - f. Geography: states, countries, (Goode's)
 - g. General knowledge; dictionary, encyclopedia, references/ library (Websters, Strongs, ISBE, Bible tools)
 - h. Philosophy/education: (Closing of American Mind)
 - i. Medicine: (Biblical Medical Ethics)
12. Finances: pay, budget, checking, income tax, (Bible)
13. the home and "sex ed." finding wife, discipline (Decent Exposure)

OBJECTIVES (GRADES BEG. - 5)

OBJECTIVES (GRADES 6 - 12)

STAFF POLICY GUIDELINES

- A. Guidelines for 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
- B. Grade policies
 - 1. Purpose of grades
 - a. Motivation
 - b. Communicate 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-determining ahead of time, as much as possible.
- C. Procedure for repeat offenses
 - 1. First offense: usual note home following paddling
 - 2. Second offense: personal contact between teacher and parents following paddling
 - 3. Third offense: conference between teacher and parents (and possibly principal)
 - 4. Fourth offense: conference between teacher, parents, and principal and/or pastor.
 - 5. Fifth offense: suspension
 - 6. Sixth offense: expulsion
- D. Grade level (yearbook placement)
 - 1. Basis for
 - a. Chronological
chronological/social: eg., "He's a first grader working on a third grade level."
- kids rarely relate on academic level - why not? what's good about promoting
 - b. Social
 - c. Academic
 - 2. Consensus needed: teacher, principal, parent
- E. Corrections outline (knowing ahead of time...)

1. Automatic demerits - rebukes
 - a. Goals
 - b. Slips
 - c. Late
 - d. Communication
2. Automatic boardings
 - a. Lying (includes "ok")
 - b. Cheating
 - c. Direct disobedience
 - d. Leaving grounds
 - e. Profanity
 - f. Excessive demerits
 - g. Direct 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 (unrepentent)
 - g. Remaining unsaved
 - h. Scorning Pro. 22:10
 - 1) Mt. 18:17 with Pro. 13:1; Luke 13:8,9; Neh. 13
 - 2) if destroying what trying to do; one bad apple ...
 - 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. Other considerations
 - a. No high schooler is to be here against his will.
 - b. Only in-school suspensions will be given 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. Remember: As little force as possible; as much as necessary.

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.
13. No loaning the Martin Luther film or other owned films or videos to other organizations.
14. No loaning staff to places where confusion will result, and/or distinctions will be blurred.
15. Students going on official school trips with permission are not counted absent.
16. No student is to be in the back sections of the bathrooms alone. Students are not to loiter in the bathrooms. Only high school students are to use bathrooms in brick church building.
17. Sports practices should begin at least two weeks before the first game.
18. Regular after-school babysitting customers do not have to pay admission to games if supervisor is present at the game.
19. Graduates and church members (in good standing) may take school courses if not too inconvenient or costly for the school.
20. 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 not be marked absent for attending less than a half day. 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.

21. Specialty PACEs (Greek, language, NTCH, Chemistry, Pastors: Greek & 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.
22. Students are not to sell things at school.
23. Each staff member is expected to be in highschool chapel at least one day per week in addition to Friday, attending to the message and praying.
24. Students must attend all school programs, after-school and otherwise.
25. 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.
26. Absent students forfeit their eligibility/privilege to participate in that day's afterschool activities (games, programs, parties). Exceptions may be made by school.
27. Students are not to throw snowballs during school or school activities.
28. 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.
29. Students are not to leave school property without prior permission from the administrator. This especially applies to the American Mall. 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.
30. High school boys are to wear ties when going anywhere, especially in town. Out-of-town wearing of ties may be affected by convenience.
31. Graduates (and others) helping in the Learning Centers must wear school uniform (or nearly so).
32. Parents delinquent in school bills may not charge items offered for sale to students.
33. 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.
34. Students are to leave as soon as possible after school trips and other after-school activities.
35. Representation by school groups at funerals should be avoided except for those services for school staff, immediate family, grandparents, or missionary families.
36. 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.

