

The Samuel School Family Handbook 2014-2015



“Experiencing His Love ... Learning His Ways”

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The Samuel School would like to express its sincere appreciation to The Foundation For American Christian Education and Dayspring Christian Academy for their work invested into Christian education and their encouragement of our school.

A Letter from the Headmaster

The desire of God's heart is to provide a place where children can experience the liberty of His Holy Spirit as well as excellence in academics, that place is The Samuel School. At The Samuel School our primary goal is to reveal the Father to the hearts of children, at all times. And when that revelation comes, then, and only then, will true Life begin in the life of a child. As scripture shares, "What good is it for someone to gain the whole world, yet forfeit their soul?"

Through the formation of this school, the Holy Spirit has led us to use an approach to education that is based on Biblical Principles, The Principle Approach. This method of education will lead children to viewing the world through a Christian lens. Likewise, as children exercise Biblical principles in their own life, like self-government, academic efforts become more fruitful and subject matter mastery is realized. The Lord desires excellence in spirit as well as mind, and with Him, both are possible and assist each other.

Our school looks forward to partnering with your family this year! As we work in unity with each other we are anticipating the Lord to do great things in our midst and in the life of your child.

May The Lord Bless You,

Robert A. Peck - Headmaster

The Samuel School Scripture and Logo and School Emblem

The Scripture

"But Samuel was ministering before the LORD—a boy wearing a linen ephod."

1 Samuel 2:18

The Holy Spirit alive in adults is alive in children! Children can and do operate in the same fullness of Spirit and do grow closer to God in the process of ministering to Him. And as with Samuel, over the years of ministry to the Lord, the ears of a child become more and more sensitive to His voice and faith arises!

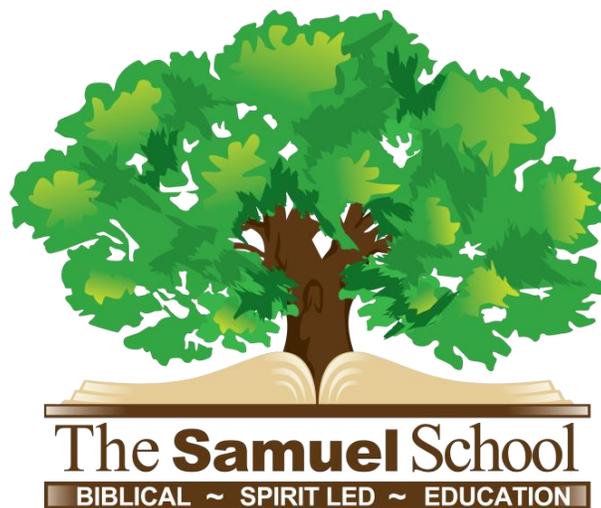
The Oak Tree Growing From The Bible

"They will be called **oaks** of righteousness, a planting of the LORD for the display of his splendor."

Isaiah 61:3b

From the Word of God children grow as strong as oak trees. The Word of God is their foundation, a Rock which can not be shaken. Fullness of life and vitality is realized as each child draws life from the Word of God who is the way, the truth, and the life.

Profile of



Introduction

Statement of Faith

Philosophy of Education -- The Principle Approach

Samuel School Commitment

History of The Samuel School

Structure of the School

Introduction

Learning is commanded by God to be a full time spiritual discipline where something of value is produced by the learner¹. In addition, learning must be of biblical origin²; accomplish a Biblical purpose with all diligence³; and use a Biblical methodology⁴. Furthermore, parents are ultimately responsible for educating their children. In delegating authority to teachers to assist in this process, there must be shared ownership and unity of purpose⁵. To that end, it is the purpose of The Samuel School to provide a sound academic education within the framework of the Christian view of God and the world.

The total ministry of the school is geared to meet the following goals:

- To encourage the acceptance of **Christ as Savior** and develop a **love for God** through His Word
- To foster an **interactive relationship** between **God and child** encouraging responsiveness to His voice
- To provide a **Bibliocentric** and **Christ-saturated education** for the children of Christian parents in Dauphin County and surrounding areas
- To develop the full expression of **Christian character** as seen in such traits as self-government, diligence, perseverance, industry, reverence, respect, and responsibility, thereby fitting students to be vital members of the Body of Christ and productive citizens in our American republic
- To present a curriculum in which all subjects are studied from a Christian, rather than a humanistic, perspective; thereby, producing a coherent **biblical world view**
- To maintain **scholastic standards** that will challenge the God-given abilities of our students
- To emphasize both the art and the skill involved in sound, **logical reasoning** and informed, **articulate expression**
- To reinforce the **aims, habits, and discipline** practiced in the biblical Christian home
- To promote the **spiritual, mental, social, and physical growth** of the pupils in the knowledge of God, in order that they may develop a fully matured Christian life
- To inspire the use of each child's **talents, gifts, and education** for the glory of God
- To encourage pupils to render **service** to the school community as well as the local civic community as part of their **Christian duty**

¹ Romans 12:2; Joshua 1:7-8; Luke 19:11-27

² Proverbs 2:1-6

³ II Timothy 2:15-21; 3:16-17

⁴ Psalm 1:1-2

⁵ Proverbs 22:6; 6:20--23; Deuteronomy 6:1-9

Statement of Faith

- We believe and teach the Holy Bible, God's only inspired, infallible, authoritative, written Word, to which nothing can be added or taken away.
- We believe and teach the sovereignty of one God, creator and governor of the universe and man: that God is eternally existent in three persons, as God the Father, God the Son, God the Holy Spirit.
- We believe and teach that man, made in God's image and likeness, given the choice, yielded to temptation by Satan, disobeyed God, fell into sin, thereby incurring God's judgment, and revealing man's great need for a Savior.
- We believe and teach that JESUS CHRIST is God's promised Savior to man.
- We believe and teach that JESUS CHRIST as Deity, God's only begotten Son, came to the earth through the virgin birth, to provide, through His shed blood, His atoning death on the cross, resurrection, and ascension to the right hand of the Father, man's only means of redemption or salvation from sin and its everlasting punishment.
- We believe and teach that the sinless life of our Savior Jesus Christ, His miracles, His accessibility to all men, women, and children, reveal God's grace and love. We look forward to the promised return of our Savior in power and glory to reign on earth.
- We believe and teach that the Holy Spirit, Third Person of the blessed Trinity of God, took up His abode on earth, on the day of Pentecost, and that by His indwelling the Christian is enabled to live a Godly life.
- We believe and teach that the bride of Christ, the Church, is empowered to carry out the Savior's great commission, and to preach the Gospel of liberty, both internal and external, to all men and nations, and to bring His healing message of the unity of all believers.
- We believe in and teach the bodily resurrection of both the saved and the lost: those who are saved unto the resurrection of life and those who are lost unto the resurrection of damnation.
- We believe that the responsibility of the Christian in America is to insure both Gospel purity and Gospel availability by remembering the marvelous works of Christ in bringing forth our nation where church and state, united internally, but separated externally and governmentally, make available to all men, women, and children the privilege of preaching and teaching SALVATION THROUGH JESUS CHRIST, under a Biblical Constitution.
- We are committed to this Statement of Faith by which we live, by accepting the government of God through Christ in our ministry of teaching and learning.

Philosophy of Education – The Principle Approach

The Principle Approach is America's historic, biblical method of education. Its origin can be found in the earliest biblical writings. As we trace the unfolding of God's plan for mankind, we see His mandate for passing that plan on to succeeding generations through the education process. Ancient Israel applied God's blueprint for education in part, but it was not until 1600 years after the birth of Christ that we see the fullest expression of the biblical pattern demonstrated by a people who were prepared, providentially, to reason from God's Word to every area of life. With the coming of the Pilgrims to the North American mainland, the seeds of true biblical education were planted and, later, bore fruit during the founding period. At this time we see a generation of men and women who were able to reason from the principles of God's Word to every area of life. In fact, so pervasive was their biblical worldview that they were able to found the world's first Christian constitutional republic. This was not happenstance, but the direct result of a philosophy, curriculum, and methodology of education that was Christian to the core. The home, church, and school were unified in purpose and practice, thereby producing the revolutionary results that amazed the Old World.

While times have changed and more than two hundred years have transpired since our nation was founded, God's Word remains true and powerful. What it did for our foreparents, it can do for us today as we learn how to reason from its light and apply its principles to our lives. The Principle Approach is about restoration--restoring back that which has been discarded or lost. The path before us is not an easy road, but it is the only one that will open the doorway for a once great, but now beleaguered, nation to find its way back to its Christian calling and purpose.

Scriptural Foundation for the Philosophy

The Samuel School ministers from a philosophy of Christian education derived from the Word of God and subject to His sovereign and Providential purpose of bringing every child to full stature through the redemptive work of Christ. Luke 2:49-5

The foundation stone of American Christian education is faith in a sovereign Creator and Governor of the universe who gives liberty to those who accept Jesus Christ as personal Savior and Lord. The internalization and application of Biblical principles for the government of home, school and nation frame the proper response of man to his Maker. II Corinthians 3:17

The Biblical philosophy of education challenges the individual student to address how he governs himself, his habits of work and scholarship, his knowledge of God's hand and his own place in history, and his character development in light of his commitment of faith in Christ. This challenge affects every area of life and learning as he develops spiritually, morally, socially, and academically. Philippians 1:6, II Timothy 2:15

The system of education governed by a Biblical philosophy results in the school's cooperation with the Holy Spirit in cultivating the student's unique individuality so that, in fellowship with the Lord, he is marked by Christian character, applies Biblical reasoning to all of life, conforms his conscience to the eternal truth of the Bible, and fills his heart with love and obedience to Christ. Philippians 1:9-10

The God given ultimate authority of the education of the child belongs to the parents who authorize teachers to inspire, cultivate, consecrate, and instruct the student. The teacher who serves in a Biblical philosophy of education is a person gifted and called to exemplify those qualities of character and scholarship worthy of a wholehearted commitment of Christ. The teachers must represent the spirit and discipline of their calling and embody the very goals they teach their students.

