

DAYTON CHRISTIAN SCHOOL SYSTEM



FACULTY/STAFF HANDBOOK

September 2009

DAYTON CHRISTIAN SCHOOL SYSTEM

Faculty/Staff Handbook

Table of Contents

100 – INTRODUCTION & BACKGROUND INFORMATION	Page #
A Letter from your Superintendent	5
Mission Statement	7
History of Dayton Christian School System	7
Statement of Faith	8
Doctrinal Position	9
The Educational Philosophy	9
200 – CURRICULUM & EVALUATION	
Christian Integration of Classroom Instruction	3
Student Retention Policy for Elementary Schools	3
Wednesday Night Homework Policy	15
Assignments	15
Grading System	15
Grading Scales	15
Curriculum Development Model	17
Curriculum Guide	18
Bible Translations	18
Curriculum Policy	19
300 – PROFESSIONAL STANDARDS & ENRICHMENT	
Professional Organizations	20
Additional Jobs	20
Faculty and Staff Dress and Appearance	20
Teacher Certification	21
Professional Development	21
Teacher Evaluation Process	21
400 – RELATIONSHIPS	
Communication with Parents	23
Parent/Teacher Conferences	23
Developing Good Rapport within the Classroom	25
Revitalizing Student Interest	26
Student/Faculty Relationships	27
Beginning of Year Parent Meetings	27
Child Abuse	28
Signs of Possible Abuse	28
Social Issues	29
Employee Relations Policy	30
500 – PROCEDURES	
Teaching Aids and Supplies	31
Equipment and Books	31
Fund Raising	31
Entertainment, Speakers and Information	32
School Day Schedule	32

Faculty Devotions	32
School Phones	32
Teacher Absence Procedures	32
Pre-Planning for an Absence	32
Celebration of Holidays	33
Student Files	33
Classroom Responsibilities	34
Daily Room Responsibilities	35
Print Shop Procedures	35

600 – DISCIPLINE

Philosophy of Biblical Discipline	36
Philosophy of Discipline	36
Basis for Requiring Obedience	36
Classifications of Man	37
Wise	37
Simple	37
Fool	38
Scorner	38
Verses Identifying the Simple	38
Verses Identifying the Fool	39
Verses Identifying the Scorner	39
God’s Method or Way of Disciplining	40
Common Causes of Misbehavior	41
General Guidelines for Teachers	42
Two Mistakes in Discipline	43
Principles in Discipline	44
Responses to Discipline	44
Practical Helps in Discipline	45
Steps When Wrong Attitude is Detected	45
Steps When Wrong Action is Detected	46
Violations	46
The Process Resulting in Restoration	47
Threats/Weapons Policy	49
Threat, Acts of Intimidation, Harassment, or Sexual Harassment	50

700 – BUSINESS OFFICE PROCEDURES & INFORMATION

Human Resource Office Procedures and Information	51
Bus Transportation Procedures	51
Requisition for Purchase Order	51
Payment Requests	52
Maintenance Work Order Procedure	52
Technology Work Order Procedure	52
Teacher Duties	52
Auxiliary Funds	52
Emergency Response Plans	53
Giving a Good Report	53
Prayer Ministries	54
Day Alone with God	54
School Colors – Meanings	55

WHAT WOULD
JESUS SAY?

WHAT WOULD
JESUS DO?

Dear Faculty and Staff Members,

Welcome to the Dayton Christian School System family of professional educators and servants to Christian homes. You are being called upon, as a missionary serving in the field of Christian Education, to help mold and shape pliable young lives for the honor and glory of our Savior and Lord Jesus Christ.

Your possession and expression of a Christian world view and life style is not only encouraged here, it is required. You will be supported in your efforts by colleagues and administrators who share your Biblical convictions.

You have been selected and set apart for this ministry at Dayton Christian School System because we believe you will be an asset to the school and will play a vital role in the lives of our students and families. We feel greatly blessed of God to have you here.

May God pour out His blessings on our joint efforts as we serve Him together in His ministry at Dayton Christian School System.

In His service,

A handwritten signature in black ink, appearing to read "Lee C. Reno". The signature is fluid and cursive, with a large initial "L" and "R".

Lee C. Reno
Superintendent

** Dayton Christian School System makes no distinction concerning an individual's race or ethnic background because we acknowledge that there can be no preferential treatment with God (Romans 2:11).

Aug 09

SECTION 100

INTRODUCTION AND BACKGROUND INFORMATION

MISSION STATEMENT

The mission of the Dayton Christian School System is to partner with responsible Christian families and their churches in educating their children to become like Christ and preparing them to fulfill God's purpose for their lives.

BRIEF HISTORY OF DAYTON CHRISTIAN SCHOOL SYSTEM

Dayton Christian School System is an inter-denominational, co-educational ministry, formed in March 1971, as a result of the consolidation of Dayton Christian Elementary School and Christian High School. Dayton Christian Elementary School was started in 1963 in the facilities of Patterson Park Grace Brethren Church. In 1968, the Kettering Elementary Campus was moved to its facilities located on a 19-acre campus in Kettering, at 1412 Dayton Christian Lane (formerly 2528 Wilmington Pike). Dayton Christian High School was founded in 1967 and was housed in the education facilities of Christian Tabernacle, 51 Best Street. The Dayton Christian High School moved to 325 Homewood Avenue, in the summer of 1973.

A North Elementary was opened in 1972 in the facilities of the Salem Avenue Church of God, 3701 Salem Avenue. The Dayton Elementary Campus moved to, 325 Homewood Avenue in 1976. In 1979 the Board of Directors were led to purchase the Dayton Middle Campus, at 501 Hickory Street. In 1984 the Sugar Grove Elementary Campus, at 7875 South Kessler-Frederick Road was brought into our school family, serving several communities Northwest of Dayton, at Northwest Christian School formerly located at 6600 Salem Avenue. The Northwest Christian School campus closed in 2008 and was consolidated with the Dayton campus in Miamisburg. Brookville Elementary Campus was added in 1991 and later became a part of Northwest Campus in 2002. Xenia Christian Elementary Campus and Xenia Christian High School, at 1120 S. Detroit St., in Xenia was added in 1993. Xenia Christian High School moved to a newly renovated building at 2380 Bellbrook Avenue in Xenia in the spring of 1995. In 1999 both campuses moved onto the Legacy Center to 1101 John Wesley Avenue in Xenia.

In 2003-04 God provided a new campus at 9391 Washington Church Road in Miamisburg to replace the Kettering and Dayton campuses. The new Dayton Christian School has grades PK-12.

Because it is not identified or affiliated with any one church or denominational group of churches, Dayton Christian School System is not a parochial school. It is a private school, incorporated in Ohio as a non-profit corporation. The school is distinctively Christian because it maintains a positive Christian atmosphere and approaches all subjects from a biblical and Christian worldview. Board Members, Teachers, Parents and Students represent many denominations and churches.

Dayton Christian School System:

Dayton Christian School	Grades PK - 12
Xenia Christian School	Grades PK - 12
Dayton Christian Homeschool	Grades K - 12

STATEMENT OF FAITH OF DAYTON CHRISTIAN SCHOOL SYSTEM

Dayton Christian School was founded and functions upon the basic fundamental principles of the Word of God, and it espouses the historic Christian view of life as presented in the BIBLE. The following statements of faith and practice are held by every Dayton Christian School employee and school family:

1. We believe the Bible to be the verbally inspired and the only infallible, authoritative, inerrant Word of God. (II Timothy 3:16; II Peter 1:21)
2. We believe that there is one God, eternally existent in three persons: Father, Son and Holy Spirit. (Genesis 1:1; Matthew 28:19; John 10:30, 37, 38)
3. We believe in the deity of our Lord Jesus Christ (John 10:33)
 - in His virgin birth (Isaiah 7:14; Matthew 1:23; Luke 1:35)
 - in His sinless life Hebrews 4:15, 7:26, 9:12)
 - in His miracles (John 2:11)
 - in His vicarious and atoning death through His shed blood (1 Corinthians 15:3; Ephesians 1:7; Colossians 1:14; Hebrews 2:9)
 - in His bodily resurrection (John 11:25; 1 Corinthians 15:4)
 - in His ascension to the right hand of the Father (Mark 16:19)
 - and in His personal return in power and glory. (Acts 1:11; Revelation 19:11-16)
4. We believe that man is sinful by nature and that regeneration by the Holy Spirit is essential and an absolute necessity for his salvation. (Romans 3:10, 23; John 3:16-19, 5:24; Ephesians 2:8-10; Titus 3:5, 6)
5. We believe in the continuing ministry of the Holy Spirit, by whose indwelling the Christian is enabled to live a godly life. (Ephesians 4:30, 5:18; I Corinthians 3:16, 6:19-20)
6. We believe in the resurrection of both the saved and the lost. They who are saved unto eternal life and they who are lost unto eternal damnation. (John 5:28, 29)
7. We believe in the spiritual unity of believers in our Lord Jesus Christ. (Romans 8:9; I Corinthians 12:12-13; Galatians 3:26-28)
8. We believe in the creation of man by the direct act of God. (Genesis 1:26-28; 5:1-2)

NOTE: Dayton Christian School System and Legacy Ministries International neither support nor endorse the World Council of Churches, National Council of Churches or any other world, national or

regional organization which gives Christian recognition to unbelievers or which advocates multi-faith union.

DOCTRINAL POSITION

Even though we have many denominations represented on our staff and in our student body, we have experienced great unity here at Dayton Christian School System. God has blessed this ministry because we have strived to place Jesus Christ at the focal point of everything we do. We all believe in the central message of the Word of God, as stated in our Statement of Faith, and stand solidly behind the Statement of Faith that appears on every student and teacher application and is stated here in the Faculty Handbook. We will not compromise on these central doctrines of the Word of God, yet those of us who belong to the body of believers have some differences that are peculiar to our particular denominations. When these particular issues are raised in our school system we refer the student to the local church for guidance and for the answer.

POLICY REGARDING PRESENTATION OF SPECIAL DOCTRINES IN THE CLASSROOM OR CHAPEL

Dayton Christian School System sees itself holding a unique position in the local Body of Christ joining with over four hundred churches in helping to educate their youth. Such a position carries a lot of trust with it. In order to protect doctrines that are unique to a local church body, doctrines that are not essential to the gospel message, Dayton Christian School System has committed itself not to address the following doctrines in the classroom or chapel:

- *the security of the believer
- *the sequence of end-time events
- *charismatic gifts
- *modes of baptism

This policy does not attempt to address the validity or non-validity of any of the views held on these topics. We have chosen, we believe by God's direction, not to provide a forum for their discussion or promotion. They are to be dealt with in the home and local church. As a teacher or chapel speaker we ask you to adhere strictly to this policy. If you have questions, arrange a conference with the building principal before the engagement.

THE EDUCATIONAL PHILOSOPHY OF DAYTON CHRISTIAN SCHOOL SYSTEM

The educational philosophy of Dayton Christian is based on a God-centered view of truth and man as presented in the Bible. Since God created and sustains all things through His Son, Jesus Christ, the universe and all life are dynamically related to God and have the purpose of glorifying Him. This is pointedly true of man who was made in God's image, different in kind from all other creation, with the unique capacity to know and respond to God personally and voluntarily. Because man is a sinner by nature and choice, however, he cannot, in this condition, know or honor God in his life. He can do this only by being born again through receiving Jesus Christ as Savior and Lord, and thus be enabled to do God's will, which is the ultimate purpose of his life.

The entire process of education is seen as a means used by the Holy Spirit to bring the student into fellowship with God, to help the student become strong or mighty in the spirit, to assist the student in developing the mind of Christ, to train the student in Christ-likeness, to teach the student to respond like God and to help the student demonstrate Christ-like character qualities so that he/she can fulfill God's total purpose for his/her life personally and vocationally. The Student is taught the Bible so he/she may understand God as well as the student's own true nature and function as God's image. The student is developed and related to God as a whole person, that is: spiritually, mentally, physically, and socially. He/she is taught to see all truth as God's truth and to integrate it with, and interpret it by, God's Word. He/she is educated as an individual with his/her own unique abilities and personality who learns to live and work with others at home, in the church and in a changing secular society. He/she interacts with and is taught by parent and teacher models who are themselves born again and have this perspective on life.