37. 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.
38. 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.
39. Water jugs are to be shared only within a family.
40. Always do head counts on field trips or away games before returning.
41. Interscholastic basketball games will be scheduled during January and February, approximately one a week. Intramural games may begin sooner.
42. All [student-initiated] significantly related school parties must first be approved by the principal.
43. Teacher conferences with students should be limited to ten minutes as much as possible.
44. Teacher conferences with parents should be limited to after-school times as much as possible.
45. 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

REGULAR PARENTAL ACTIVITIES NECESSARY FOR THE PROPER UPBRINGING OF CHILDREN

1. Consider Ephesians 5:21-6:4 and "The Four Essentials": husbands love; wives submit; children obey; and parents provoke not.
2. Spend time playing and working with each child.
3. Give specific approval to each child.

4. Tell each child, "I love you," and hug him or her (or something similar).
5. Read the Bible, teach Bible principles, and pray with the family.
6. Severely restrict television.
7. Be "around" a significant amount of time.
8. Paddle each child when he or she disobeys (or lies, or is unkind, or lazy).
9. Pray for your child and your child's teachers.
10. Have a good relationship, and spend time alone, with your spouse.

THE ESSENTIALS OF KNOWLEDGE

1. What is man's reason for existence? To glorify and to bring pleasure to the Lord (Rev. 4:11).
2. How can man bring pleasure to God (and be successful and have blessing)? By obedience (submission to His will) (I Sam. 15:22,23).
3. What is the most important habit and first step of obedience? Daily meditation in God's Word (Joshua 1:8).

4. What is the second step? Proverbs 28:13.
5. What is the way of salvation? Grace through faith (John 3:16; Romans Road; Eph. 2:8,9; Rom. 10:13).
6. What is the way of surrender? Choosing God's will over your own (Rom. 12:1,2).
7. How can one acquire wisdom? James 1:5; Pro. 2:1- 5; (I Kings 3:9; Pro. 1:5, 8, 20).
8. What are The Ten Commandments? Exodus 20:1-17.
9. What are the essentials of character? The Ten "I will's."
 - a. I will listen (Pro. 1:5).
 - b. I will obey (Eph. 6:1).
 - c. I will not lie (Col. 3:9).
 - d. I will be kind (Eph. 4:2).
 - e. I will be diligent (Pro. 6:6).
 - f. I will be loyal (Pro. 20:6).
 - g. I will fear God (Pro. 1:7).
 - h. I will respect others (Gal. 6:2).
 - i. I will be brave (Ps. 27:1).
 - j. I will be patient (Ps. 27:14).
 - k. I will be pure (Pro. 31:3).
10. How can one love and be loyal? By doing right and meeting needs I Cor. 13; Gal. 6:2; II John 6 (helping those around you to mature into the image of Christ).
11. What are the "Five Elements of Obedience"? Immediate, first time, complete, happy, unquestioning (I Samuel 3:4-10).
12. What are the "Four Essentials of the Home"? Husbands love, wives submit, children obey, parents provoke not (Col. 3:18-21; Eph. 5:21-6:4).
13. What are the "Five Essentials of Prayer"? "FACTS": Fellowship, Confession, Thanksgiving, Supplication (I Thess. 5:16-20).
14. What are the two summary rules? Love God and love man (Matt. 22:37-40).
15. What are three considerations when tempted to be critical? Realize you don't know all about the situation, or life (Pro. 29:18); realize your own guilt (Romans 2:1); deal privately (Pro. 25:9).
16. How and in what order can one be certain of God's Will? God's Word (I Tim. 3:16,17); authority (Heb. 13:17); open door (Pro. 3:27).
17. What are the "Seven Essentials of Money"?
 - a. Honor the Lord first (Pro. 3:9).
 - b. Save and invest for specific goals (Pro. 21:20).
 - c. Freely ye have received, freely give (Mt. 10:8).
 - d. Recognize stewardship role (Mt. 25:14-30).
 - e. Bear your own burdens (Gal. 6:5).
 - f. Trust God to provide what you need (Phil. 4:19).
 - g. Plan ahead (Pro. 22:3; Luke 16:9; Pro. 27:23-27).
18. How can we be filled (daily) with the Holy Spirit?
 - a. Confess all known sin.

- b. Forsake.
 - c. Yield self.
 - d. Ask for filling.
 - e. Trust (affiance).
19. What is the outline of Bible content?
- a. OT 5-12-5-5-12 law-history-song-major-minor.
 - b. NT 4-1-13-8-1 gospel-history-Pauline-general prophecy.