Deuteronomy 4:8-10 and 6:6-7, Ephesians 6:4

The Christian methodology of education includes a series of instruction and discipline intended to enlighten the understanding, correct the temperament, form the habits and manners, and prepare the student for useful service. Christian education in America has a unique heritage traced from a Bible-educated people under the leadership of pastors who know that education was useless without the Bible and that made the Bible central to all learning. At The Samuel School we endeavor to research, reason, relate and record every subject from its Biblical purpose and expression.

II Timothy 3:16-17, Proverbs 22:20-2

The American Christian experience produced a curriculum of education resulting in a Biblical world-view (a system of presuppositions consistent with absolute Biblical truth) from which to discern right action and thinking and from which to exercise a proper role in the family, in the body of Christ, and as a citizen of a Christian constitutional republic.

II Timothy 2:2

To summarize the basic tenets and benefits of the Principle Approach, we see that it:

- is *expansionary* rather than *evolutionary*. Students are given the whole from the beginning rather than building on parts as in evolutionary thought. Kindergarten students are given all of the seeds, rudiments, and tools for biblical reasoning at the start. As the child's ability to reason enlarges, he is taken into deeper and broader studies of the subject areas. Against the backdrop of a whole and complete creation, separate elements unfold.
- requires *reflective learning* as opposed to rote learning which produces no mastery.
- *uses God's Word* to illumine and bring form to each subject. God's Word is the standard for discerning truth from error.
- *develops a curriculum based upon the Christian idea of man and government*. The westward move of Christianity to America and the individual links on the Chain of Christianity stir an excitement within the teacher and learner to fulfill their places in God's plan for their lives in our modern world.
- *encourages the development and use of character qualities as found in the Pilgrims* who are the model of American Christian character: faith and steadfastness, brotherly love and Christian care, diligence and industry, liberty, and conscience.
- *produces mastery of the seven biblical principles of government* as defined and developed for use by Verna Hall and Rosalie Slater. These principles are seen in every subject and taught in every grade. Their mastery develops the reasoning/writing ability of both teacher and learner.

These seven basic principles are:

Individuality: Everything in God's universe reveals His infinity and diversity. Each person is a unique creation of God, designed to express the nature of Christ individually in society. This principle represents the heart of the nature of God.

Self-Government: God ruling internally from the heart of the individual. In order to have true liberty, man must be governed internally by the Spirit of God rather than by external forces. Government is first individual and then collective.

Christian Character: The image of Christ engraved upon the individual within, bringing dominion and change to his external environment.

Property: God requires faithful stewardship of all His gifts, especially the internal property of conscience, thoughts, and convictions--our most sacred property. This is a tool for self-government as each child learns to give his consent to follow the ways of God, rather than those of the world.

The Christian Form of Government: The Law and the Gospel are the basis of our government in America. Proper government requires a balance of internal power and external form. Evidence of this is seen in the separation of powers and its dual form with checks and balances.

How the Seed of Local Self-Government is Planted: By sowing God's principles, desirable fruit is produced and harvested. It is only when the heart of man is affected that external growth and change can take place.

The Principle of Unity with Union: Internal agreement (unity) produces an external union. Before two or more individuals can act effectively together, they must first be united in spirit in their purposes and conviction. We must be ever mindful that there can be union without unity--yielding shallow and self-serving results.

The Samuel School Commitment

The Samuel School community of families, faculty and staff, and the Board of Trustees share a sacred commitment:

- 1) We are committed to the development of **SPIRITUAL STATURE** in our students, assisting parents in bringing them up in the nurture and admonition of the Lord. This is done through the various programs, activities, and curricula of the school. The biblical Principle Approach does not just "integrate" truth into the subject content, or "tack on" a Christian appearance; it approaches the subject with the acknowledgment that all truth points to the knowledge of God and then identifies the principles of the subject that reflect that knowledge, whether it is algebra, phonics, basketball, or study habits. Care is taken to ensure that activities in the life of our school consistently direct our children unto full spiritual stature.
- 2) We are committed to **ACADEMIC EXCELLENCE**, cultivating the fullest expression of the individual through instruction, inspiration, and consecration in intellectual, physical, and artistic

pursuits. This is accomplished in the classroom by establishing high standards, an enlightened curriculum, and by the practice of reflective learning, reasoning, writing, and reading. The tutorial emphasis allows every child to learn by receiving help or enrichment as needed. In athletics, art, band, drama, speech, and choir, as well as in every academic subject, we call forth this same standard of Christ in Whom resides all excellence.

- 3) We are committed to the **CHARACTER DEVELOPMENT** of every child; bringing to bear the discipline and conviction of Christian self-government. True Christian character is a thing of great beauty and value. All the academic achievement or spiritual knowledge in the world cannot succeed without a character molded and strengthened by truth unto usefulness. We design classroom procedures, teaching methods, policies, discipline techniques, and dress standards with this goal in mind. Our curricula is filled with role models of great character who inspire and offer vision to our students.
- 4) We are committed to cultivating **LEADERSHIP SKILL AND SERVICE** for the next generation. Leadership is serving. We envision that every child will learn to reach outside himself or herself to offer a unique contribution to the Lord, becoming others-centered, and taking a responsible place in God's greater purposes. Service projects in the community contribute to this purpose. Our students learn to act responsibly toward each other and develop sensitivity and awareness of needs.

Every child is uniquely precious to the Lord and to us. We believe that each one is chosen and placed at The Samuel School for eternal purposes. We are thankful for the joy and privilege of serving in so vital and worthy a cause and are committed to lay our lives down for the sake of our brethren.

History of The Samuel School

The Samuel School began with a dream. One Sunday morning in 2003, during worship, I pondered in my heart, "Lord I see how children can engage in prophetic worship and arts but what about the content areas of school (math, science, reading, and so on)."

That very night the Lord gave me a dream. In the dream I was walking outside. Ahead of me I saw a traditional looking one story school building to the right, on a hill, and to the left were green rolling pastures. In the pastures I saw a man walking who I personally know loves the Lord. As I approached the school I noticed it had a glass wall. Gathered behind the glass wall was a group of about 5 or 6 children with the oldest being a boy, about age 12, standing in the middle of them. He was holding a musket and pointing it toward the glass wall. My pastor was beside me and I said, "Look, the children are trying to break out of the school." The dream was over.

I was amazed by the dream and especially wondered of the significance of the musket. I knew the dream was in response to the prayer of my heart and so I started to research education during the time of the musket, colonial times especially. Was I ever surprised!

What I found, with regard to those of us who have gone through the public school system, is that our Christian heritage has been systematically and intentionally hidden from us. I had no idea the significance faith and God played in those foundational years. I also was surprised at how personally meaningful I would find the accounts of Christian Americans who have walked before us. I began to understand why the Supreme Court at the end of the 19th Century declared us to be a Christian nation.

I combed the internet for about a year and became most impressed with David Barton and Wallbuilders. His research on the founders and education is very thorough and enlightening, resources well worth the study. However, I continued searching wondering how the curriculum of that time could be discovered or would I need to right it from scratch.

One day after about a year of combing the internet, I came across The Principle Approach, America's Historic method of Biblical reasoning. It places the Word of God as the only foundation for school and its' subjects. I knew immediately that this was what the mother load.

The leg work has significantly been done with regard to searching out our Biblical foundation in education. During the 1960's and 1970's the Lord inspired two women, Verna Hall and Rosalie Slater, to become dissatisfied with the direction that civil government was leading this nation and sought out rather to restore our Christian heritage and rediscover its sources. And thereby restore our nation and government.

They gathered a group of people in the San Francisco area and begin to compile and gather information from primary resources that illuminated the Christian character of the nation during its founding. As the years of their research transpired they discovered underlying principles that reoccurred within this Christian nation at its beginnings. Thus the name, The Principle Approach to education was conceived. Furthermore, they compiled the materials they accumulated into a meaningful curriculum that has been used to restore the Christian character within children as it did this nation at its inception.

Some time after researching and starting to understand that the Lord was leading me to start a school, I pondered what the name would be. One Sunday morning, my pastor's wife encouraged the congregation to read the Bible through, in order, from cover to cover. As I read through the Bible, I of course came to the books of Samuel.

I was amazed at how many similarities exist between the prophet and the purpose of the school. Samuel experienced God's presence as a boy, heard His voice, and learned His ways. Through the citizens of Israel, God transformed their nation back to Him in about 25 years. Every sphere of society, including civil government, was transformed back into a God honoring representation. Samuel's School of the Prophets had a lot to do with speaking God's truth into these spheres (7 Mountains).

So now... the Lord leads on. The year of the breakthrough has come for children. The green pastures of life in the Spirit are before them. The heritage of the Lord, also called His testimony, cannot be hidden any longer. Children need their testimony/His Story (HiStory) to embrace life to the fullest and to be equipped with the weapons necessary to overcome the evil one (see Revelations 12:11). And as His truth is revealed and spoken again, so too will His power and Kingdom be restored in America, one child at a time!

He knows not how to rule a kingdom,
that cannot manage a Province;
Nor can he wield a Province,
that cannot order a city;
Nor he order a city,
that knows not how to regulate a Village;
Nor he a Village,
that cannot guide a Family;
Nor can that man govern well a Family,
that knows not how to Govern himself;
Neither can any Govern himself;
unless his reason be Lord,
Will and Appetite her Vassals;
Nor can Reason rule unless herself be ruled by God,
and wholly be obedient to Him.
-- Hugo Grotius, 1654

The Corporate Structure

The Samuel School exists as a 501 (C) (3) organization and is incorporated as an educational institution under the governance of its Board of Trustees and administered by the Headmaster.

The Board of Trustees

The Board of Trustees is the primary governing body of The Samuel School. The board sets policies for the operation of the school.

Trustees are appointed by the board for a three year, renewable term. The addition of new board members occurs when the need is determined by the board.

Faculty

Qualifications:

1. Teachers must be born again Christians and actively involved in a local Christian church.
2. Teachers act in the role of overseer in the lives of children; therefore, they must meet the character qualifications as outlined in I Timothy 3:1-7.
3. All teachers must have earned a minimum of a bachelor's degree from a recognized college or university (preferred).
4. Teachers are encouraged to pursue advanced degrees.
5. All Samuel School teachers undergo extensive and ongoing in-service training in the Principle Approach.