The authority for such an education comes both from God's command that children be taught to love God and place Him first in their lives and from the fact that parents are responsible for the total education and training of their children. At the parents' request, the Christian school, along with the church, becomes a partner in giving this education. The Christian school is an extension of the local evangelical, fundamental church's Christian education program, partnering with the parents in fulfilling their responsibility of educating the child. From this philosophy stem certain aims and objectives:

1. To teach that the Bible is the inspired and the only infallible authoritative Word of God, thus developing attitudes of love and respect toward it. (II Tim. 3:15, 16, 17; II Pet. 1:20, 21)
2. To teach the basic doctrines of the Bible. (Titus 2:1)
3. To provide opportunities for the student to confess Christ as Savior and Lord. (Rom. 10:9, 10)
4. To teach the student to know and obey the will of God as revealed in the Scriptures, thus equipping the student to carry out God's will daily. (Rom. 12:1, 2; II Tim. 2:14; Deut. 26:16, 17)
5. To impart an understanding of each Christian's place in the Body of Christ, and its worldwide mission, providing opportunities for the student's involvement in this task. (Eph. 4:12; I Cor. 12:1-31; Matt. 28:19, 20)
6. To teach Biblical character qualities and provide opportunities for the student to demonstrate these qualities. (I Sam. 16:7; Gal. 5:22, 23)
7. To teach the student how to develop the mind of Christ towards Godliness. (Phil. 2:5; I Tim. 4:7)
8. To encourage the student to develop self-discipline and responsibility from God's perspective. (I Tim. 4:7; I Cor. 9:24-27)
9. To teach the student the respect for and submission to authority from God's perspective. (Rom. 13:1-7; Heb. 13:17; Eph. 6:1-3)
10. To help the student develop a Christian world view by integrating life, and all studies, with the Bible. (II Pet. 1:3)

11. To teach the student to hide God's Word in his/her heart through memorization and meditation. (Ps. 119:11; Ps. 1:1-3)
12. To teach the student how to study God's Word. (II Tim. 2:15)
13. To help the student develop his/her self-image as a unique individual created in the image of God and to attain his/her fullest potential. (Ps. 139:13-16)
14. To teach the student to treat everyone with love and respect as unique individuals created in God's image. (Phil. 2:1-4; Eph. 5:21)
15. To teach the student how to become a contributing member of his society by realizing his/her need to serve others. (Gal. 5:13; Rom. 12:10)
16. To teach the student Biblical skills for personal and social relationships. (Ps. 119:9; Eph. 4:12)
17. To teach the student the Biblical view of dating, marriage and the family. (I Thess. 4:1-7; I Tim. 4:12; Gen. 2:18-25; Eph. 5:22-33)
18. To teach the student physical fitness, good health habits, and wise use of the body as the Temple of God. (I Cor. 6:19, 20)
19. To teach the student Biblical attitudes toward material things and his responsibility for using them to God's glory. (I Tim. 6:17-19; Matt. 6:19, 20; I Cor. 10:31)
20. To teach the student an appreciation of the Fine Arts.
21. To teach the student to understand and use the fundamental processes in communicating and dealing with others (such as reading, writing, speaking, listening, and mathematics). (II Cor. 5:20)
22. To teach and encourage the student to use good study skills and habits. (II Tim. 2:3-7)
23. To teach the student how to research and to reason logically from a Biblical perspective. (Heb. 5:14; Rom. 12:2)
24. To teach the student creative and critical thinking based upon the proper use of Biblical criteria for evaluation. (II Tim. 3:14-17)
25. To teach the student good citizenship through an understanding and appreciation of our Christian and American heritages (home, church, nation). (I Cor. 10:11; Rom. 13:1-7)
26. Use current affairs in all areas, teaching the student how they relate to God's plan for man.
27. To teach the student an understanding of and an appreciation for God's world, developing an awareness of man's role in his environment and his God-given responsibility to subdue, use and preserve it properly. (Ps. 8:6; Heb. 2:6-8)

In addition, in working with the homes from which the students come, the school aims:

1. To bring those whom we find that are not Christians to the saving knowledge of Jesus Christ. (II Pet. 3:9; I Tim. 2:4)
2. To aid families in Christian growth and to help them develop Christ-centered homes. (Eph. 5:22-33; II Pet. 3:18)
3. To cooperate closely as servants to the parents in every phase of the student's development, especially as it relates to the school program. (Mark 10:45)
4. To help the parents to understand the school's purpose and program.
5. To assist parents in keeping up with the changing culture and its effect on the home and the implications for their children.
6. To encourage regular attendance and involvement in the local church. (Heb. 10:24, 25)
7. To encourage parents to realize and shoulder their responsibility for the spiritual, moral and social education of their children. (Deut. 6:4-7; Prov. 22:6)
8. To teach the students that it is God's desire for young women to marry (except those with the special gift of singleness), love their husbands, bear children, love them, manage the household (I Tim. 5:14; Titus 2:4, 5), using all her skills as the virtuous woman of Proverbs 31 did, teaching these to her children. This ministry, especially with pre-school children, will normally demand full-time attention as her priority career.
9. To teach the students that the young men should marry (except those with the special gift of singleness), love their wives as Christ loved the Church, be the primary spiritual trainer of his wife and children and take the proper oversight of the whole household and be the primary provider. (I Cor. 7:2; Eph. 5:25-31; I Tim. 5:8)

SECTION 200

CURRICULUM & EVALUATION

CHRISTIAN INTEGRATION OF CLASSROOM INSTRUCTION

GOALS: In a Christian school, all studies and activities should be God-centered. The goal is to promote a God-consciousness in the students and make them realize that He cannot be separated from any area of life or truth, and must not be separated from any part of their lives. Creating and developing a Christian mind is a foremost goal of the Christian school.

METHOD: Teachers must be alert in preparation and teaching to think through their lessons carefully as to the Christian approach and God's relation to the subject at hand, and present their findings to the students. In seeking to do this, the teacher should not be preachy or stretch the imagination in order to find some correlation.

In presenting any lesson, the Christian teacher should be aware that he is dealing with God's truth, for all truth is His. Throughout the year, the students should become convinced of this fact both by the teaching and by the attitude of the teacher. Further correlation can be found between the particulars of each subject and the Bible. These should be explored and explained to the students. We must beware of trying to find a Scripture verse of illustration for every thing we teach. This is neither possible, nor necessary. We must remember, however, that since God is revealed in all His creation (Psalm 19:1), His wisdom and handiwork are seen in all subjects. The teacher's task is to bring the student face to face with God at every turn of study.

THE TEACHER'S PLACE: True integration of subject matter hinges on the teacher's personal devotional study of the Bible. As we live in the Word of God and in our subject fields, we will find much common ground and God's truth will become integrated in our thinking. As our lives and thoughts thus become integrated spiritually, we will be enabled to naturally, without straining, convey this to the students. Integration must not be forced.

STUDENT INTERVENTION & RETENTION IN THE ELEMENTARY SCHOOL (Grades K-6)

Teachers in the elementary school have a particular contribution to make, for in these formative years boys and girls learn the basic skills they must have as tools with which to attack and solve more difficult problems and attain further knowledge. They must realize that differences in ages, personality, ability, background and the instruction encountered profoundly affect the way in which a child can absorb and profit from the learning experiences offered in the classroom. These also affect the rate students acquire the skills to be learned.

The following intervention (assessment/instruction) procedures will be utilized for a student experiencing significant difficulties in learning:

- I. The Teacher (Teacher Team) will notify the principal prior to December 15th, concerning any child not making satisfactory learning progress.

- II. Between this notification and the end of the first semester, the principal, teacher (teacher/team) and others will confer and cooperatively develop a plan of intervention for this child. At this conference, the following questions will be discussed in the development of a plan of intervention:
- A. What is the variance between the child's ability and achievement?
 - B. What instructional methods have been used with the child to this point?
 - C. What has been determined to be the child's best learning modality?
 - D. What input have we received from the resource persons (reading, L.D. Tutor, speech, psychologist, etc.)?
 - E. What tests have been given to the child and what were the results?
 - F. What have we learned from parental conferencing and other sources about the child's background (social, interests, emotional, physical)?
 - G. What expectations do we have for the child?
 - H. What is the child's attendance record?
 - I. What is your perception of the child's/parent's attitude toward learning/schooling?
 - J. What is your perception of the child's home situation?
 - K. What is the child's age?
 - L. What is the child's state of health?
 - M. What is the child's behavior pattern? Is the child's behavior interfering with learning?
 - N. Has special placement been considered for this child?
 - O. Is there evidence of spiritual growth in the student?
- III. After the plan of intervention has been developed it will be shared with the parents. A copy of the plan will be given to the parents and a copy will be placed on file in the permanent record.
- IV. Prior to mid-March the principal and teacher (teacher/team) will confer about the child's progress.
- V. A follow-up conference regarding the progress of the child will be held with the parents.
- VI. If required, an alternate plan will be developed for the remainder of the year.
- VII. By May 15th, (after spring testing), the principal, in conference with the teacher team and others, will make a decision concerning the child's proper placement for the ensuing year. The plan of intervention will be reviewed and revised for the coming year. In the event that the progress (amount and rate) is deemed unsatisfactory for the child, additional time in the elementary school may be necessary. This time should not exceed one additional year.
- VIII. A record of the proceedings will be kept by the principal on the forms provided.

WEDNESDAY NIGHT HOMEWORK POLICY

Students are encouraged to attend church services on Wednesday evening. No quiz, test, project, homework, or other is to be due on Thursday except for Semester/Final Exam Weeks when we try to spread the tests out over multiple days. Teachers need to be careful to not “double up” assignments on any other evenings prior that would exceed the average “homework per night” policy.

DAILY ASSIGNMENTS

All students are expected to have their daily assignments completed and handed in on the date due.

In grades 7-12, late work will be marked down no greater than 20% (two letter grades) for each day that an assignment is late. The homework assigned on a secondary level (7-12) by the teacher should be within reasonable limits and with an understanding that the student may be assigned homework from as many as five or six other teachers. Total secondary home assignments normally require no more than 3 hours (9-12) or 1 1/2 hours (7-8) per night, with weekends counting as one night. Special circumstances may dictate that more or less homework than is normal may be assigned. AP courses are taught at the college level and will require homework above this limit for most students.

Each building principal may develop a standard for their faculty that stays within these guidelines and communicate these standards to all teachers each school year.

GRADING SYSTEM

Grades are a measure of a student’s academic performance. While grades may reflect the character qualities that are an essential part of a DCSS education, grades are not a direct measure of character but of academic performance. Academic Progress is reported on a grading period basis. Letter grades are used in grades 3-12. In grades 7-12, tests are not to exceed 40% and major projects 30% of a student’s grade. Performance and participation classes such as PE, choir, and drama are exempt from this minimum. Grades for Grades 5-12 are to be posted on the web and updated minimally every five school days.

GRADING SCALES

	Grades (3-4)	Grades (5-8)	Grades (9-12)
A+	99-100	99-100	99-100
A	93-98	94-98	95-98
A-	91-92	92-93	93-94
B+	89-90	90-91	91-92
B	84-88	85-89	87-90
B-	82-83	83-84	85-86

C+	80-81	81-82	82-84
C	75-79	76-80	78-81
C-	73-74	74-75	75-77
D+	71-72	72-73	73-74
D	66-70	67-71	70-72
D-	64-65	65-66	68-69
F	0-63	0-64	0-67

Students in Kindergarten receive grades of M (Mastered), P (Progressing), or I (Improvement Needed).
 Students in grades 1-2 receive grades O (Outstanding), S (Satisfactory), or N (Needs Improvement).

