

# Effingham

## CHRISTIAN SCHOOL



*Parent-Student Handbook*

*(Updated 07/28/2008)*

**TABLE OF CONTENTS**

<b>EFFINGHAM CHRISTIAN SCHOOL GOALS</b> .....	<b>3</b>
<b>ECS STATEMENT OF FAITH</b> .....	<b>4</b>
<b>THE ECS VISION</b> .....	<b>7</b>
<b>EDUCATIONAL PHILOSOPHY OF ECS</b> .....	<b>8</b>
<b>WHAT DO WE MEAN BY CLASSICAL?</b> .....	<b>9</b>
<b>LOST TOOLS OF LEARNING CHART</b> .....	<b>10</b>
<b>HISTORY &amp; GOVERNANCE OF ECS</b> .....	<b>11</b>
<b>PARENT INVOLVEMENT IN ECS</b> .....	<b>12</b>
<b>ADMISSIONS</b> .....	<b>13</b>
<b>STUDENT HEALTH</b> .....	<b>13</b>
<b>CURRICULUM GOALS</b> .....	<b>14</b>
<b>SUBJECT LISTING BY GRADE</b> .....	<b>19</b>
<b>ENTRANCE REQUIREMENTS FOR PRE-K AND KINDERGARTEN</b> .....	<b>20</b>
<b>GRADING</b> .....	<b>21</b>
<b>PROMOTION POLICY</b> .....	<b>22</b>
<b>ENTRANCE EXAMS</b> .....	<b>23</b>
<b>LATIN AT ECS</b> .....	<b>23</b>
<b>HOMEWORK PHILOSOPHY AND GUIDELINES</b> .....	<b>24</b>
<b>HONORS &amp; AWARDS</b> .....	<b>25</b>
<b>SCHOOL RULES</b> .....	<b>26</b>
<b>STUDENT CONDUCT EXPECTATIONS AND EXPLANATIONS</b> .....	<b>26</b>
<b>DISCIPLINE POLICY</b> .....	<b>28</b>
<b>GUIDELINES FOR COMMUNICATION AND COMPLAINTS</b> .....	<b>30</b>
<b>SCHOOL CLOTHES AND UNIFORM POLICY</b> .....	<b>31</b>
<b>TEXTBOOKS</b> .....	<b>33</b>
<b>LEARNING DISABILITIES POLICY</b> .....	<b>33</b>
<b>TUITION POLICY</b> .....	<b>34</b>
<b>TUITION COLLECTION</b> .....	<b>34</b>
<b>ATTENDANCE REQUIREMENTS</b> .....	<b>35</b>
<b>STUDENT ARRIVAL AND DISMISSAL GUIDELINES</b> .....	<b>36</b>
<b>BEFORECARE</b> .....	<b>36</b>
<b>AFTERCARE</b> .....	<b>36</b>
<b>SCHOOL VISITORS (PARENTS INCLUDED)</b> .....	<b>36</b>
<b>LUNCHESS &amp; SNACKS</b> .....	<b>37</b>
<b>LOST AND FOUND</b> .....	<b>37</b>
<b>INCLEMENT WEATHER SCHEDULE</b> .....	<b>37</b>
<b>A.C.C.S.</b> .....	<b>38</b>

## ECS GOALS

*"A Classical and Christ-centered Education"*

### CHRIST-CENTERED

*In all its levels, programs, and teaching, ECS seeks to:*

- I. Teach all subjects as parts of an integrated whole with the Scriptures at the center (II Timothy 3:16-17);*
- II. Provide a clear model of the Biblical Christian life through our staff and board (Matthew 22:37-40);*
- III. Encourage every student to begin and develop his relationship with God the Father through Jesus Christ (Matthew 28:18-20, Matthew 19:13-15)*

### CLASSICAL

*In all its levels, programs, and teaching, ECS seeks to:*

- I. Emphasize grammar, logic, and rhetoric in all subjects (see definitions below):*

*Definitions:*

- I. Grammar: The fundamental rules of each subject.*
- II. Logic: The ordered relationship of particulars in each subject.*
- III. Rhetoric: How the grammar and logic of each subject may be clearly expressed.*

- II. Encourage every student to develop a love for learning and live up to his academic potential;*

- III. Provide an orderly atmosphere conducive to the attainment of the above goals.*

## ECS STATEMENT OF FAITH

This is a statement of the primary doctrines ECS embraces and teaches.

- WE BELIEVE** - in one God, and that He exists in three persons; Father, Son, and Holy Spirit.  
(Matthew 28:19) *"Go therefore and make disciples of all the nations, baptizing them in the name of the Father and the Son and the Holy Spirit,*  
(2 Corinthians 13:14) *The grace of the Lord Jesus Christ, and the love of God, and the fellowship of the Holy Spirit, be with you all.*  
(John 14:11) *"Believe Me that I am in the Father and the Father is in Me; otherwise believe because of the works themselves. (16) "I will ask the Father, and He will give you another Helper, that He may be with you forever; (23) Jesus answered and said to him, "If anyone loves Me, he will keep My word; and My Father will love him, and We will come to him and make Our abode with him. (26) "But the Helper, the Holy Spirit, whom the Father will send in My name, He will teach you all things, and bring to your remembrance all that I said to you.*  
(1 Corinthians 8:6) *yet for us there is but one God, the Father, from whom are all things and we exist for Him; and one Lord, Jesus Christ, by whom are all things, and we exist through Him.*  
(John 1:1) *In the beginning was the Word, and the Word was with God, and the Word was God.*  
(John 1:14) *And the Word became flesh, and dwelt among us, and we saw His glory, glory as of the only begotten from the Father, full of grace and truth.*  
(John 15:26) *"When the Helper comes, whom I will send to you from the Father, that is the Spirit of truth who proceeds from the Father, He will testify about Me,*  
(Galatians 4:6) *Because you are sons, God has sent forth the Spirit of His Son into our hearts, crying, "Abba! Father!"*
- WE BELIEVE** - that all people are sinful and have fallen short of God's glory. Because all are sinful, none have the ability to rescue themselves from their sinful condition.  
(Psalms 51:5) *Behold, I was brought forth in iniquity, And in sin my mother conceived me.*  
(Romans 3:10) *as it is written, "THERE IS NONE RIGHTEOUS, NOT EVEN ONE;*  
(Romans 3:23) *for all have sinned and fall short of the glory of God,*  
(Matthew 19:25-26) *When the disciples heard this, they were very astonished and said, "Then who can be saved?" {26} And looking at them Jesus said to them, "With people this is impossible, but with God all things are possible."*
- WE BELIEVE** - Jesus is God the Son, sent by God the Father into the world as Savior, and that sinful people are saved by the grace of God alone, through faith alone, in Jesus alone. Salvation is a gift of God, not a human work. Because faith is a gift, no one can claim credit for assisting God in their salvation.  
(Ephesians 2:8-9) *For by grace you have been saved through faith; and that not of yourselves, it is the gift of God; {9} not as a result of works, so that no one may boast.*  
(Titus 3:4-7) *But when the kindness of God our Savior and His love for mankind appeared, {5} He saved us, not on the basis of deeds which we have done in righteousness, but according to His mercy, by the washing of regeneration and renewing by the Holy Spirit, {6} whom He poured out upon us richly through Jesus Christ our Savior, {7} so that being justified by His grace we would be made heirs according to the hope of eternal life.*  
(John 14:6) *Jesus said to him, "I am the way, and the truth, and the life; no one comes to the Father but through Me.*
- WE BELIEVE** - that God the Father chose those whom He would save before He created the world. Those whom He chose, He predestined/pre-determined to be adopted, as children, into His family. Ultimately, His children will receive a glorified body and Heaven as their home.  
(Romans 8:28-39) *And we know that God causes all things to work together for good to those who love God, to those who are called according to His purpose. {29} For those whom He foreknew, He also predestined to become conformed to the image of His Son, so that He would be the firstborn among many brethren; {30} and these whom He predestined, He also called; and these whom He called, He also justified; and these whom He justified, He also glorified. {31} What then shall we say to these things? If God is for us, who is against us? {32} He who did not spare His own Son, but delivered Him over for us all, how will He not also with Him freely give us all things? {33} Who will bring a charge against God's elect? God is the one who justifies; {34} who is the one who condemns? Christ Jesus is*

He who died, yes, rather who was raised, who is at the right hand of God, who also intercedes for us. {35} Who will separate us from the love of Christ? Will tribulation, or distress, or persecution, or famine, or nakedness, or peril, or sword? {36} Just as it is written, "FOR YOUR SAKE WE ARE BEING PUT TO DEATH ALL DAY LONG; WE WERE CONSIDERED AS SHEEP TO BE SLAUGHTERED." {37} But in all these things we overwhelmingly conquer through Him who loved us. {38} For I am convinced that neither death, nor life, nor angels, nor principalities, nor things present, nor things to come, nor powers, {39} nor height, nor depth, nor any other created thing, will be able to separate us from the love of God, which is in Christ Jesus our Lord.

(2 Thessalonians 2:13) But we should always give thanks to God for you, brethren beloved by the Lord, because God has chosen you from the beginning for salvation through sanctification by the Spirit and faith in the truth. (Ephesians 1:3-6) Blessed be the God and Father of our Lord Jesus Christ, who has blessed us with every spiritual blessing in the heavenly places in Christ, {4} just as He chose us in Him before the foundation of the world, that we would be holy and blameless before Him. In love {5} He predestined us to adoption as sons through Jesus Christ to Himself, according to the kind intention of His will, {6} to the praise of the glory of His grace, which He freely bestowed on us in the Beloved.

5. **WE BELIEVE** - that God's saved people will be preserved forever by Him and that not one of them will be lost.