Admissions

Policies and Procedures



Enrollment Procedures
Enrollment Requirements
Late Enrollment
Withdrawal from Enrollment
Re-enrollment Procedures
Re-enrollment Requirements
Delinquent Tuition Payment Policy
Financial Aid Policy
Family Referral Discount Policy

“A good moral character is the first essential in a man. It is therefore highly important that you should endeavor not only to be learned but virtuous.”

**George Washington to his nephew,
December 5, 1790**

Enrollment

Enrollment Procedures

- 1. An application for enrollment is to be completed by the parent(s) or guardian(s)** of all pupils who desire to attend The Samuel School.
- 2. Upon receipt of an application for enrollment**, immunization records, and the appropriate registration fee, a personal interview will be held with both parents, single parent, or guardian(s) and the school student(s) to be enrolled. This interview will be held by the Admissions Committee or Designee. Additionally, parents are required to attend the new family orientation meeting.
- 3. Parents will be informed of tentative approval** upon conclusion of the interview. Enrollment will be considered complete only when all of the requirements listed below have been met. A formal letter from the Headmaster will confirm final enrollment status.
- 4. When entering The Samuel School for the first time**, the following are required:
 - a. Enrollment Application
 - b. Registration Fee
 - c. Official Documentation of All Required Immunizations or Letter of Exemption
 - d. Placement Test for all enrolling students (completed at the school)
 - e. School Readiness Test (first time kindergarten, only)
 - f. Homeschoolers must provide most recent evaluation and achievement test scores
 - g. All previous school records including modified learning plans (IEP's)
- 5. Only families who have completely finished the enrollment process** are eligible for tuition assistance. Upon complete enrollment (when all of the above is completed), please go to www.samuelschool.com and under the admissions tab click on Tuition. Begin the tuition assistance process by clicking on the link to FACTS Financial Needs Analysis and filling out the application (there is a \$25 fee paid online to FACTS). Tuition assistance scholarships are based upon the availability of funds and need and are awarded on a first come, first serve basis.

Enrollment Requirements

1. Spiritual

The student shall exemplify by his/her attitudes and lifestyle that he/she is available to be conformed to the image of Christ, to be obedient to God's Word, and to exhibit a teachable spirit. This will be reflected in speech, respect for authority, reverence for the Lord, and in the fruit evident to believers around him/her.
2. Academic
 - a. Students entering academic kindergarten shall be admitted after successful completion of the readiness exam. Determination of the kindergarten level will be made at that time based on the expertise and experience of the committee.
 - b. Students in the lower and upper schools shall be placed in the appropriate

- grade level, only after completion of the placement tests and the previous school records have been examined.
- c. Students shall meet all course requirements as established by the curriculum guide.

3. Age

- a. A child must be 4 years old on or before September 1 (please see d.) to be enrolled in the Developmental Kindergarten for that year. A PREK student must be potty-trained and able to communicate and understand the English language.
- b. A child must be 5 years old on or before September 1 (please see d.) to be enrolled in the Academic Kindergarten for that year.
- c. The age of an enrolling student shall be within 2 years of the typical age of his designated class.
- d. Exceptions to the above will be made by the Headmaster only when readiness scores/academic records indicate the need.

4. Placement

- a. Grade placement is made by the administrative staff. Enrollment acceptance is made by the admissions committee.
- b. The Samuel School reserves the right to adjust and/or modify course selections and/or combinations of classes at each grade level based upon such factors as ability/ achievement records and enrollment in a particular class/course.

5. Parental

There are certain responsibilities expected of all parents just by virtue of their being part of the school. Without parents being involved in these basic ways, TSS would not be able to uphold its commitment to provide a quality learning environment:

1. Attend the Welcome Back Family Orientation
2. Attend the fall Parent-Teacher Conferences
3. Attend the January (Towne Hall) State of the School Meetings

Late Enrollment

Enrollment after the start of the school year will be based solely upon the following formula:

Enroll prior to November 1 = full tuition

November 1 - November 30 = 80%

Parents may not enroll students after the beginning of the 2nd trimester without approval from the Headmaster and Academic Dean.

Withdrawal from Enrollment

Tuition responsibility for early withdrawal for any reason will be based solely upon the following formula:

Withdrawal Policy

<u>WITHDRAWAL DATE</u>	<u>TOTAL TUITION DUE</u>
July 1 - first day of school	25% of full tuition
During the 1 st Trimester	50% of full tuition
After the 1 st Trimester	100% of full tuition

*The Withdrawal Policy applies to all families that have completed the enrollment process. Early withdrawal penalty is based on full tuition.

Re-enrollment Policy

All enrolled students at The Samuel School shall be considered re-enrolled for the next school year under the following conditions:

- A. The proper re-enrollment application(s) have been completed and submitted in accordance with the stated deadline in the admissions policy.
- B. The registration fee has been paid in full in accordance with the published deadline. No student may re-enroll when there is an outstanding tuition balance at the time of re-enrollment.
- C. All tuition and fees are current in accordance with the published deadline. No student may return the following year when there is an outstanding tuition balance.
- D. All fines and fees for damaged or lost property have been paid in full.
- E. The student is deemed a “student in good standing” by the faculty and Headmaster. This includes such aspects as behavior, compliance to a Christian code of conduct, respect for authority, and academic effort. A written letter shall be presented to the parents of a student who does not meet the qualifications for this item not more than one month after the conclusion of the current school year. This determination may be appealed to the Board.

Delinquent Tuition Policy

- A. Tuition payments are due on the pre-assigned due date. If a tuition account becomes 10 days in arrears, a **\$25.00** late fee is incurred and a reminder letter will be sent. In addition, a charge of **\$25.00** will be incurred for any checks returned due to insufficient funds, cancellation, etc.
(Note: Reckoning begins on the selected pre-assigned due date)
 - B. If a tuition account becomes thirty (30) days in arrears, the parent or responsible party will be requested by a second letter to bring the account current.
 - C. If an account becomes forty (40) days in arrears, the parent or responsible party will be requested to meet either of the two conditions listed below:
 - 1. The tuition account must be brought up to “current” status, or
 - 2. A written payment schedule to repay the delinquent tuition must be submitted for approval to the Tuition Assistance Committee **within five (5) days**.
 - D. If a tuition account becomes 50 days in arrears, and neither of the conditions in C above have been met, the school will be forced to remove the child(ren) from the school rolls, effective immediately. Re-admission to the school will occur only after the year’s tuition has been paid in full in advance.
 - E. Students will not be permitted to re-enroll for the following school year if there is an outstanding tuition balance.
 - F. Any enrolled student whose outstanding balance has not been paid in full by June 15 will forfeit his or her enrollment in the event that the space is needed by a new enrolling student.
 - G. Any and all past due tuition must be paid in full prior to the start of the 1st day of the new school year. Failure to do so will result in your child(ren) being removed from the school rolls.
 - H. With the exception of health records, no other school records, transcripts, or diplomas will be released to the family or any institution until all tuition, fees, and charges have been paid in full.
 - I. Checks should be made payable to: FACTS tuition.
- A. Families that withdraw early, forfeit their tuition assistance. The early withdrawal penalty is paying the remaining tuition without the Tuition Assistance discount applied. Full payment is due.
 - B. Families who are delinquent with tuition will not be issued report cards or progress.

Financial Aid Policy

Financial Aid is intended to assist parents with their tuition payments by paying a percentage of the monthly tuition. Parents are responsible to pay the remainder of the tuition.

A limited amount of financial aid is available. It is our objective to ensure that those with the highest need receive financial assistance. To determine a family's need and eligibility, the following procedure has been established. Tuition assistance is available on a first come first serve basis.

1. Fill out the Financial Aid application with FACTS Grant and Aid (link on school website).
2. Include a complete copy of your current year income tax return and all W-2 forms with the application and information request form (FACTS charges a private fee for processing).
3. You will be contacted regarding the amount of financial aid awarded after the results of FACTS analysis are reviewed by the Tuition Assistance Committee.
4. Any family with a delinquent account and has not submitted a payment plan, is not eligible for Tuition Assistance.
5. Any family with a delinquent account that has a payment schedule, but is not current with that plan, will not be eligible for Tuition Assistance.
6. Parents who receive tuition assistance and elect to pay the remaining balance in full are not eligible for prepayment discounts.

Please be assured that personal financial information will be kept strictly confidential. Only the school's Finance Committee will have access to parental financial information.

Tuition assistance requests will not be acted upon until registration fee has been paid and all requested information has been provided. Families on a waiting list will be considered for tuition assistance only after an opening occurs.

Family Referral Discount Policy

A referral discount is available to any enrolled family who successfully recruits another family for enrollment into the school. This amounts to **\$100** off your next year's tuition for every new family enrolled as a direct result of your efforts. There is no limit on the number of families you may recruit. Our goal is to attain full enrollment in all of our classes. Following are a list of guidelines:

1. The current Samuel School Family must have a **Family Referral Form** on file in the school office.
2. The name and address of the family that is being recruited for enrollment into the school **must be listed** on the Family Referral Form **prior** to the family's enrollment. Please do not call to add the name after a family has made inquiry.
3. Names may be added to the list at any time throughout the school year by calling the school office with the information or sending a note to the Admissions Department.
4. Tuition discount will be credited toward the school year's tuition **only after the new family has completed all enrollment requirements and has entered the new school year.**

How credit will be applied for a referral:

- 1. When a new family enrolls before the beginning of the school year, credit will be applied to your November tuition payment. If your tuition had been paid in full, you will be sent a refund for the referral amount.**
- 2. When a new family enrolls after the beginning of the school year, a discount will be given toward the following school year. This is only given if the new family re-enrolls for the next school year.**
- 3. If you have been credited \$100.00 for a referral and the new family withdraws from the school before the completion of one academic year, any money that was credited to you must be paid back to The Samuel School. This will be added into your current tuition payments.**

Educational Program



President Lincoln reading to his son, Tad.

Achievement Tests
Curriculum
Daily Schedule
Field Studies
Goal Sheets
Grades
Grading Scale
Graduation Requirements
High School Summer Credit Policy
Homework Policy
Honor Roll
Learning Support Program/LRR/NILD
Library/Media Center
Notebook Method
Parent/Teacher Conferences
Report Cards
Retention

“The philosophy of education in the classroom becomes the philosophy of government of the next generation.”
--Abraham Lincoln

Educational Program

Achievement Tests

Standardized Achievement Tests are administered annually in the spring to evaluate student progress. The results are planned to be given to the parents along with the final report card of the school year.