FOR GRADES K-6 SPECIALS CLASSES (Art, Music, PE only)

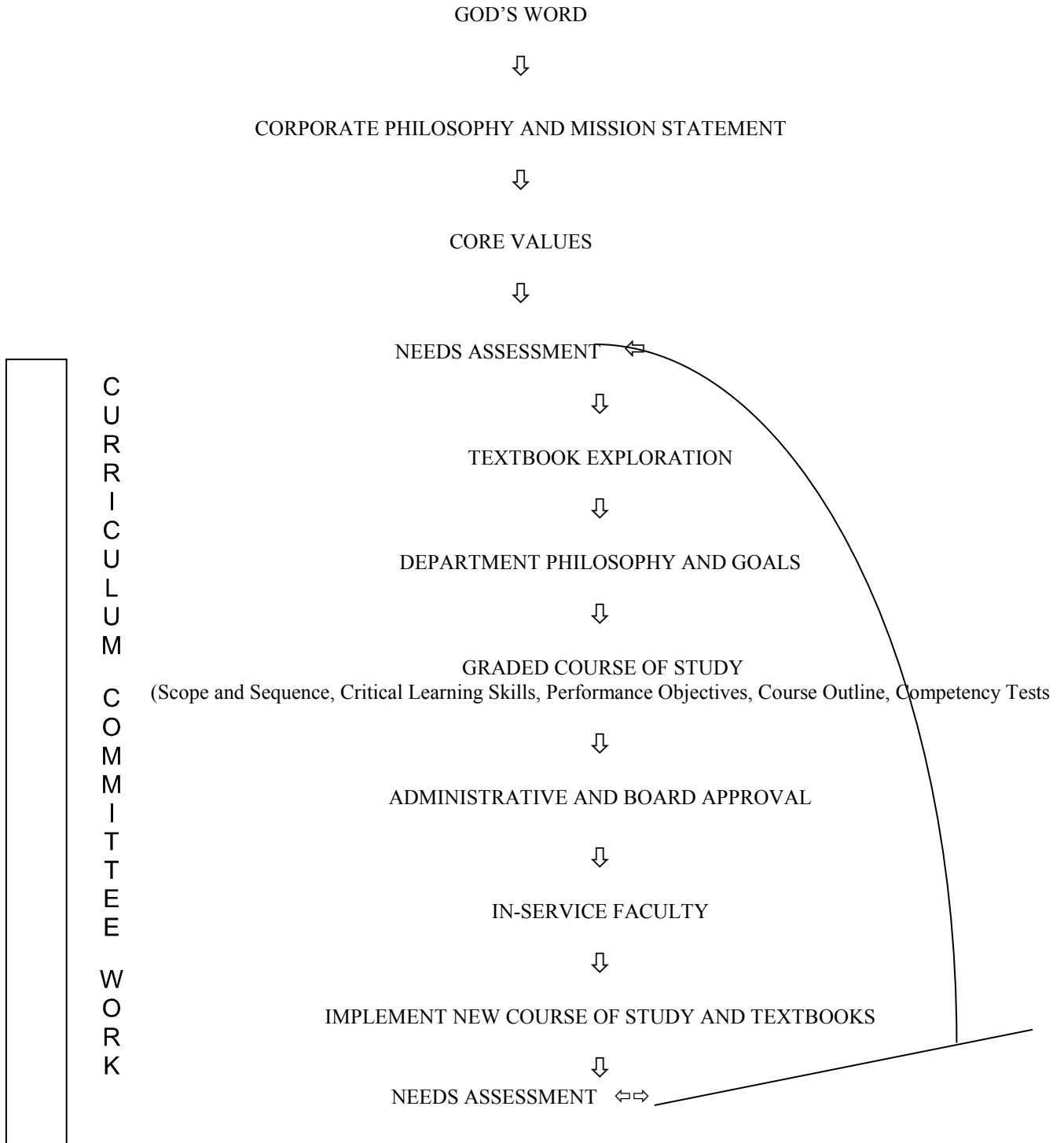
Students in grades 3-4 receive grades of O (Outstanding) S (Satisfactory), or U (Unsatisfactory).

Students in grades 5-6 receive grades of O (Outstanding) S (Satisfactory), or N (Needs Improvement).

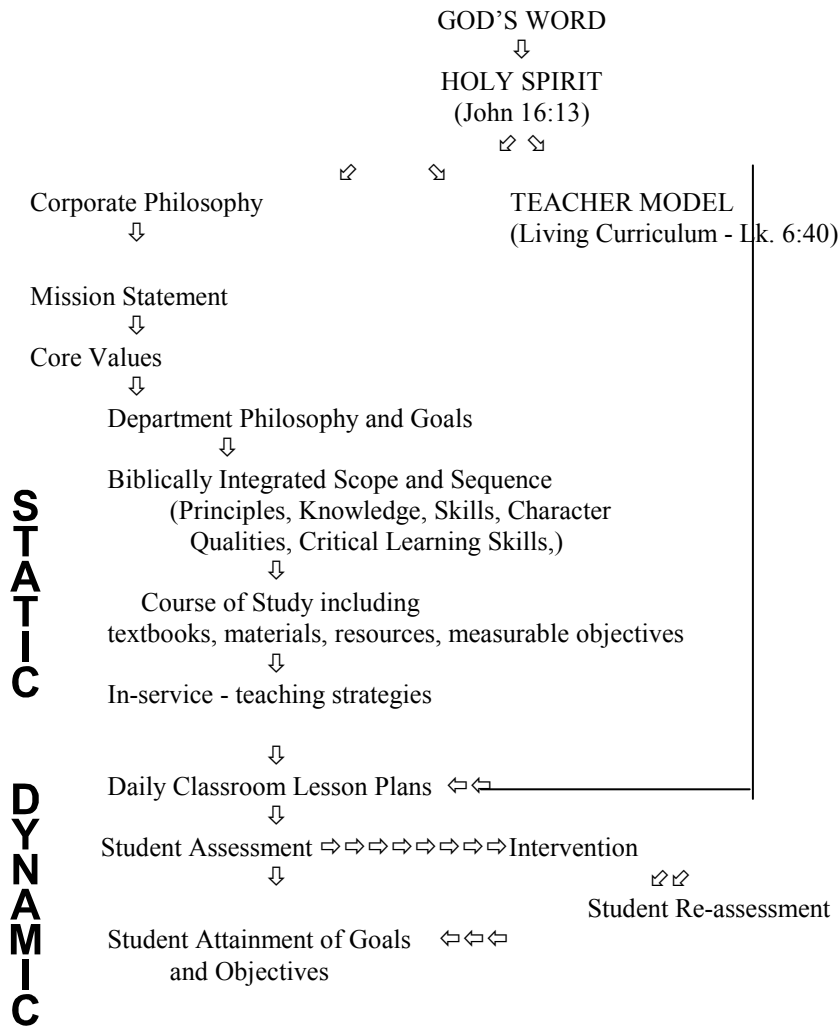
FINAL GRADES

Final grades are recorded on the student's cumulative card in grades K-8. High school semester and final grades are recorded on the transcripts that are sent to colleges.

CURRICULUM DEVELOPMENT MODEL



CURRICULUM GUIDE (COURSE OF STUDY)



BIBLE TRANSLATIONS

Dayton Christian School System believes the Bible to be the verbally inspired and only infallible, authoritative, inerrant Word of God. We believe this refers to the original manuscripts of Scripture and we hold to this without compromise. In keeping with the preferences with the decided majority of our school families we have chosen to use the Kings James and the New International versions as the two official translations to be used in our classrooms. This means that students should memorize their verses from one of the two translations and all verse tests and exams will be written from both translations.

CURRICULUM POLICY

The curriculum policy of Dayton Christian School System is based on a God-centered view of truth and man as presented in the Bible. All subjects will be taught from a biblical worldview. In the teaching of the curriculum at Dayton Christian School System, truth which has been revealed by God in His Word will be exalted; and evil and error will be avoided - “shun profane and vain babblings” - II Tim. 2:16. The written curriculum, textbooks, methods and materials should glorify God (I Cor. 10:31) and help reveal His eternal principles.

The curriculum is written by godly faculty members and approved by the administration after much discussion, collaboration, study and prayer. Certain critical learning skills and other measureable objectives are identified at each grade level/course to fulfill our education requirements.

There is to be no deviation from, nor deletion of approved curriculum. Teachers who have ideas or vision for curriculum improvement are encouraged to share these ideas with their building principals, the department heads, or the Director of Curriculum and Instruction. If resources other than those listed on the approved curriculum are used, they must be approved in advance by the building principal, the department head and Director of Curriculum and Instruction.

SECTION 300

PROFESSIONAL STANDARDS AND ENRICHMENT

PROFESSIONAL ORGANIZATIONS

The school may pay the cost of membership in one professional organization for department chairs. Other committee members or teachers who desire to join a professional organization may have some of the cost reimbursed if prior approval is given by the Director of Curriculum and Instruction.

Teachers desiring to attend other worthwhile educational or professional conferences, workshops, etc., are to present their request to the Director of Curriculum and Instruction. Typically priority is given to those teachers on curriculum committees or to teachers that are willing to give workshops at Dayton Christian's own in-service opportunities.

ADDITIONAL JOBS

On occasion, faculty members sometimes consider taking additional employment during the school year. Because of the high standard of commitment which we expect of our teachers, we ask that you disclose and discuss any additional employment plans with your building Principal before taking on such a job.

FACULTY AND STAFF DRESS AND APPEARANCE

DRESS TO LEAD! The faculty and staff have the responsibility to provide leadership and example for our students in the area of dress and appearance. Faculty and staff dress should reflect the professional status which we have here in our ministry. Faculty and staff should never need to be reminded or counseled regarding attire. We should be examples for our students to follow. May we be able to say with the apostle Paul in the matters of dress and behavior, "Those things that ye have both learned and received and heard and seen in me do: and the God of peace shall be with you." Phil. 4:9.

Men: Staff members are to wear dress attire: dress shirt (no flannel, no jean material), tie (no string, no western, no ribbon ties), dress slacks (no cargo/painter pants, no dress jeans). A belt must be worn if slacks have belt loops. Dress shoes (leather or leather looking - no sandals) must be worn with socks. Hairstyles are to be neat, clean, moderate, combed and in good taste. Hairstyle extremes and non-traditional or unnatural hair colors are not permitted. Men's hair must be off the collar and above the eyebrow, with part of the ear showing. Sideburns below the bottom of ear are permitted only when attached to a beard. Mustaches and beards must be well trimmed. Beards must be grown during Christmas or summer vacation. Physical Education instructors may wear PE uniforms for other classes when time does not permit changing (check with Principal).

Women: Staff members are to wear dress attire: dress, jumper or skirt (length not to be above the knee), dress blouse - no tee shirt. Fashion sweatshirt (with embroidered/appliqué or DC

logo) must be worn with a collar. Dress slacks must be ankle length (no cargo/painter pants, no dress jeans). Dress shoes - leather or leather looking (fashion or non-athletic sandals may be worn). Hairstyles are to be neat, clean, moderate, combed and in good taste. Hairstyle extremes and non-traditional or unnatural hair colors are not permitted. All women staff members are to wear dresses on Chapel day. Physical Education instructors may wear PE uniforms for other classes when time does not permit changing (check with Principal)

At Activities: All school activities outside the “school day”, staff members may wear modest shorts, jeans and casual wear. Extremes are not permitted. Writing/pictures on clothes cannot communicate a message that conflicts with school standards.

TEACHER CERTIFICATION / LICENSURE

Each teacher in the Dayton Christian School System is required to be certified by the Association of Christian Schools International (ACSI). Dayton Christian School System will reimburse teachers one-half the cost of obtaining or renewing an ACSI certificate.

Each teacher is also required to have a non-tax certificate from the state of Ohio. This certificate is a one-time permanent certificate that allows teachers to teach at any state of Ohio chartered, non-public school. Dayton Christian School System will reimburse teachers the cost of this certificate.

Teachers may also secure a state of Ohio license which defines grades, levels and/or subjects which the teacher may teach. Teachers at their discretion may obtain a state license other than the non-tax license, but DCSS does not reimburse for the cost of this license.

Procedures and applications for obtaining licensure and certification are available from the Office of Curriculum and Instruction. A Local Professional Development Committee (LPDC) oversees and approves plans for professional development for teachers wanting to convert or maintain their State of Ohio License.

PROFESSIONAL DEVELOPMENT

Professional development is required by all Dayton Christian School System educators. The school provides opportunities and may provide assistance to teachers for professional development. The LPDC is also active in helping all licensed teachers maintain a current Individual Professional Development Plan (IPDP).

TEACHER EVALUATION PROCESS

Note: While the specific procedure may vary from campus to campus, the following will serve as general guidelines for this process.

1. Pre-School or Beginning-of-School Conference

Review areas of responsibility listed in the teacher's job description and contract. The Administrator will explain the total teacher-evaluation program and ask the teacher to formulate three to six

performance objectives for the year. A date will be set approximately one week hence for the objectives to be due to be turned in to the administrator.

2. Pre-Observation Conference

A brief conference, the purpose of which is to set a date and time for the administrator to observe the teacher's classroom. Areas to be evaluated will be discussed at this conference.

3. Observation

The Administrator will observe and evaluate areas listed on the check sheet, as well as areas requested by the teacher.

4. Post-Observation Conference

Discuss items on the check list, as well as other areas evaluated. The Administrator will give appropriate suggestions and recommendations to the teacher.

5. Student Feedback

Periodically all teachers are encouraged to use a tool to obtain feedback from their students which may be used to help the teacher grow professionally as they seek serve the needs of their students.

6. Self-Evaluation by Teacher

All teachers are required to evaluate themselves at the end of the first semester.

SECTION 400

RELATIONSHIPS

COMMUNICATION WITH PARENTS

It is imperative that the teacher communicate on a regular basis with the homes represented in our school. If a student is not doing well or if you sense some problem, make it a definite requirement of yourself to talk to the parents. The Bible definitely places the responsibility for the education of young people with their parents, and the parents have delegated that responsibility to us!

Teachers are also challenged to make positive contacts to parents to encourage them as well as the students. The telephone, e-mail and web pages are excellent tools for prayer and communication with the home.

PARENT/TEACHER CONFERENCES

Parent/Teacher Conferences are held to give opportunity to improve partnership,, to discuss the student's progress, and to clarify the School's program.