(John 10:28-29) and I give eternal life to them, and they will never perish; and no one will snatch them out of My hand. {29} "My Father, who has given them to Me, is greater than all; and no one is able to snatch them out of the Father's hand.

(Philippians 1:6) For I am confident of this very thing, that He who began a good work in you will perfect it until the day of Christ Jesus.

6. **WE BELIEVE** - that God's saved people will persevere in belief and in obedience to Jesus' commands, Him being the absolute Lord of their lives.

(1 John 2:19) They went out from us, but they were not really of us; for if they had been of us, they would have remained with us; but they went out, so that it would be shown that they all are not of us.

(1 John 5:11-13) And the testimony is this, that God has given us eternal life, and this life is in His Son. {12} He who has the Son has the life; he who does not have the Son of God does not have the life. {13} These things I have written to you who believe in the name of the Son of God, so that you may know that you have eternal life.

(Matthew 7:16-17) "You will know them by their fruits. Grapes are not gathered from thorn bushes nor figs from thistles, are they? {17} "So every good tree bears good fruit, but the bad tree bears bad fruit.

7. **WE BELIEVE** - the scriptures of the Old and New Testaments to be the very Word of God, written by God Himself, using holy men as instruments. There are no errors in the Word of God, therefore it is the standard by which God's people are to govern their lives and form their beliefs.

(Luke 24:27) Then beginning with Moses and with all the prophets, He explained to them the things concerning Himself in all the Scriptures.

(Luke 24:44) Now He said to them, "These are My words which I spoke to you while I was still with you, that all things which are written about Me in the Law of Moses and the Prophets and the Psalms must be fulfilled."

(2 Peter 1:19-21) So we have the prophetic word made more sure, to which you do well to pay attention as to a lamp shining in a dark place, until the day dawns and the morning star arises in your hearts. {20} But know this first of all, that no prophecy of Scripture is a matter of one's own interpretation, {21} for no prophecy was ever made by an act of human will, but men moved by the Holy Spirit spoke from God.

(Ephesians 2:20) having been built on the foundation of the apostles and prophets, Christ Jesus Himself being the corner stone,

(2 Timothy 3:16-17) All Scripture is inspired by God and profitable for teaching, for reproof, for correction, for training in righteousness; {17} so that the man of God may be adequate, equipped for every good work.

8. **WE BELIEVE** - all people who have ever lived will stand before Jesus. Those who are saved will be given a glorified body and will dwell with Him in Heaven forever. Those who are not saved will be judged for their unbelief and disobedience and will be consigned to everlasting punishment in the lake of fire.

(Acts 24:15) having a hope in God, which these men cherish themselves, that there shall certainly be a resurrection of both the righteous and the wicked.

(John 5:22) "For not even the Father judges anyone, but He has given all judgment to the Son,

(John 5:27-29) and He gave Him authority to execute judgment, because He is the Son of Man. {28} "Do not marvel at this; for an hour is coming, in which all who are in the tombs will hear His voice, {29} and will come forth; those who did the good deeds to a resurrection of life, those who committed the evil deeds to a resurrection of judgment.

(Matthew 13:40-43) "So just as the tares are gathered up and burned with fire, so shall it be at the end of the age. {41} "The Son of Man will send forth His angels, and they will gather out of His kingdom all stumbling blocks, and those who commit lawlessness, {42} and will throw them into the furnace of fire; in that place there will be weeping and gnashing of teeth. {43} "Then THE RIGHTEOUS WILL SHINE FORTH AS THE SUN in the kingdom of their Father. He who has ears, let him hear.

(Matthew 25:41-46) "Then He will also say to those on His left, 'Depart from Me, accursed ones, into the eternal fire which has been prepared for the devil and his angels; {42} for I was hungry, and you gave Me nothing to eat; I was thirsty, and you gave Me nothing to drink; {43} I was a stranger, and you did not invite Me in; naked, and you did not clothe Me; sick, and in prison, and you did not visit Me.' {44} "Then they themselves also will answer, 'Lord, when did we see You hungry, or thirsty, or a stranger, or naked, or sick, or in prison, and did not take care of You?' {45} "Then He will answer them, 'Truly I say to you, to the extent that you did not do it to one of the least of these, you did not do it to Me.' {46} "These will go away into eternal punishment, but the righteous into eternal life."

(Revelation 2:11) 'He who has an ear, let him hear what the Spirit says to the churches. He who overcomes will not be hurt by the second death.'

(Revelation 20:14) Then death and Hades were thrown into the lake of fire. This is the second death, the lake of fire.

(Revelation 21:8) "But for the cowardly and unbelieving and abominable and murderers and immoral persons and sorcerers and idolaters and all liars, their part will be in the lake that burns with fire and brimstone, which is the second death."

9. **WE BELIEVE** - that the church is under the command of Jesus to fulfill the "Great Commission." In obeying this command we are to lovingly share the gospel with all people, calling on them to turn from their sin and believe on Jesus as Savior and Lord.

(Matthew 28:18-20) And Jesus came up and spoke to them, saying, "All authority has been given to Me in heaven and on earth. {19} "Go therefore and make disciples of all the nations, baptizing them in the name of the Father and the Son and the Holy Spirit, {20} teaching them to observe all that I commanded you; and lo, I am with you always, even to the end of the age."

(Matthew 4:19) And He said to them, "Follow Me, and I will make you fishers of men."

(Matthew 12:30) "He who is not with Me is against Me; and he who does not gather with Me scatters.

(Acts 1:8) but you will receive power when the Holy Spirit has come upon you; and you shall be My witnesses both in Jerusalem, and in all Judea and Samaria, and even to the remotest part of the earth."

(Acts 8:1) Saul was in hearty agreement with putting him to death. And on that day a great persecution began against the church in Jerusalem, and they were all scattered throughout the regions of Judea and Samaria, except the apostles.

(4) Therefore, those who had been scattered went about preaching the word.

10. **WE BELIEVE** - baptism and the Lord's Supper are holy ordinances. The Church is commanded by Jesus to faithfully observe them as a means of expressing the mystery and beauty of salvation and of remembering the suffering Jesus endured in order to save His people.

(Matthew 28:19) "Go therefore and make disciples of all the nations, baptizing them in the name of the Father and the Son and the Holy Spirit,

(Acts 22:16) 'Now why do you delay? Get up and be baptized, and wash away your sins, calling on His name.'

(Matthew 26:26-28) While they were eating, Jesus took some bread, and after a blessing, He broke it and gave it to the disciples, and said, "Take, eat; this is My body." {27} And when He had taken a cup and given thanks, He gave it to them, saying, "Drink from it, all of you; {28} for this is My blood of the covenant, which is poured out for many for forgiveness of sins.

(1 Corinthians 11:23-26) For I received from the Lord that which I also delivered to you, that the Lord Jesus in the night in which He was betrayed took bread; {24} and when He had given thanks, He broke it and said, "This is My body, which is for you; do this in remembrance of Me." {25} In the same way He took the cup also after supper, saying, "This cup is the new covenant in My blood; do this, as often as you drink it, in remembrance of Me." {26} For as often as you eat this bread and drink the cup, you proclaim the Lord's death until He comes.

## THE EFFINGHAM CHRISTIAN SCHOOL VISION

### Students

We aim to graduate young men and women who think clearly and listen carefully with discernment and understanding, who reason persuasively and speak precisely, who are capable of evaluating their entire life experience in the light of the Scriptures, and who do so with humility and eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from Biblical, and to be unswayed toward evil by the former. We aim to find them well prepared in all situations, possessing both knowledge and the wisdom of how to apply it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning, desiring to grow in understanding toward godly wisdom, fully realizing the limitations and foolishness of the wisdom of this world. We desire they have a heart for the lost and the courage to seek to dissuade those who are stumbling toward destruction; they distinguish real religion from religion in form only and possess the former, knowing and loving the Lord Jesus Christ. Our main goal is to encourage students to be grateful in all things, worshipers of God, and to see students fulfilling man's greatest purpose, to glorify God and enjoy Him forever.

### Staff

We aim to cultivate these same qualities in our staff and to see them make a career at Effingham Christian School. We desire them to be professional and diligent in their work, gifted in teaching and loving their students and their subjects. We desire they clearly understand classical education, possessing the skills to carry out its methodology in the classroom and understanding how their work contributes to the approach as a whole. We desire that they possess a lifelong hunger to learn and grow, and that they have opportunity to be refreshed and renewed through continual training and peer fellowship. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We aim to maintain a teaching and administration staff that models a Christ-like behavior for students as they themselves continue to mature in Christ and grow in the knowledge of God.

### Parents

We aim to cultivate in our parents a strong sense of responsibility for the school, praying fervently, volunteering when needed, and well informed about the vision and goals of our classical and Christ-centered approach to education. We desire them to grow with the school, to be excited about and involved in their child's education. We aim to help them follow Biblical principles in addressing concerns.

### Community

We aim to have an ever increasing; overall impact for the kingdom of Christ and ultimately for the glory of God. We seek to accomplish this by:

- Being above reproach in our business dealings and supportive of the local business community.
- Exemplifying the unity of the body of Christ, to develop greater fellowship and understanding among churches.
- Working hard at serving the needs of our community.
- Modeling Christ-like attitudes and actions among our students and staff.
- Building a heritage of educational excellence.

*“And these words which I command you today shall be in your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up.” Deuteronomy 6:6,7*

## EDUCATIONAL PHILOSOPHY OF EFFINGHAM CHRISTIAN SCHOOL

Although most Christian schools would agree on certain fundamentals, it is imperative that parents scrutinize the foundational beliefs of any school in which they may enroll their child(ren). Therefore, below are the most important philosophical elements that we at ECS believe distinguish our approach to education.