VERSES ALL (CHILDREN) SHOULD KNOW

Gen. 1:1	Pro. 6:6
John 3:16	Pro. 28:13
Pro. 3:5,6	Ps. 23
Rev. 4:11	John 14:6
Ps. 119:9,11	Joshua 1:8
Rom. 3:23	II Tim. 3:14
Rom. 6:23	Pro. 2:1-5
Rom. 10:13	Matt. 28:19,20
I Peter 5:7	Eph. 2:8,9
I John 1:9	Rom. 12:1,2
Pro. 20:11	Heb. 4:12
I Timothy 3:16,17	Gal. 6:7,8

DAY STORY AND REFERENCE

1. Creation Gen. 1,2
2. Fall Gen. 3; Cain & Abel Gen.
3. Noah Gen. 6-9; Babel Gen. 11:1-9
4. Abraham and Isaac Gen. 22:12-18; Jacob and Essau Gen. 25:19-34
5. Joseph and Potiphar Gen. 39
6. Moses Exodus 2,3
7. Joshua Joshua 6
8. Gideon Judges 6,7; Samson Judges 13-16
9. Ruth 10 Samuel I Sam. 3; Saul I Sam. 15
10. David & Goliath I Sam. 17; Jonathon I Sam. 18
11. Bathsheba II Sam. 11,12; Solomon I Kings 3
12. Naaman and Elisha II Kings 5; Nehemiah Neh. 1,2
13. Esther; Shadrach Daniel 3
14. Handwriting Daniel lion's den Daniel 6
15. Jonah; Job Job 1,2
16. Birth of Christ Mt. 1:18-2:23; John the Baptist Mt. 3
17. Temptation Mt. 4:1-2 ; Peter & disciples fishing Mt. 4:18-22
18. Centurion's servant Mt. 8:5-13; quieting the storm Mt. 9:23-27
19. Jairus's daughter Mt. 9:18-26; Sermon on the Mount Mt. 5-17
20. Feeding of 5,000 Mt. 14:13-21; walking on water Mt. 14:22-33
21. Transfiguration Mt. 17:1-13; woman taken in adultery John 8:1-22
22. Ten lepers Luke 17:11-19; Zacchaeus Luke 19:1-10
23. Triumphal entry, temple Mt. 21:1-17; widow's two mites Mark 12:41-44 (Luke 21:1-25); Betrayal and crucifixion Mt. 26,17; Resurrection Mt. 28
24. Ananias & Sapphira Acts 5:1-11; Stephen's stoning Acts 7
25. Ethiopian eunuch Acts 8:26-40; Saul's conversion Acts 9:1-
26. Dorcas Acts 9:36-43; Cornelius Acts 10
27. Paul and Silas Acts 16:14-40; Philemon
28. Good Samaritan Luke 10:25-37

GIVING "SELF-ESTEEM" (SECURITY IN THE LORD)

Helps

1. Give him unconditional love and acceptance.
2. Consistent discipline (spanking) for every disobedience, dishonesty, and unkindness.

3. Value him and praise him.
4. Teach him principles of security (below).

Hindrances

1. Destructive criticism
2. Public discipline
3. Lack of respect
4. Lack of praise
5. Comparisons
6. Over-protectiveness
7. Punishment more than discipline

Principles of Security

1. Be saved (Rev. 21:8).
2. Be controlled (dominated) by the Holy Spirit (Gal. 5:16).
3. Realize He's given you everything you need to do the work He's called you to do (Phil. 4:13).
4. Realize John 3:30.
5. Be willing to lose it all (Mark 8:36).
6. Recognize your gifts and calling of God. (Rom. 11:9; 12:3; 11 P. 1:10; Pro. 15:4)

FINANCIAL RECORDS

Checking account _____

 Savings account _____

 Brokerage account _____

 Securities account _____

 Money market acct. _____

 Tangibles _____

 Will _____

 Deed to house _____

 Insurance agent _____

 Ins. policies _____

<u>Kind</u>	<u>Company</u>	<u>Total</u>	<u>Annual</u>	<u>Date</u>
1. Term	_____	_____	_____	_____
2. Homeowners	_____	_____	_____	_____
3. Auto	_____	_____	_____	_____

<u>Credit cards</u>	<u>Number</u>	<u>Name</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Executor _____