Curriculum

The Samuel School uses America's historic biblical method of education and government called the Principle Approach. This uniquely Christian approach produced a level of scholarship which astounded the educational European elite before and after the War for Independence.

The foundation of the Principle Approach is the Bible--perhaps more practically stated as the ability to reason from the Bible to all areas of life and learning. It is this absolute and uncompromisingly biblical Christian worldview, which undergirds all of the philosophy, curriculum, and methodology of the Principle Approach.

While the philosophy of this approach is its foundation, the curriculum is the framework upon which the product or tangible results of education are realized. The curriculum plays a paramount role in shaping the outcome of the educational process. The rudiments of the Principle Approach curriculum and methodology are not to be found in the winds of prevailing thought, but in the rich classical Christian curriculum which produced the great thinkers, scholars, artists, and statesmen of the past. Primary to the subject matter itself is the process of disciplining the mind that necessarily must ensue as one embarks upon the classical Christian learning pathway.

The overall goal of this American classical Christian approach (the Principle Approach) is to produce a student who has not only progressed from the rudiments of the subjects to the higher levels of understanding, but who has learned how to reason from the principles of the Bible to the concepts and issues of the subject. This is both the means and the end of a Principle Approach education. It is accomplished through an emphasis on giving students the tools for learning rather than simply filling them up with knowledge. It is the liberating effect of the self-governed intellect that allows the individual to reach his fullest God-given potential.

At The Samuel School, the classical Christian curriculum as embodied in the Principle Approach includes:

- Teaching the unique grammar, logic, and rhetoric of each subject. *Grammar* is the fundamental rules, or the rudiments, of a subject, as well as the basic data reflected by these rules. (Emphasized at the elementary level) *Logic* is the ordered relationship of the subject's particulars. (Emphasized at the middle school level) *Rhetoric* is the clear expression of what has been learned. (Emphasized at the high school level).
- Strong emphasis on mastery of the English language through phonemic awareness, fluency and comprehensive instruction and Shurley Method[®]. These instruction methods are implemented daily.
- A rich classical literature program that studies the masters and elevates that student's own ability to write, thus restoring the art of written expression in each student.
- Emphasis on the fundamentals and skills of mathematics as a tool for revealing the nature and character of the Creator while taking dominion over His creation.
- A science program that teaches the use of the scientific method as a means of researching a topic thoroughly, reasoning from accurate observations and deducing valid principles revealed through the study.

- Sowing the seeds of the rudiments of every subject in the kindergarten and the elementary programs.
- Reliance on original and primary sources for research and study rather than popular, modern interpretations.
- Use of the *Notebook Method* rather than a dependence on workbooks and textbooks. Students and faculty record their learning on the pages of a notebook, thereby demonstrating mastery of the complete subject.

Dramas/Plays

Students have opportunities during the year to demonstrate and practice their theatrical talents during drama performance(s). Classroom plays and presentations to families help children to make literary connections with stories being learned in class.

Field Studies

Field studies are an exciting part of the curriculum at The Samuel School. The field study allows us to attain several goals that cannot be met in the normal classroom environment with textbooks and notes. As we desire to restore our American Christian memory, the field study allows us to expose students to the actual places where important events occurred. It also enables us to take students to the birthplaces/homes of key individuals on the Chain of Christianity. Students have the opportunity to experience cultural, academic, and social events which will broaden their horizons, as well as give them points of reference for comparison and analysis of various world views.

Each year students embark on field studies at each grade level that allow them to experience learning in the classroom of God’s creation. Getting out of the classroom allows students to expand or round out their study of a particular subject. At The Samuel School, we refer to this part of the curriculum as a field study as opposed to a field trip. Our desire is that our students see these out of classroom times as times of study. Students are generally required to keep a journal of their field study experiences which helps to foster reflective learning.

Each individual classroom teacher plans field studies throughout the course of the school year. Parents must sign and return permission slips to the classroom teacher prior to each trip. Most field trips have a cost that is covered by the parents. Teachers may also contact parents to help share in the transportation for each trip.

Example Daily Schedules

Pre-Kindergarten to Kindergarten					
	Monday	Tuesday	Wednesday	Thursday	Friday
Drop-Off 7:45 a.m. to 8:00 a.m.					
8:00-8:10	Pledges, Prayer & Worship				
8:10 - 10:45	Reading, Hand Writing, & Phonics	Reading, Hand Writing, & Phonics	Reading, Hand Writing, & Phonics	Reading, Hand Writing, & Phonics	Reading, Hand Writing, & Phonics
9:45 - 10:00	Snack	Snack	Snack	Snack	Snack
10:00 - 10:20	Recess	Recess	Recess	Recess	Recess
10:20 - 11:10	Math	Math	Math	Math	Math
11:10 – 11:25	Science	History	Geography	Science	History
11:25-11:30	Clean Up, Pack Up, and Pick-Up 11:30 a.m. – 11:40 a.m.				

1 st to 6 th Grade					
	Monday	Tuesday	Wednesday	Thursday	Friday
Drop-Off 7:45 a.m. to 8:00 a.m.					
8:00-8:10	Pledges, Prayer & Worship				
8:10 – 9:45	Reading, Spelling, & English	Reading, Spelling, & English	Reading, Spelling, & English	Reading, Spelling, & English	Reading, Spelling, & English
9:45 - 10:00	Snack	Snack	Snack	Snack	Snack
10:00 – 11:00	Math	Math	Math	Math	Math
11:00 – 11:30	Science	History	Geography	Science	History
11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 - 12:45	Recess	Recess	Recess	Recess	Recess
12:45 - 1:30	Eng. Literature	Eng. Literature	Eng. Literature	Eng. Literature	Eng. Literature
1:30 - 2:00	Bible	Bible	Bible	Bible	Bible
2:00 - 2:30	Gym	Music	Spanish	Library	Art
2:30 - 2:55	PrayGround				
2:55 - 3:00	Clean Up, Pack Up, and Pick-Up 3:00 p.m. – 3:15 p.m.				

Grades

In evaluating students, the teachers at Samuel School recognize the individuality of each student. Academic grades, while important, are to a great extent a reflection of the internal character of each student. We ask that parents view the character comments on each report card as causative to the academic grade, holding great importance in the evaluation of each child. Teachers eagerly welcome the opportunity to meet with parents, by appointment, to discuss a student's progress.

Grading Scale

A	93-100%	Excellent
B	84-92%	Good
C	75-83%	Average
D	66-74%	Unsatisfactory
F	0-65%	Failing

PreK-4 Academic Key:

- O** = Outstanding; working above grade level
- G** = Grade level; within the expected range of performance
- SP** = Slow Progress; but below grade level
- NI** = Needs Improvement; below grade level, but little or no evidence of progress.

Homework Policy

The value of homework in the curriculum is essential for rounding out the education of our students. Education, according to Noah Webster, is “The bringing up, as of a child, instruction; formation of manners. Education comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and fit them for usefulness in their future stations.”

As parents we know that life doesn't cease when we get home from work. When we get home we still have work to do around the house. We don't have the luxury of sitting around and doing nothing until we go back to work the next day. If we look at the definition of "work" according to Webster, we will see many words that require action, for example to move, perform, labor, act, operate, strain, mold, influence, etc. Each of these words indicates activity rather than passivity. Each of these words holds value in the performance of homework, thus fitting students for their future stations in life.

Dr. James Dobson says that homework "is a valuable instrument of discipline." He goes on to say, "Since adult life often requires self-sacrifice, sweat and devotion to causes, the school should play a role in shaping a child's capacity to handle this future responsibility. Certainly, play is important in a child's life, too. He should not work all the time; the home and school should provide a healthy balance between discipline and play."

Homework at The Samuel School is designed with specific purposes which include the following:

- To provide **Preparation** for the next day
- To allow **Practice** for mastery
- To provide **Extension** which challenges the student to go beyond
- To develop **Creative** skills through application and synthesis

Homework is the responsibility of the student and should be completed by him or her. Parents should assist by giving guidance and clarification when needed. They should establish standards and guidelines for successful and timely completion of the task.

At the **Primary and Intermediate** levels, each teacher has his/her own policy for homework and enforcement of the same. **In general**, there is homework assigned as it is listed on the lesson plans for each week. Parents should be aware that the day does not always go as the teacher anticipates when preparing the goal sheet. Wednesday homework is lighter so that families may take the opportunity to attend mid-week services or Bible studies. For the weekend there is usually no work or a light assignment or review that may be necessary. On occasion there are long-term assignments and due dates are given. All of this can be reviewed from the teacher lesson plans or the homework notebook.

Homework will not be sent home the day of an absence. Students are expected to see teachers upon their return to school. Please contact the teacher to make other arrangements for homework during extended absences.

Honor Roll

Students who earn all B's (all classes in a trimester) are recognized with being on the Academic Honor Roll. Those whose average is B's and A's receive High Academic Honors, and those who achieve A's attain Headmaster's Honors. An N (Not Satisfactory) earned in any special class will exclude a student from the honor role.

Learning Support Special Needs Program **Philosophy and Practices**

HISTORY

The Samuel School has had students of various learning styles and abilities from its inception. The goal has always been to minister to each student at his or her point of need. Some time ago, we instituted the modified program approach in order to better communicate a clear picture of the

student's progress to his parents and subsequent teachers. As we continue to grow and learn, we are refining our approach to working with and evaluating students with special learning needs. Accommodations are made in the least restrictive manner but at the same time provide modifications to improve the opportunity for success and growth. Accommodations often include modified tests, extending testing time, extending note taking time, and teacher interpretation with respect to assignment expectations. Learning support through outside agencies is sometimes available upon request as well.

FUNCTIONING CAPACITY WITHIN THE SCHOOL

1. To distinguish between accommodations and modifications and specify their appropriate use.
2. To establish fairness in evaluating students with special needs.
3. To establish guidelines for the writing of a Learning Support Plan (LSP).
4. To establish guidelines for the creation of the Learning Support Team and its function.

GOAL

The goal is to help every student learn to the best of his ability. The goal is not to help students get a better grade.