1. We believe that the Bible clearly instructs parents, not the Church or State, to bring children up in the discipline and instruction of the Lord. The Church's commission is essentially to spread the Gospel and train believers (Matt.28:18-20). The State has been directed to enforce God's laws and protect the innocent (Romans 13). The Church is given the responsibility to train families and the State has been given the responsibility to protect families. Therefore, ECS, as a ministry of Ephesus Church, does not seek to function above parental authority, or to assume any parental responsibility given by God, but rather with a delegated parental authority (*in loco parentis* - in Latin this means "in place of the parents") to support parents in their responsibility to teach children a God centered world-life view. We seek to teach and discipline in a manner consistent with the Bible and a Godly home environment. This goal can only be fulfilled through supporting parents who are already dedicated to similar goals in their home.
2. We believe that God's character is revealed not only in His Word but also in every facet of the creation. Therefore, we teach that all knowledge is interrelated (integrated) and can instruct us about God Himself.
3. God commands us to love Him with our minds, as well as with our hearts, souls, and strength (Matt. 22:37). Therefore, we seek to individually challenge children at all levels and teach them how to learn, by using the centuries-old, proven classical method (see following explanation), incorporating instruction in Latin.
4. We want to help parents teach their children that all they do should be done "heartily, as unto the Lord." Therefore, we seek to encourage quality academic work and maintain high standards of conduct. This necessarily includes Biblical discipline principles.
5. Our long-range goal is to have a full K-12 program because we believe that as long as a child is under the parents' authority and undergoing formal education, he should be trained Biblically (Deut. 6:6,7; Prov. 22:6).

Above all, parents can be confident that their student, at every stage of his development in school, will be loved with Christ's love in Effingham Christian School.

## WHAT DO WE MEAN BY CLASSICAL?

In the 1940's the British author, Dorothy Sayers, wrote an essay entitled “The Lost Tools of Learning.” In it she calls for a return to the application of the seven liberal arts of ancient education, the first three being the “Trivium” - grammar, logic, rhetoric. Miss Sayers also combines the three stages of children’s development to the Trivium. Specifically, she matches what she calls the “Poll-parrot” stage with grammar, “Pert” with logic, and “Poetic” with rhetoric (see chart below). At ECS, the founding board members were intrigued with this idea of applying a classical education in a Christian context based on Doug Wilson’s “Recovering the Lost Tools of Learning.” He has since written a sequel to this book entitled, “The Case for Classical Christian Education.” ECS is committed to implementing this form of education.

### *An excerpt from Doug Wilson’s book, “Recovering the Lost Tools of Learning:”*

“The structure of our curriculum is traditional with a strong emphasis on “the basics.” We understand the basics to be subjects such as mathematics, history, and language studies. Not only are these subjects covered, they are covered in a particular way. For example, in history class the students will not only read their text, they will also read from primary sources. Grammar, logic, and rhetoric will be emphasized in all subjects. By grammar, we mean the fundamental rules of each subject (again, we do not limit grammar to language studies), as well as the basic data that exhibit those rules. In English, a singular noun does not take a plural verb. In logic, A does not equal not A. In history, time is linear, not cyclic. Each subject has its own grammar, which we require the students to learn. This enables the student to learn the subject from the inside out.

The logic of each subject refers to the ordered relationship of that subject’s particulars (grammar). What is the relationship between the Reformation and the colonization of America? What is the relationship between the subject and the object of a sentence? As the students learn the underlying rules or principles of a subject (grammar) along with how the particulars of that subject relate to one another (logic), they are learning to think. They are not simply memorizing fragmented pieces of knowledge.

The last emphasis is rhetoric. We want our students to be able to express clearly everything they learn. An essay in history must be written as clearly as if it were an English paper. An oral presentation in science should be as coherent as possible. It is not enough that the history or science be correct. It must also be expressed well.”

*See similar description of Classical curriculum in, “The Case for Classical Christian Education,” chapter fifteen.*

### LOST TOOLS OF LEARNING CHART

*The following material is drawn from the essay “The Lost Tools of Learning” by Dorothy Sayers. It illustrates the applications of the Trivium (Grammar, Logic, Rhetoric) we use.*

<b><i>Beginning Grammar (Pre-Polly)</i></b>	<b><i>GRAMMAR (Poll-Parrot)</i></b>	<b><i>LOGIC (Pert)</i></b>	<b><i>RHETORIC (Poetic)</i></b>
Grades K-2	Grades 3-6	Grades 7-9	Grades 10-12
Approx. ages 4-8	Approx. ages 9-11	Approx. ages 12-14	Approx. ages 15-18
<b><i>Student Characteristics:</i></b>	<b><i>Student Characteristics:</i></b>	<b><i>Student Characteristics:</i></b>	<b><i>Student Characteristics:</i></b>
<ol style="list-style-type: none"> <li>1. Obviously excited about learning</li> <li>2. Enjoys games, stories, songs, projects</li> <li>3. Short attention span</li> <li>4. Wants to touch, taste, feel, smell, see</li> <li>5. Imaginative, creative</li> </ol>	<ol style="list-style-type: none"> <li>1. Excited about new, interesting facts</li> <li>2. Likes to explain, figure out, talk</li> <li>3. Wants to relate own experiences to topic, or just to tell a story</li> <li>4. Likes collections, organizing items</li> <li>5. Likes chants, clever, repetitious word sounds (e.g. Dr. Seuss)</li> <li>6. Easily memorizes</li> <li>7. Can assimilate another language well</li> </ol>	<ol style="list-style-type: none"> <li>1. Still excitable, but needs challenges</li> <li>2. Judges, critiques, debates, critical</li> <li>3. Likes to organize items, others</li> <li>4. Shows off knowledge</li> <li>5. Wants to know "behind the scenes" facts</li> <li>6. Curious about <b>Why?</b> for most things</li> <li>7. Thinks, acts as though more knowledgeable than adults</li> </ol>	<ol style="list-style-type: none"> <li>1. Concerned with present events, especially in own life</li> <li>2. Interested in justice, fairness</li> <li>3. Moving toward special interests, topics</li> <li>4. Can take on responsibility, independent work</li> <li>5. Can do synthesis</li> <li>6. Desires to express feelings, own ideas</li> <li>7. Generally idealistic</li> </ol>
<b><i>Teaching Methods:</i></b>	<b><i>Teaching Methods:</i></b>	<b><i>Teaching Methods:</i></b>	<b><i>Teaching Methods:</i></b>
<ol style="list-style-type: none"> <li>1. Guide discovering</li> <li>2. Explore, find things</li> <li>3. Use lots of tactile items to illustrate point</li> <li>4. Sing, play games, chant, recite, color, draw, paint, build</li> <li>5. Use body movements</li> <li>6. Short, creative projects</li> <li>7. Show and Tell, drama, hear/read/tell stories</li> <li>8. Field trips</li> </ol>	<ol style="list-style-type: none"> <li>1. Lots of hands-on work, projects</li> <li>2. Field trips, drama</li> <li>3. Make collections, displays, models</li> <li>4. Integrate subjects through above means</li> <li>5. Categorize, classify</li> <li>6. Recitations, memorizations, catechisms</li> <li>7. Drills, games</li> <li>8. Oral/written presentations</li> </ol>	<ol style="list-style-type: none"> <li>1. Time lines, charts, maps (visual materials)</li> <li>2. Debates, persuasive reports</li> <li>3. Drama, reenactments, role-playing</li> <li>4. Evaluate, critique (with guidelines)</li> <li>5. Formal logic</li> <li>6. Research projects</li> <li>7. Oral/written presentations</li> <li>8. Guest speakers, trips</li> </ol>	<ol style="list-style-type: none"> <li>1. Drama, oral presentations</li> <li>2. Guide research in major areas with goal of synthesis of ideas</li> <li>3. Many papers, speeches, debates</li> <li>4. Give responsibilities, e.g. working with younger students, organize activities</li> <li>5. In-depth field trips, even overnight</li> <li>6. World view discussion/written papers</li> </ol>

## **HISTORY & GOVERNANCE OF EFFINGHAM CHRISTIAN SCHOOL**

The dream of a Christian School has existed in the hearts of Ephesus Church for a long time and a clear vision was cast in mid 2002. Ephesus Church was polled and decided to form a school team to begin researching the possibility of a Christian School in Effingham County. The first meeting was held on October 24, 2002. Dave Parish was elected as Chairman of the team. In May of 2003, Ephesus gave her hearty approval to make Effingham Christian School a reality for the 2004-2005 school years. This included the recognition of Robert Cole as Headmaster.

As a ministry of Ephesus Church, the school is housed on the church property. With the dream of a school in mind, Ephesus Church built both of her educational wings to meet county building code for a school.

ECS started offering classes for Kindergarten through third grade with a commitment to add one grade a year up through high school.

ECS is considered a ministry of Ephesus Church. The Church Council of Elders will have the final authority in all school policy matters (except for those requiring corporate church approval).

The school board is made up of active Ephesus Church members in good standing, or non-church members that are either a school parent, or are a staff member of a partner church, or a prospective partner church and who carry the vision for the classical Christian education for their children in their heart. At least one elder of Ephesus Church Council will be on the School Board. The board operates under the school's adopted by-laws, vision and goals statements, and provides policies to the headmaster for implementation in the school. More details on the board's operation and policies may be obtained from the school office. Both the appointed elder and the Headmaster are to be considered regular or ex-officio members of the school board, however the Headmaster will be non-voting. The Headmaster will also be considered a part of the Ephesus Church Staff.

## PARENT INVOLVEMENT IN EFFINGHAM CHRISTIAN SCHOOL

*"Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord." Eph. 6:4*

As a support and extension of the family unit, ECS considers the family to be of first importance to a child. God indicates in His word that the family is the most important human institution He designed. He compares it to the relationship believers have with Christ and the Father. Therefore, at ECS we are continually seeking ways to actively involve the parents, siblings, and grandparents of our students in the programs of the school.