Parent/Teacher Conferences are held in the fall. At least one day of the conference is scheduled from 3:00-8:00 PM, to enable more parents to participate. Additional Parent/Teacher Conferences may be scheduled at any time throughout the school year, as the need arises.

A record should be kept for each conference. If there are circumstances which would not permit a personal conference, contact must be made by phone and results recorded. A conference report or notes should be kept for each conference. The administration must be informed of any special problems or issues requiring follow-up.

The following guides and suggestions may be helpful:

I. Conference preparations:

- A. Spend some time in prayer specifically about each conference.
- B. Look over the cumulative records of your students.
- C. Outline the conference with the parent, point out that:
 1. You have limited time, and
 2. You would like to reserve time to pray together at the close.
- D. Have some specific suggestions ready to give in any areas of study or personality needing improvement.
- E. Plan something good to point out about the student. Whoever the student is, he or she is precious to the parent and to the Lord.

II. Purpose of the conferences:

- A. Appraise the home situation.
- B. Appraise parents evaluation of school and student.
- C. Give opportunity for parents to air feelings and concerns.

- D. Get to know the parents personally.
- E. Give a clear picture of what progress you see spiritually, socially, academically and personally.
- F. Represent the student's point-of-view to the parent (with limitations).

III. Areas to discuss:

- A. Personal attributes that stand out.
- B. Personal interests of the student (hobbies, sports, etc.)
- C. Spiritual interest of the student.
- D. Christian approach to the home.
- E. Questions about any aspect of the whole school program that may be of interest or concern to the parent.
- F. Parent's knowledge and understanding of their child.
- G. Academic progress.

IV. Good possible leading questions:

- A. Since we see ourselves as servants to the home, we should start by asking the parent what we can do to better assist them in training their young person.
- B. What changes or growth have you seen in the student at home?
- C. Have you seen any evidences of spiritual interest in the student?
- D. How do you feel about the grades he/she received?
- E. Are there any areas of school life or activity about which you have questions or comments?
- F. Have there been any changes at school that have been helpful or poor, this year, in comparison with others?
- G. How would you evaluate your child on the personal evaluation sheet?
- H. How is your family contributing to further the Christian education of your child, e.g., family altar, Bible reading, prayer?

V. Making the report:

Make a thorough report on a conference report as soon as possible (within one school day) while it is still fresh on your mind. Note especially the following:

- A. Time and date of conference (especially the year).
- B. Name of parent, child, and your name.
- C. Student's progress.
- D. Parents reaction and attitudes in conference.
- E. Your appraisal of parent's Christian experience.

VI. Crisis Conference:

- A. Be ready -- do your homework.
- B. Approach prayerfully.
- C. Determine whether anyone else needs to join you.
- D. Have read the student's complete records.
- E. Both parents, IF POSSIBLE.
- F. Try to put the parents at ease.
- G. Open with prayer.
- H. If parents are upset -- let them talk.
- I. Try to discuss rather than lecture.

- J. Sensitive area -- describe student's behavior, ask parents if they see that behavior at home, have them suggest reasons for that behavior. Don't draw conclusions -- allow the parent to do that.
- K. You must not get upset or defensive -- MAINTAIN.
- L. Allow the Holy Spirit to direct your response.
- M. Jointly arrive at a specific plan that will help solve the problem.
- N. Try to complete the conference in a warm, unifying manner.
- O. Close the conference with prayer, thanking the Lord for a better communication and understanding.

DEVELOPING GOOD RAPPORT WITHIN THE CLASSROOM

Individualize: Remember you are working with individuals even though part of a group.

1. Learn their names, and match their faces. Be able to call each by his first name within the first week.
2. Do not try to force your will and way on a student. All people are different and will not respond in the same way in a given situation. As the teacher you should guard against being overbearing and inflexible.
3. Have a sympathetic understanding of the varied home backgrounds from which your students have come and the predicaments in which each is now presently involved. Never assume that all is well with anyone of them until you have become confidently aware of the fact through personal acquaintance.
4. Have a genuine personal concern for each one and make it your job to get close to and talk with each one individually during the year.
5. Be alert and sensitive throughout the year to the needs of individuals: those who are lonely, those under conviction, those ready to yield to the Lord. Many times just a word at the appropriate time is all that is needed to open a full counseling opportunity.
6. Be available. Do not be so busy and appear so rushed or important that your students feel they should not bother you. Be willing to spend time with them.
7. Be a good listener. Become familiar with the problem before you dole out advice. Many times simply "talking it out" will aid the student to find the solution himself without your actually having told him.
8. Do not be dogmatic about anything other than vital major areas of Biblical Truth -- and the fact that God will always prove faithful in leading a life yielded to Him. Guard against pointless discussions of amusements and other areas of worldliness, realizing that no list can be all inclusive enough. Rather, be positive and endeavor to cause your students to fall so in love with Jesus Christ and to gain such an appetite for His Word that "the things of earth will grow strangely dim in the light of His glory and grace."
9. Do not pretend to have the answer when you do not. Frankly admit your limitations and offer

help in finding the answer.

Be practical in your counsel. If the student is not a Christian, try to lead him to the Savior. If he is a Christian, to confession and repentance; but realize the burden and frustration of the practical implications of the problem which may still continue to face the person. Let your goal be constantly and always to attract students to the Christ of the Cross, and the life of victory and fruit-bearing available in Him. Endeavor to be more than evangelistic. Seek to lead Christians into a deeper life with the Lord. This will place the burden of proof on you!

Be Biblical in your counsel. Point out what God says about this problem in the Bible. Psalm 119:9, 11, 104, 105.

If needed, set a definite time for the next counseling session for follow-up as soon as possible.

SUGGESTIONS TO MAINTAIN STUDENT INTEREST

1. Vary the work.
2. Speak to individuals and not just the whole class.
3. Teach students that they are held accountable to God for their work.
 - a. At present their school work is God's will for them.
 - b. Study is to be done as unto the Lord, to the best of one's ability.
4. If the student knows he has not committed his life to the Lord, that is the crucial thing.
5. Confer with parents and inform them that their students are not using their God-given ability. Point out to the parents the influence of television.
6. Establish a point of interest, a point of contact, for better teaching.
7. Plan classes to be more interesting.
8. Emphasize reading skills in all subjects.
9. Emphasize study skills in all subjects.
 - a. Schedule two short periods per week with those having trouble with the subject -- to teach them how to study.
 - b. When giving a reading assignment, tell the student in advance what to look for.
 - c. Work on vocabulary development. Look up new words.
10. Encourage students to stay after school to catch up with academic work.
11. Keep a closer check on the work of students.
12. Some home problems place practical limitations on what the student can accomplish.
13. Require students to keep assignment pads.
14. Plain, planned assignments rather than erratic assignments.
15. Improve the contact with the parents about the work of the students. Use the telephone.
16. Compliment students who do good work.
17. Improve the follow-up with students who get poor grades on their report cards.
18. Be more specific in prayer and sensitive to the students who are unsaved and uncommitted to Christ.
19. Emphasize spiritual health and let parents know when we feel that a problem is definitely related to the student's relationship or fellowship with God.
20. Help the student realize that he/she cannot hide in a group, but bears individual responsibility.
21. Teach against the attitude that just being in a majority doesn't make something true or correct.

STUDENT-FACULTY RELATIONSHIPS

It is understood that every student at Dayton Christian School System should develop and maintain an attitude of respect for each teacher and for fellow students. The proper method of addressing a teacher is to use the term "Miss", "Mrs.", "Mr."...and all replies should be given respectfully. This standard is applicable on the athletic field and throughout the school day, including all school programs and activities which are sponsored by Dayton Christian School System.

In responding to adults, students are to respond respectfully with such phrases as "Yes, Sir", and "No, Ma'am." Mannerly expressions such as "Please", "Thank You", and "Excuse Me" are to be used when appropriate. It is expected that boys will hold doors for girls and allow girls to go first when going through a door, getting a drink, etc. When students are in a classroom situation and an adult enters the room, students will stand and remain standing politely until the person sits down, leaves, or the teacher gives them permission to be seated.

Relationships between teachers and students are not to be interpreted as peer to peer, but always teacher (adult) to student (young person). No teacher is to date a high school girl or boy. There must not be any socializing that would project an improper teacher/student relationship. The teacher should remain above reproach in all relationships and communication. It is imperative that every teacher demonstrate tender, loving care to every student, but always maintain relationships that are without discrimination or favoritism and bring glory to our Lord and Savior, Jesus Christ.

BEGINNING OF YEAR PARENT MEETING

Parent meetings are scheduled during the first three (3) weeks of school. The following "Schedule and Agenda" is suggested and is typical of what is covered.

A. All parents and teachers meet in designated area - Principal Challenge - Communication -- home and school - Emphasis on prayer PTF - Presentation: Goals, projects and needs.

B. All parents meet with teachers in classrooms.

Items to Cover:

Teacher's Testimony and Background

Emphasis and Need for Prayer

Spiritual, Academic and Classroom Expectations (written for handout)

Classroom procedures used -- Typical day, Present Volunteer Needs, including Homeroom Mothers

Present Field Trip Plans

Discuss discipline procedures and philosophy

Calendar -

Activities, Time of Refreshments.

CHILD ABUSE AND NEGLECT

When child abuse and/or neglect is suspected, the teacher will immediately bring it to the attention of the principal who will follow the procedures in the Administrative Manual.

SIGNS OF POSSIBLE ABUSE

1. The child is aggressive, disruptive, or destructive. His behavior may reflect a hostile or emotionally destructive climate at home, or he may be imitating destructive parental behavior.
2. The child is shy, withdrawn, passive or overly compliant. This child may be as emotionally damaged as the aggressive one. He has internalized his problem; his cry for help is a whisper instead of a shout.
3. The child is habitually truant or is chronically tardy without adequate excuse. This behavior points to problem of adjustment -- at home, in school, within the child, or in combination.
4. The child comes to school much too early and/or hangs around school after dismissal. This child may be seeking to escape from home or he may be "pushed out" in the morning and have no place to go after school because no one supervises or cares for him.
5. The child is inadequately dressed for the weather. His clothing is torn, tattered, or dirty. These are the signs of physical neglect, a condition not necessarily related to poverty. It probably reflects a breakdown in household management and in concern for the child.
6. The child comes to school without breakfast or goes without lunch. This, too, is often a problem unrelated to poverty.
7. The child is always tired and sleeps in class. Such conditions are symptomatic of parental failure to regulate the child's routines or of family problems which disrupt family routines.
8. The child appears in need of medical attention, glasses, or dental work.
9. The child bears bruises, welts, or contusions.
10. The child complains of beatings or other maltreatment.
11. The parents are aggressive and abusive or apathetic and irresponsible when approached about problems concerning their child.
12. Parental behavior, as observed by school personnel or as described by the child, seems bizarre.
13. The parents show little concern about the child. They fail to participate in school activities or do not permit the child to participate.

SOCIAL ISSUES

Dayton Christian School System has seven (7) core values. One of those core values is committed to unifying the body of believers (Eph. 4:1-6). The objective of this value is to ensure that the environment in Dayton Christian School System constructively pursues unity and harmony among all students, staff and faculty, regardless of race, color, ethnic origin or denominational background.

DCSS further recognizes that:

1. The world will know that we are His disciples by our love for one another (John 13:34-35).
2. Each person is fearfully and wonderfully made (Psalm 139:14), created in the image of God (Gen. 1:26).
3. In God's family there are no differences in worth (Gal 3:28) since Christ died for all (Rom 1:16).

All the educational leaders at Dayton Christian School System are challenged to reflect Jesus Christ and be spiritual leaders first and academic leaders second. Thus, no individual should ever be put down because of their color, race, national origin, mental ability, physical characteristics, sex or denominational differences. Bigotry, prejudice and/or insensitivity to needs of others will be addressed as quickly as they occur. Ethnic jokes, name calling, actions or apparel that communicate any of the above are unacceptable at Dayton Christian School System.

We must be reminded that self worth, or the lack thereof, is influenced by what others think, say and do as it relates to the individual. Our desire, as one being conformed to the image of the Lord Jesus Christ (Rom. 8:29), is to look at the heart of man and not on outward appearances (I Sam. 16:7).

The unity and harmony that we exhibit as a body at Dayton Christian School System will allow the world to see a dynamic difference in us. Scripture teaches in John 17:21 that the world has a right to believe that Jesus is Lord by our oneness together as believers. Unity is such a joy, and our prayer is that it will be evident throughout his ministry.

DAYTON CHRISTIAN SCHOOL SYSTEM
EMPLOYEE RELATIONS POLICY

BIBLICAL PRINCIPLES

1. Phil. 2:3, 4 - Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others.
2. I Thess. 4:3-8 - It is God's will that you should be sanctified; that you should avoid sexual immorality; that each of you should learn to control his own body in a way that is holy and honorable, not in passionate lust like the heathens, who do not know God, and that in this matter no one should wrong his brother or take advantage of him. The Lord will punish men for all such sins, as we have already told you and warned you. For God did not call us to be impure, but to live a holy life. Therefore, he who rejects this instruction does not reject man but God, who gives you His Holy Spirit.
3. Gal. 3:26-28 - You are all sons of God through faith in Christ Jesus, for all of you who were baptized into Christ. There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.