FINANCIAL GOALS (SAVINGS) AMOUNT DATE

I. Short range

- A. Vacation _____
- B. Gifts _____
- C. Car repairs _____
- D. Other repairs _____
- E. Books _____
- F. Unexpected _____
- G. Other _____
- II. Long Range
- A. House _____
- B. College _____
- C. Car _____
- III. D. Travel _____
- E. Income _____
- F. Lord _____
- G. _____
- H. _____
- I. _____
- III. Whenever
- A. Shotgun _____
- B. _____
- C. _____
- D. _____
- E. _____

BUDGET

Lord	_____	(Percentage)	
Long range	_____	Food	_____
Short range	_____	Transport	_____
Housing	_____	Other	_____

IF

"If you can keep your head when all about you

Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
 But make allowance for their doubting too;
If you can wait and not be tired by waiting,
 Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
 And yet don't look too good, nor talk too wise:

If you can dream---and not make dreams your master,
 If you can think---and not make thoughts your aim;
If you can meet with Triumph and Disaster
 And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
 Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken
 And stoop and build 'em up with worn-out tools;

If you can made one heap of all your winnings
 And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
 And never breathe a word about your loss;
If you can force your heart and nerve and sinew
 To serve your turn long after they are gone,
And so hold on when there is nothing in you
 Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,
 Or walk with Kings---nor lose the common touch,
If neither foes nor loving friends can hurt you,
 If all men count with you, but none too much;
If you can fill the unforgiving minute
 With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
 And---which is more--you'll be a Man, my son!"

Rudyard Kipling

DAILY CHAPEL

MEMORIZED HYMNS

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CHAPEL SCHEDULE

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TUESDAY	DECLARATION/PREAMBLE/BILL OF RIGHTS
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FRIDAY	"ESSENTIALS OF KNOWLEDGE"

THE DECLARATION OF INDEPENDENCE - JULY 4, 1776

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle

them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident: -- That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and, accordingly, all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But, when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security...

WE THEREFORE, the Representatives of the UNITED STATES of AMERICA, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be, FREE AND INDEPENDENT STATES; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain is and ought to be totally dissolved; and that as Free and Independent States may of right do, and for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

PREAMBLE TO THE U.S. CONSTITUTION
September 17, 1787

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common Defence, promote the general Welfare, and secure the Blessings of

Liberty for ourselves and our Posterity, do ordain and establish this CONSTITUTION for the United States of America.

THE BILL OF RIGHTS

**As provided in the FIRST TEN AMENDMENTS TO THE
CONSTITUTION OF THE UNITED STATES**

December 15, 1791

The Conventions of a number of the States having, at the time of their adopting the Constitution, expressed a desire, in order to prevent

misconstructions or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best insure the beneficent ends of its institution:

1. Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.
2. A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear arms, shall not be infringed.
3. No Soldier shall, in time of peace, be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.
4. The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.
5. No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or Naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case, to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.
6. In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defence.
7. In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact, tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

8. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.
9. The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.
10. The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

THE GETTYSBURG ADDRESS

November 19, 1863

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their

lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

MAYFLOWER COMPACT

November 11, 1620

The Name of God, Amen. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King James, by the Grace of God, of Great Britain, France, and Ireland, King, Defender of the Faith, etc. Having undertaken for the Glory of God, and the Advancement of the Christian Faith, and the Honour of our King and Country, a Voyage to plant the first colony in the northern Parts of Virginia; Do by these Presents, solemnly and mutually in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Furtherance of the ends aforesaid; And by Virtue hereof do enact, constitute, and frame, such

just and equal Laws, Ordinances, Acts, Constitutions, and Offices, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience. In Witness whereof we have hereunto subscribed our names at Cape Cod the eleventh of November, in the Reign of our Sovereign Lord King James of England, France, and Ireland, the eighteenth, and of Scotland, the fifty-fourth, Anno Domini, 1620.

THE VIRGINIA DECLARATION OF RIGHTS

June 12, 1776

A DECLARATION of RIGHTS made by the representatives of the good people of Virginia, assembled in full and free Convention; which rights do pertain to them, and their posterity, as the basis and foundation of government.

1. That all men are by nature equally free and independent, and have certain inherent rights, of which, when they enter into a state of society, they cannot, by any compact, deprive or divest their posterity; namely, the enjoyment of life and liberty, with the means of acquiring and possessing property, and pursuing and obtaining happiness and safety.