Below are just a few of the more common ways we do this. Please feel free to ask if you would like to try additional ideas.

1. Visit the school/class at any time. (Please call ahead out of courtesy to the teacher.)
2. Assist in the classroom, regularly or infrequently. (Again, arrangements should be made with the teacher.)
3. Act as chaperone on field trips and/or library visits.
4. Serve as a story-reader, song-leader (in K-3), guest artist or offer your special talents.
5. With permission and arrangements with the teacher, present your vocation to the class or invite them to your place of business.
6. Share your experiences, trips, vacations, as they may relate to an area of study in a class.
7. Volunteer your help in the preparations for the many tasks related to the annual fundraisers.
8. Help hostess class parties at home or in the classroom.
9. Attend all Parent-Teacher Conferences. Informal conferences may be held anytime at the parent's request.
10. Closely monitor and praise your child's progress by reading all teacher notes and student papers sent home!
11. Offer specific assistance to serve on board-appointed committees.

## ADMISSIONS

Since ECS is a covenantal school (whose purpose is to serve Christian parents who are striving to educate their children to the glory of God), at least one parent or guardian of each child must profess faith in Jesus Christ as the only way of salvation. Admission to ECS is selective. Only parents and students in agreement with the school are accepted.

Admission and registration requires the following steps:

1. Submit an application.
2. Parent interview – After reviewing the application, a parent and student interview will be requested by an ECS board member or Headmaster.
3. Upon acceptance, registration fee is due.
4. If student applying is 2<sup>nd</sup> grade or higher, an entrance exam will be scheduled by the appropriate teacher.
5. All students attending ECS must have a current immunization record on file with the school office before entering school. Standard immunization record forms may be obtained from the family doctor and a copy given to the school office before the school year begins.

## STUDENT HEALTH

1. Before the school will issue any medication to a student, we must receive written parental permission. In order to facilitate the general dispensing of non-prescription medicine (e.g. Tylenol & Tums), we have a form available for parents to grant a year's general permission to the school to issue non-prescription medicines to their student(s). This form will be kept in the student's file. No prescription medicines will be dispensed without written parental permission each time.
2. A Health History form and an Emergency Contact Form must be completed and filed in the school office.
  - a. Health History: Describes the basic health/illness history of each student.
  - b. Emergency Form: Lists the emergency contact names and phones numbers of people who may need notification in a medical emergency. Includes signed waiver in order to facilitate necessary surgical action.
3. A communicable disease may require exclusion from school during the active stage of the disease. Communicable diseases include but are not limited to chicken pox, measles, fifth disease and mumps. Students with scabies, impetigo, conjunctivitis, ringworm, and strep throat will be readmitted to school based on the recommendations of your physician, usually 24-48 hours after initial treatment is administered. A student who has developed a fever will be readmitted to school after being “fever-free” for at least 24 hours.
4. Students who become ill at school will be provided a place to rest until a parent is contacted and arrives to take the child home. No student with a fever or a contagious disease will be allowed to remain at school. If the parent cannot be contacted, the office will contact the person listed on the emergency form.

5. In the event any student has lice or lice nits the child will be sent home immediately. In addition all other students and teachers will be checked by either a qualified nurse, hairdresser, and/or school staff member. Additionally, another check will be made three days later to ensure that no infestation continues. A student sent home with lice or lice nits will not be readmitted until they are checked in the same way.

## **CURRICULUM GOALS**

In keeping with our understanding and practice of the Grammar stage methodology (see School Goals) and its approximate correlation to the elementary years, we have divided each area below into Goals and Memory sections. The Goals are those basic principles we seek to achieve throughout the seven years of elementary school, Pre-K – 6th. The Memory section contains an abbreviated list of material (the Grammar) we seek to have the students commit to memory through repetition within that subject area. All goals will be age/grade appropriate.

### **I. BIBLE:**

A. GOALS: We seek to:

1. Have the students read the actual text for themselves vs. only prescribed verses.
2. Have the students read at least one Gospel account, one Epistle, and one Old Testament book each year.
3. Encourage the students to understand the verses in context, along with other good interpretation principles.
4. Let the scriptures speak for themselves with clarifications and illustrations by the teacher.
5. Show the students the richness and requirements of the Bible.
6. Teach the plan of salvation.
7. Encourage each student to come to the Father, through the Son, and grow in their knowledge and love of Him.

B. MEMORY: The students will recall:

1. The entire list of books of the Bible in correct order.
2. The major attributes of God, i.e. Loving, Just, Omnipresent, Omniscient, Creator, etc.
3. The names and significance of Adam, Abraham, Moses, David, Paul, Peter, etc.
4. The major acts and themes of the Gospels: Jesus' birth, miracles, crucifixion, resurrection.
5. The Ten Commandments
6. Scriptures by heart

### **II. ENGLISH:**

A. GOALS: We seek to:

1. Equip every student with the skills necessary for good writing, including correct spelling and grammar, pleasing style, clarity of focus, proof-reading, and self-correction.
2. Put a major emphasis on good writing by requiring the students to write often and correctly in each subject area.
3. Develop clear thinking by the students as demonstrated in clear, focused writing.
4. Introduce the students to many styles of writing using the Bible and other high quality literature.

5. Build and maintain a Cumulative Elementary Spelling List that includes the most critical words used by each (PreK-6th) grade's teacher for review and spelling tests.

B. MEMORY: The students will recall:

1. The names and functions of a noun, verb, adverb, adjective, preposition, etc.
2. Basic spelling rules.
3. Correct punctuation marking and capitalization rules.

### **III. READING:**

A. GOALS: We seek to:

1. Use phonics (the Grammar of reading) as the primary building blocks for teaching students to read.
2. Encourage the students to read correctly as soon as possible (normally in Kindergarten or first grade).
3. Introduce the students to high-quality children's literature as soon as possible through our Literature program.
4. Carefully monitor the student's reading abilities to ensure he is at a reasonable level, is comprehending adequately (the Logic of reading), and is reading fluently, both orally and silently. This includes the proper use of word-attack skills.
5. Integrate, wherever possible, other subjects into reading, such as history and science.
6. Foster a life-long love of reading and high quality literature, especially the Scriptures, after being taught to recognize the characteristics of such literature (the Rhetoric of reading).
7. Build and maintain clear, specific, but broad criteria for the selection of a good number of varied, high-quality titles to include in our reading lists for each grade. The classes also should maintain titles with a range of difficulty from grade-level to above grade-level. These titles are to be logically sequenced in difficulty from first through the sixth grade.

B. MEMORY: The students will recall:

1. The vowels and their sounds.
2. The consonants and their sounds.
3. The definitions of plot, character, fiction, non-fiction, biography, etc.
4. Their favorite authors.

### **IV. LATIN**

A. GOALS: We seek to:

1. Instruct the students in the fundamental vocabulary and grammar of Latin to better their fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.
2. Reinforce the students' understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English grammar classwork, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.
3. Cultivate study and logical thinking which are inherent in the study of Latin.

B. MEMORY: The students will recall:

1. At least 70% of vocabulary introduced and used.
2. All of the five declensions of nouns.
3. All four conjugations for active verbs.

4. Other chants, including verb examples and pronouns.
5. Subject-noun agreement.
6. Noun-adjective agreement
7. Forming questions and commands.

**First Year:** Vocabulary acquisition, declensions, and chants of endings.

**Second Year:** More vocabulary, beginning grammar work, basic verbs, simple sentences

**Third Year:** More sentences, vocabulary, basic translation work, phrases, grammar

**Fourth Year:** Translation work (New Testament/Vulgate and other sources), grammar, writing of sentences, stories, Classical background

## **V. MATHEMATICS:**

A. GOALS: We seek to:

1. Ensure that the students have a thorough mastery of basic mathematical functions and tables.
2. Put an emphasis on conceptual, as well as practical, understanding of math through the frequent use of story problems.
3. Illustrate God's unchanging character through the timeless, logical mathematical systems He gave to man through His gift of Reason.

B. MEMORY: The students will recall:

1. The four basic mathematics properties; i.e. addition, subtraction, multiplication, division, and their uses.
2. Multiplication facts.
3. Addition and subtraction facts.
4. All aspects of telling time, reading thermometers, and identifying dates.
5. All cardinal directions and basic geometric shapes.

## **VI. HISTORY/GEOGRAPHY:**

A. GOALS: We seek to:

1. Teach the students that God is in control of History (His providence) and He will determine its ultimate outcome.
2. Enable the students to see God's hand in the history of the world and the United States, specifically by illustrating the effect His people have had on history.
3. Broaden the students' understanding of history and geography as the students mature, specifically by deepening the level of exposure and research into various topics (e.g. U.S. History, or geography) from kindergarten through sixth grade.
4. Make history and geography "come alive" for the students through the use of a unit approach to history and its related areas and by using many forms of information and research, e.g. biographies, illustrations, field trips, guest speakers, music, art, foods, architecture, current events, etc.

B. MEMORY: The students will recall:

1. The names, capitals and location of all fifty United States.
2. The names and locations of most major countries of the world.
3. Key figures in history; e.g. Homer, Martin Luther, George Washington, Martin Luther King,

- Jr., etc.
4. Key dates and their significance in history; e.g. Fall of Rome, 1492, 1620, 1776, etc.
  5. Preambles to the Declaration of Independence and the U.S. Constitution.