STATEMENT OF POLICY

Dayton Christian School System affirms its commitment to appropriate sexual behavior between all men and women who may be members of its student body, faculty, and/or staff. Amorous behavior, even though consensual, which is inconsistent with the Word of God and Dayton Christian School System standards will not be tolerated.

Further, behavior which asserts sexuality as relevant to student or employee performance violates both federal law and school standards. Sexual harassment inhibits the spiritual and academic mission of the school and is prohibited.

When the authority and power inherent in relationships between faculty and their students or between supervisors and their employees is abused by sexual harassment, there is potential for great damage to students, to faculty and to the spiritual and educational climate of the school. Therefore, individuals in positions of authority must be sensitive to the potential conflicts between personal relationships and professional responsibilities.

Sexual harassment is a particularly sensitive issue which may affect any member of Dayton Christian School System and as such will be dealt with promptly and discreetly by the administration or the Board of Directors, if necessary.

The procedures are available in the school office and Board Policy Manual.

SECTION 500

PROCEDURES

TEACHING AIDS AND SUPPLIES

Teachers are urged to be very frugal in their use of supplies. This is not meant to imply that a teacher should restrict his academic program in order to save. It is meant, however, that each teacher will make full use of all supplies, and, where possible, will try to re-use what supplies possible (example: construction paper, crayons, bulletin board paper, pre-printed materials, etc.).

Teachers have the responsibility of requesting any new supplies, teaching aids or equipment which are not normally supplied by the school. Department Heads may do the ordering for their department (High School); Principal (Elementary/Middle).

Complimentary Books for Review: Teachers receiving such books are responsible for sending a card or letter of acknowledgment to the company. When the company sends a form to be completed and returned, be sure to return it. If you wish the Office to send the acknowledgment, furnish the title of the book and the company, and it will be sent.

EQUIPMENT AND BOOKS

1. No salesman or distributor of any commodity whatsoever shall be permitted to solicit or give demonstrations to the students, or to sell directly through the school to the parents, without administrative approval.
2. No new or used equipment shall be purchased or accepted as a gift unless approved by the Principal or the Superintendent.
3. No school-owned equipment or books shall be loaned to groups other than those with the direct school affiliation, and then only with the express permission of the Principal, Asst. Superintendent or Superintendent.
4. No teacher may engage in selling books, encyclopedias, or any other commodity to the students or parents.
5. No persons other than those who are responsible for such records, shall be permitted to examine a student's personnel record, and under no circumstance whatsoever shall the enrollment file be made available to other than school personnel (exceptions by permission of Principal/ Superintendent).

FUND RAISING

All fund raising projects must be cleared through your building Principal.

ENTERTAINMENT, SPEAKERS, AND INFORMATION

1. No entertainment of any kind shall be permitted without the express permission of the Principal.
2. No one other than the classroom teacher shall be permitted to talk to the students unless permission has been obtained from the Principal.
3. No literature of any kind shall be distributed or made available in the classrooms or on campus without permission from the Principal.
4. No mass notices are to be sent home without permission of the Principal.

SCHOOL DAY SCHEDULE

The school day begins promptly with Faculty Devotions.

Faculty is to be in the building during the established school day (7:30am-3:30pm).

If you leave the building for any reason during the day, you are required to request permission and to sign out through the office as it is mandatory that we know where you are during the day, in case we need to find you for an emergency.

FACULTY DEVOTIONS

Faculty devotions are held each morning before the starting of school. This is an important time for faculty and staff. During Teacher Orientation a building teacher devotional schedule will be announced. Teachers are required to attend Faculty Devotions unless they have been excused by their Principal. Punctual attendance at faculty devotions is required.

SCHOOL PHONES

Please keep your personal calls at a minimum --and conversations to a minimum time. All school telephones are primarily for school business. Personal long distance calls must be reported and paid for at billing time..

FACULTY/STAFF ABSENCE PROCEDURES

Teachers should inform the Principal or his/her designated representative of intended absence prior to 6:00 am of the day of the absence. If a teacher desires a personal leave of absence he/she should obtain a "Request For Leave" from the office and have it approved by an Administrator.

PRE-PLANNING FOR AN ABSENCE: The job of the substitute teacher is somewhat less than enviable. She/He must be able to change their own plans for the day when they are called to work, often on less than an hour's notice. They must cope with a routine and a building with which she/he is unfamiliar. More difficult than this is facing a class of up to 30 or more students with whom they are unfamiliar. In order to make the substitute's job more pleasant and their time more worthwhile, each classroom teacher should follow these practices:

1. Maintain a “Substitute Teacher” Notebook as prescribed by your Principal.
2. Have accessible a well-made set of plans with times for each activity indicated. Page numbers are not sufficient.
3. Have the seating chart up-to-date (if there is one).
4. When you have advance notice of an absence, make out supplementary plans in greater detail than you need for yourself.
5. Include a sheet of detailed instructions about routine matters such as taking roll, conducting opening exercises, lunch procedure, and your duty schedule.
6. See that special materials for projects and experiments are available.
7. Leave notes about any special problems, or about special assignments that need to be made.
8. Leave your class record book with your lesson plans.

In other words, do unto your substitute as you would have your substitute do unto you.

CELEBRATION OF HOLIDAYS

1. Halloween - As a Christian school, we do not commemorate Halloween. It is our policy that no witches, goblins, black cats, etc., be made or displayed by faculty or students.
2. Veteran's Day - All teachers are encouraged to explain the meaning of Veteran's Day and to have a special prayer emphasis for our country.
3. Thanksgiving - May be commemorated and celebrated in ways deemed appropriate by classroom teachers. Special chapels and programs are encouraged. Special emphasis is to be given to the place of praise and thanksgiving in a Christian's life. A Fall Festival celebration or Harvest celebration with pumpkins, corn stalks, and leaves and food is permissible to be combined with the Thanksgiving season.
4. Christmas - It is the policy of the school that the way we celebrate Christmas here be as distinctively Christian as possible. There is a wide variety of opinion about Santa Claus, Christmas trees, presents, etc., during the Christmas season. While we are not legislating this policy for the homes represented in the school, each of which may celebrate Christmas as deemed right and good, the following guidelines will govern the school celebration:

Christmas trees, bells, decorations will be allowed, but fire regulations must be strictly adhered to.

As a school, Santa Claus is to be totally left out of the celebration of this season.

Every faculty member is to place the strongest emphasis on the birth of Jesus Christ as the greatest human event in human history.

There will be no exchange of gifts within the classrooms.

5. Friendship Day /Valentine's Day - Cards may be exchanged if done for the whole class. Teachers may plan class parties if so desired.
6. President's Day - All teachers are encouraged to commemorate President's Day and to lead a special prayer emphasis for our country.
7. Martin Luther King Jr. Birthday - All teachers are encouraged to commemorate Martin Luther King's birthday and to lead a special prayer emphasis for our country and its leaders.
8. Easter - Easter is another distinctively Christian holiday to celebrate the Resurrection of our Lord Jesus Christ. Easter chicks, eggs, bunnies, etc., are to be totally left out of the school celebration of this great event. Great emphasis is to be placed on the reality of our Risen Savior who triumphed over death for us all.
9. Memorial Day - All teachers are encouraged to commemorate Memorial Day and to lead a special prayer emphasis for our country and its leaders.

STUDENT FILES

1. Cumulative Record File (CR File) -- To be kept in a secure location of each building by the building secretary.
2. Psychological File -- To be kept in a secure location in the building where the child attends. CR File should identify that there is a psychological file.
3. Discipline File -- To be kept by building Principal. All negative reports are to be taken from the CR File at the end of each school year and placed in the Discipline Files.

CLASSROOM RESPONSIBILITIES

1. Teacher is to help the pupils learn to be neat.
2. Classroom must be locked when not in use.
3. Lights are to be turned off when classroom is not being used.
4. Blinds are to be closed and the windows closed before the room is left for the day.
5. The desks are to be arranged in an orderly fashion.
6. Students are to pick up paper from the floor and their desks before dismissal.
7. Any areas of the buildings or property needing attention should be reported to the principal immediately.
8. Have students pick up trash on playground during physical education or recess.
9. Lockers should be kept neat and clean with all damages or markings reported immediately.
10. Daily room procedures: Please do your part in keeping the work room area, coffee cart, lunch table,

mailbox area clean. If each one will wipe up after his or her lunch/coffee spills; keep mailboxes emptied and neat; be careful when taking supplies that they are straight; throw away scrap from ditto machine area, we will ALL have a more pleasant place to work.

DAILY ROOM PROCEDURE

1. Debris on the floor should be entirely picked up.
2. Chairs should be stacked on desks.
3. Assign a student to set trash in hall.
4. Clean white boards and chalk boards as needed.
5. Coat racks, classrooms, and locker areas should be clean throughout the day.
6. All windows must be closed and locked in the evening. Lights out!
7. Halls should also be kept neat. Have students pick up after themselves.
8. Any repairs needed are to be communicated to the principals.
9. Comply with the School Environmental Health and Safety requirements such as Jarod's Law, and Dangerous and Recalled Toys and Products Lists.

PRINT SHOP POLICIES & PROCEDURES

Contact your office secretary for current procedures for using the Print Shop.

Copyrighted Material

It is illegal to copy material copyrighted after 1906. The Print Shop cannot copy copyrighted material unless it is accompanied by written permission from the copyright owner.

SECTION 600

DISCIPLINE

PHILOSOPHY OF BIBLICAL DISCIPLINE

The ultimate goal for a Christian school, and thus for the process of discipline, is to develop a student who is wise; one who sees life from God's point of view. Our approach to discipline should be based upon the fruit of wisdom (James 3:17, I Thess. 2:7, 8)

PHILOSOPHY OF DISCIPLINE:

A Christian school must have a philosophy of discipline based on the Scriptures. Some guidelines as we build toward such a goal are:

1. Discipline has moral content. The foundation is our amenability to God and the revelation of His standard of righteous conduct. It is both positive and negative.
2. Christian love is at the heart of all discipline. The correction and chastening side of love is an essential part of this firmness in love. They must be balanced. Firmness minus love becomes harsh; whereas love without firmness is sentimentality or brings about compromise. Both errors produce problems instead of solving them.
3. The responsibility and authority to discipline comes from God. A teacher stands in 'loco parentis' --that is, in the parents' stead. He has the same God-given authority they have.
4. All discipline is designed to show the child his sinful nature and lead him to submit himself to God's will. We must beware of "holding God over his head"; thus making him unconsciously dislike Him.
5. Practical helps are found in the Bible: e.g. Proverbs, Hebrews 12, God dealing with Israel, etc.
6. As a Christian school, whenever we find it necessary to discipline the young people, it is imperative that we try to teach them a spiritual lesson through it. Obviously, this involves a prayer time before and after discipline has been administered.

BASIS FOR REQUIRING OBEDIENCE:

Required obedience is based upon the Bible. God says that children should obey their parents and others in places of authority. The following texts emphasize this: "Children, obey your parents in all things; for this is well-pleasing unto the Lord." (Col. 3:20) "Let every soul be subject unto the higher powers." (Rom.13:1a) "Obey them that have the rule over you." (Heb. 13:17a)

Students should see us adults living under the authority that God has placed over us. Obedience to authority is not for children only but parents are to train their children to be obedient. Obedient children are a required qualification for a deacon in the church (I Tim. 3:4, 5). Although the Christian school is not the church, if the school is to be strong, men nominated for service on the Board or Faculty should fulfill the requirements listed in I Tim. 3.

CLASSIFICATIONS OF MAN:

The Bible describes four (4) types of man: the wise, the simple, the fool, and the scorner. The process of discipline involves "putting off" the negative character qualities, and "putting on" the positive Christ-like character.