2. That all power is vested in, and consequently derived from, the people; that magistrates are their trustees and servants, and at all times amenable to them.
3. That government is, or ought to be, instituted for the common benefit, protection, and security, of the people, nation, or community; of all the various modes and forms of government that is best, which is capable of producing the greatest degree of happiness and safety, and is most effectually secured against the danger of maladministration; and that whenever any government shall be found inadequate or contrary to these purposes, a majority of the community hath an indubitable, unalienable, and indefeasible right, to reform, alter, or abolish it, in such manner as shall be judged most conducive to the publick weal.
4. That no man, or set of men, are entitled to exclusive or separate emoluments or privileges from the community, but in consideration of publick services; which, not being descendible, neither ought the offices of magistrate, legislator, or judge, to be hereditary.
5. That the legislative and executive powers of the state should be separate and distinct from the judiciary; and, that the members of the two first may be restrained from oppression; by feeling and participating in the burdens of the people, they should, at fixed periods, be reduced to a private station, return into that body from which they were originally taken, and the vacancies be supplied by frequent, certain, and regular elections, in which all, or any part of the former members, to be again eligible, or ineligible, as the laws shall direct.
6. That elections of members to serve as representatives of the people, in assembly, ought to be free; and that all men having sufficient evidence of permanent common interest with, and attachment to, the community, have the right of suffrage, and cannot be taxed or deprived of their property for publick uses without their own consent, or that of their representatives so elected, not bound by any law to which they have not, in like manner, assented for the publick good.
7. That all power of suspending laws, or the execution of laws, by any authority without consent of the representatives of the people, is injurious to their rights, and ought not to be exercised.
8. That in all capital or criminal prosecutions a man hath a right to demand the cause and nature of his accusation, to be confronted with the accusers and witnesses, to call for evidence in his favour, and to a speedy trial by an impartial jury of his vicinage, without whose unanimous consent he cannot be found guilty, nor can he be compelled to give evidence against himself; that no man be deprived of

his liberty except by the law of the land, or the judgment of his peers.

9. That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.
10. That general warrants, whereby any officer or messenger may be commanded to search suspected places without evidence of a fact committed, or to seize any person or persons not named, or whose offence is not particularly described and supported by evidence, are grievous and oppressive, and ought not to be granted.
11. That in controversies respecting property, and in suits between man and man, the ancient trial by jury is preferable to any other, and ought to be held sacred.
12. That the freedom of the press is one of the great bulwarks of liberty, and can never be restrained but by despotic governments.
13. That a well regulated militia, composed of the body of the people, trained to arms, is the proper, natural, and safe defence of a free state; that standing armies, in time of peace, should be avoided as dangerous to liberty; and that, in all cases, the military should be under strict subordination to, and governed by, the civil power.
14. That the people have a right to uniform government; and therefore, that no government separate from, or independent of, the government of Virginia, ought to be erected or established within the limits thereof.
15. That no free government, or the blessings of liberty, can be preserved to any people but by a firm adherence to justice, moderation, temperance, frugality, and virtue, and by frequent recurrence to fundamental principles.
16. That religion, or the duty which we owe to our CREATOR, and the manner of discharging it, can be directed only by reason and conviction, not by force or violence; and therefore all men are equally entitled to the free exercise of religion, according to the dictates of conscience; and that it is the mutual duty of all to practise Christian forbearance, love, and charity, towards each other.

NORTHWEST ORDINANCE

JULY 13, 1787

ARTICLE 1

No person, demeaning himself in a peaceable and orderly manner, shall ever be molested on account of his mode of worship, or religious sentiments, in the said territories.

ARTICLE III

Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

CONSTITUTION OF THE STATE OF OHIO
(PREAMBLE) March 10, 1851

We, the people of the State of Ohio, grateful to Almighty God for our freedom, to secure its blessings and promote our common welfare, do establish this Constitution.

No. 1. All men are, by nature, free and independent, and have certain inalienable rights, among which are those of enjoying and defending life and liberty, acquiring, possessing, and protecting property, and seeking and obtaining happiness and safety.