## **VII. SCIENCE:**

### **A. GOALS:** We seek to:

1. Teach that the Biblical literal six day creation account is true and that the theory of evolution is false.
2. Teach the students the basic elements of both accounts and that both systems are based on either sound or unsound faith.
3. Show the students that, because God made the universe, it has inherent order which in turn makes it possible to hypothesize and experiment (scientific method), as well as to identify, classify, and categorize elements of creation. This is particularly practiced with local plant and animal life.
4. Treat the study of science as a part of the study of history. That is, show the students the natural integration between the advances, individuals, and applications of science, with the development of historical events within the cultures studied
5. Ensure that by the time the students enter secondary-level science, they are able to recall the steps of the scientific method, as well as other critical, grammatical elements of science.
6. Use many forms of instruction to teach science, particularly identifying, classifying, categorizing, integrating with history and math, as well as some experiments, demonstrations, collecting, illustrating, field trips, and guest speakers.

### **B. MEMORY:** The students will recall:

1. The basic steps to the Scientific Method.
2. The work of each of the six days of Creation.
3. The three Laws of Motion.
4. The major classifications and fields of science.

## **VIII. ART:**

### **A. GOALS:** We seek to:

1. Teach all our students the basic fundamentals of drawing to enable them to create adequate renderings.
2. Encourage the students to appreciate and imitate the beauty of the creation in their own works.
3. Introduce the students to masters' works of the Western culture.
4. Equip the students to knowledgeably use a variety of art media.

### **B. MEMORY:** The students will recall:

1. The primary and secondary colors.
2. The use of perspective in drawing.
3. Several famous artists.

## **IX. MUSIC:**

### **A. GOALS:** We seek to:

1. Train the students to sing knowledgeably, joyfully, and skillfully to the Lord on a regular basis.
2. Systematically instruct the students in the fundamentals of vocal and instrumental music.
3. Enrich the teaching of scripture through the teaching of many classic, meaningful hymns.
4. Encourage (through a variety of options) the students to select some area of music,

vocal or instrumental, to pursue on their own.

B. MEMORY: The students will recall:

1. The timing of whole, half, quarter and eighth notes.
2. The difference between the base and treble clefs.
3. The major instrument groups in a band and orchestra.
4. Basic dynamics and time signatures.

### **X. PHYSICAL EDUCATION:**

A. GOALS: We seek to:

1. Systematically work with the students to teach them basic exercises and game skills (e.g. throwing, hitting, kicking, catching, etc.)
2. In cooperation with the families, encourage the students to knowledgeably establish and maintain good health and nutritional habits.
3. To enhance Biblical patterns of behavior through activities requiring cooperation, team work, and general good sportsmanship.

B. MEMORY: The students will recall:

1. The benefit specific exercises provide for various body parts.
2. The function of different muscles and how to strengthen them.
3. Good health and nutritional habits.
4. All food groups.

**ELEMENTARY SUBJECT LISTING BY GRADE**

**PRE-K:** Phonics (handwriting, phonograms, intro to reading, spelling, and writing sentences), math concepts (counting by 1's, 5's, & 10's to 100, patterns, beginning addition), Bible (stories, characters, songs, verses), integrated art projects, integrated music, history/science units.

**KINDERGARTEN:** Phonics training (early reading), math properties (patterns, adding, graphing), science units, community helpers/jobs/locations, Bible stories/characters/songs, integrated art projects, PE skills/games, integrated music

**FIRST GRADE:** Phonic training/literature reading, math problem solving/properties, integrated (with reading, math, art) science units, spelling rules/memorizations, parts of speech, history units (early colonies and Georgia), Bible reading/memorizations, integrated art, PE skills/games, thematic music

**SECOND GRADE:** Guided independent reading of books, math properties/problem solving, science units, spelling rules/patterns/memorization, cursive handwriting, basic English grammar, history units in Old Testament and Ancient Egypt, Bible (Genesis through Joshua) readings/memorizations, integrated art projects, PE skills/games, thematic music

**THIRD GRADE:** Guided independent reading of books, math skills/problem solving/integrated, science units, spelling rules/patterns/lists, cursive/essay practice, English grammar, Latin I (vocabulary/chants), history units in New Testament, Greece and Rome, Bible (Judges through Kings) readings/memorizations, integrated art projects, PE skills/games, thematic music

**FOURTH GRADE:** Monitored, independent reading of books (integrated with history, science), math skills/problem solving/integrated, science units, spelling lists/patterns/rules, writing assignments, English grammar (integrate with Latin), Latin II (vocab/early grammar), history units in Middle Ages, Renaissance, and Reformation, Bible (Chronicles through Malachi) readings/oral presentations, integrated art projects, PE skills/games, thematic music

**FIFTH GRADE:** Monitored, independent reading of books (integrated with history, science), math skills/problem solving/integrated, science units, spelling lists/patterns/rules, writing assignments, English grammar (integrate with Latin), Latin III (grammar/translation), history units in Explorers to 1815, Bible (Gospels) readings/oral presentations, integrated art projects, PE skills/games, thematic music

## MIDDLE SUBJECT LISTING BY GRADE

**SIXTH GRADE:** Monitored, independent reading of books (integrated with history, science, Bible), math skills/problem solving/integrated, science units, spelling lists/patterns/rules, writing assignments, English grammar (integrate with Latin), Latin IV (grammar/translation), history units from 1815 to present, Bible (Acts through Revelation) readings/oral presentations, logic, integrated art projects, PE skills/games, thematic music

**SEVENTH GRADE:** Monitored, independent reading of books (integrated with history, science, Bible), math skills/problem solving/integrated, writing assignments, English grammar (integrate with Latin), Latin V (grammar/translation), logic, history, Bible readings/oral presentations, integrated art projects, PE skills/games, thematic music

**EIGHTH GRADE:** Monitored, independent reading of books (integrated with history, science, Bible), math skills/problem solving/integrated, writing assignments, English grammar (integrate with Latin), Latin V (grammar/translation), logic, history, Bible readings/oral presentations, integrated art projects, PE skills/games, thematic music

## ENTRANCE REQUIREMENTS FOR PRE-K AND KINDERGARTEN

All students entering Pre-K must be 4 years old by September 1<sup>st</sup> of the current school year. Special consideration will be given to applicants who will be 4 years old by October 31<sup>st</sup> of the current school year. Families seeking this special consideration should contact the Pre-K teacher to schedule an entrance exam before submitting an application. The Headmaster and ECS Board will then make the decision for special consideration at the recommendation of the teacher. They must pass the following conditions:

- Must pass entrance exam
- Behavioral maturity: able to follow directions, able to complete an assignment in a timely manner, and able to sit and stay focused

The parents of any student accepted under these conditions must understand that the child may not promote and may have to be retained in Pre-K. No student will be admitted after the first nine weeks unless they were 4 years old by September 1<sup>st</sup>.

All students entering Kindergarten must be 5 years old by September 1<sup>st</sup> of the current school year. An exception will be made if the student graduated from Pre-K at ECS.

## GRADING

Report cards are sent home every nine weeks for all grades. Refer to the enclosed school calendar for these dates. The report cards should be signed by the parents and returned within two days to the homeroom teacher. Grades are based on tests, classwork, homework, class participation as well as outside projects. Check your child's papers and assignments daily to see that work is completed. Progress reports will be sent home halfway through each grading period if a student is experiencing any academic or behavioral difficulties. This report is to be signed and returned the next day to the teacher.

If a student receives below 70% completion in any subject at the end of a nine week period, the teacher will call a conference with the parents. If the student does not improve by the progress report of the following period the teacher will call a conference with the parents and the Headmaster. A prolonged period of below satisfactory performance will lead to dismissal.

### Grading Scales and markings for all grades:

A+	=	99 – 100	O	=	Outstanding
A	=	94 - 98	S	=	Satisfactory
A-	=	90 – 93	U	=	Unsatisfactory
B+	=	88 – 89	N	=	Needs Improvement
B	=	84 – 87	I	=	Improving
B-	=	80 - 83			
C+	=	78 - 79			
C	=	76 - 77			
C-	=	73 – 75			
D/N	=	70 - 72			
F/U	=	69 and below			

### GPA (Grade Point Average)

#### High School

A = 4.0
A- = 3.7
B+ = 3.3
B = 3.0
B- = 2.7
C+ = 2.3
C = 2.0
C- = 1.7
D+ = 1.3
D = 1.0
D- = 0.3
F = 0

## ECS High School

<b>NINTH GRADE</b>	<b>TENTH GRADE</b>	<b>ELEVENTH GRADE</b>	<b>TWELFTH GRADE</b>
Literature Survey & Composition	American Literature	Classical Literature	British Literature
Ancient History	U.S. History	Western Civilization	Contemporary U.S. History
Algebra I or Geometry	Algebra II	Trigonometry	Calculus
Biology	Chemistry	Advanced Biology/Anatomy	Physics
Bible I: Hermeneutics & The Gospels	Bible II: Romans & Pauline Epistles – Systematics I	Bible III: General Epistles & Apologetics & Systematics II	Bible IV: Worldviews & Philosophy
Koine Greek	*Spanish I	*Spanish II	*Spanish III or *Hebrew
Rhetoric I	Rhetoric I	Rhetoric II	Rhetoric II
Physical Education & Art	Art	Choir	*Modern Political & Economic Systems, *Advanced Chemistry, *Instrumental Music
Mission Trip	*New York City	Mission Trip	*Europe Trip

### **Proposed Scope and Sequence \*Elective Courses and Opportunities**

## PROMOTION POLICY

Elementary students currently in ECS must pass at least three grading periods for promotion to the next successive grade. When considering promotion of students currently enrolled, special emphasis should be given to the appropriate level of mastery (see the Curriculum Goals) of the following skills/subjects in the grades noted. In general students may not be promoted if they are failing a core subject (Language Arts, English, Math, Reading).

**Pre-K to Kindergarten:** Behavioral maturity and an ability to follow directions and complete assignments in a timely manner. Child must exhibit reading readiness for Kindergarten (sounding out small words), show 70% mastery of phonograms, math concepts, and Bible memorization.

**Kindergarten to First Grade:** Behavioral maturity and reading readiness for First Grade. Shows satisfactory level of mastery with phonics, math properties, science units, history units, etc.