WISE: (Proverbs - see verses below)

12:15	Listens to advice	18: 9	Is not slack to his work
16	Overlooks insults	13	Listens before answering
18	Is not reckless with words	17	Is careful to get both sides of a story before making a decision
23	Speaks discreetly and cautiously	19: 2	Does not have zeal with knowledge
13: 3	Doesn't speak rashly	20, 27	Listens to advice
10	Listens to advice	20: 3	Avoids strife
16	Acts out of knowledge	18	Seeks advice
20	Chooses wise companions	21:23	Guards his mouth and tongue
14: 8	Gives careful thought to his ways	30	Realizes no wisdom, no insight, no plan, can succeed unless it is with the Lord
13	Looks beyond surface emotions	24:23	Does not show partiality in judgment
15	Carefully weighs what he is told	26	Gives honest answers
16	Is not hot-headed	25:11	Chooses words carefully
23	Works out his plans	27: 2	Does not praise himself; lets others do it
29	Is patient	28: 2	Maintains order
15: 1	Gives gentle answers to the furious	5	Understands justice
18	Calms quarrels with patience	21	Does not show partiality
22	Seeks other's advice	23	Does not flatter
23	Looks for opportunities to give an apt reply	29:11	Controls himself
16: 3	Commits plans to the Lord	20	Does not speak in haste
9	Realizes the Lord sets His own time-tables for your plans		
16	Seeks after wisdom and understanding		
32	Is patient		
17: 27	Uses words of restraint		
18: 2	Does not push his own opinions		

SIMPLE: (See Identification Verses)

1. He is very gullible and easily deceived by false teaching. He doesn't foresee evil ahead. He just goes along, enjoying his simple-mindedness. The Word of God is able to make him wise; therefore, he will benefit from projects involving a study of the Scriptures.
2. He looks up to the scorner; therefore, it is essential that he see judgment fall upon the scorners. This will help to give him wisdom.
3. If he isn't helped, he will become a fool. (Prov. 14:18)
4. Needs to be taught:
 - a. Not to believe everything he hears. (Prov. 14:15)

- b. To foresee evil and avoid it. (Prov. 22:3)
- c. Not to look up to the scorner. (Prov. 19:25; 21:11)
- d. To detect false teaching. (Rom. 16:18)
- e. To seek God's wisdom. (Prov. 9:4-6)
- f. To rid himself of the negative character quality shown, and to build the positive character quality in his life.

FOOL: (See Identification Verses)

- 1. The fool is either an unbeliever or totally void of spiritual understanding. He doesn't see anything wrong with what he is doing, and enjoys getting into mischief. He should not be allowed to get away with his foolishness.
- 2. When he is young, the rod will have lasting benefit upon his life, but there comes a point at which physical punishment will not help.

SCORNER: (See Identification Verses)

Webster's definition: Open or unqualified contempt; disdain or contempt; mockery or derision (ridicule); derisive or contemptuous action or speech.

Biblical description of a scorner:

- 1. He does not respond positively to correction. (The DCS basic steps in discipline -- Prov. 9:8; 13:1; 15:12.)
- 2. He does not follow through with instructions and guidelines which have been given to him. (Prov. 13:1; 15:12)
- 3. He is uncooperative and unwilling to change. (Prov. 9:8; 13:1; 15:12)
- 4. He influences others to do evil. (Prov. 29:8)

Subjective descriptions:

- 1. He enjoys scorning. (Prov. 1:22)
- 2. He has an improper response and reaction to teachers who reprove or rebuke him. (Prov. 9:7)
- 3. He is not attentive when rebuked. (Prov. 13:1)
- 4. He seeks to find his own answers to his problems and will not follow Biblical principles. (Prov. 14:6)

IDENTIFYING THE SIMPLE:

- 1. He follows others:
 - Prov. 14:15: The simple believeth every word.
 - Prov. 19:25: Smite a scorner, and the simple will beware.
 - Prov. 21:11: When the scorner is punished, the simple is made wise.
- 2. He does not foresee consequences; he is not cautious:
 - Prov. 22:3: The prudent man foreseeeth the evil, and hideth himself; but the simple pass on, and are punished.
- 3. He is gullible, believing everything he hears:
 - Prov. 14:15: The simple believeth every word.

4. He takes someone else's punishment seriously. Would not be likely to laugh at someone else's punishment:
Prov. 19:25: Smite a scorner, and the simple will beware.
5. Can respond positively to the Word of God:
Prov. 19:7: The law of the Lord is perfect, converting the soul; the testimony of the Lord is sure, making wise the simple.
Ps. 119:130: The entrance of Thy words giveth light; it giveth understanding unto the simple.
6. He is easily deceived:
Rom. 16:18: ...by good words and fair speeches deceive the hearts of the simple.

IDENTIFYING THE FOOL:

1. Doesn't believe in God:
Ps. 14:1: The fool hath said in his heart, there is no God.
2. He hides his hatred:
Prov. 10:18: He that hideth hatred with lying lips...is a fool.
3. He enjoys mischief:
Prov. 10:23: It is as sport to a fool to do mischief.
4. He thinks what he is doing is right:
Prov. 12:15: The way of a fool is right in his own eyes.
5. He is a grief and sorrow to his parents:
Prov. 17:25: A foolish son is a grief to his father, and bitterness to her that bare him.
Prov. 10:1: A foolish son is the heaviness of his mother.
Prov. 19:13: A foolish son is the calamity of his father.
6. He does not respect his mother (may carry over to his teachers).
Prov. 15:20: A foolish man despiseth his mother.
7. He has no use for his father's instructions (may carry over to teachers):
Prov. 15:20: A fool despiseth his father's instructions.
8. He may give false reports to hurt someone else's reputation:
Prov. 10:18: He that uttereth slander is a fool.
9. He does not understand God's ways:
Ps. 91:5-6: O Lord, how great are thy works! And thy thoughts are very deep. A brutish man knoweth not; neither doth a fool understand.
10. He lets everyone know all of his foolish thoughts:
Prov. 13:16: ...a fool layeth open his folly.

Prov. 29:11: A fool uttereth all his mind; but a wise man keepeth it in till afterward.

11. He does not flee temptation:

Prov. 14:16: A wise man feareth, and departeth from evil; but the fool rageth, and is confident.

12. He may try to reform, but keeps going back to his foolishness:

Prov. 26:11: As a dog returneth to his vomit, so a fool returneth to his folly.

13. When he gets what he wants, it only confirms him in his foolishness:

Prov. 30:21-22: The earth is disquieted when a fool is filled with meat.

14. He tends to meddle in other people's affairs.

Prov. 20:3: It is an honor for a man to cease from strife; but every fool will be meddling.

15. He does not respond to counsel:

Prov. 1:7: The fear of the Lord is the beginning of knowledge; but fools despise wisdom and instruction.

Prov. 1:22: ... Fools hate knowledge.

16. He has a quick temper:

Prov. 12:16: A fool's wrath is presently known.

DENTIFYING THE SCORNER:

Scorn: a. Disdain; an emotion involving both anger and disgust; also derision.

b. An expression of extreme contempt. Archaic: to mock, deride, to scoff.

1. He enjoys scorning or scoffing:

Prov. 1:22: ...the scorners delight in their scorning.

2. He dislikes those who reprove him:

Prov. 15:12: A scorner loveth not one that reproveth him.

3. He won't listen to rebuke:

Prov. 13:1: A wise son heareth his father's instruction; but a scorner heareth not rebuke.

4. He heads others into trouble:

Prov. 29:8: Scornful men bring a city into a snare.

5. He causes contention, strife, and reproach:

Prov. 22:10: Cast out the scorner, and contention shall go out; yea, strife and reproach shall cease.

6. He is disgusting and vile:

Prov. 24:9: ... the scorner is an abomination to man.

GOD'S METHOD OR WAY OF DISCIPLINING:

- A. God corrects us out of love that is unconditional (Prov. 2:12, Heb. 12:6). In patterning our discipline after our Heavenly Father, we must not fail to communicate to the student that we genuinely love him, care for him and desire God's best for his life.
- B. God corrects us because He delights in us (Prov. 3:15). As Christ did with His disciples, we, through the Holy Spirit, must visualize what our students could become and resist formulating negative future evaluations of potential based solely on present behavior.
- C. God corrects us to produce holiness in our lives (Heb. 12:10). God disciplines His sons to bring them into conformity to His Biblical standard with respect to their entire life style.
- D. God corrects us to produce in us the fruit of the Spirit.
 - 1. The initial fruits of repentance are:
(II Cor. 7:9-11)
 - a. clearing of self; to free self of sin, to avoid sin and please God.
 - b. indignation; at sin, at themselves, at the tempter.
 - c. fear; of reverence to God, of watchfulness, a cautious fear of sin.
 - d. longing; vehement desires of reconciliation to God.
 - e. zeal; a mixture of love and anger for duty and against sin.
 - f. avenging of wrong; suffering punishment (II Cor. 2:6), and making retribution.
 - 2. The final product of God's discipline process is "the peaceable fruit of righteousness" (Heb. 12:11, Gal. 5:22, 23). John 15:2 further establishes this purpose of divine discipline by stating that even the fruit bearing believer's life is pruned (disciplined) that it may bring forth even more fruit.
- E. God forgives and forgets (Heb. 8:12, Titus 2:14). We must emphasize holiness and righteous living in our discipline procedure with students. It is imperative to share the resource (Holy Spirit) each believer has been given to meet God's expectations of conduct. If the Holy Spirit is not in control of the life, the fruit of righteousness and Godly living will not result.

COMMON CAUSES OF MISBEHAVIOR:

- A. Teacher Causes:
 - 1. Uninteresting teacher-learner situations.
 - 2. Unwise academic pacing.
 - 3. Lack of organization. Students need an established procedure.
 - 4. Weak teaching personality. Effective discipline is best achieved by a teacher who has forcefulness and conviction, security, self-control and self-respect.
 - 5. Poor teacher-pupil relationships.
 - 6. Poor teacher-group relationships.

B. Pupil Causes:

1. Feelings of inadequacy.
2. Desire for attention.
3. Desire for praise.
4. Desire for revenge.
5. Wrong idea as to how he feels he can belong.
6. Contrariness, deceit and open rebellion against rules or control.
7. Frustration.

GENERAL GUIDELINES FOR TEACHERS:

- A. All authority is established by God. (Rom. 13:1-2)
- B. Discipline starts at the top. An undisciplined administrator or teacher cannot teach discipline. (Luke 6:40)
- C. Maintain an encouraging classroom. Discipline involves both positive (encouragement) and negative (punishment). (Phil. 4:8,9) Use a positive approach, encouraging good behavior.
- D. Always maintain a forgiving spirit. Accept their word of repentance (Luke 17:3,4); and look for fruits of repentance. (II Cor. 7:9, 11; Matt. 3:8) Repentance should affect the mind, will and emotions. The student should think differently, feel differently and act differently.
- E. Always try to involve the father in all discipline. Contacts with the home should be through the father. When possible, the father should administer any physical discipline at the school site, and in the presence of the school administrator. (Eph. 6:4)
- F. Pray daily with and for your students. Pray with the parents over the phone whenever a call is made into the home.
- G. Be consistent in administering your classroom.
- H. Prayerfully discern the type of man displayed, and follow Biblical path for correction.
- I. DON'T GIVE UP ON ANY STUDENT, even the one asked to leave school. Beware of the needs and limitations of the student, and try to meet them. Do not "provoke them to wrath." (Eph. 6:4) Your young people are not perfect and must not be expected to be so.
- J. As you, under the leadership of the Holy Spirit, seek a proper balance of "loving firmness," it is often advisable to be extra firm the first few days and weeks. This helps the child learn your standards and what to expect.
- K. When corporal punishment is utilized and the father cannot be reached, follow school guidelines found in Teacher's Handbook.

L. A well-planned and interesting class will help to minimize problems.

M. Use projects for discipline when appropriate.

N. Expect the best from each student.

O. Be aware of the student's feelings; don't embarrass; don't ridicule, and listen more.

P. Have fun with your students occasionally.

Q. Things to avoid:

1. Don't make consistent use of rigid, regimented control.
2. Don't permit yourself to become preoccupied with a pupil's limitations.
3. Don't punish a child when you are angry.
4. Don't lose your composure -- appear calm at all times. Be a calm person.
5. Don't expose the class or the individual to frequent, prolonged displays of emotion.
6. Don't punish the entire group for just one (or a small group).
7. Don't shame a student before all the other members of the class. The embarrassment resulting may lose a student or a whole class.
8. Don't assign school work as punishment.
9. Don't label a person, only the attitude.
10. Don't give a bad report of any young person to another person unless Matthew 18 and Galatians 6 is being followed.
11. Don't talk down to your pupils.
12. Don't isolate a child unless you are SURE the good will outdo the bad.
13. Don't use sarcasm or ridicule. This, too, may alienate the class.
14. Don't punish for retribution (don't try to get even with the child).
15. Don't stand with your back to the class for any length of time.
16. Don't make threats unless you intend to carry them out. Often one hears such expressions as "How many times do I have to tell you that?" The mere fact that you do, indicates some short-coming in the method used. Pupils become teacher-deaf. Action is more effective than words. The action should not express violence or hostility.
17. Don't depend on loud methods of discipline -- a yell or a command.
18. Don't physically discipline a child unless absolutely necessary.