ASSUMPTIONS

1. All students can learn.
2. Students' learning styles are unique and individual.
3. Special needs are seen across an ability/performance spectrum ranging from severely handicapped to extremely capable.

Notebook Method

The notebook method employed in the Principle Approach is a restorative tool that enables the student to practice the art of biblical reasoning. It allows the student to exercise his powers of response, memory, and reasoning. Each student creates his own notebook in his own hand, writing truths he has learned and discovered by way of reasoning. Each student's notebook has value because it has been produced with the expression of his own individuality. Its value is also seen because it provides a view of the progress of each student over time. It becomes an aid to the parent and the teacher as a tool of communication when reviewing the reflective writing that each student records in the notebook.

Externally the notebook is a filing cabinet for the student's work. Internally, it aids in the purpose of education as stated by Noah Webster. It develops the character traits of industry, diligence, orderliness, patience, and responsibility which are all essential in producing students who will be fit for their future stations in life.

The spirit of notebook methodology creates a student who possesses all of the character traits listed above. However, it is a process that is not without its challenges. The parent should show an interest in what is in the notebooks. If it is important to the parent it will be important to the student. The notebook can provide wonderful times of sharing between parent and child as you look through the notebook together, questioning, talking, and reflecting. Using the notebook at home will eliminate the "nothing" answer when a parent asks their child what they learned in school that day. The notebook should show what has been taught, providing a springboard for parents to discuss each day's learning.

2. A Working (Homework) Notebook is in the hands of every child. It should be a one-inch, three-ring, plain cover binder. In it you will find the following items:

a. office notices

b. homework that each child has as his or her responsibility (in separate divider sections).

Typically, homework sheets are to be removed daily and placed in the subject notebook (or discarded, if directed by the teacher). Do not use the homework notebook as a “catch all” for papers.

3. Subject Notebooks are the notebooks that are created in the classes. They should be two and one half to three inch, plain cover, and three ring binders. Subject notebooks become the record of the student’s learning and reflect his or her growth and development. These notebooks do not normally come home (except in Pre-K and sometimes K), but please request that your child do this occasionally so that you may check up on their classroom progress.

Parent-Teacher Conferences

Parent-teacher conferences are an essential part of the home/school partnership in education. This is especially true in a Christian school where needs can be discussed openly and honestly, and prayed for accordingly. Conferences will be scheduled for everyone following the first evaluation period. **Parents should not schedule family outings or vacations during the conference period**, as this time has been specifically set aside for the purpose of providing time for parents and teachers to meet. Daytime and evening conferences will be available. All parents are required to attend. Other conferences are encouraged by the parents or teacher throughout the year to keep communication current and to be supportive to one another in the best interest of the child.

Report Cards

The Samuel School uses the trimester system for evaluating academics and character. This means that report cards will be available at the end of each twelve-week trimester. Progress reports will be sent home midway through each trimester at the end of six weeks. Families who are delinquent with tuition will not be issued report cards or progress reports until a formal written plan has been approved by the School Board. Also, if a student has outstanding obligations such as, fines, uniforms, textbooks etc. report cards or progress reports will not be issued until the obligations have been met.

Retention

Students are not automatically promoted to the next grade level at the end of the school year. Parents will be notified of potential grade retention before the start of the third trimester in an effort to develop strategies to bring success to the student. Students will be retained in a grade level for the following year when school faculty and administration deem it in the best interest of the student based on academic achievement and character development. Parental input into the decision is also important.

Discipline Program



Philosophy of Discipline
The Classroom Constitution
General Discipline Policy
Code of Conduct
Corporal Discipline Policy
Detention
Suspension Policy
Expulsion Policy

“The great mistake I have observed in people breeding their children is that the mind has not been made obedient to discipline and pliant to reason, when at first it was most tender, most easy to be bowed.”

-- John Locke--

“Thoughts on Education,” 1690

Discipline Program

Philosophy of Discipline

Noah Webster offered seven definitions of the word discipline. His first definition states that discipline is “education; instruction; cultivation and improvement, comprehending instruction in arts, sciences, correct sentiments, morals and manners, and due subordination to authority.” From this we see that discipline is much more than punishment or chastisement. It involves instruction in life. The word discipline shares a common root with the word disciple. As Jesus spent time with the chosen twelve, He taught them, encouraged them, rebuked them, challenged them, and admonished them. But most of all, He loved them—so much so that He made the ultimate sacrifice for them by laying down His life. That is the heart of the approach to discipline at The Samuel School. In fact, this policy could actually be called our “discipleship program.” Teachers represent the Lord Jesus Christ in a ministry of love and encouragement to their students. This is done primarily through modeling and instructing. Discipline involves working with the character of a student far more than merely with behaviors. The goal always is for the student’s wellbeing, “that the man of God may be adequate, equipped for every good work.”

Discipline is the training of children which corrects, shapes, strengthens, and perfects the student to “conform to the image and character of Jesus Christ.” God has given parents the responsibility to bring up their children in the discipline and instruction of the Lord. Since the Christian school setting is an extension of the home, the teacher assists parents in training the child during the time that he/she is in school. The Christian school reinforces values that we believe are already being taught in the home. Students come to realize that they are responsible for their actions and that actions have consequences. The ultimate purpose for discipline is to form the individual into one who will govern himself according to the Word of God rather than needing external restraints placed upon him to be someone or something else. This is a life-long process and can be tedious at times. Scripture tells us that “all discipline for the moment seems not to be joyful, but sorrowful; yet to those who have been trained by it, afterwards it yields the peaceful fruit of righteousness.” (Hebrews 12:11)

Children need to be taught both God’s love and their need to respect God given authority. It is our belief that authority and discipline exercised in the spirit of Christ is done with a balance of love and firmness. All disciplinary measures will be given as the teacher and/or administrator receives Spirit-led direction in each individual situation. In each case we want to be sensitive to the individual student’s development and maturity **recognizing that God is bringing particular areas to light in each student in order to grow in Christian character.** Cooperation is needed between the parent and the school to best help the student apply spiritual truths to his life. Agreement and consistency between the home and school are important qualities to maintain in the disciplinary guidelines.

The Classroom Constitution

At the onset of the school year, teachers will assist their students in drafting and adopting a classroom constitution that will establish the framework under which the class will function during the school year. The School Constitution will be reviewed and amended each year. This School Constitution is developed by the students with their consent; each one having the opportunity for input. The writing of the School Constitution is developed with the teachers to accomplish the purpose of establishing justice, insuring school tranquility, promoting the general welfare, and securing the blessings of liberty for the individual. A separate Class Constitution will be developed for each subject class to address the specific needs of that particular class. This is representative of our own states which have their own different constitutions, none of which violate the federal constitution.

The idea of ordering the classroom constitutionally is a biblical idea. Moses was given a constitution by God Himself in the Ten Commandments. Jesus simplified that constitution with the command to love God and love your neighbor, thus writing his constitution on our hearts. The Bible gives us principles for ordering every area of our lives. Psalm 19:7-11 and Psalm 119:1-40 establish the value of those godly principles or constitutions in our lives. When we think of the constitution we may think of the law and something that keeps us from having fun. But in the Psalms we see the opposite--law that revives us, makes us wise, gives joy to our hearts, gives light to our eyes, warns us, and rewards us. That's because God's laws are guidelines to light our paths rather than chains on our hands and feet. They point at danger and warn us, and then they point at blessing and the way of truth and guide us. This is the essence of the discipleship program.

Noah Webster states that, "The entire New Testament is the moral constitution of modern society." He defines a constitution as a system of fundamental principles for the government of rational and social beings. It establishes principles to guide and direct every area of our lives as is evidenced by the establishment of the first century churches. They were mini-republics complete with constitutions that aided them in their better ordering and preservation. However, a constitution is not the answer to all of our problems. It is our relationship with Jesus. A constitution or list of rules may cause some to think of what they can get away with, but a real relationship with Jesus will cause us to think of how we should live.

And so it is with this in mind that we have established our discipline policy as a discipleship program. The school and each class, having established their own constitutions based on the principles of God's Word, will use them as their guide to help secure the blessings of liberty. In the event that a student chooses to barter away that liberty by violating the constitution, the teacher may choose to use an appropriate form of discipline necessary to help point at the danger of the path that they are on and then point them to success in godly living. If such behavior continues, the teacher will put the student on notice and send a written account of the incident(s) home to the parents. In the event a student chooses to violate the standards set forth in the code of conduct, the teacher will determine the appropriate course of action needed to correct the situation. This could include a verbal warning, written notice, detention, or suspension.

General Discipline Policy

The following guidelines will be followed at The Samuel School to promote and maintain good discipline and self-control within the students. Each teacher will provide a positive, inspiring classroom atmosphere which will encourage children to exemplify the character of Jesus. When discipline is necessary, the father shall have primary responsibility for school contact and decisions. Fathers will be called and, when necessary, must come to the school for follow-up to disciplinary action. When there is no father in the home, mothers or guardians will be contacted.

The school is responsible for:

1. Seeing that the classroom rules and guidelines are biblical, clearly defined, and consistently applied.
2. Defining the offenses and the plan of action when this is required.
3. Informing parents of the problems and established procedures to correct them.

The following steps are based on the **Matthew 18** principle which is followed at The Samuel School:

1. The teacher will discuss the situation with the pupil.
2. The teacher will discuss the situation with the parent.
3. The teacher will contact the principal to meet with the student if there is a continued occurrence.
4. The principal or the teacher will contact the parent, if occurrence continues, to discuss proposed action.
5. In the event of action being taken, record will be made.

The following options will be used in dealing with each offense:

1. Use of eyes, voice, presence, etc., to correct behavior
2. Use of "time out" area
3. Student may be asked to leave the room and go to a supervised area
4. Arrange to talk with the student after class
5. Take away student privileges
6. Contact the parent regarding the behavior by telephone or written note
7. Arrange for a parent conference
8. Assigning of manual work
9. Suspension
10. Expulsion

Code of Conduct

General Conduct

The Bible gives us clearly stated standards for our department in both word and deed.

Ephesians 4:29 regards our speech:

“Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen.”

2 Corinthians 4:2 and Malachi 1:13b-14 regards our integrity:

“But we have renounced the hidden things of shame, not walking in craftiness not handling the word of God deceitfully, but by manifestation of the truth commending ourselves to every man’s conscience in the sight of God.”