**First Grade to Second Grade:** Able to read silently and orally with adequate speed, correct use of phonetic skills, and fundamental comprehension. Able to write complete sentences with neat lettering. Able to add and subtract single digit numbers with at least 70% accuracy.

**Second Grade to Third Grade:** Cumulative mastery of above requirements, plus: Able to read fluently and independently, using books of a second grade level. Able to write neatly and correctly identify the basic parts of a sentence. Able to spell correctly with at least 70% proficiency. Able to add and subtract two-digit numbers with at least 70% accuracy.

**Third Grade to Fourth Grade:** Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

**Fourth to Fifth Grade:** Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

**Fifth to Sixth Grade:** Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

**Sixth to Seventh Grade:** Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

**Seventh to Eighth Grade:** Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

**Eight to Ninth Grade:** Cumulative mastery of above requirements, plus: satisfactory (70%) completion of curriculum objectives for this grade level.

Summer School may be a possible remedy for bringing a student to a level of mastery that would warrant promotion.

## ENTRANCE EXAMS

All new students enrolling in ECS for grades Pre-K through 1<sup>st</sup> grade will not be required to take an entrance test. Any students entering 2<sup>nd</sup> grade or above will be required to take an entrance test prior to the school year starting. The purpose of the entrance test will assist the teacher in determining if the student has any areas of weakness, which may be improved on with additional work in the summer. Also, the teacher may determine the student is not ready for the grade he/she is enrolling in. The teacher will contact the parent to set up a test date.

## LATIN AT EFFINGHAM CHRISTIAN SCHOOL

Considering the sheer number of years and amount of quality schools wherein the teaching of Latin was an integral part of any good academic training, the instruction in Latin at ECS should need no explanation or defense. However, like many traditional particulars of good education lost in the name of "modern" or "progressive" education, Latin's advantages have been neglected and forgotten by a couple of generations. Latin was regularly taught even in American high schools as late as the 1940s. It was considered necessary to a fundamental understanding of English, the history and writings of Western Civilization, and the understanding of Romance languages.

ECS teaches Latin, therefore, for two major reasons:

1. Latin is not a "dead language", but rather a language that lives on in almost all major western languages, including English. Training in Latin not only gives the student a better understanding of the roots of English vocabulary, it also lays the foundation for learning other Latin-based languages.
2. Learning the grammar of Latin reinforces the student's understanding of the reasons for, and the use of, the parts of speech being taught in our traditional English classwork, e.g. plurals, nouns, verbs, prepositions, direct objects, tenses, etc.

The **Elementary Latin Program** consists of the following basic objectives:

**1st Year:** Vocabulary acquisition, declensions, chants of endings.

**2nd Year:** More vocabulary, beginning grammar work, basic verbs, simple sentences

**3rd Year:** More sentences, vocabulary, basic translation work, phrases, grammar

**4th Year:** Translation work (New Testament/Vulgate and other sources), grammar, writing of sentences, stories, Classical background

## **HOMEWORK PHILOSOPHY AND GUIDELINES**

### **I. PHILOSOPHY:**

ECS may assign some amount of homework to many of its students at any given time. Below are the primary reasons or causes for homework being assigned:

1. Students often need some amount of extra practice in specific, new concepts, skills, or facts. In certain subjects (e.g. math or languages), there is not enough time in a school day to do as much practice as may be necessary for mastery. Therefore, after reasonable in-class time is spent on the material, the teacher may assign homework to allow for the necessary practice.
2. Repeated, short periods of practice or study of new information is often a better way to learn than one long period study.
3. Since ECS recognizes that parental involvement is critical to a child's education, homework can be used as an opportunity for parents to actively assist their child in his studies. This will also keep the parents informed as to the current topics of study in the class.
4. Homework may also be assigned to students who, having been given adequate time to complete an assignment in class, did not use the time wisely. The homework, in this situation, serves a punitive, as well as practical purpose.

Each student will bring home a communication notebook daily which contain the assignments the student has received. Upon completion of the work, a parent will sign the book. The parent's signature signifies three things: The parent has seen all the work his child was assigned; the work is complete; and the student completed the work carefully and to the best of his ability.

### **II. GUIDELINES FOR ASSIGNING HOMEWORK:**

Since homework, by its nature, takes time at home, that time is to be encroached upon only for the best of purposes. The necessity for doing homework will vary from grade to grade and even from student to student.

**\*NORMALLY HOMEWORK IS NOT TO BE ASSIGNED OVER THE WEEKEND, WEDNESDAY NIGHTS, OR OVER HOLIDAYS AND VACATION PERIODS.**

## HONORS & AWARDS

I. Effingham Christian School maintains a system of formal honors and awards for several reasons:

A. The recognition of good work is endorsed in the Scriptures from the writings of Solomon (Proverbs) to those of Paul (Romans, Ephesians, I Timothy, etc.). Therefore, we seek to publicly recognize those students accomplishing the necessary prerequisites to receive the applicable award/honor.

B. We hope to encourage the motivation to good work among all the students by demonstrating to them that such work is not overlooked or taken for granted, but rather it is noticed and commended.

C. We want to draw public attention to the high-quality of work being done by our students to the glory of God and their parents.

### II. ACCOMPLISHMENTS AND CORRELATING HONORS/AWARDS BESTOWED

(Other awards/honors may be recognized as appropriate)

#### ACCOMPLISHMENT

#### HONOR/AWARD GIVEN

A. A 90% and above average in a quarter period

A. Placement on Headmaster List, certificate received at an Awards Chapel

B. Yearly placement on Headmaster List (3 of 4 grading periods)

B. Certificate and medallion received at year-end Awards Chapel

C. Significant, consistent improvement as noted by teacher

C. "Apostle Paul" Certificate received at Awards Chapel for each class

D. Consistent, observable kind behavior toward peers and younger students

D. "Good Samaritan" Certificate and received at Awards Chapel for each class

E. Demonstrates one or more of the fruits of the Spirit in a most excellent way

E. "Fruits of the Spirit" Certificate received at Awards Chapel for each class

F. 100% attendance in school year

F. Certificates and pins received at year-end Awards Assembly

G. Graduating Kindergartners

G. Special graduation for Kindergarten

## SCHOOL RULES

*“Let no one despise your youth, but be an example to the believers in word, in conduct, in love, in spirit, in faith, in purity.” 1 Timothy 4:12*

The following is a specific list of school rules reflecting the above general policies to which we require all our students to be aware and to which they must adhere:

1. Students are expected to cooperate with basic Christian standards of behavior and conversation.
2. There should be no talking back or arguing with teachers or staff. Prompt and cheerful obedience is expected. Requests from the teacher should not have to be repeated.
3. No chewing gum or electrical music devices are allowed on the school grounds. Students may not carry any medicines on their person. No pagers or cell phones in use. Any of these will be confiscated on the first offense and will be retrievable only by the parents from the headmaster.
4. Students are not allowed to have a “boyfriend” or “girlfriend” relationship at school. This includes anything that insinuates a relationship such as verbal statements, physical contact or giving gifts.
5. We have zero tolerance for guns, knives or anything noticeably considered to be a weapon.
6. Students are expected to be aware of and avoid the off-limits areas of the building or grounds.
7. Students are expected to treat all of the school's materials, textbooks, or facilities with respect and care.
8. No student shall disrupt or otherwise interfere with the orderly operations of school or school activities.

## STUDENT CONDUCT EXPECTATIONS AND EXPLANATIONS

At Effingham Christian School we guide our students towards excellence in academic achievements and in Christian character. We understand that this is a maturing process and these guidelines provide a framework for which each parent, teacher, and student may assess his growth in these areas.

1. Obeys promptly. (Hebrews 13:17) *“Obey those who rule over you, and be submissive, for they watch out for your souls, as those who must give account. Let them do so with joy and not with grief, for that would be unprofitable for you.”* It is expected that children will obey immediately without reminder. Children should have a respectful attitude (for example, responding with “Yes, sir. No, sir. Yes, ma’am. No, ma’am.”) and make attentive eye contact with the person giving directions.

2. Obeys cheerfully. (I Thessalonians 5:18) “...in everything give thanks; for this is the will of God in Christ Jesus for you.” It is expected that children will obey with a thankful attitude. Grumbling, grimacing expressions, sighing, and non-verbal complaining will be addressed.
3. Exercises diligence in work. (Ephesians 6:6,7) “[obey] not with eye service, as men pleasers, but as bondservants of Christ, doing the will of God from the heart, with good will doing service, as to the Lord, and not to men,” It is expected that children will be hard workers. Their work should give evidence of neatness, precision, and strong effort. They should be focused on, attending to, and engaged in the task given. Assignments should be completed.
4. Displays consideration, kindness, and compassion. (Ephesians 4:29, 32) “Let no corrupt word proceed out of your mouth, but what is good for necessary edification, that it may impart grace to the hearers. And be kind to one another, tenderhearted, forgiving one another, even as God in Christ forgave you.” It is expected that children will treat everyone with kindness in action and in speech. Harsh words and harmful behavior will be addressed.
5. Speaks with honesty and edification. (Ephesians 4:25; Psalm 19:14) “Therefore, putting away lying, ‘Let each one of you speak truth with his neighbor,’ for we are members of one another.” “Let the words of my mouth and the meditation of my heart be acceptable in your sight, O Lord, my strength and my Redeemer.” It is expected that children will speak honestly without rationalization and excuse. Gossip, slander, and “tattle tales” will be addressed. Children will be encouraged to speak directly with the person with whom they have a concern and to model the Biblical principle in Matthew 18:15-17.
6. Exercises self-control. (Proverbs 25:28) “Whoever has no rule over his own spirit is like a city broken down, without walls.” It is expected that children will control their tongues and actions. Children will be encouraged to speak at appropriate times and to control their bodies.
7. Displays order. (I Corinthians 14:40) “Let all things be done decently and in order.” It is expected that the children will take an active part in maintaining their personal belongings (for example – desks) and the school’s appearance. Students will maintain good personal hygiene. Students will be on time for all classes and school activities. Excessive tardies will not be tolerated. It is expected that the students will demonstrate orderly behavior when in groups, such as, lining up, walking in hallways, sitting in assemblies, raising hands, etc.