TWO MISTAKES IN DISCIPLINE:

First: It is a mistake not to discipline a student when he admits that he was wrong. Proverbs does not say to withhold the rod if the child admits his wrong. To allow this mistake in school is to teach the child that quick confession will always keep him out of trouble. Teaching reproof is necessary, but reproof and the rod of correction give wisdom!

Second: It is a mistake to let the student go his own way and say that we can not do anything until God changes his heart. The Bible does not say that we should pray and adopt a "hands-off" approach to discipline. True, we must pray more than we do now, but we must also reprove and punish. God

uses reproof to the mind and the rod to the senses to reach the heart of the student.

SOME PRINCIPLES IN DISCIPLINE:

1. Teach students from the Bible, that God requires them (and us) to be disciplined. All of life, including our respect for authority, must be related to the Bible.
2. Try to determine whether or not the undisciplined student has received Christ. If he has, try to determine whether or not he has dedicated his life to Christ. These pivotal questions determine the nature of counsel. Disciplinary problems can often be turned into vital experiences with God because the student has the sense of guilt upon his conscience.
3. Pray! We are not wrestling against flesh and blood. Satanic opposition against our students is real. Be careful to pray for all students, not just those with discipline problems. Put the name of each student on a separate card. Use the packet regularly at faculty prayer time, praying for several students each day.
4. Do not respect persons. Children of board members and faculty must not get preferential treatment. Girls and good students must not get away with things for which another student is disciplined.
5. Be frank with parents. A conference with father, mother, student, teacher and principal, if necessary, has impact toward improvement. Define the problem and give specific help toward improvement. Ask the student to think about the problem and report what he has decided to do about it to you the next day. This gives the parents an opportunity to counsel the student and also forces the student to some decision regarding it. Follow up!
6. Be active in discipline. Problems seldom improve when left alone. Teaching discipline is part of our ministry in Christian school teaching.

DISCIPLINE PROBLEMS: HOW DO WE RESPOND?

1. Some ungodly responses to discipline problems (not acceptable at DCS):
 - a. Belittle or berate in front of others. Try to embarrass him into obedience. (Certain forms of discipline.)
 - b. Display a vindictive spirit -- "I'll get even."
 - c. Blow up, strike back in anger. Display your pride.
 - d. Bite behind his back. Tear him down in the eyes of others. "We should get rid of him."
2. Godly responses (requirements for dealing with discipline problem students at DCS):
 - a. Commit yourself anew to helping, serving and loving the problem student.
 - b. Commit yourself to personal work with him.
 - c. Pray consistently for him.
 - d. Let him know you care about him -- that you love him.
 - e. Work directly and discreetly with his parents.
 - f. Ever continue to display "hope" for the future of the student.
 - g. Ask God for a deeper understanding of the student and his problems.
 - h. In cooperation with parents, ask God for wisdom, for a strategy that will work. (He promises to give wisdom to those who ask.)

PRACTICAL HELPS IN DISCIPLINE:

1. Framework for handling disobedience:

The following is suggestive of discipline permitted when students are disobedient. It is well to suit the penalty to the offense, but unusual or "way out" penalties should be avoided.

Misconduct will be handled by the individual teachers within the framework of these disciplinary means, according to the seriousness or persistence of the offense.

Warnings to students regarding their actions, notes to parents which must be signed and returned, phone calls to parents, afternoon detention, dismissal from class, parent-teacher conferences, parent-teacher-principal conferences, parent-principal conferences, suspension (up to five [5] days) by the principal, probation by action of the Executive Committee, expulsion by the Board.

It is apparent that many things which occur during the day require the teacher's appraisal of the situation. It will always be true that everyone will not evaluate everything in exactly the same way. The foregoing framework should result in a better disciplined school, and will result in a more unified approach to discipline. Offenses not listed are up to the discretion of the teacher.

2. Use anecdotal records:

Anecdotal records help define and illustrate problems. Teachers should record significant behavior in brief over a period of time. This information is invaluable in counseling with parents. Records help teachers to be objective in discussing problems.

3. Use Parent Conferences:

Conferences with parents are helpful if done well. Prepare thoroughly by working out a definition of the discipline problem. Study the cumulative folder and include other teachers who have taught the student. Suggest specific ideas for correcting the problem. Nail things down. This is not a general talk.

Get the father in for the conference. Involve the student: Let him hear what you say to his parents. Excuse the student later if you have to tell the parents that they are falling short in their teaching of discipline. Appeal to the parents and to the student for support in solving the problem. Ask for a decision as to whether or not they will cooperate.

Write a letter to the parents after the conference to thank them. Give a survey of the conference, defining the problem again and giving them your recommendation for solution. File the carbon copy of the letter in the student's cumulative records. This record is an important reference if the problem is not solved and more severe measures are needed.

STEPS IN DISCIPLINE WHEN A WRONG ATTITUDE IS DETECTED:

1. Teacher counsels with the student; express your concern about what you see in his life, and pray with him. Give him sound counsel and offer to help him in whatever way you can. Document.
2. Teacher talks to parents, over the phone or in person. Express your concern, offer suggestions and help, solicit their help in the situation. Document.

3. If problem persists, meeting is arranged between the student, parents, teachers who have the student, and the administrator or his assistant. Purposes of the meeting:
 - a. To thoroughly discuss the situation, with input from student, parents, and staff. Gather data from school, home, and personal feelings of student.
 - b. Try to determine what the basic root problem is.
 - c. Determine plan of action:
 - 1) Ways in which teachers will seek to minister to the needs of the student.
 - 2) Steps the parents will take in working with the student.
 - 3) Conditions or expectations placed upon the student, such as probation, regular sessions with counselor, project, church involvement, etc.
4. If the situation continues, building principal meets with parents, students and others he feels are pertinent to the situation. Progress is evaluated and decision made regarding further course of action, or recommendation for expulsion.
5. Recommendation to the Superintendent

STEPS IN DISCIPLINE WHEN A WRONG ACTION IS DETECTED:

1. Teacher:
 - a. Discerns whether infraction is handled by administration (see list) or by teacher.
 - b. If handled by Administration, teacher will take or send student to Office, notifying the Principal the nature of the incident. (Teacher will write a report of the incident and give to Assistant Principal/Principal.)
2. If Teacher handles incident:
 - a. Talk to student to discern type of man, by:
 - 1) Motivations
 - 2) Attitudes
 - 3) Spiritual condition
 - b. If simple -- assign project and punishment (if needed).
 - c. Notify parents.
3. If problem continues: Notify Administration (Administration/Teacher conference). Student may have moved from "simple" to "fool."

VIOLATIONS: (NOTIFY BLDG. ADMINISTRATOR 1st TIME)

(If not on either list and you have a question, see an Administrator.)

Skipping
 Fighting
 Breakage
 Defacing or Destruction of property
 Use of or possession of drugs, alcohol or tobacco
 Stealing
 Swearing

VIOLATIONS: (TEACHER HANDLES 1st time)

<u>Insubordination:</u>	(Teachers to place
(disrespect in	written comments in

conversation and/or
action to teacher
and/or administrator,
and/or staff.)

Student File for
every offense.)

1st time: Teacher/student
conference;
parents
notified.

2nd time: Teacher/student/
parent
conference.

Repeated Offense: Teacher/parent/
student/Administration
conference.
(Refer to Administrator)

THE FOLLOWING ARE ALSO CLASSIFIED AS DISCIPLINARY OFFENSES:

Disrespect (to others, to property); Insolence; Talking without recognition when teacher is speaking; Talking during Chapel or Study time; Writing or passing notes; Throwing objects; Gum chewing; Eating outside the cafeteria area; Use of slang/coarse/inappropriate language; Horseplay in the halls --yelling and whistling, meddling with others' lockers or personal property; Leaving the lunch table messy; Doing homework for another class without permission; and other offenses listed in the Student Handbook.

I. THE PROCESS RESULTING IN RESTORATION

A. Repentance (Matthew 3:8)

1. Verbal initially
2. Demonstrated by change in behavior

The essence of repentance can only be measured over a period of time as the fruit of repentance is demonstrated. We, of course, must rely upon our spirit to determine whether or not someone coming forward is truly repentant for the actions that they have taken. We utilize the consensus principle here; that is, all, administrators and/or board members, must agree before moving on in the discipline process.

B. Restitution

1. Reconciliation/seeking forgiveness - from God, from parents, from school, from pastor, from others. (I John 1:9; Acts 24:16; Matthew 18:15-17; Proverbs 17:9, Matthew 5:23-24)
2. Forgiveness granted by parents, school and others. (Matthew 6:14-15; 18:15-17; Mark 11:25; Luke 17:3-10, Ephesians 4:32; Colossians 3:13)
3. Correcting, where required, the damages done as a result of the offense (dollars, repair,

service, other).

C. Rebuilding

In the Rebuilding Process, the support structure should include some, and sometimes all, of the following: parents, grandparents, the local church (Pastoral staff), school personnel and counselors.

1. Determine the root or core problem.
2. Based upon the severity of the root problem, determine where the student can be best ministered to (same Christian school, another Christian school, home schooling - either short or long term, in house counseling center).
3. Develop a plan to help students rebuild their lives. Make certain that the support system mentioned above is involved for accountability. Set a time table for review and evaluation. (Heb. 3:13)
4. Execute the plan developed above with the student, parents, pastor and school signing the commitment. (Ecc. 5:5)

D. Restoration (Galations 6:12) Obviously the whole purpose of discipline is to bring about restoration in the life of the person being disciplined. When the process has been completed in the three steps above and the fruit of repentance is evident, a student has been fully restored.

E. Other Principles/Guidelines

1. Always try to ask ourselves the question, "What would Jesus say and do in dealing with students, parents, and staff members?" (II Cor. 10:5; Phil. 2:13)
2. If no repentance, then expulsion may be best for the student's good. (I Cor. 5:5)
3. In determining whether or not repentance has occurred, no decision for action (consequences) is taken without unity (consensus of the administration and board or whoever is directed with that responsibility).
4. God is a forgiving God (I John 1:9, and yet for our good, there are times when discipline is right and healthy. (Heb. 12:9-11)
5. Values that appear to be in conflict - standards of holiness, interests of the child and family, and interests of school - will not be in conflict when we have the mind of God.
6. The universal principle of sowing and reaping in Galations 6:7-8 even God Himself cannot deny. When we sow sinful seeds, we will reap the dividends even though God has instantly forgiven us when the sin is confessed.
7. Harsh discipline may curtail undesirable behavior (or it may simply keep it concealed), but it will not create a zeal for righteousness. That can only happen when hearts are changed.
8. God corrects us out of love that is unconditional (Prov. 2:12; Heb. 12:6). In patterning our discipline after our Heavenly Father, we must not fail to communicate to the student that we genuinely love him, care for him and desire God's best for his life.
9. God corrects us to produce holiness in our lives. (Heb. 12:10) God disciplines His sons to bring them into conformity to His Biblical standard with respect to their entire life style.
10. Scripture instructs that mercy triumphs over judgment. It is better to err on side of mercy than judgment. (James 2:13)
11. Consequences are often different for each of the following:
 - First time offense

- When confessed
- When caught
- When repentant
- When unrepentant
- When lying or covering up

THREATS/WEAPONS POLICY

Dayton Christian School System has the following policy involving threats, (verbal, graphic, digital or written), and possession of a weapon, explosive, or dangerous substance on school property or at a school function. Our school's first responsibility is the protection of all of its students. Therefore, if a student brings a weapon to school, or to a school function, or has a weapon in his/her possession, the school will suspend the student pending a hearing to determine the student's continued enrollment. Parents are advised that the school will contact the local police or appropriate authorities, and will note in the student's permanent record that he/she was suspended for possession of a weapon on school premises or at a school function. Possession includes, but is not limited to, having a weapon in a locker, book bag, purse or vehicle.

If the school determines that a threat of violence is credible or specific, the administration will report the threat to the student and/or staff member threatened. The school will also report the threat to the student's parents and appropriate authorities. Students making such threats will be suspended. For purposes of this policy, credible means a reasonable belief or suspicion, determined at the sole discretion of school administration, that the threat was or might be genuine or that the student was or might be capable of carrying out the threat. The student's permanent record will reflect the suspension for making a threat of violence.

In those circumstances in which the school determines that the threat is likely not credible, the school will suspend the student pending a parent meeting. These include all cases in which the student was "just joking." (Eph. 5:4) The administration will notify the threatened parties and their parents, even when threat is not deemed credible.

Micah 6:8 "What the Lord requires of us is to do justly, to love mercy and to walk humbly with Him." Even though we practice mercy in dealing with discipline situations, when it comes to weapons and threats, we act justly, thus having *zero tolerance with students in this area.

We urge parents to pray daily that God will build a hedge of protection around each of our families, students and staff, and that no evil influence of any kind can get through to hinder His work in the lives of these wonderful young people.

*Our zero tolerance is in line with Ohio Revised Code RC2923.122 and RC2923.12.