“And you bring the stolen, the lame, and the sick; thus you bring an offering. Should I accept this from your hand? But cursed be the deceiver who has in his flock a male, and takes a vow, but sacrifices to the Lord what is blemished, for I am a great King, say the Lord of hosts, and my name is to be feared among the nations.”

Hebrews 13:17 regards our respect for authority:

“Obey them that have rule over you, and submit yourselves: for they watch for your souls, as they must give account, that they may do it with joy, and not with grief: for that is unprofitable for you.”

Students at The Samuel School are expected to conduct themselves in accordance with God’s Word on all occasions, in all situations.

Plagiarism Policy

Proverbs 10:9

“The man of integrity walks securely, but he who takes crooked paths will be found out.”

Noah Webster defines plagiarism as, “the act of purloining another man’s literary works, or introducing passages from another man’s writings and putting them off as one’s own; literary theft.” The Bible would describe plagiarism as stealing. Plagiarism brings into question the integrity of the individual and how they have responded to difficult situations regarding work and time management. In short, the ability of the individual involved to exercise Christian self-government is being put to the test.

Serious consequences will arise for the individual who does not deal with this character issue before entering into life beyond high school. The consequences outlined below are meant to be redemptive without diminishing the seriousness of the situation.

Anti-Bullying Policy

The climate in schools around the country today precipitates a strict view on bullying. Bullying entails direct or indirect behaviors which occur repeatedly over time. They are perpetrated by an individual or a group against a target individual. They create a sense of physical and/or psychological intimidation. Just because an action is common does not mean it is acceptable. Bullying takes place when both parties do not have equal power in the relationship. Typically one party will not be in a position to disengage from the relationship. At the risk of appearing to create

a definitive list of bullying behaviors we have created a list below to help identify examples of bullying behaviors or actions.

More Observable (Direct) Bullying Behaviors

Hitting, pushing, shoving, bumping

Physical assaults

Destruction of personal property

Stealing of personal property

Obscene gestures

Sexual contact or harassment

Less Observable (Indirect) Bullying Behaviors

Name calling, slurs

Verbal threats of harm (physical)

Ostracizing (rejecting, isolating)

Threatening or derogatory notes/graffiti/e-mail

Humiliating

Scapegoating

Set-ups

Mind games

Enslavement (asked to do something to be “in”)

Passing of demeaning photos

Rumoring

Blackmailing

Challenging to take dangerous dares

Website taunting, ranking, degrading

The Samuel School takes a strict view on bullying in order to protect not only individual students, but also to promote a safe environment that honors Christ and nurtures the learning process.

General Information

Annual Events
Arrival
Attendance
Change of Address, Phone, etc.
Dismissal
Fire Drill Procedures
Music
School Hours
School Pictures
School Supplies
Tardiness
Telephone Use Policy
Transportation
Uniform Policy
Weather Emergencies

“There is an appointed time for everything. And there is a time for every event under heaven.”
Ecclesiastes 3:1

General Information

Annual Events

A. New Family Orientation – August

This is the first official meeting for newly enrolled families. We will go over the basics of operations and provide a time for clarification as families are become acclimated to The Samuel School.

B. All School Welcome Back Family Orientation – August

A great way to get the school year started. A time of fellowship and focus for the entire Samuel School Family. Students will have an activity time with their teachers while the parents are presented a review of procedures and activities for the upcoming school year.

C. Grandparents and Special Friends Day – September

A proud day for all! Grandparents and friends have the opportunity to visit your child(ren). The program includes student presentations and classroom visits. Photo opportunities provided--cherished memories created!

D. Christmas Program – December

Share in the joy of Christmas with the students of Samuel School as we celebrate with the gifts of music and drama. A timely family activity for the church and community.

E. Heroes of HISTory – February

A piece of American history comes alive in this special event that illuminates moments from America's history where the Hand of God can be seen as the guiding force behind the founding of the United States of America. Home school families are welcome.

F. Restoration Celebration – May

An evening where we celebrate the restorative work the Lord is doing through education. At this event students will be sharing stirring orations that touch on pertaining topics and virtues of the day from a Biblically sound perspective.

Arrival

Students should not arrive before 7:45 a.m. Students are to be dropped off at the new entrance where they will wait inside for their other classmates to arrive. At 8:00 a.m., all students and staff will report to a given location to begin pledge, prayer, and worship.

Attendance

Each student is expected to be in attendance during regular school hours. If your child will be absent, **you must call, text, or email the teacher by 8:15 a.m. that day.** Feel free to leave a message on our answering machine if you are calling before the beginning of the school day. A verbal or written excuse is required within 3 days of each absence or the absence will be considered unexcused. Any student who is absent more than three (3) consecutive days will be required to provide a doctor's excuse upon returning to school.

An **excused absence** is recorded for illness, family emergency, extenuating circumstances approved by the school administration or an approved Attendance Policy Exception that meets the guidelines listed below. All other absences are considered **UNEXCUSED**. **Upon administrative review, if a pattern of excessive absences becomes apparent, parents will be notified that no credit will be given for work due or assigned during future unexcused absences.**

1. An **Attendance Policy Exemption (APE)** form must be completed **at least one week prior** to the absence demonstrating the reason for the request. Exceptions **will not** be granted if:
 - a. the request is during the first 2 weeks of the school year.
 - b. the student is behind on work or failing a subject.
 - c. the total days for all prior absences and tardies are excessive.
 - d. If an APE is granted any work assigned prior to the absence and due during the absence should be submitted **before** the absence or the assignment will be considered late. Work and tests assigned while students are absent should be submitted in accordance with the assignment standard.
 - e. If an APE is not granted, absences during that time period will be considered **unexcused**. Please note that assignments that are due during an unexcused absence receive no credit unless they are submitted by the beginning of the class period in which they are due. Assignments that are given during an unexcused absence will receive no credit.

Tardiness

Any student who arrives to school after 8:00 a.m. must escorted to the classroom by a parent.

Change of Address, Phone, etc.

Whenever there is a change in your address, telephone number, or workplace number, please call the school office and notify us of the change. We request notification of changes in doctors and/or emergency numbers as well.

Dismissal

FOR SAFETY REASONS, WE WILL NOT RELEASE YOUR CHILD TO ANOTHER PERSON, CARPOOL, OR BUS WITHOUT YOUR EXPRESS PERMISSION! Please call the school with any **changes** in the dismissal transportation for your child prior to 2:00 p.m. When possible, please provide notification 1 day in advance.

Drop Off and Pick Up Procedures

When entering the circle please remain to the right side of the lane to permit other traffic to pass on the left. Drop off and pick up is facilitated by a teacher who will open your door and help the children to unload and load. Typically this process is around 20 to 40 seconds. If an extended time is needed, perhaps to converse with a teacher for example, please park in the lower lot to make the process easier for others.

Early Dismissal

- A. All school early dismissal - Students may be dismissed early due to weather conditions. In these instances parents should tune in to the local T.V., Samuel School's website and radio stations listed in the **Weather Emergencies** section of this handbook.

Parents can also check the school calendar for early dismissal dates.

- B. Individual early dismissal- Students desiring to be excused before the close of the school day, for any reason, must present a written request from their parents stating the reason for the request and the time of dismissal and return.

Parents picking up children for an appointment must enter the school to pick up your child(ren). We will not send them out to meet you.

Fire Drill Procedures

State law requires the practice of fire drills on a regular basis. Students will simply be escorted outside in an orderly fashion after being made aware of how to proceed in an emergency situation.

Music

The school recognizes that there are widely divergent opinions among school families regarding the propriety and acceptability of music. Christian people hold differing convictions with respect to which types or performance of music are suitable. Parents are encouraged to prayerfully consider factors such as:

- The words and message of the music
- The emotions aroused by the beat of the music
- The lifestyles of the performers
- The consistency of the music with scriptural principles
- The attitudes and behavior engendered by the music

Parents should establish guidelines for their children in this area, as in all things.

Within the school environment, students are not permitted to bring music to school for listening purposes or to exchange with other students.

Every effort will be made to select music for teaching and performance which will honor and glorify God, edify believers, and hold to the highest standards of musical achievement.

School Hours

Arrival	7:45 a.m. – 8:00 a.m.
Tardy	8:00 a.m.
Half Day Dismissal	11:30 a.m. – 11:40 a.m.
Dismissal	3:00 p.m – 3:15 p.m.

School Pictures

All students must wear their uniform for the class pictures, but may bring a different shirt to change into for the individual pictures. Picture packages may be purchased at the time of the sitting. All students must have their picture taken for the yearbook, even if they are not buying a package. Make-up picture day, approximately two months after the original day, is for those who were absent or displeased with their pictures.

School Supplies

Each year a supply list is sent home with the final report card and posted on the school's website. Students are expected to have all supplies on the first day of school. Students are also expected to keep their supplies current during the year. Parents are reminded to check with their students to see if any of the consumable items need replenishing as the year progresses.

Telephone Use Policy

Students do not have direct access to a phone at the school. In case of an urgent matter or an emergency, the student shall request the teacher to make the necessary phone call at her earliest convenience. Students may use the phone by permission only. Parents should refrain from requesting to speak with their child during class time unless there is an emergency. The teacher will gladly relay a message to a student if desired.

Transportation

School Bus Policy

1. All Samuel School students will abide by the rules and regulations established by the school bus driver without questioning.
2. All Samuel School students will conduct themselves in a manner consistent with the character of Jesus Christ, which includes: respectfulness, kindness, helpfulness, and honesty.
3. All regular bus students will be placed on the school bus daily unless the school is notified **by the parent** to make other arrangements.

Uniform Policy

Outward Appearance--It Matters

In I Samuel 16, when Samuel anoints the king to take the place of Saul, Samuel is surprised at God's choice of David over Eliab and his older brothers. God explains that man looks on the outward appearance, but the Lord on the heart. The Lord was not referring to such outward expressions as clothing as being immaterial, since they express the heart. He was specifically referring to that outward appearance over which man has no control: David's youth and small size were not expressions of character. Clothing is.