No. 7 All men have a natural and infeasible right to worship Almighty God according to the dictates of their own conscience. No person shall be compelled to attend, erect, or support any place of worship, or maintain any form of worship, against his consent; and no preference shall be given by law, to any religious society; nor shall any interference with the rights of conscience be permitted. No religious test shall be required, as a qualification for office, nor shall any person be incompetent to be a witness on account of his religious belief; but nothing herein shall be construed to dispense with oaths and affirmations. Religion, morality, and knowledge, however, being essential to good government, it shall be the

duty of the general assembly to pass suitable laws to public worship, and to encourage schools and the means of instruction.

(1802 BILL OF RIGHTS)

No. 3 that all men have a natural and indefeasible right to worship Almighty God, according to the dictates of conscience; that no human authority can, in any case whatever, control or interfere with the rights of conscience; that no man shall be compelled to attend, erect or support any place of worship, or to maintain any ministry, against his consent; and that no preference shall ever be given, by law, to any religious society or mode of worship, and no religious test shall be required, as a qualification, to any office of trust or profit. but religion, morality and knowledge, being essentially necessary to good government and the happiness of mankind, schools and the means of instruction shall forever be encouraged by legislative provision, not inconsistent with the rights of conscience.

AMERICAN CREED

I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable; establish upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it, to support its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies.

MINIMUM STANDARDS

=====

NON-CHARTERED
NON-TAX SUPPORTED SCHOOL

=====

3301-35-08 Non-Chartered, Non-Tax Supported School

A school, which is not chartered or seeking a charter from the state board of education because of truly held religious beliefs, shall annually certify in a report to the parents of its pupils that the school meets Ohio minimum standards for non-chartered, non-tax supported schools cited in paragraphs (A) to (H) of this rule. A copy of said report shall be filed with the Ohio department of education on or before the thirtieth of September of each year.

- (A) School year. The school shall be open for instruction with pupils in attendance for not less than one hundred eighty-two days each school year according to section 3313.48 of the Revised Code.
- (B) School day. The school day for pupils in grades one through twelve shall be no less than five hours exclusive of the noon recess according to section 3313.48 of the Revised Code.
- (C) Pupil attendance. Pupil attendance shall be reported to facilitate administration of laws relating to compulsory education and the employment of minors. Parents shall be responsible for reporting their child's school enrollment or withdrawal. An individual in charge of the

non-chartered, non-tax supported school may, as a matter of convenience, provide the report for the parent.

- (1) The attendance report shall include the name, age, and place of residence of each pupil below eighteen years of age.
 - (2) The report shall be made to the treasurer of the board of education of the city, exempted village, or local school district in which the pupil resides.
 - (3) The report shall be made within the first two weeks of the beginning of each school year. In the case of pupil withdrawal or entrance during the school year, notice shall be given to the treasurer of the appropriate board(s) of education. Such notice shall be given within the first week of the next school month.
- (D) Teacher and administrator qualification. Teachers and administrators shall have received a bachelor's degree or the equivalent thereof from a recognized college or university.
- (E) Courses of study. Each non-chartered, non-tax supported school shall have courses of study for the following subjects:
- (1) Language arts;
 - (2) Geography, the history of the United States and Ohio, and national, state, and local government;
 - (3) Mathematics;
 - (4) Science;
 - (5) Health;
 - (6) Physical education;
 - (7) The fine arts, including music;
 - (8) First aid, safety, and fire prevention;
 - (9) Other subjects as prescribed by the non-chartered, non-tax supported school.
- (F) Pupil promotion. Each non-chartered, non-tax supported school shall follow regular procedures for promotion from grade to grade of pupils who have met the school's educational requirements.
- (G) Pupil health and safety. Each non-chartered, non-tax supported school shall comply with state and local health, fire, and safety laws.
- (H) Pupils attending a non-chartered, non-tax supported school are not entitled to pupil transportation as provided pursuant to section 3327.01 of the Revised Code, and pupils attending a non-chartered, non-tax supported school are not entitled to auxiliary services as provided pursuant to section 3317.06 of the Revised Code.

A non-chartered, non-tax supported school is not entitled to nonpublic administrative cost reimbursement provided pursuant to section 3317.063 of the Revised Code.

Effective: September 2, 1983

GRADING POLICIES

Grade (pace) 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 graders using the conversion chart.
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 using the "12" column.
5. College prep. (9-12) course grades are assigned by course using the "12" column.
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