THREATS, ACTS OF INTIMIDATION, HARRASSMENT OR SEXUAL HARSSMENT

If a student has been threatened, intimidated, harassed, or sexually harassed the student should immediately contact the teacher or school principal who will immediately initiate action concerning the threat. The accused student will immediately be removed pending investigation of the incident

SECTION 700

MISCELLANEOUS PROCEDURES AND INFORMATION

HUMAN RESOURCES PROCEDURES AND OTHER INFORMATION

Contained in the LMI Employee Manual.

BUS TRANSPORTATION PROCEDURES

1. Transportation office - Maintain the busses, hires and train drivers and approve the requests and assign equipment and drivers.
2. Requester - Complete the request form for group bus transportation and submit to the transportation office two weeks in advance of trip. Identify the adult leader who will be riding on the bus and responsible for assisting with discipline, location, route and schedule. Must be approved by building principal.
3. Transportation Manager - Schedule equipment and driver. Communicate a “go” or “no-go” at least one week in advance to the trip leader except in cases of the unavoidable such as equipment failure or driver unavailable.
4. Trip Leader - Must adhere to the “return-to-school” departure time set by the driver. This is necessary to maintain schedule of #1 priority when equipment and or drivers are assigned to scheduled routes.
5. Bus Driver - Responsible for the safety of the passengers, knowing the route and being at the scheduled pick-up and drop-off points five (5) minutes ahead of planned departures.

Knowing that we already have scheduled trips as part of our school calendar, buses for these trips should be scheduled early in the school year, i.e. 8th Grade Retreat, DCHS Retreat, Ohio Caverns, COSI, etc.

Teachers planning field trips for this year that involves the usage of DC transportation should be reminded to plan ahead. Failure to do so could cause a trip cancellation.

Athletic Directors should be looking at their games/scrimmage schedules and put together their requests for bus transportation. These have a way of creeping up on us at the last minute.

We want to do all we can to provide transportation that will complement the total education of our students. Adhering to the process and following the procedures will enable us to meet your need and those who serve you in our Transportation Department.

If there are any questions, please call the Transportation Manager.

REQUISITION FOR PURCHASE ORDERS

A Requisition form is used as a means of authorizing expenditures from the budget. All requisitions for purchases must include the name and address of supplier and the approval of the individual with signature rights for the account prior to being ordered. Capital expenditures must also have the approval of the

Superintendent. It is the responsibility of the individual with signature rights to make sure there are sufficient funds left in the budget. Care should be taken in securing the best possible price. Forward all signed and dated packing slips to the secretary so they can be attached to the invoices for submission of payment to the Finance Office.

PAYMENT REQUESTS

Each request for payment must have the approval of the individual having signature rights for the account to be charged prior to being submitted to the Finance Office. Our goal is that all payment requests received by Tuesday will be paid by Friday of the following week. This is because checks are written once a week, so PLEASE PLAN AHEAD. Payment requests must have proper documentation attached (receipts, invoice, mileage form, etc.).

MAINTENANCE WORK ORDER PROCEDURE

Staff members at each campus should submit work orders to their building principal who will designate the priority of that work order. The building principal will then submit the work order to the Maintenance Department.

Please communicate your maintenance needs via work orders. A WRITTEN COMMUNICATION of a repair or cleaning need is required for proper planning as well as accountability with respect to maintenance time and personnel.

TECHNOLOGY WORK ORDER PROCEDURE

If you have repair or training needs (other than media center equipment), submit a TWR (Technology Work Request). The TWR is accessed online by typing \Intranet in Internet Explorer. Look for **Service Requests**. If the work cannot be completed by the BTC (Building Technology Coordinator), then your BTC will escalate the issue to the IT Office. Your issue will be worked on during the block of time that is reserved for your campus – sooner if possible. The IT Office will assign a tracking number(s) to your issue. You should reference this number in any/all subsequent dialogues regarding this issue. Please do not submit another TWR for the same issue!

TEACHER DUTIES

Teachers are expected to do duties outside the classroom such as monitoring lunch, crosswalks, etc. Part time teachers are expected to do a proportionate amount of duties.

AUXILIARY FUNDS

DCSS strictly adheres to procedures and guidelines established by the State of Ohio and the local school districts in which the campus resides. Teachers must follow procedures established by the Assistant to the Superintendent. School principals, under the guidance of the Assistant to the Superintendent, are the point of contact for their school on current procedures.

EMERGENCY RESPONSE PLANS

Each teacher/staff person is responsible to know their duties and procedures required to implement any DCSS emergency plan.

GIVING A GOOD REPORT

Each employee is asked to commit themselves to giving only a good report in reference to anyone within the Body of Christ, specifically those associated with Dayton Christian School System. Each employee will sign the form as an indication of their commitment to this Biblical mandate. (See Matthew 18:15-17; Gal. 6:1; II Thess. 3:14-15)

The Principle of Matthew 18 -- that of giving a good report or listening only to a good report, includes, but is not limited to the following:

1. Parent to an administrator or administrator to a parent in reference to a teacher.
2. Teacher to a teacher in reference to an administrator, a student, a parent or another teacher.
3. Student to a teacher or administrator in reference to another student (tattle-tale).
4. Teacher to a parent in reference to another teacher, administrator, another parent or student.
5. All reference or evaluation forms in relationship to students without first sharing with student themselves.
6. Other relationships not mentioned above.
7. Teacher to administration in reference to another teacher or student or parent.

In fulfilling this principle, care will need to be taken in discussing students in faculty meetings, remarks placed in permanent record files and the human desire to listen to other students informing you of someone else's mistakes. The only exception is when you are dealing with a non-Christian, in that a non-Christian might not understand since the Scriptures have not been revealed to them. Matthew 18:15-17 and Galatians 6:1 deal with fellow Christians.

Language to be used when following Matthew 18 could be as follows:

- a. "I always want to be able to give a good report about you. Would you please explain 'give concern'?"
- b. "Have you talked to the individual involved? I've committed myself to giving and listening to only good reports unless I've been asked to go as a witness according to Matthew 18. If, after you've met with the party involved, you want me to go as a witness, I would be glad to."

The administrator is normally the best individual to be used as a witness. Each teacher is asked to keep a "G R E A T" card on their desk in view of all who come into their room, as a reminder to all, of the commitment of the teacher to this principle.

GOOD REPORTS EDIFY AND TESTIFY

Matthew 18:15

Moreover if thy brother shall trespass against thee, go and tell him his fault between thee and him alone: if he shall hear thee, thou has gained thy brother.

But if he will not hear thee, then take with thee one or two more, that in the mouth of two or three witnesses every word may be established.

PRAYER MINISTRIES OF DAYTON CHRISTIAN SCHOOL SYSTEM

"Trust in the Lord with all thine heart; and lean not unto thine own understanding. In all thy ways acknowledge Him and He shall direct thy paths." Proverbs 3:5 and 6

The responsibilities associated with the operation of Dayton Christian School System are many and diverse. To insure that our efforts are compatible with the will of God, and to gain maximum results from the effort we put into our work, we stand firmly upon God's promise from Proverbs 3:5 and 6. The means by which we acknowledge God and His Presence here in this ministry is through Prayer.

1. To testify to our dependence upon Christ and display our desire that He come first in all areas of the ministry, "PRAYER STOPS" regularly. At this time we stop all that we are doing and direct our attention to the Lord Jesus Christ. This is intended to remind all the staff, faculty and students that we should at all times be in an attitude of prayer, and that it should never be an interruption to our schedule, but a welcome opportunity to exalt Christ.
2. To encourage fellowship and unity within the DCS family, Family Prayer Meetings are scheduled to pray for the needs of the school and the body.
3. Each Teacher is expected to take a Day Alone. If teachers desire a second Day Alone, it will be counted as a sick day. Teachers must schedule their day through the building principal and submit their plans for the day for approval.
4. Prayer emphasis for the students are planned each year for each school. Principals of each building will schedule and work with the teachers in carrying out this assignment.

DAY ALONE WITH GOD

Matthew 6:6 "...thy Father which seethe in secret shall reward thee openly."

1. Purpose: to increase our knowledge and understanding of our God. "God's acquaintance is not made hurriedly. He does not bestow His gifts on the casual or hasty comer and goer. To be much alone with God is the secret of knowing Him and of influence with Him." E.M. Bounds
2. Place: In taking time alone with God, you might consider going to your local church to a room that is not used or outside in a wooded area or outdoor spot where you can feel a closeness to the Lord. You might want to use some secluded area in the school. It is important that you find a place where you will not be interrupted so that you can devote your total energies to communicating with God.
3. Resources: Take a Bible, hymnal or songbook, your favorite devotional book, a prayer list (Personal Christian Development Notebook), and a pencil or pen. Additional materials may be necessary as you plan for your time alone with God.
4. Use of Time: Variety is important during your time of prayer and your time alone with the Lord.

Some of the following might be appropriate for you to use as the Spirit of God leads. These are not necessarily in order of priority or importance and certainly not all would be accomplished in any given protracted time.

- A. Take a walk with God in the woods - don't talk -listen.
 - B. Read your favorite epistle aloud (such as I John).
 - C. Read from a Christian biography or some good devotional materials.
 - D. Pray through a Psalm (read a verse or two, pray about it, then go on).
 - E. Memorize a portion of Scripture, then meditate by personalizing it and visualizing it.
 - F. Pray a prayer of praise to God by giving back to Him, His own Word.
 - G. Listen to a tape relating to a special need in your life.
 - H. Talk to the Lord about your priorities --pray especially for each member of your family.
 - I. Study a portion of Scripture, write down the thought that impresses you and why and apply it to your own life.
 - J. Pray for each student, especially for special needs you are aware of.
 - K. Take a hymnbook or a songbook and "make a joyful noise" (sing Scripture).
 - L. Some time should be spent in prayer, evaluation and just thinking about Him and what His priorities are in your walk with Him, your family and your ministry.
 - M. Look through the books of your Bible and reflect on the verses you have underlined.
 - N. Think about eternal things -- review your reasons for living -- His Lordship in your life.
 - O. Evaluate your relationship with others to make certain that your conscience is clear and there is no barrier existing between you and other Christians.
 - P. Isolate some stress points in your life and give them to God. You might want to write them down and then present them to the Lord. Attempt to stay away from focusing on your ministry. Use this time to focus on your worship, your communication with God, your relationship with God and your family. Note: it might be well to take another day or portion of a day to focus on your ministry.
 - Q. Review your life goals and those of your family. Take time to set new goals, not just maintenance goals, but creative new goals for your future. Spend the time as a spiritual tuning day, possibly seeking to rid yourself of your coldness and improving your relationship with Him and others.
5. Summary: "Your daily quiet time is more effective as you pray day by day, some of the things the Lord speaks to your heart about in protracted or long times of prayer. The quiet time in turn is the foundation for 'praying without ceasing' -- going through the day in communion with God." -- from "How to Spend the Day in Prayer" by Lorne C.Sanny
6. Fill out Summary Form and turn it into the building principal the day after your Day Alone.

SCHOOL COLORS

The following are the OFFICIAL SCHOOL COLORS. Gold is to be the primary color in that it should appear in every uniform, etc. Please share with your students the meaning behind our color selection.

DAYTON CHRISTIAN HIGH SCHOOL COLORS:

Purple: Purple is a school color because it has long been a symbol of royalty. This is not to be construed as pride or self-exaltation but instead it is to signify our exalted "Royal" position with Jesus Christ. We all need to be reminded of our position in Christ, and that we should reflect

that relationship as we represent Him!
"Seek those things which are above"

White: Dayton Christian has adopted white as a color because it signifies moral, spiritual and physical purity. We feel our students need to remember their separation from things of the world which could corrupt their outlook, performance and testimony. Hence, white is a focal point to remind us of purity and righteousness as we compete.
"What would Jesus do?"

Gold: We are constantly striving for success! We at Dayton Christian are to strive for eternal rewards, not temporal. Gold is a school color because it reminds us that we are to gain eternal victories. We want to achieve that which will last!
"When he is tried, he shall come forth as gold"

XENIA CHRISTIAN HIGH SCHOOL COLORS:

Blue: Blue is the school color that reminds us of the heavens. We are temporary citizens of our planet and of our country, but eternal citizens of heaven.
"But our citizenship is in heaven. And we eagerly await a Savior from there, the Lord Jesus Christ." Phil. 3:20

White: White signifies moral, spiritual and physical purity. We feel that our students need to remember their separation from things of the world which could corrupt their out-look, performance and testimony. Hence, white is a focal point to remind us of purity and righteousness as we compete.
"What would Jesus do?"

Gold: We are constantly striving for success! We are to strive for eternal rewards, not temporal. Gold is a school color because it reminds us that we are to gain eternal victories. We want to achieve that which will last!
"When he is tried, he shall come forth as gold"