The Uniform as Good Discipline

Modest dress and, where established, the wearing of a uniform are practices of civility. Civility gives us a gracious context for relationship. It's not simply *I like so and so*. It's *I respect*

all, each individual. Even when we have temporary discord, we still have general affirmation and peace evident in the practice of civility. In the area of dress, civility avoids the provocative, and the careless expression of worldly individuality. Individuality expressed by the dress of the world sets up cliques by worldly standards; it alienates, and gives rise to various envies and lusts.

Consenting to wear a uniform and wearing it well are good challenges for the student and success in these things bespeaks good character. Moreover, with the wearing of the uniform, students are given the challenge of expressing their individual characters more fully through words and deeds. (I John 3:18, James 3:13)

The Samuel School Uniform

Samuel School students have the honor of fulfilling a biblical principle as they consent to godly authority for their clothing in modest style. They have the honor of carrying the two great biblical dress colors (white for purity of salvation, blue as the reminder of God and his commandments) in their uniforms. They have the distinction of wearing clothing that begins to define their special place in the midst of the world--that of biblical Christians tracing and applying the principles of Scripture into every area of life.

There is a strong tendency in human nature for people to act in a manner consistent with their dress. Student dress and deportment should reflect a biblical standard of modesty and excellence. At school, we are about the business of learning. Therefore, the school board believes adherence to a dress code is an essential part of the educational process. The following is the dress code at The Samuel School.

School

Guidelines

- All clothing must be clean, neat, and in good repair (no cut-ups or holey items please). Students may not wear oversized or tight fitting clothing.
- Students must fully tuck in shirttails into pants or skirts.
- Students must wear pants at waist level (**no sagging**). All pants must be of “uniform” style.
- Students may wear plain solid white or colored shirts under the uniform shirt.
- Students must follow dress policy while on school property.
- Hair must be neat, clean, and combed so as not to obstruct the student’s view.

Special Dress Days

Please keep the following guidelines in mind when selecting clothes for special dress

- All clothing must be clean, neat, and in good repair.
- Clothing should be modest in keeping with a biblical standard.
- T-shirts cannot display objectionable material.
- Students may not wear shorts or sleeveless shirts.
- Girl's skirt length may not be shorter than the top of the knee cap.

The Samuel School provides special dress days for a variety of reasons, including the following,

Dress Up Days

- Special days are designated on which students who choose to participate may dress up. For example, on the last day of school before Christmas vacation, students may wear festive Christmas attire.

Purity and Modesty

Also, students should dress in a fashion at school events that follows a biblical standard of modesty. The following guidelines should assist you in making decisions about modest dress.

- What statement do my clothes make about my heart?
- In choosing what clothes to wear to this function, whose attention do I desire and whose approval do I crave? Am I seeking to please God or impress others?
- Is what I wear consistent with Biblical values of modesty, self-control, and respectable apparel, or does my dress reveal an inordinate identification and fascination with sinful cultural values?
- Who am I trying to identify with through my dress? Is my standard the Word of God or the latest fashion?
- Have I solicited the evaluation of other godly individuals regarding my wardrobe?
- Does my clothing reveal an allegiance to the gospel or is there any contradiction between my profession of faith and my practice of godliness?

Functions, such as the Restoration Celebration, Christmas Presentation, Special Dress Days, Field Studies, and other events, are times when students have choices to make concerning their dress and how they will represent the Lord, their family, and the school. These are issues to discuss as a family, but the standard we are aiming for is this:

- Students should avoid skin-tight clothing.
- Students should not have bare shoulders, midriffs, or backs.
- Undergarments should not be exposed or visible

Uniforms for Girls

Please use the following tables to determine what your female student may wear to school.

Notes: For additional warmth, students may wear turtlenecks and/or t-shirts, without logos, under the logo shirt or blouse as well as a TSS hoodie.

Students may not wear Heely shoes.

Students may have pierced ears; other piercings are not permitted.

Girl’s skirt length may not be shorter than the top of the knee cap.

Grade	Skirts, Pants, or Jumpers	Tops (all with logo)	Sweaters (all with logo)	Hosiery	Shoes
PRE-K to 6th	<ul style="list-style-type: none"> ▪ Navy, khaki, or white plaid jumper with logo (length not shorter than the top of the knee cap) ▪ Navy or khaki uniform-style pants or shorts 	<ul style="list-style-type: none"> ▪ White, navy blue, evergreen, maize knit polo shirt, mock turtleneck, or turtleneck ▪ White Peter Pan collar blouse 	Solid navy blue or evergreen, v-neck or crew-neck vest or sweater	Socks or tights in complementary colors; both socks must match.	Shoes must be worn. No flip flops or slippers.

Uniforms for Boys

Please use the following tables to determine what your male student may wear to school.

Notes: For additional warmth, students may wear turtlenecks and/or t-shirts, without logos, under the logo shirt as well as a TSS hoodie.

Students may not wear Heely shoes. Students may not wear earrings; other piercings are not permitted.

Grade	Skirts, Pants, or Jumpers	Tops (all with logo)	Sweaters (all with logo)	Hosiery	Shoes
PRE-K to – 6th	<ul style="list-style-type: none"> ▪ Navy or khaki uniform-style pants or shorts 	<ul style="list-style-type: none"> ▪ White, navy blue, evergreen, maize knit polo shirt, mock turtleneck, or turtleneck 	Solid navy blue or evergreen cardigan, v-neck or crew-neck vest or sweater	Socks in complementary colors; both socks must match.	Shoes must be worn. No flip flops or slippers.

Weather Emergencies

In case of inclement weather such as snow, ice, or fog, The Samuel School will post delays and closings on our school website and broadcast on the following stations:

TV Stations

WGAL-TV Channel 8
WPMT FOX 43

Radio Stations

WJTL 90.3 FM

Listen for The Samuel School announcement. Do not turn your radio off too soon, as announcements are sometimes changed. If your child rides a bus from another district and that district has a delay that is different than that of The Samuel School, simply follow the delay of your transportation provider. We will have staff present to supervise students as they arrive. If your child rides a bus from a district that closes school when The Samuel School remains open, you should try to have your children here if it is safe to do so. If you do not have transportation, the absence will be excused.

Health & Safety Program



Emergencies
Head Lice Policy
Immunizations
Medication Policy
Physical Examinations
Screening Procedures
Student Accident Insurance
Student Safety Issues
Student Visitation

Health and Safety Program

Parents are encouraged to accept the responsibility for the health of their children and therefore are not to send a sick student to school. Parents will be contacted to transport sick or injured students from school.

Emergencies

All parents are required to fill out an emergency form at the beginning of each year. Please be sure to fill out forms completely and accurately. Forms are kept on file in the office and referred to in cases of emergency. In case of emergencies involving your child, you will be contacted so that the appropriate action may be taken. If a parent or person to be notified in case of an emergency cannot be notified, the school will take appropriate action to ensure the safety of your child.

Emergency Preparedness Plan

The Samuel School is following the guidelines and procedures established by the Pennsylvania Emergency Management Agency (PEMA) to be as prepared as possible in the event of a natural disaster or terrorist attack against citizens and/or structures in our area. The following guidelines and procedures will be updated or implemented as necessary.

Let us be reminded of God's Word that expressly says, "We have not been given a spirit of fear, but of power, and of love, and of a sound mind." (II Timothy 1:7)

- I. Communications
 - A. Public announcements specific to The Samuel School will be made via our radio and television weather-related announcement procedure, if permitted.
 - B. Parents should NOT call the school for information so that phone lines may be kept open. Parents should listen to the Emergency Broadcast Network via local radio/television stations. The school will initiate contact if permitted, possible, and necessary.

- II. Transportation
 - A. If/when students are permitted to leave the facility, standard dismissal procedures will be followed if bussing is permitted, unless directed otherwise via public announcements.
 - B. If bussing is not permitted, standard early dismissal procedures will be followed, unless directed otherwise via public announcements.
 - C. Parents who are **unable** to pick up their child(ren) should make every attempt to contact the school with specific instructions as to who will pick up the child.
 - D. Persons picking up a student that is not their child **MUST** provide a signed written statement indicating that they are taking responsibility for the non-custodial child(ren) in their care, if prior verbal communication from the parent is not possible prior to pick-up.

- III. In the event of a threatening situation while school is in session:
 - A. Students and associated staff shall report to the lobby.
 - B. Staff not assigned to a specific grade level should report to the gymnasium for deployment where needed.
 - C. The receptionist or designee should remain at post if at all possible or take cell phone and radio into the auditorium.
 - D. Students and staff will remain in designated area until given the all-clear signal or other instructions.
 - E. The school will maintain a supply of water that would serve the needs of the students and staff for a limited time should the public water supply be compromised.

Epidemic and Pandemic Response

A pandemic is a global outbreak of disease that occurs when a new virus appears or “emerges” in the human population, causes serious illness, and then spreads easily from person to person worldwide. Pandemics are different from seasonal outbreaks or “epidemics” of influenza. Seasonal outbreaks are caused by subtypes of influenza viruses that already circulate among people, whereas pandemic outbreaks are caused by new subtypes, by subtypes that have never circulated among people, or by subtypes that have not circulated among people for a long time. Past pandemics have led to high levels of illness, death, social disruption, and economic loss.

Epidemic: A disease occurring suddenly in a community, region or country in numbers clearly in excess of normal.

Pandemic: The worldwide outbreak of a disease in numbers clearly in excess of normal.

In dealing with an epidemic or pandemic the school’s response can only be to assist in disseminating health information, planning for staff and student absences, and maintaining a learning environment. To those ends the following procedures will be followed.

Dissemination of Health Information

Department of Agriculture:

Department of Agriculture (PDA) is the lead on the impact on Avian Influenza on flock/bird populations. To contact the Department of Agriculture about Avian Influenza, call 717-783-3577.

Department of Health

The Department of Health is the lead on the human impact of any outbreak of Avian Influenza. To contact the Department of Health about influenza and pandemic preparedness, call 1-877-PA-HEALTH (1-877-724-3258).

Symptoms of Avian Influenza in Humans

The reported symptoms of avian influenza in humans have ranged from typical influenza-like symptoms (e.g., fever, cough, sore throat, and muscle aches) to eye infections (conjunctivitis), pneumonia, acute respiratory distress, viral pneumonia, and other severe and life-threatening complications.