## DISCIPLINE POLICY

The type and amount of discipline (correction) will be determined by the teachers, and if necessary, the Headmaster. The discipline will be administered in the light of the student's problem and attitude. All discipline will be based on Biblical principles, e.g. restitution, apologies, (public and private), swift/corporal punishment, restoration of fellowship, no lingering attitudes, etc. The vast majority of discipline problems are to be dealt with at the classroom level. Love, forgiveness, and prayer will be an integral part of the discipline of a student.

I. **General Discipline:** There are seven basic behaviors that will **automatically** necessitate discipline. Those behaviors are:

1. **Disrespect** shown to *any* staff member. The staff member will be the judge of whether or not disrespect has been shown.
2. **Dishonesty** in any situation while at school, including lying, cheating, and stealing.
3. **Rebellion**, i.e. outright disobedience in response to instructions.
4. **Fighting**, i.e. striking in anger with the intention to harm the other student(s).
5. **Obscene, vulgar or profane language**, as well as taking the name of the Lord in vain.
6. **Destruction**, i.e. any actions that result in destroyed property.
7. **Violation** of Student Conduct Expectations and Explanations or Dress Code.

Discipline for these behaviors will include be at the discretion of the headmaster and teachers (loss of privileges, school campus clean-up, time out, note sent home, etc.)

A pattern of any of the above behaviors will result in the student being sent to the Headmaster's office at the teacher's discretion. During the visit with the Headmaster, the Headmaster will determine the nature of the discipline. The Headmaster may require restitution, spanking, janitorial work, parental attendance during the school day with their student, or other measures consistent with Biblical guidelines which may be appropriate.

If for any of the above or other reasons, a student receives discipline from the Headmaster, the following accounting will be observed.

- The first *two* times a student is sent to the Headmaster for discipline the student's parents will be contacted and given the details of the visit. The parents' assistance and support in averting further problems will be sought.
- The *third* office visit will be followed by a meeting with the student's parents, teacher(s) and the Headmaster.
- Should the student require a *fourth* office visit, a **two-day suspension** will be imposed on the student.
- If a *fifth* office visit is required, the student will be **expelled** from the school.

At ECS we offer a corporal punishment waiver giving us authority to spank your child. We encourage families to sign that waiver. If a family decides not to sign the waiver and your child is sent to the Headmaster and it is decided corporal punishment is appropriate, the child will remain in the school's office until the parent arrives and administers the

punishment himself or herself. The parent will have a sufficient amount of time to arrive at the school.

We strongly encourage you to trust ECS with the responsibility of choosing appropriate discipline for your child including corporal punishment (spanking). According to God's word, corporal punishment is at times necessary for proper and effective Godly discipline, for training a child in the way he *should* go, not the way he *would* go (Proverbs 22:6). Oftentimes being able to discipline misbehavior immediately helps children to understand the seriousness of their offense and the reason for their discipline. Please also reference the scriptures below:

Proverbs 10:13

Proverbs 22:15

Proverbs 23:13,14

Proverbs 29:15,17

Hebrews 12:11

Proverbs 22:6

II. **Serious Misconduct:** Should a student commit an act with such serious consequences that the Headmaster deems it necessary, the office-visit process may be bypassed and **suspension** or **expulsion** imposed immediately. Examples of such serious misconduct could include: acts endangering the lives of other students or staff members, gross violence/vandalism to the school facilities, violations of civil law, or any act in clear contradiction of scriptural commands. Students may be subject to school discipline for serious misconduct which occurs after school hours.

III. **Suspension:** Should your child receive a suspension, you, the parent, will be contacted to pick up your child from school immediately. Your student will be held responsible for any and all assignments.

IV. **Expulsion:** The ECS School Board realizes that expelling a student from school is a very serious matter and should always be carefully dealt with on a case-by-case basis. Forgiveness and restitution are fundamental to our total discipline policy. However, should a student and his parents not be able to eliminate behavioral problems before a fifth office visit, the student will be expelled.

V. **Readmittance:** Should the expelled student desire to be readmitted to ECS at a later date, the school board, or its delegated committee, will make a decision based on the student's attitude and circumstances at the time of reapplication.

VI. **Counseling:** Students and Parents are encouraged to use guidance information concerning social development, educational opportunities and occupational information. The counselor is available to assist students and parents with their personal problems and concerns.

## GUIDELINES FOR COMMUNICATION AND COMPLAINTS

Effingham Christian School Faculty and Staff welcome constructive communication from parents at any time. The following guidelines will help to direct communication in the most productive way.

1. If you have a quick question about schoolwork or class procedures, write a note in the student's communication notebook, and the teacher will respond with a note, phone call, or both.
2. If you desire a phone conversation, send a note in the communication notebook with your child or call the school office. We will attempt to return calls within 24 hours. Concerns involving students and classroom procedures are most appropriately directed to the teacher. Questions concerning school policy should be directed to the Headmaster.
3. If you think a personal conference would be best, please make your request in writing or place a phone call to the teacher or Headmaster so that a mutually acceptable time may be scheduled. Drop-in conferences before or after school are not workable. Teachers and Headmasters schedule their use of time carefully and have supervisory duties that are particularly heavy at the beginning and end of the school day.
4. As a courtesy to our teachers, consider that they have far more homework than students and can conduct business with parents much more efficiently during the school day. You should evaluate the urgency of your call by asking whether it can be handled during regular business hours.
5. Urgent messages, specific instructions or special requests concerning a change in normal procedures relating to any particular student will be given to the student and appropriate staff provided the administration receives the message early enough.
6. If your student has been absent and would like to work on his homework assignment prior to returning to school, students should arrange with the teacher to get assignments. The teacher must have the request prior to 10:00 a.m. Requests after this time are difficult to honor by the end of that day.
7. In seeking to solve a problem or misunderstanding originating in class, students and parents should work first with teachers, then the Headmaster if needed. Questions about curriculum or school policy should be addressed to the administration first, then the school board if needed. We want to resolve all problems using the Biblical principle outlined in Matthew 18:15-17. *“Moreover if your brother sins against you, go and tell him his fault between you and him alone. If he hears you, you have gained your brother over. But if he will not hear, take with you one or two more, ‘that by the mouth of two or three witnesses every word may be established.’ And if he refuses to hear them, tell it to the church, but if he refuses even to hear the church, let him be to you like a heathen and a tax collector.”*

**SCHOOL CLOTHES AND UNIFORM POLICY**

**Effingham Christian School is a uniform school  
Any clothing not specifically stated under the uniform guidelines is not allowed**

**Boys School Clothing:**

Pants/shorts  
Shirts  
White Dress Shirt/Tie  
Shoes/socks\*  
Sweatshirts  
Jackets  
Sweater Vest  
Mock Turtle neck  
Belt (black or brown)\*  
Gym Shorts  
ECS T-shirts\*

**Girls School Clothing:**

Pants/shorts/skorts  
Skirts/jumpers  
Shoes/socks\*  
Blouses  
Shirts  
Sweaters  
Sweatshirts  
Jackets  
Mock Turtle neck  
Belt (black or brown)\*  
Gym Shorts  
ECS T-shirts\*

All are available from Patrick's Uniform.

(\* These items do not have to be purchased from Patrick's Uniform.)

**Clarifications:**

1. All skirts, jumpers, skorts, and shorts must not be shorter than one student's hand width (measured across the palm), above the knee.
2. Girls hair clips, hair bows, etc. must match school uniform.
3. A belt is to be worn with shorts and pants and must match the color of the dress shoes (unless tennis shoes are worn). Students in Pre-K and K are allowed to wear uniform pants or shorts with elastic waist and no belt.

**CLARIFICATIONS continued**

4. Girls are allowed to wear skirts and blouses beginning in 4<sup>th</sup> grade.
5. No make up is allowed in the elementary or middle school grades. Modest make up is permitted for girls starting in the 9<sup>th</sup> grade.
6. Boys will not be permitted to wear earrings.
7. Girls are allowed to wear earrings that are within ½ inch of the earlobe. They must not hang below ½ inch of the earlobe.
8. Special non-uniform days are at the discretion of the Headmaster.
9. Pre-K – 3rd grades must wear uniform shorts under skirts and jumpers.
10. Students must wear uniforms in a neat and appropriate manner. All uniforms items should be checked regularly for holes and stains and fixed or repaired when needed.
11. Socks are required to be worn PreK through 5<sup>th</sup> grade (for boys and girls). Pantyhose can be worn beginning in the 6<sup>th</sup> grade for girls.
12. All students are required to wear socks with tennis shoes.
13. Tights are allowed for girls PreK through 5<sup>th</sup> grade only.
14. T-shirts worn under uniform shirts may not have any noticeable writing on them and must match the school colors.
15. Shirts must be tucked in at all times while on campus.
16. Boys and girls may wear conservative **mostly** white tennis shoes, black or brown dress shoes. No boots, sandals, backless shoes, clogs or lighted shoes may be worn.
17. Hair is to be neatly trimmed, styled and clean. Boys hair length should be trimmed above eyes and above the collar. Unnatural hair coloring that distracts from the learning process is not permitted.
18. No hats of any kind are allowed inside the buildings.