Maintaining a Learning Environment

Notification of Parents

We will choose to use the same methods (radio, television) that are used to notify staff and parents about school closings that occur because of inclement weather events or other emergencies.

1. An epidemic or pandemic must first be identified by state and/or local government officials.
2. Absenteeism will be monitored daily to note if there are increases related to flu-like symptoms.

For more information

On the internet at www.pandemicflu.state.pa.us or www.pandemicflu.gov

Call 1-877-PA HEALTH (1-877-724-3258)

Call the CDC hotline at 1-800-CDC-INFO

Head Lice

Students who get head lice are not permitted to return to school without clearance from a physician or staff personnel who has been qualified to examine for head lice. If there is an outbreak of head lice at the school, a physician or nurse will be requested to screen all students and inform parents of children requiring attention.

Immunizations

The Samuel School is required by law to report the immunization status of all children in grades Kindergarten and 7th grade. Information is collected with respect to each of the required vaccines or if selected, the number of religious or philosophical exemptions. Immunization and exemption forms are available through the school. Children enrolled in public, private, or parochial schools, including pre-school, are to be immunized against the following diseases:

Measles, Mumps, and Rubella – Two (2) immunizations

Polio – Three (3) immunizations

Diphtheria, Tetanus – Four doses of vaccine

Varicella – Chicken pox – One dose of the vaccine for new students grades K-4. One dose, possibly two, for new students entering grades 7-10.

***Please Note:** All students entering Developmental Kindergarten and Academic Kindergarten are required to have three (3) properly spaced doses of Hepatitis B vaccine. The third dose of the Hepatitis B vaccine must be given by April 1st of the current school year. Parents desiring moral/religious exemption should present a letter to the school office.

Medication Policy

It is the policy of The Samuel School to administer medications during school hours only when absolutely necessary. Administration of medications falls under two categories. Parents are required to read and follow school guidelines for the appropriate category.

Category 1. Prescription Medications

1. Medications **will not** be administered by the school until the Physician Statement of Need and parental Request for Medication Administration forms are completed and filed in the office. This must be done at the beginning of each school year even if medications are the same as the prior year.

Note: A separate set of forms must be filled out for each different kind of medication to be administered. A separate set of forms must also be filled out whenever changes are made in the medication, dose, or child's reaction.

2. All medications **must** be sent to school in the **original container** with the prescription labeled by the pharmacist or physician. **Do not** send unlabeled bottles or medication in any container other than the original. All medications must be administered through the school office. **Students are not permitted to keep medications in their lockers, purses or book bags.**

Note: The school reserves the right to decline the administration of drugs that are beyond the ability of unqualified school personnel. (e.g., injections)

3. Any medication that can be administered at home **must** be administered at home. (e.g., Many antibiotics require three doses per day. One dose should be given in the morning before school, one dose at home when the child gets home, and one dose before bedtime.)

Category 2. Non-prescription, Over-the-Counter Medications

1. Parents must complete a parental Request for Medication Administration form and file it with the office before any medication can be administered.
2. Students are not permitted to carry non-prescription medications with them. All medications must be kept in the office. (This does not include cough drops.)
3. As many of these medications require a judgment as to the student's need, parents must indicate the following on the Request for Medication Administration form:
 - Permission for student to self administer non-prescription medication independently, deciding on the dosage as long as it is within the limit specified on the label.
 - Needs for which medication may be administered

The school will ensure the following in relation to the administration of medications:

1. Medications will be kept in a safe location that is inaccessible to students.
2. A Medication Administration Log will be kept, recording each administration of medication by the person handing out the medication.

Physical Examinations

The School Health Law requires medical examinations for children in grades Kindergarten, 6 and 11. Dental examinations are required for those in grades Kindergarten or 1, 2, 4, 6, and 8. The physical for the upcoming year may not be performed before June 15. A general form from the state is available through the school or a physician's note verifying school readiness is acceptable.

***Please Note:** Upon school entrance, all previously home schooled children are required to have a recent physical report on file. Please submit to the school office by the first day of school.

Student Accident Insurance

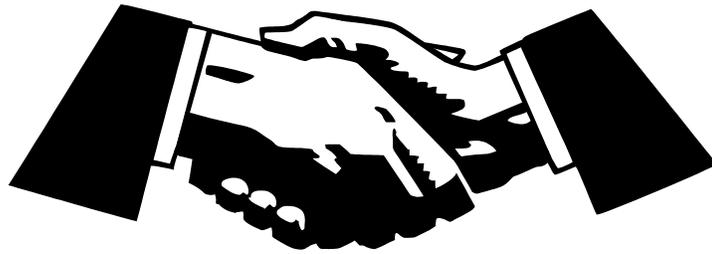
The Samuel School provides school accident coverage for injuries that occur at school or during school activities.

School time Coverage

Provides protection for students for covered injuries which occur

- in or on the school grounds or premises during a period of regular attendance when school is in session.
- while traveling to or from a school activity, with a school sponsored group, or in transportation arranged by the school.
- while participating in or attending activities directly sponsored by the school and continuously supervised by a school designated official or employee.

Parental Involvement



Basic Responsibilities
Fundraising Activities
Parent Teacher Guild (PTG)
Teacher Partners

Parent Involvement

Basic Responsibilities of all TSS Families

There are certain responsibilities expected of all parents just by virtue of being part of the school. Without parents being involved in these basic ways, TSS would not be able to uphold its commitment to provide a Christian education of highest quality:

1. Attend the Welcome Back Family Orientation.
2. Attend the January State of the School Meeting.

Fund Raising Activities

Families are strongly encouraged to participate in various fund raising activities offered through the course of the year. Some fund raisers are used to purchase specific items for the benefit of the children while others are to raise funds to make field trips more affordable for families. Another aspect worth mentioning with respect to participation is the value of industry and business virtues that are gained when students sincerely and responsibly engage in fund raising activities.

Parent-Teacher Guild

Description/Philosophy

The Samuel School Parent Teacher Guild (PTG) is what many schools would call the PTO or PTA. Noah Webster defines *guild* as a society, fraternity or company of people associated for some purpose or like interest. The PTG is called a guild because of a “like interest” in the equipping of students. While similar to a PTO or PTA, the PTG focuses on actively engaging all TSS families in the life of the school. This is done through a variety of activities (see below).

Mission

The mission of The Samuel School PTG is to be a liaison between the board, administration, faculty and parents in a manner that promotes open, constructive and honest dialogue that supports the vision of TSS and glorifies God for the benefit of our children.

Vision

The vision for the partnering process at TSS is to facilitate fun and creative ways to link school needs with parent gifts. By communicating and sharing the work among all families a sense of community and of service to the school will naturally develop. This partnering process will be an opportunity for the students to see Christian servant hood in practice from those who have authority over them so that they will want to model this virtue also.

Activities

Enlists parent partner support for the school
Provides peer encouragement and accountability in partnering with the school
Facilitates healthy forums of dialogue between parents and school personnel
Provides continuing education opportunities for parents
Hosts key meetings throughout the year (as needed)
Oversees a coordinated parent prayer effort for the school

Membership

Every parent or guardian, who has a child in The Samuel School, as well as every teacher, is automatically a member of the guild.

Involvement

The Samuel School depends on the generous gifts of time, talents and treasure given by friends and families. There are many ways to be involved in making The Samuel School the best school it can be.

Individual families, as members of the larger TSS family, are responsible to fulfill these basic requirements:

- Attend the *Back-to-School Orientation* at the start of school each year
- Attend parent-teacher conferences
- Attend the (Towne Hall) State of the School Meeting in January each year

Teacher Partners

The purpose of the teacher partner is to serve as a liaison between the classroom teacher and the families represented by the students within the class. The teacher partner can serve in many ways some of which include:

- Assisting in communication between the teacher and parents of the classroom
- Coordinating resources needed for class events such as food or other items
- Coordinate parents with teacher needs such as cleaning or field trip chaperoning
- Coordinate parents to assist with lunch time help

Remember, *we* are The Samuel School!

Pledges

To the Bible

I pledge allegiance to the Bible,
God's Holy Word.
I will make it a lamp unto my feet,
And a light unto my path.
I will hide its words in my heart,
That I might not sin against God.

To the Christian Flag

I pledge allegiance to the Christian flag,
And to the Savior for whose kingdom it stands.
One Savior,
Crucified, risen and coming again,
With life and liberty to all who believe.

To the American Flag

I pledge allegiance to the flag,
Of the United States of America.
And to the republic for which it stands,
One nation under God,
Indivisible, with liberty and justice for all.



Word Study – The 4 R Process of Biblical Reasoning

The Principle Approach

“It is the glory of God to conceal a matter, but the glory of kings is to search out a matter.” Proverbs 25:2

When used diligently and seriously, this method will produce superior understanding of any subject or word from a Godly, biblical perspective.

Tools needed: The Bible
Webster’s 1828 Dictionary
Exhaustive Concordance
Optional: Bible Commentary

Procedure

Research

1. Choose a **word** or **term** that you would like to understand from a biblical perspective. Write out the definition of the word using Webster’s 1828 Dictionary. If the word is not in the Webster’s 1828, choose a synonym. A thesaurus may be helpful.
2. Write out a few **Scripture references** that **illuminate** the meaning of the word. Don’t just pick a verse because the word is in it.
3. Underline the **key words** in the definition of the main word. Key words are words that are important in helping to explain the main word. Pick as many key words as you like. The more extensive your study, the greater the biblical perspective you will gain. (You can even go to the next level and define key words of the key words!)

Reason

4. Write out the definition of each underlined key word from Webster’s 1828 Dictionary.
5. Write out a few **Scripture references** for each key word underlined. Again, be sure that the references present the word (or a synonym) in the proper context. Don’t just find a verse that uses the word if they don’t fit your study.

Relate

6. **Reflect** on the definitions and Scriptures you’ve written down concerning the main word and its key words. **List the truths or principles** you can now identify as you reason from God’s perspective on the subject.

Record

7. Based upon your research and reasoning in the above six steps, write **your own definition** of the main word. Be sure to say it so that you fully understand the definition and can use it! This is called an “operational definition.” It should demonstrate your **biblical world view**.
8. Write a summary paragraph which demonstrates how you can **apply** the main word to your own study or life. This also will express your **biblical world view**.