**Chapel Uniform** – Students will be required to wear chapel uniforms beginning the first Wednesday in September to all chapels and any other events during the school year designated by the Headmaster. Boys' special chapel uniform will consist of a white oxford shirt, tie, belt, khaki pants, and brown or black shoes (no tennis shoes). Girls' special chapel uniform will consist of jumper or skirt, blouse, and black or brown shoes (no tennis shoes).

\*NOTE: Please label each article of clothing neatly with the student's name.

A student is expected to be in full uniform from the time he or she exits the car in the morning until 3:00 p.m. When a student is not in complete uniform the following will happen:

*If a student comes to school with an incomplete uniform, a notice will be sent home to the parents stating the specific uniform violation and will require the parents to sign the notice and return it to the teacher. On the fifth occasion that such a notice is necessary; the student will be sent to the office and will remain in the office until the parents bring the correct uniform item.*

If you have any questions concerning the dress code, please speak with the Headmaster.

**TEXTBOOKS**

Students are to treat with care all ECS textbooks and other material loaned to them for their use. Fines will be levied for any damage beyond normal wear and tear. If a textbook is damaged beyond repair the parents will be responsible for paying for its replacement. All textbooks and other ECS property must be returned at the end of the school year or the student will not receive his/her final report card.

## LEARNING DISABILITIES POLICY

*Objective:* To clarify the educational goals of ECS

*Scope:* This policy applies to all students and teachers in all the classrooms of ECS.

*Definitions:*

**Severe Learning Disability:** Any condition in a potential student which would require a separate classroom, program, and staff in order to provide the educational services desired by the parents. *E.g.* Down's syndrome, deaf/mute, blind, *etc.*

**Learning Disability:** Any condition in a potential student or student which does not require a separate classroom, program, and staff in order to provide the education services desired by the parents. *E.g.* Hyperactivity, Attention Deficit Syndrome, dyslexia, *etc.* For the purposes of this policy, it is not important whether or not the condition was accurately diagnosed and is a genuine learning disability.

*Guidelines:*

1. Children with a severe learning disability will not be admitted to ECS due to the lack of adequate staff, funding, and facilities.
2. Children who have been diagnosed as having a learning disability will be required to meet the same academic standards as all the other children in their grade level.
3. Children who have been diagnosed as having a learning disability will be given as much individual instruction and encouragement as possible.

## TUITION POLICY

Tuition may be paid in 12 monthly payments, 10 monthly payments, semi-annual payments or prepaid for one year. If tuition is paid in 12 monthly installments, the yearly tuition is divided by 12. If tuition is paid in 10 monthly installments, the yearly tuition is divided by 10. If tuition is paid in semi-annual payments a discount of 1% will be granted. If tuition is prepaid for one year, a discount of 3% will be granted.

If a family has prepaid tuition for one year and a situation arises in which a family desires to withdraw a student for any reason or in which the student is expelled, the unused money will be prorated and returned to the family.

### **TUITION COLLECTION**

The objective of this policy is to ensure that tuition and fees are collected in a timely manner and to establish a process whereby unpaid tuition and fees can be collected as early as possible. This process may be followed unless specific other arrangements have been made between the Board or Headmaster and the family involved. Good faith will be presumed on the part of the families unless subsequent circumstances indicate no positive action can be expected. Late tuition and fees are defined, as tuition and/or fees not paid by the tenth of each month.

The following process is to be followed in the collection of late tuition and fees:

1. In the event that tuition and/or fees are not paid within the first 10 days of the month, a payment reminder will be sent to all applicable families.
2. If tuition and/or fees are still not paid, or arrangements made within the following 15 days, the Board or Headmaster will personally contact the family. The essential elements or agreements made at that time will be recorded and filed.
3. If an agreement is not made or adhered to, and payment is not received after 60 days, students will be expelled and grades withheld until payment is received.

### **ATTENDANCE REQUIREMENTS**

A student enrolled in ECS is expected to be present and on time in school every day school is in session. The actual number of days school is in session will be determined by the yearly school calendar. Students are also expected to attend and complete all requirements for every course offered. Attendance records for the elementary students are kept by the individual classroom teachers and reported on the student's report card each quarter.

(Quarter = One- 9 week period, Semester = Two-9 week periods)

**I. Short-Term Absences:** If a student needs to be absent from school for one to two days, for any reason, the parents should contact the school office by note or phone as soon as possible.

**II. Long-Term Absences:** If a student needs to be absent for three or more consecutive days, the parents should notify the teacher(s) in writing explaining the circumstances. This will permit the teacher(s) to compile the necessary schoolwork which the student would otherwise miss. Notification should be made as soon as possible to limit the amount of missed schoolwork.

**III. Extended Absences:** We will gladly cooperate with families taking their children from school for vacations, hunting trips, etc. However, when extended absences are voluntary (versus emergency or illness) we expect all schoolwork to be completed. We recommend that prior to any planned, extended absence, the student(s) work ahead as much as possible. This eliminates both the need to work on vacation or doing a significant amount of make-up work.

**IV. Maximum Absences:**

“In the event the total number of *planned i.e., parent-approved* absences for one quarter is equal to or exceeds five days in one quarter or ten days for the semester, the student will not receive credit for that time period.

In the event a student is absent from a class, or from school, for more than ten days during one quarter (*for any reason*), the student's parents will meet with the Headmaster (and teacher if necessary) to determine whether the student will receive a letter grade or a grade of P (pass) or F (fail) on his report card.

In the event the total number of absences, whether *planned or unplanned*, is equal to or exceeds fifteen days in one semester, the student will not receive credit for that semester unless all work is made up to the satisfaction of the teacher and headmaster, or board, as necessary.”

**V. Tardies:** A student is considered tardy if they arrive after 8:20. Each semester (August - December & January - May) tardies are counted anew. After a third tardy during a semester, a \$5.00 fine will be charged for subsequent tardies. All tardies will be billed with tuition. All accounts regarding tardies are erased at the beginning of a new semester.

## STUDENT ARRIVAL AND DISMISSAL GUIDELINES:

### **DAILY ARRIVAL**

Classes begin each day at 8:20 a.m. Students may arrive between 8:00 and 8:20 a.m. Students may not arrive before 8:00 a.m. If a student arrives after 8:20 a.m., he should come to the office before going to the classroom to receive a tardy slip.

Parents are asked to enter the school drive and keep right to make the circle in single file in front of the building. Students are to be dropped off from the right side of the car at the main entrance and enter the double doors. All students are to follow this pattern of entry to their classes. If a parent desires to speak with a staff member, they should park in a parking space (not in front of the building) and come in to the building through the office. (Building 100)

In order to maintain a safe and monitored environment, the front doors are locked after 8:20 a.m.

### **DAILY DISMISSAL**

Classes are dismissed at 3:00 p.m. Students will be brought out of the building at the main entrance as a class and will wait together with their teacher until picked up by an authorized person. Parents are to follow the same procedure as with morning drop-off. Parents are asked to pick up their children promptly. All students must be picked up within 15 minutes of dismissal time. Please do not allow pre-school or other siblings to enter the building without adult supervision.

Under normal circumstances, no child will be released to anyone not listed on the form entitled “Authorization for Child Pick-up”. However, if a situation arises where someone other than those listed on the authorization needs to pick up your child, please notify the school in writing. If unable to send a note, please call the school office and leave a message naming the designated driver, the date of pick up and that he/she has your permission to pick up your child.

Parental cooperation is needed in order to provide the safest atmosphere for our children.

### **BEFORECARE**

Beforecare is offered everyday at 7:30am until 8:00am. The students will be taken to their homeroom class at 8:00am. Specific instructions & fees for this service are available in the school office.

### **AFTERCARE**

Aftercare is offered everyday after school until 6:00 p.m. Specific instructions and fees for this service are available in the school office. Any students not picked up by 3:15 p.m. will be sent to aftercare and the applicable fees will be charged.

### **SCHOOL VISITORS (PARENTS INCLUDED)**

All visitors must sign in at the office in 100 building. You must show I.D. to obtain permission. All visitors must wear a visitors badge at all times while in the school buildings. School buildings (200 & 500) are locked between 8:20 and 3:00.

### **LUNCHES AND SNACKS**

Each student will provide his/her own lunch and drink each day. Parents need to be aware that there is no refrigerator or microwave available to students and will need to plan accordingly. All students must bring their own eating utensils, i.e., spoons, paper plates, napkins, etc. Students should bring a snack for the morning break. Because high starch, sugar and caffeinated foods can interfere with a child's concentration, parents are encouraged to choose healthy foods and snacks. Water bottles with spouts, containing water only, will be permitted.

### **LOST AND FOUND**

Please put your child's name on all personal items (or at least their initials). Clothing articles that are found will be put in the school office in the Lost and Found Box. Please check for lost and found items often and before any school vacations for any items belonging to your children. If there are items that are not claimed at the end of the school year, they will be given to local missions within a few weeks. Valuables, such as watches, jewelry and glasses, will be kept in the office until they are claimed. We may advertise these items in the bulletins from time to time.

### **INCLEMENT WEATHER SCHEDULE**

If Effingham County Schools are closed due to inclement weather, ECS will also be closed. For information regarding inclement weather, please refer to the local television and radio stations.

**THE ASSOCIATION OF CLASSICAL AND CHRISTIAN SCHOOLS  
(A.C.C.S.)**

ECS is a member of A.C.C.S. , an association of Christian schools designed to serve the needs of new or established schools who are seeking to return to the educational heritage of the West. Neither reactionary nor progressive, we seek a return to our cultural roots so that we may resume the process of cultural growth, as God gives the increase.

**Requirements for all member schools:**

1. A representative of the school must subscribe to the first two chapters of the Westminster Confession of Faith.
2. The school must be in basic agreement with the vision for education as set out in Recovering the Lost Tools of Learning.
3. The school must be current in its membership dues.

ECS is seeking accreditation through the A.C.C.S.